

04 Writing Reviews

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **22 Days**
Status: **Published**

UNIT ORIENTATION

The unit description is outlined within each Unit of Study and/or Curricular Calendar.

OVERVIEW OF BENDS

The unit bends are outlined within each Unit of Study and/or Curricular Calendar.

CONTENT AREA STANDARDS

| | |
|-------------|--|
| LA.W.1.1 | Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. |
| LA.W.1.5 | With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers and self-reflection, and add details to strengthen writing and ideas as needed. |
| LA.W.1.6 | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. |
| LA.W.1.8 | With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. |
| LA.SL.1.1.A | Follow agreed-upon norms for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion). |
| LA.SL.1.1.B | Build on others' talk in conversations by responding to the comments of others through multiple exchanges. |
| LA.SL.1.1.C | Ask questions to clear up any confusion about the topics and texts under discussion. |
| LA.SL.1.2 | Ask and answer questions about key details in a text read aloud or information presented orally or through other media. |
| LA.SL.1.3 | Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood. |
| LA.SL.1.4 | Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly. |
| LA.SL.1.5 | Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings. |
| LA.L.1.1.A | Print all upper- and lowercase letters. |
| LA.L.1.1.B | Use common, proper, and possessive nouns. |

| | |
|------------|---|
| LA.L.1.1.C | Use singular and plural nouns with matching verbs in basic sentences (e.g., He hops; We hop). |
| LA.L.1.1.D | Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything). |
| LA.L.1.1.E | Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home). |
| LA.L.1.1.F | Use frequently occurring adjectives. |
| LA.L.1.1.G | Use frequently occurring conjunctions (e.g., and, but, or, so, because). |
| LA.L.1.1.J | Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts. |
| LA.L.1.2.A | Capitalize dates and names of people. |
| LA.L.1.2.B | Use end punctuation for sentences. |
| LA.L.1.2.D | Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words. |
| LA.L.1.2.E | Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions. |

RELATED STANDARDS (Technology, 21st Century Life & Careers, ELA Companion Standards are Required)

| | |
|-----------------|--|
| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| TECH.8.1.2.A.2 | Create a document using a word processing application. |

EVIDENCE OF LEARNING

Alternate Assessments

- Portfolios
- Verbal Assessment (instead of written)
- Multiple choice
- Modified Rubrics
- Performance Based Assessments

Summative Assessments

Summative assessments can be found in the If/Then curriculum resource.

Formative Assessments

Formative assessments include but are not limited to running records, flash drafts, conferring notes, etc.

Benchmark Assessments

- iXL
- Dibels

RESOURCES (Instructional, Supplemental, Intervention Materials)

Core: Resources utilized but not limited to include the Units of Study (spirals) and the Curricular Calendars. Workshop related resources are embedded in the Units of Study.

Supplemental: iXL, Readworks

INTERDISCIPLINARY CONNECTIONS

- Information Writing: Writers will be writing facts about their topic to support his/her opinion.
- Google: Writers will use the internet to look up specifics about their topic. For example: a restaurant's

hours of operation, location, etc.

ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS

See link to Accommodations & Modifications document in course folder.