

The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019
Unit 1 Imagine Possibilities

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- write independently about the following topics: a) what they’ve learned about animals b) traveling to the past c) about an invention.
- use different types of sentences, singular and plural nouns and complete sentences.
- construct coherent and understandable sentences.

Understanding(s):

Students will understand that...

- using different kinds of sentences will keep the readers interested.
- correct form of singular and plural nouns make the sentence understandable.
- paragraphs with complete sentences can be easily understood.
- following the stages of writing will help them create a better written work.

Essential Question(s):

- What makes an idea powerful?
- What have you learned about animals?
- Can you identify statement, question, exclamation and command sentences?
- If you were to travel back in time, what might you see?
- What invention would help people?

Knowledge:

Students will know...

- how to make sense of their ideas and to make their ideas powerful.
- the different kinds of sentences and their uses.
- the things and people that they might see traveling back to the past.
- the significance of writing in complete sentences.
- the essential stages of writing – prewriting, writing, revising, and editing.
- the inventions that help people.

Skills:

Student will be able to...

- use different kinds of sentences to make writing more interesting.
- apply specific nouns to make writing more exact.
- construct understandable and complete sentences which have subjects and verbs.
- utilize writing plans to organize their ideas and follow the writing steps.

Stage 2 - Assessment Evidence

Performance Task(s):

In this unit, Writing assessment will be:
 A. Formative

Other Evidence:

Here are some other activities that will assess students’ performance:

The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019

- Checklists: A chart with the list of students' names and the specific skills that they need to demonstrate will be checked off after giving the writing task and other pair/ group activities. This is a continuous activity to measure student's improvement within the semester.

Month: August 2017 / Writing Topic I

Students	Sentence construction	Vocabulary	Organization of ideas
A	?	?	?
		(incorrect use of words)	(ideas are not in order)
B			
C			

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *Write about what they have learned about animals, Write about time travel, and Write about an invention.*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. using different kinds of sentences
 Quiz 2. giving the proper nouns of the photos
 Quiz 3. identifying if the sentence is complete or incomplete

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Diagram/Organizer: To assess students knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.

Stage 3 - Learning Plan

Learning Activities:

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

Topic 1: Write About New Ideas		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
Topic 2: Write About Time Travel		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking
Topic 3: Write Using Effective Sentences		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019
Unit 2 Play to Your Strengths

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- choose the correct subject pronoun to refer to the person being mentioned in the sentence.
- recall the rules in subject-verb agreement and apply them in their sentences.
- use colorful words to catch reader’s interest.
- write about a) someone who uses sport or other ability in his/her job b) a folk tale or other story c) a play or other story.

Understanding(s):

Students will understand that...

- a subject pronoun should refer to the same person stated in the sentence.
- repeating a person’s name in the paragraph makes it boring, so as using the same words.
- a clear sentence has a subject and a verb that go together.
- using colorful words catches the reader’s interest.
- following the writing plan and other writing guide help them achieve coherence and organization.

Essential Question(s):

- How should people use their talents?
- Do you know someone who uses a sport or their ability in his or her job?
- What is a folk tale? Do you know any folk tale? Can you write about it?
- Have you watched a play? Can you write about a play or other story that you know?
- How does repetition of names and words affect a piece of writing?

Knowledge:

Students will know...

- what they would possibly benefit from their talents.
- that using variety of words and phrases makes sentences interesting.
- how to write paragraphs about the given topics in this unit.
- some grammar points, such as using complete sentences and word/phrases variation, and apply them in writing.

Skills:

Student will be able to...

- follow the writing guide to organize their ideas.
- gather and share information through brainstorming.
- take note of the errors and the changes emphasized in the model paragraphs.
- apply the grammar points to create clear and understandable sentences.

Stage 2 - Assessment Evidence

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

Performance Task(s):

In this unit, Writing assessment will be:

A. Formative

- Checklists: A chart with the list of students' names and the specific skills that they need to demonstrate will be checked off after giving the writing task and other pair / group activities. This is a continuous activity to measure student's improvement within the semester.

