

Southington Public Schools

Curriculum Map

Subject: English Language Arts -Writing

Grade: 7

UNIT TITLE	Literary Essay	Narrative Writing	Argument Essay
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to draw evidence from literary text to support analysis and reflection. • How to evaluate how different authors develop similar themes across texts. • How to develop literary theories. • How to construct an effective essay. 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Writers rehearse their stories by drawing on everything they know about fiction writing to develop characters, conflict, and setting to begin to imagine and experiment how their story might go. • Writers think not only about what they write, but also how they write, paying attention to structure, timeline, craft, and point of view as they attempt to bring out the significance in their drafts and revise as they go. • Writers revise their stories so as to bring out meaning, balancing the internal and external story, highlighting a message or two by the end, using all they know about narrative writing. • Writers edit and publish in ways that bring forth the meaning they are trying to convey, thinking not only about spelling but also about sentence structure, rhythm, and the format of their final published piece. <p>Content Vocabulary:</p> <ul style="list-style-type: none"> • Social issues • Author’s Purpose (relevance) 	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to develop, hone and support a claim about one text. • How to build an argument that cuts across more than one text. • How to integrate and analyze secondary critiques and other source materials to more comprehensively support and extend their ideas. <p>Content Vocabulary:</p> <p>Refute Persuade Claim Evidence Cite</p>
CT CORE STANDARDS	<p>W7.1 Write arguments to support claims (in literary essays) with clear reasons and relevant evidence.</p> <p>W7.2 Write literary essays to examine a theme (life lesson) and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p> <p>W7.4 Produce clear and coherent writing in which the development, organization, and style</p>	<p>W7.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.</p> <p>W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7.5 With some guidance and support from peers and adults, develop and strengthen writing</p>	<p>W7.1 Write arguments to support claims with reasons and relevant evidence.</p> <p>W7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>W7.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,</p>

	<p>are appropriate to task, purpose, and audience. W7.5 Develop and strengthen writing as needed by planning, revising, editing and rewriting, focusing on how well purpose and audience has been addressed.</p> <p>W7.9 Draw evidence from literary text to support analysis, reflection and research.</p>	<p>as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>	<p>focusing on how well purpose and audience have been addressed.</p> <p>W7.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others, including linking to and citing sources.</p> <p>W7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard form for citation.</p>
UNIT TITLE	Poetry	Informational Writing	
CONTENT	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • How to create an original poem, using literary/poetic devices, form and structure to effectively convey meaning. • How the writing process applies to poetry. <p>Content Vocabulary: Similes, metaphors, allusion, symbolism</p>	<p>What students will know and be able to do:</p> <ul style="list-style-type: none"> • Information writers choose a focus within a bigger topic so as to find and explain more nuanced elements, giving their readers more than just a surface understanding of the topic by elaborating within sub-sections. • Information writers consider carefully how to structure their text, along with extra-textual features such as visuals, graphs, and charts to communicate the most important parts of a topic to readers. <p>Vocabulary: perspective, claim, interpret, analyze, evaluate, bias, objectivity, credibility, ethical, judgment and sources.</p>	
CT CORE STANDARDS	<p>W7.4 Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.</p> <p>W7.5 With some guidance and support from peers and adults develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been</p>	<p>SL7.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, text and issues, building on others' ideas and expressing their own clearly.</p> <p>W 7.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization</p>	

	<p>addressed.</p> <p>L7.5 Demonstrate understanding of figurative language, word relationships and nuances in world meanings. Interpret figures of speech (e.g. literary biblical and mythological allusions) in context.</p> <p>Use the relationship between particular words (e.g. synonym/antonym, analogy) to better understand each of the words. Distinguish among the connotations of words with similar denotation.</p>	<p>and analysis of relevant content. (add sub categories A- F)</p> <p>W 7.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.</p> <p>W 7.9 Draw evidence from literary or informational texts to support analysis, reflection and research</p>
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