

# 07 Writing About Reading

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **29 Days**  
Status: **Published**

## UNIT ORIENTATION

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: Students will begin this unit writing letters - work that will be familiar to those who participated in the kindergarten opinion writing unit on persuasive letters. Students will draft letters about the characters they've met in their books, formulating opinions and supporting their ideas, providing reasons, and using details and examples from the text to support their claims. Students will be invited to uncover their opinions about more than just the character they are getting to know; students will also writing about favorite scenes, illustrations across the text, and lessons learned.

## Enduring Understandings

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### Essential Questions

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As writers, how do we write about our reading to closely Writers write about their reading by closely evaluating their books and keeping their audience in mind.

As writers, how do we use more sophisticated elaborative techniques to raise the level of our opinion writing?

As writers, how do we support our opinions with text evidence to write nominations for our favorite books?

## CONTENT AREA STANDARDS

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| LA.W.2.1  | Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a conclusion. |
| LA.W.2.5  | With guidance and support from adults and peers, focus on a topic and strengthen writing as needed through self-reflection, revising and editing.  |
| LA.W.2.6  | With guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers.   |
| LA.SL.2.2 | Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.  |
| LA.SL.2.3 | Ask and answer questions about what a speaker says in order to clarify comprehension, gather additional information, or deepen understanding of a topic or issue.  |

LA.SL.2.4	Tell a story or recount an experience with appropriate facts and relevant, descriptive details, speaking audibly in coherent sentences.
LA.SL.2.6	Produce complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.2.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.2.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.2.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.2.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts, including using adjectives and adverbs to describe (e.g., When other kids are happy that makes me happy).

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

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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.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.
CRP.K-12.CRP9.1	Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.
TECH.8.1.2.A.2	Create a document using a word processing application.
TECH.8.1.2.A.CS1	Understand and use technology systems.
TECH.8.1.2.B.CS2	Create original works as a means of personal or group expression.

## **EVIDENCE OF LEARNING**

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## **Alternate Assessments**

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

## **Summative Assessments**

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Published Pieces

Rubrics

Open Ended Responses

Written responses

## **Formative Assessments**

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- Checklists
- Conferences
- Class Discussions
- Exit Slips
- Interactive Notebooks
- Quizzes
- Reflections
- Review of classwork/homework
- Student Participation
- Teacher Observations
- Text Dependent Questions

## **Benchmark Assessments**

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- iXL
- Dibels

## **RESOURCES (Instructional, Supplemental, Intervention Materials)**

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Teachers College Units of Study

Interactive notebooks

Mentor texts

Writer's notebooks

Chromebooks

IXL

Readworks

EPIC

Suggested Mentor Texts:

any text with favorite/familiar characters (Henry and Mudge, Pinky and Rex, Harry the Dirty Dog)

Pinky and Rex and the Bull

Mercy Watson to the Rescue

Poppleton .

## **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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Special Education:

Provide modified notes and access to extra copies online

Provide oral reminders and check student work during independent work time

Model skills/techniques to be mastered

Check and sign assignment planner

Preferential seating

Pair visual prompts with verbal presentations

Modified or scaffolded homework and classwork

Extended time as needed

Provide graphic organizers and study guides

English Learners:

Provide scaffolded assignments and assessments

Pair visual prompts with visual presentations

Check and sign assignment planner

Extended time for assignment and assessment as needed

Highlight key vocabulary

Use graphic organizers

Provide verbal and written directions

Preferential seating with a English-speaking peer

At Risk of Failure:

Encourage class participation and reinforce skills

Model skills and assignments

Extended to time to complete class work

Preferential seating

Provide extra help outside of class and 1:1 instruction when needed

Communicate regularly with students' other teachers

Provide positive feedback for tasks well done

Encourage student to proofread assessments and projects and ask for teacher proofreading of large writing assignments

Gifted and Talented:

Pose higher-level thinking questions

Provide higher level reading and writing materials for literacy based activities

Probe student to extend thinking beyond the text or connect two or more texts

Provide alternate or project-based assessments and assignments

Students with 504 Plans

Provide extended time as needed

Modify length of writing assignment

Provide short breaks within the lesson

Provide scaffolding for students

Utilize graphic organizers

## **INTERDISCIPLINARY CONNECTIONS**

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- Google: Writers will use Google to share their opinions (with evidence) about a story.