

# 05 Persuasive Writing of All Kinds

Content Area: **ELA**  
Course(s):  
Time Period: **Full Year**  
Length: **14 Days**  
Status: **Published**

## UNIT ORIENTATION

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

## OVERVIEW OF BENDS

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

## CONTENT AREA STANDARDS

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LA.W.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).
LA.W.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
LA.W.K.5	With guidance and support from adults, strengthen writing through response and self-reflection using questions and suggestions from peers (e.g., adding details).
LA.W.K.8	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
LA.SL.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
LA.SL.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
LA.SL.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.
LA.L.K.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.K.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.K.6	Use words and phrases acquired through conversations, reading and being read to, and responding to texts.

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

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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.CS1	Understand and use technology systems.

## **EVIDENCE OF LEARNING**

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### **Alternate Assessments**

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

### **Summative Assessments**

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Summative assessments can be found in the [If/Then](#) curriculum resource.

### **Formative Assessments**

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

### **Benchmark Assessments**

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- iXL

- Dibels

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

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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.

### **INTERDISCIPLINARY CONNECTIONS**

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- Audio/Visual Media Analysis: Writers will preview student samples as exemplars or demonstration tools. Writers will analyze the texts to identify the features that are included in Opinion Writing.

### **ACCOMMODATIONS & MODIFICATIONS FOR SUBGROUPS**

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See link to Accommodations & Modifications document in course folder.