Month: August 2017 / Writing Topic I			
Students	Sentence construction	Vocabulary	Organization of ideas
A	?	? (incorrect use of words)	? (ideas are not in order)
B			
C			

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *Write about a friend*, *Write about a folk tale*, and *Write about a play*.
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. changing nouns to subject pronouns and writing sentences using subject pronouns

Quiz 2. Be Verbs and Subject-Verb agreement

Quiz 3. putting verbs in correct group and learning word variation

Other Evidence:

Here are some other activities that will assess students' performance:

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Diagram/Organizer: To assess students knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

Stage 3 - Learning Plan

Learning Activities:

Topic 1: Write About a Friend

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 2: Write About a Folk Tale

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 3: Write About a Play or Story

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019
Unit 3 A New Chapter

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- create an image in the reader’s mind by using descriptive details.
- compare their lives at present and in the past.
- use comparatives to show clear comparison.
- give readers an interesting, descriptive details about when, where and how the events happen.
- write about the following topics a) Write About People, Places and Things b) White to Compare c) Write About an Event.

Understanding(s):

Students will understand that...

- adding descriptive details, such as colorful words, helps readers imagine and see people, places and things.
- comparatives make a paragraph understandable and clear.
- they can include people and places in writing about the changes that happened in their lives.
- writing about an event needs descriptive details of when, where and how things happened.
- following the writing plan and other writing guide help them achieve coherence and organization.

Essential Question(s):

- How does your past impact your life?
- Are there important people, places or things in your life? What or Who are they?
- How is your life different now from the past? What are the changes in your life?
- Is there an interesting event in the selection that you have read? What selection is it?
- Why are descriptive details important in writing about an event

Knowledge:

Students will know...

- the significance of the past to their lives.
- the people, places, and things which become part of their past and present lives.
- some interesting events in the selection that they have read.
- some grammar points, such as comparatives and descriptive words, and apply them in writing.

Skills:

Student will be able to...

- use a diagram to gather ideas in topics 1 and 3, and a table to show comparison in topic 2.
- gather and share information through brainstorming.
- take note of the errors and the changes emphasized in the model paragraphs.
- remember the grammar points especially during

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

writing.

Stage 2 - Assessment Evidence

Performance Task(s):

In this unit, Writing assessment will be:

A. Formative

- Checklists: A chart with the list of students' names and the specific skills that they need to demonstrate will be checked off after giving the writing task and other pair / group activities. This is a continuous activity to measure student's improvement within the semester.

Month: August 2017 / Writing Topic I			
Students	Sentence construction	Vocabulary	Organization of ideas
A	?	? (incorrect use of words)	? (ideas are not in order)
B			
C			

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *Write About People, Places and Things, Write to Compare, and Write About an Event.*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. writing compound sentences and using coordinating conjunctions

Other Evidence:

Here are some other activities that will assess students' performance:

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Diagram/Organizer: To assess students knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

Quiz 2. using comparative adjectives
Quiz 3. completing a table with adverbs and using adverbs in sentences

Stage 3 - Learning Plan

Learning Activities:

Topic 1: Write About People, Places and Things

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 2: Write to Compare

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 3: Write About an Event

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019
Unit 4 Everybody is a Winner

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- construct sentences that communicate its right meaning to the readers.
- use possessive words that match with the nouns or pronouns.
- compose complete sentences that make sense.
- choose verbs that agree with the subjects, especially indefinite pronouns.
- write about the following topics *a) Write About Athletes b) Write Directions to a Place c) Write About a School Sports Team*

Understanding(s):

Students will understand that...

- words, like possessive nouns, give clear and right meaning to sentences.
- in giving directions, it is important to use words that show the relationship clearly.
- possessive words should match the nouns and pronouns that they refer to.
- understandable sentences contain subjects that match with the verbs.
- following the writing plan and other writing guide help them achieve coherence and organization.

Essential Question(s):

- Why is human body so amazing?
- How do runner’s arms and legs move?
- Have you noticed the movements of your arms and legs when you run?
- Has someone asked you for directions? Have you given the right directions?
- Does your school have a sport’s team? What is good about it?
- How do you make your sentences clear and precise?

Knowledge:

Students will know...

- different things that human body can do.
- how a runner’s arms and legs move.
- words and phrases which are helpful in giving direction.
- some grammar points, such as possessive nouns and s-v agreement, and apply them in writing.

Skills:

Student will be able to...

- use a diagram in topic 1 to gather and organize their ideas.
- create a map as instructed in the model paragraph in topic 2 to show their understanding of the given directions.
- select information which are applicable to the writing topics.
- take note of the errors and the changes emphasized in the model paragraphs.
- remember the grammar points especially during

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

writing.

Stage 2 - Assessment Evidence

Performance Task(s):

In this unit, Writing assessment will be:

A. Formative

- Checklists: A chart with the list of students' names and the specific skills that they need to demonstrate will be checked off after giving the writing task and other pair / group activities. This is a continuous activity to measure student's improvement within the semester.

Month: August 2017 / Writing Topic I			
Students	Sentence construction	Vocabulary	Organization of ideas
A	?	? (incorrect use of words)	? (ideas are not in order)
B			
C			

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: a) *Write About Athletes* b) *Write About Directions to a Place* c) *Write About a School Sports Team.*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. changing words to possessive nouns and using them in sentences

Other Evidence:

Here are some other activities that will assess students' performance:

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Diagram/Organizer: To assess students knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

Quiz 2. completing the table with correct possessive words
Quiz 3. completing the sentences with correct indefinite pronouns and subject-verb agreement

Stage 3 - Learning Plan

Learning Activities:

Topic 1: Write About Athletes

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 2: Write About Directions to a Place

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 3: Write About a Schools Sports Team

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019
Unit 5 Close Encounters

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • recognize present tense and past tense verbs based on their forms and usage. • use past tense of the verb consistently. • compose clear and understandable sentences using words that present actions in the present and the past. • recall past events in their community, town or city. • <i>write about the following topics a) Write About Events b) Write About Past Events c) Write About Past Events</i> 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • the simple present tense is used when an action happens on a regular basis or routinary. • verb tense consistency is important especially when writing about an event that happened in the past. • changing back and forth between the past and the present may cause confusion to the reader. • they need to be aware of the events that happened in their community. • following the writing plan and other writing guide help them achieve coherence and organization. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • What happens when cultures cross paths? • What is your daily routine? Do you have the same routine as the others? • What happened in your town or city in the past? • How did the event change people’s lives? • Can you still remember the important details of an event that happened in your community?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • the influence of culture to people, and how people from different cultures interact. • the things that they do every day. • some historical and interesting events that happened in their town or city. • the impact of the past to their current lives. • some grammar points, such as the present and past tense, and apply them in writing. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • put the given list of daily activities in order and discuss it in class. • recall an important event that happened in their town or city. • tell what life was like before and after the event. • use the diagram to organize events that happened in the past. • take note of the errors and the changes

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

	<p>emphasized in the model paragraphs.</p> <ul style="list-style-type: none"> remember the grammar points especially during writing.
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>In this unit, Writing assessment will be:</p> <p>A. Formative</p> <ul style="list-style-type: none"> Checklists: A chart with the list of students' names and the specific skills that they need to demonstrate will be checked off after giving the writing task and other pair/ group activities. This is a continuous activity to measure student's improvement within the semester. <table border="1" style="width: 100%; border-collapse: collapse; margin-top: 10px;"> <tr> <th colspan="4" style="text-align: center;">Month: August 2017 / Writing Topic I</th> </tr> <tr> <th style="width: 25%;">Students</th> <th style="width: 25%;">Sentence construction</th> <th style="width: 25%;">Vocabulary</th> <th style="width: 25%;">Organization of ideas</th> </tr> <tr> <td style="text-align: center;">A</td> <td style="text-align: center;">☒</td> <td style="text-align: center;">☒ (incorrect use of words)</td> <td style="text-align: center;">☒ (ideas are not in order)</td> </tr> <tr> <td style="text-align: center;">B</td> <td></td> <td></td> <td></td> </tr> <tr> <td style="text-align: center;">C</td> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates. Writing Tasks: a) <i>Write About Events</i> b) <i>Write About Past Events</i> c) <i>Write About Past Events</i> Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic. <p>Quiz 1. create sentences about their daily routines and discuss them in class</p> <p>Quiz 2. use the correct past tense of the verbs</p>	Month: August 2017 / Writing Topic I				Students	Sentence construction	Vocabulary	Organization of ideas	A	☒	☒ (incorrect use of words)	☒ (ideas are not in order)	B				C				<p>Other Evidence:</p> <p>Here are some other activities that will assess students' performance:</p> <p>B. Summative</p> <ul style="list-style-type: none"> Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester. <p>C. Other assessments</p> <ul style="list-style-type: none"> Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. Diagram/Organizer: To assess students knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. Analysis and comparison of the model paragraphs: Discussion of the "just ok" paragraph and the "better" paragraph.
Month: August 2017 / Writing Topic I																					
Students	Sentence construction	Vocabulary	Organization of ideas																		
A	☒	☒ (incorrect use of words)	☒ (ideas are not in order)																		
B																					
C																					

