

Grade 7: Writing Text Types and Purposes Examples

Standards alignment:
W.7.1

Building:
Lincoln Jr. High

Grade(s):
7

Quarter taught:
1 2 3 4

Team members:
Ann Able, Bill Cable, Dr. Ira Means, Ethan Noble

Step 1

Standard:
W.7.1

Directions: Copy and paste from the vertical alignment tool.

Write arguments to support claims with clear reasons and relevant evidence.

- a. Introduce claim(s), acknowledge alternate or opposing claims and organize the reasons and evidence logically.
- b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. Use words, phrases and clauses to create cohesion and clarify the relationships among claim(s), reasons and evidence.
- d. Establish and maintain a formal style.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to write an argument to support a claim with clear reasons and important and meaningful evidence. We will use credible sources and maintain a formal style in our writing.
- We will be able to write an argument with clear reasons and relevant evidence.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. Prior Knowledge - Use an organizational framework explaining the difference between fact and opinion. Introduce claim and argument.
2. Use an argumentative mentor text to model writing an argument to support a claim along with an organizational framework (like a graphic organizer) to organize evidence and reasons.
3. Differentiate between relevant versus irrelevant evidence to support a claim.
4. Use a secondary argumentative text for students to write an argument to support a claim along with an organizational framework (like a graphic organizer) to organize evidence and reasons.
5. Identify and write alternate and opposing claims to a common claim.
6. Using a mentor text, practice organizing ideas in a logical manner; then, apply this to student writing using a graphic organizer to guide students.
7. Identify credible sources. Practice writing claims using identified credible sources.
8. Practice using transition statements to connect ideas.
9. Using a variety of argumentative texts, identify what comprises a "formal style."
10. Identify and practice writing concluding statements to support an argument. Use mentor texts to copy tone and formal style.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Students needing additional supports can be given the opportunity to write an argument with evidence.
 - Students needing additional supports can be given the opportunity to write an argument with one or two reasons.
- Additional opportunities:
 - Students needing additional opportunities can be given the opportunity to add additional evidence to better support their argument.
 - Students needing additional opportunities can be given the opportunity to give stronger relevant evidence.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Argument
- Claims
- Relevant
- Evidence
- Reasons
- Alternate
- Opposing
- Logical
- Acknowledge
- Credible source

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment:
W.7.2

Building:
Lincoln Jr. High

Grade(s):
7

Quarter taught:
 1 2 3 4

Team members:
Ann Able, Bill Cable, Dr. Ira Means, Ethan Noble

Step 1

Standard:
W.7.2

Directions: Copy and paste from the vertical alignment tool.

Write informative/explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization and analysis of relevant content.

- a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- b. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- d. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- e. Establish and maintain a formal style.
- f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will be able to introduce a topic with organized ideas and information using a variety of strategies such as cause and effect, compare and contrast, etc.
- We will be able to include formatting, graphics and charts in their informational writing.
- We will be able to use appropriate transitions to create cohesion among ideas and concepts.
- We will be able to use precise language, domain-specific vocabulary and formal style in our informative writing piece.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. The student will develop an informative topic of their choice by finding credible information, relevant facts, concrete details and/or quotations.
2. The student will then develop and organize their ideas, concepts and information using a strategy such as definition, cause and effect, classification or compare/contrast.
3. The student will include formatting such as headings, graphics, charts and tables.
4. The student will add quotations, transitions, precise domain specific language and a formal style of writing to make their informative writing piece accurate.
5. The student will develop a strong conclusion to support the information in the piece.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Students may be allowed to write an informative piece that only requires a couple relevant facts. It may be written in a definition or classification format and have only two headings with a graphic or chart.
- Additional opportunities:
 - Students may be asked to notate their quotations with a specific bibliographic style (APA for instance). They may be asked to create stronger transitions and develop a stronger cause and effect or compare/contrast piece.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Informational definition
- Classification
- Compare/contrast
- Cause and effect
- Domain specific vocabulary
- Formal style
- Transitions
- Cohesion

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment: <u>W.7.3</u>	Building: <u>Lincoln Jr. High</u>
Grade(s): <u>7</u>	Quarter taught: 1 2 3 4
	Team members: <u>Ann Able, Bill Cable, Dr. Ira Means, Ethan Noble</u>

Step 1

Standard:

W.7.3

Directions: Copy and paste from the vertical alignment tool.

Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details and well-structured event sequences.

- a. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- b. Use narrative techniques, such as dialogue, pacing and description, to develop experiences, events, and/or characters.
- c. Use a variety of transition words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.
- d. Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- e. Provide a conclusion that follows from and reflects on the narrated experiences or events.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We will be able to write a narrative writing piece with an established context, point of view, narrator and characters that develop a story with a logical event sequence.
- We will be able to utilize dialogue, pacing, and description to help develop experiences, events and characters
- We will be able to utilize transitions to help develop sequence and signal shifts
- We will be able to provide a conclusion that reflects on the narrated events of the story.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

• *What prior knowledge, vocabulary, and skills are needed?*

1. Students will develop a narrative story idea including context, point of view, narrator, characters and sequence of events.
2. Students will then develop their ideas to include dialogue, pacing and description to develop the story.
3. Students will add transitions and phrases and clauses, to develop sequence and signal shifts.
4. Students will add precise words, relevant descriptive details and sensory language to create experience and events.
5. Students will provide a conclusion that reflects on the narrated events.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- For extended time:
 - Students will have the ability to create a narrative writing piece that includes characters and a sequence of events. The students will be able to add dialogue to develop the story.
- Additional opportunities:
 - The students will be able to add additional emphasis on the dialogue, character development and a more intricate sequence of events.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Narrative
- Point of view
- Event sequence
- Dialogue
- Pacing
- Transition words
- Signal shifts
- Sensory

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
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Consider how checks for understanding and retrieval practices will be embedded.

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Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

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Content:

Strategies: