

The Asian International School
Backward Design Based Unit Mapping
English Language Arts (Reading, Speaking & Listening), Elementary,
2018-2019

Unit 1 Imagine the Possibilities

Stage 1 - Desired Results

Established Goal(s):

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

- Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners.
- Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word.
- Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.
- Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

Understanding(s):

Students will understand ...

- Scientists ask questions that lead to good ideas.
- How an invention can be used for the wrong reasons.
- About some ingenious inventions kids have made to solve life's daily problems.
- How a risky idea can result in a great invention

Essential Question(s):

- What makes an idea powerful?
- What would you be likely to see from that animal's perspective?
- How do you think most people would react if a shark was swimming right toward them?
- What would you like to find out about the LAFF machine?
- What kinds of things do you think kids might invent?
- Why do you think a lightbulb is used to dot the *i* in kids?

Knowledge:*Students will know ...*

- The inventor of Crittercam, Greg Marshall, is a marine biologist and filmmaker. Marshall tried to raise money to make the camera. After being turned down by many people, a group that works to save endangered sea turtles saw its potential and helped. Later, National Geographic provided money for Marshall to improve and use the camera to learn about sea and, recently, land animals.
- Time travel has fascinated people for years. But what would a time machine look like? Writers, artists, and inventors have all come up with ideas about what a time machine looks like.
- An inventor often invents to solve a problem. They come up with great ideas that help people do things better. Anybody can be an inventor, even kids. All you need is imagination.

Skills:*Student will be able to...*

- Respond to and interpret visuals
- Participate in a discussion
- Use different kinds of sentences
- Use key vocabulary and academic vocabulary
- Use text evidence
- Plan, monitor, and visualize (before, during, and after reading)
- Determine importance and ask questions
- Make connections, inferences and synthesize
- Determine main idea
- Revise for Focus and Unity
- Edit for grammar, usage, mechanics, and spelling
- Expository writing: Problem-and-Solution Paragraphs

Stage 2 - Assessment Evidence**Performance Task(s):**

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Writing short answers, writing for various purposes, writing a position paper, etc.
- Discussion and presentation
- Group project that involves research and report writing
- Homework assignments

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

Stage 3 – Learning Plan

Learning Activities:

In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.

1. Individual/pair/small group activity

Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.

2. Discussion and presentation:

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

3. Critical Thinking Activities

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

Applying

- Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading.
- Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.
- Students can compare things or pictures that are alike and different.

Analyzing

- Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them.
- Students do this not only within a reading but also across different readings. Students can reread the text with partners to analyze how the authors include details to help readers answer questions they have about the topic and figure out important information.
- Students can reflect on the readings.

Evaluating

- Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

- Students can demonstrate their creativity and imagination in the extended activity based on their reading.
- Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.
- Students can also create Vocabulary 4 Corner Card, research, make a diagram, and give a presentation.

Students can also create riddles to test others.

- Students can create a symbol that describes people, places, and things and give a presentation about that symbol. Students can create a Fact Poster.
- Students can make a storyboard to describe an Event or Experience
- Student can build a diaphragm model
- Students can create a shape poem

Unit 2 Play to Your Strengths

Stage 1 - Desired Results

Established Goal(s):

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

- Engage effectively in a range of collaborative discussions (one on one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.
- Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Understanding(s):

Students will understand ...

- Why sometimes it’s smarter to just be yourself.
- What happens when being clever works against you.
- Sometimes being smart isn’t enough.
- How the solution to a puzzle could come from a person’s talent or simply luck.

Essential Question(s):

- How should people use their talents?
- What would you like to find out about “The Challenge?”
- What clues does the illustration give you about the story?
- Why might someone be called clever?
- What do you think the artist wanted to show in this illustration?
- Why might someone want to win a contest of riddles?
- Why do you think there is a picture of cloth on the title page?

Knowledge:

Students will know ...

- Gary Soto’s stories and how he likes to write about people your age and the everyday problems young people face growing up.
- Literatures, movies, and cartoons are often filled with clever characters called “tricksters.” Tricksters are a type of character found in folk tales around the world.

Skills:

Student will be able to...

- Use subject pronouns
- Apply subject-verb agreement
- Participate in a discussion
- Use key vocabulary and academic vocabulary (strategy: related words)
- Use text evidence

<ul style="list-style-type: none"> • “A contest of Riddles” takes place in a small village in West Africa. It is a retelling of a folk tale from the Abron people, a group with rich cultural traditions. 	<ul style="list-style-type: none"> • Edit for grammar, usage, mechanics, and spelling • Revise for organization • Analyze plot and character • Analyze elements of Drama • Write a short story (narrative story)
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Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing • Homework assignments 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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Stage 3 – Learning Plan

<p>Learning Activities:</p> <p>In this course, students are involved in a variety of class activities to understand literary works in a deeper level, to transfer their knowledge to other contexts, and to improve their skills of English language in the form of discussion, presentation, and interaction. In so doing, students demonstrate their ability to use academic English language appropriate to their grade level. The following is a summary of lesson activities for the course.</p> <p>1. Individual/pair/small group activity</p> <p>Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.</p> <p>2. Discussion and presentation:</p> <p>Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation</p>

and collaboration with peers.

3. Critical Thinking Activities

Students are involved in more challenging discussions and activities at grade level that are related to higher-order thinking skills according to the revised Bloom's Taxonomy as below:

Applying

- Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading.
- Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.
- Students can compare things or pictures that are alike and different.

Analyzing

- Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them.
- Students do this not only within a reading but also across different readings. Students can reread the text with partners to analyze how the authors include details to help readers answer questions they have about the topic and figure out important information.
- Students can reflect on the readings.

Evaluating

- Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

- Students can demonstrate their creativity and imagination in the extended activity based on their reading.
- Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.
- Students can also create Vocabulary 4 Corner Card, research, make a diagram, and give a presentation. Students can also create riddles to test others.
- Students can create a symbol that describes people, places, and things and give a presentation about that symbol. Students can create a Fact Poster.
- Students can make a storyboard to describe an Event or Experience
- Student can build a diaphragm model
- Students can create a shape poem
- Students can create a story map to retell the stories.
- Students can create a graphic organizer vocabulary routine

Unit 3 A New Chapter

Stage 1 - Desired Results

Established Goal(s):

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

- By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Understanding(s):

Students will understand ...

- Why it's important to value the past.
- Why people leave their homes to begin again in a new country.
- What it means to be truly lost and without a home.
- The difference between an ancient and modern statue and consider what a statue represents to immigrants.

Essential Question(s):

- How does our past impact our future?
- What do you think "The Lotus Seed" will be about?
- Using the illustration, where do you think the story will take place?
- How does this picture make you feel? Do you feel peaceful or anxious?
- Think about people you know who have moved into your community. Why do people move to a new place?
- What clues does this picture give you that some of the people in the photo may have come from other countries?
- Are all of the boys from the same biological family? What do you think the title means?
- What do you learn about the boys from looking at the illustrations?

Knowledge:*Students will know ...*

- The sadness of refugees leaving their homes forever. Sometimes bad things happen that force people to leave their countries and look for a better life somewhere else.
- Many people who came to America arrived at a special place called Ellis Island. It gave them their first look at life in the United States.
- Sudan is a country in Northern Africa. Wars have killed or made refugees of millions from Sudan since the 1950s. Children who lost their families in the 1990s first made the world aware of what was going on in Sudan.

Skills:*Student will be able to:*

- Use adjectives and adverbs in sentences
- Participate in a discussion
- Use key vocabulary and academic vocabulary (strategy: word parts)
- Use text evidence
- Edit for grammar, usage, mechanics, and spelling
- Revise for Focus and Unity
- Analyze interactions
- Compare texts
- Write an expository: Cause-and-Effect Essay

Stage 2 - Assessment Evidence**Performance Task(s):**

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher's discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Writing short answers, writing for various purposes, writing a position paper, etc.
- Discussion and presentation
- Group project that involves research and report writing
- Homework assignments

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

Stage 3 – Learning Plan

Unit 4 Everybody Is a Winner

Stage 1 - Desired Results

Established Goal(s):

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

- Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade level topics, texts, and issues, building on others’ ideas and expressing their own clearly.

Understanding(s):

Students will understand ...

- How the human body works.
- What happens when the body doesn’t work like it should.
- How do our bodies drive our interests?
- What new technologies can do to make the human body even more amazing.

Essential Question(s):

- What might help Megan swim fast enough to win the race?
- What is beating here?
- Why do you think it’s important that “the beat goes on?”
- How could someone have two left feet or left hands?
- What does “on the bench” mean?
- What might the last part of the title mean: “too left on the bench?”
- Why is the human body so amazing?

Knowledge:

Students will know ...

- Different systems in your body work together and by working together, these systems let you run, jump, and kick.
- Your heart beats once each time it pumps blood through your system. A heart monitor tells doctor how fast or slow a person’s heart is beating.
- Most people know what a great basketball player Michael Jordan is, but it didn’t always

Skills:

Student will be able to...