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

in sentences
Quiz 3. change words to simple past tense and complete the sentences with the correct verbs

Stage 3 - Learning Plan

Learning Activities:

Topic 1: Write About Events

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 2: Write About Past Events

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 3: Write About Past Events

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019
Unit 6 To the Rescue

Stage 1 - Desired Results	
<p>Established Goal(s):</p> <p>At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • use precise words and complete sentences to make ideas understandable. • add important details and information to make writing interesting. • put events in order that they happened. • create sentences using correct forms of words to give readers clear idea. • write about the following topics <i>a)Write About People, Places and Things b)Write to Add Important Details c) Write an Original Story.</i> 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • using correct and precise words makes readers understand writer’s ideas. • complete sentences are important especially in writing stories. • adding significant details and information makes writing interesting. • correct organization of events gives readers a clear idea of what is being written. • following the writing plan and other writing guide help them achieve coherence and organization. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do we come to the aid of one another? • Have you experienced helping someone? What did you do? • Does your town or city have an organization that helps people in times of need? • Have you ever been part of an organization in your town or city? • Can you recall a story that you have created with your group? What is the story about?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • how people help each other in times of need. • the organizations in their towns or cities that help people during calamity or emergency. • some organizations in their towns or cities that they can be part of. • the importance of the other members especially the development of a story. • the grammar points emphasized in each writing topic. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • recall the time when they helped someone and give details of what they did. • tell about an organization, like Dragon Slayer, in their town or city. • use the writing plans in topics 1 and 3, and the diagram in topic 2 to organize their ideas. • plan a story with their group members and prepare to write about it. • take note of the errors and the changes emphasized in the model paragraphs. • remember the grammar points highlighted in

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

every topic and apply them in writing.

Stage 2 - Assessment Evidence

Performance Task(s):

In this unit, Writing assessment will be:

A. Formative

- Checklists: A chart with the list of students' names and the specific skills that they need to demonstrate will be checked off after giving the writing task and other pair/ group activities. This is a continuous activity to measure student's improvement within the semester.

Month: August 2017 / Writing Topic I

Students	Sentence construction	Vocabulary	Organization of ideas
A	☐	☐ (incorrect use of words)	☐ (ideas are not in order)
B			
C			

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: a) *Write About People, Places and Things* b) *Write to Add Important Details* c) *Write an Original Story.*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. changing subject nouns to pronouns and using subject pronouns in sentences

Quiz 2. completing the writing prompt using subject pronouns

Other Evidence:

Here are some other activities that will assess students' performance:

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Diagram/Organizer: To assess students knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.
- Analysis and comparison of the model paragraphs: Discussion of the "just ok" paragraph and the "better" paragraph.

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

Quiz 3. using correct preposition phrases

Stage 3 - Learning Plan

Learning Activities:

Topic 1: Write About People, Places and Things

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 2: Write to Add Important Details

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 3: Write an Original Story

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019
Unit 7 More than a Game**

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- use sentences that express complete thoughts.
- combine simple and compound sentences to make writing more interesting.
- join ideas in sentences by using the conjunctions – *and*, *but* or *or*.
- construct a variety of sentences and use them in their paragraphs.
- write about the following topics *a) Write about an experience they've had and tell why it was meaningful b) Write about something heroic that they did or someone did c) Write about how they would feel and what would they do if anyone made fun of someone close to you.*

Understanding(s):

Students will understand that...

- sentences should express complete thoughts and include enough details.
- using different kinds of sentences make writing more interesting
- conjunctions, such as *and*, *but* or *or*, are used to combine compound sentences.
- combining too many sentences with commas or *and* creates confusion to the readers.
- following the writing plan and other writing guide help them achieve coherence and organization.

Essential Question(s):

- How do sports bring people together?
- What is it like to be part of a team? What makes it meaningful?
- Have you done any heroic deeds? Do you know anyone who has done something heroic?
- Can you think of any experience wherein you need to defend someone because somebody is making fun of him/her?
- How would you feel and what would you do if somebody made fun of the person close to you?

Knowledge:

Students will know...

- that sports develop unity.
- the importance of being part of a team.
- that there are people who have done something heroic for their country or their fellow men.
- defending helpless people is a great thing to do.
- the grammar points emphasized in each writing topic.

Skills:

Student will be able to...

- tell their experiences being part of a team and discuss what makes it meaningful.
- recall something heroic that you or somebody you know did.
- use diagrams to gather and organize their ideas about the given topics.
- cite examples of something heroic that they did for their classmates, schoolmates or teachers.
- express how they would feel and what they

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

	<p>would do if anyone made fun of someone close to them.</p> <ul style="list-style-type: none"> • take note of the errors and the changes emphasized in the model paragraphs. • remember the grammar points highlighted in every topic and apply them in writing.
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>In this unit, Writing assessment will be:</p> <p>A. Formative</p> <ul style="list-style-type: none"> • Checklists: A chart with the list of students' names and the specific skills that they need to demonstrate will be checked off after giving the writing task and other pair/ group activities. This is a continuous activity to measure student's improvement within the semester. <table border="1" style="width: 100%; text-align: center;"> <tr> <td colspan="4">Month: August 2017 / Writing Topic I</td> </tr> <tr> <td>Students</td> <td>Sentence construction</td> <td>Vocabulary</td> <td>Organization of ideas</td> </tr> <tr> <td>A</td> <td>☒</td> <td>☒ (incorrect use of words)</td> <td>☒ (ideas are not in order)</td> </tr> <tr> <td>B</td> <td></td> <td></td> <td></td> </tr> <tr> <td>C</td> <td></td> <td></td> <td></td> </tr> </table> <ul style="list-style-type: none"> • Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates. • Writing Tasks: a) <i>What it is like to be part of a team and tell why it is meaningful.</i> b) <i>Something they or somebody they know did that might cause people to say, "What a heroic thing to do!"</i> c) <i>How they would feel and what</i> 	Month: August 2017 / Writing Topic I				Students	Sentence construction	Vocabulary	Organization of ideas	A	☒	☒ (incorrect use of words)	☒ (ideas are not in order)	B				C				<p>Other Evidence:</p> <p>Here are some other activities that will assess students' performance:</p> <p>B. Summative</p> <ul style="list-style-type: none"> • Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester. <p>C. Other assessments</p> <ul style="list-style-type: none"> • Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs. • Diagram/Organizer: To assess students knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan. • Analysis and comparison of the model paragraphs: Discussion of the "just ok" paragraph and the "better" paragraph.
Month: August 2017 / Writing Topic I																					
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**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

<p><i>they would do if anyone made fun of someone close to them.</i></p> <ul style="list-style-type: none"> Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic. <p>Quiz 1. identify the subject and predicate and match them</p> <p>Quiz 2. use conjunctions, and, or and but, to complete the sentences</p> <p>Quiz 3. complete the prompts and identify compound and complex sentences</p>	
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Stage 3 - Learning Plan

Learning Activities:

Topic 1: Write Complete Sentences		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan	2. Final Draft
	3. Guided Draft Writing	3. Checking
Topic 2: Combine Your Ideas		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan	2. Final Draft
	3. Guided Draft Writing	3. Checking
Topic 3: Use a Variety of Sentences		
1. Lesson Introduction	Pre-Writing Activities	Writing Activities

The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019

2. Unlocking of Unfamiliar Terms 3. Student's Book Exercises/ Worksheet Exercises	1. Brainstorming Activities 2. Discussion of Paragraph Plan 3. Guided Draft Writing	1. Editing and Revising 2. Final Draft 3. Checking
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The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019
Unit 8 Global Warnings

Stage 1 - Desired Results

Established Goal(s):

At the end of the unit, students will be able to:

- decide whether the events, which they will write about, are happening now, or if they happened in the past, or will happen in the future.
- use the correct form of the verb – past tense or perfect tense.
- add details to elaborate ideas and combine ideas to vary sentences.
- construct a variety of sentences and use them in their paragraphs.
- write about the following topics *a) Write about community action b) Write about actions c) Write about a story.*

Understanding(s):

Students will understand that...

- switching verb tenses back and forth will create confusion to the readers.
- recycling or improving the environment is a timely topic to write about.
- wording changes depending on when the action happens.
- they can hold the readers interest and make them excited by adding details to elaborate ideas, and using varied sentences.
- following the writing plan and other writing guide help them achieve coherence and organization.

Essential Question(s):

- How can changing our ways benefit the Earth?
- What is the significance of using verb tense consistency in writing?
- Can you identify the ways that you have done to improve the environment?
- What are the grammar points that you need to remember to create a clear and interesting piece of writing?
- What do you do to organize your ideas?

Knowledge:

Students will know...

- the changes that they can do to save the Earth.
- their important roles to improve the environment.
- how to make use of the writing guides to develop their writing skills.
- the grammar points emphasized in each writing topic.

Skills:

Student will be able to...

- cite specific examples of their ways to improve the environment.
- recall different the forms and usage of the following verbs: present tense, past tense, present perfect tense, future.
- use diagrams to gather and organize their ideas about the given topics.
- apply the grammar points indicated in each

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

topic to their writing.

- take note of the errors and the changes emphasized in the model paragraphs.

Stage 2 - Assessment Evidence

Performance Task(s):

In this unit, Writing assessment will be:

A. Formative

- Checklists: A chart with the list of students' names and the specific skills that they need to demonstrate will be checked off after giving the writing task and other pair/ group activities. This is a continuous activity to measure student's improvement within the semester.

Month: August 2017 / Writing Topic I

Students	Sentence construction	Vocabulary	Organization of ideas
A	☐	☐ (incorrect use of words)	☐ (ideas are not in order)
B			
C			

- Oral Recitation: During discussion, the teacher asks question about the lesson or the students ask questions to their classmates.
- Writing Tasks: *a) Write about community action b) Write about actions c) Write about a story. Feel and what they would do if anyone made fun of someone close to them.*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. draw their imagination of the Earth in the past, present and future

Other Evidence:

Here are some other activities that will assess students' performance:

B. Summative

- Midterm, 30% of the students' grades, and Final Exams, 30% of the students grades, are given within the semester.

C. Other assessments

- Brainstorming: A worksheet will be given to the students during the brainstorming activities which they do in groups or in pairs.
- Diagram/Organizer: To assess students knowledge of the topic, they will be guided by a diagram or organizer, especially in completing the writing plan.
- Analysis and comparison of the model paragraphs: Discussion of the "just ok" paragraph and the "better" paragraph.

**The Asian International School
Unit Backward Design
ELA/Writing, Elementary, 2018-2019**

Quiz 2. use correct forms of the verbs – present, past, and future tenses
Quiz 3. use participial adjectives to complete the phrases

Stage 3 - Learning Plan

Learning Activities:

Topic 1: Write About Community Action

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 2: Write About Actions

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 3: Write About a Story

1. Lesson Introduction	Pre-Writing Activities	Writing Activities
2. Unlocking of Unfamiliar Terms	1. Brainstorming Activities	1. Editing and Revising
3. Student's Book Exercises/ Worksheet Exercises	2. Discussion of Paragraph Plan 3. Guided Draft Writing	2. Final Draft 3. Checking