- Use possessive Nouns, Pronouns, Indefinite Pronouns, and Adjectives
- Participate in a discussion
- Use key vocabulary and academic vocabulary (strategy: use context clues)
- Use text evidence
- Edit for grammar, usage, mechanics, and spelling

<p>come easy to him</p>	<ul style="list-style-type: none"> • Revise for Focus and Unity • Analyze Text Structure: Main Idea and Chronological Order • Determine Main Idea • Analyze Elements of Poetry • Write an Expository: Research Report
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Stage 2 - Assessment Evidence

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- Student can build a diaphragm model
- Students can create a shape poem

Unit 6 To the Rescue: How do we come to the aid of one another?

Stage 1 - Desired Results

<p>Established Goal(s): At the end of the unit, students will be able to:</p> <ul style="list-style-type: none"> • Build background on emergency workers or rescue workers • Explore details • Restate the information heard in their own words 	
<p>Understanding(s): <i>Students will understand ...</i></p> <ul style="list-style-type: none"> • More about Emergency workers or rescue workers 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • How do we clarify and verify information?
<p>Knowledge: <i>Students will know ...</i></p> <ul style="list-style-type: none"> • Questions should be asked about the unclear information • Prepositions needs to be used when they have to clarify and verify some information 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • Do role-play

Stage 2 - Assessment Evidence

<p>Performance Task(s):</p> <p>To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.</p> <ul style="list-style-type: none"> • Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.) • Writing short answers, writing for various purposes, writing a position paper, etc. • Discussion and presentation • Group project that involves research and report writing 	<p>Other Evidence:</p> <p>The following will also be observed, recorded, and considered for the final grade of students in each lesson activity</p> <ul style="list-style-type: none"> • Motivation • Engagement • Collaboration • Communication pattern among peers and with the teacher • Reactions • Respect to others and different opinions
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- Homework assignments

Stage 3 – Learning Plan

Learning Activities:

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1. Individual/pair/small group activity

Students practice and improve skimming for the general idea, looking for connections with a topic, grammar and vocabulary, identifying the sequence of events, understanding words from context, and inferring hidden meanings from the context.

2. Discussion and presentation:

Students in pair or in small groups will discuss a topic or an issue given. After a certain period of time, they will share their ideas with the class. This activity will boost student imagination and creativity, as well as cooperation and collaboration with peers.

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Applying

Students can apply their knowledge on vocabulary, literary terms, and cultural differences to other contexts in their lives after reading. Student application of their knowledge will be demonstrated during the class activities, such as discussion, presentation, role-play, and problem-solving.

Analyzing

Students can compare and contrast characters in a literary work, and analyze the similarities and differences out of them. Students do this not only within a reading but also across different readings.

Evaluating

Students can evaluate the events and the attitudes of characters in a literary work, and react to them based on their evaluation. In so doing, students are also able to articulate the criteria they used when evaluating them.

Creating

Students can demonstrate their creativity and imagination in the extended activity based on their reading. Some of the example activities will be rewriting a portion of a story, reconstructing a story, playing characters, and writing an ending in their own way.

Unit 7 More Than a Game: How do sports bring people together?

Stage 1 - Desired Results

Established Goal(s):

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

- Discuss their favorite sports or teams
- Identify the clues to follow the chronological order
- Listen for clues that show elements of narrative nonfiction
- Use context clues to figure out the word’s meaning

Understanding(s):

Students will understand ...

- The importance of chronological order
- The elements of narrative nonfiction
- Multiple-meaning words and how to figure out its meaning

Essential Question(s):

- How do sports bring people together?
- What sports do you find exciting?

Knowledge:

Students will know ...

- Chronological order is the order in which events occurred
- Many English words have multiple, or more than one, meaning
- A biography is a narrative nonfiction about a real person’s life.

Skills:

Students will be able to...

- Engage in discussions
- Paraphrase
- Describe an experience
- Make a presentation
- Make inferences

Stage 2 - Assessment Evidence

Performance Task(s):

To assess student progress made in this course, student work in the following activities will be clearly recorded and evaluated according to criteria, rubrics, and the teacher’s discretion. Homework assignments will be given 10% and all the others will be given 30% of student grades.

- Comprehension (multiple choice, true/false, sentence completion, identifying topics and themes, etc.)
- Writing short answers, writing for various

Other Evidence:

The following will also be observed, recorded, and considered for the final grade of students in each lesson activity

- Motivation
- Engagement
- Collaboration
- Communication pattern among peers and with the teacher
- Reactions
- Respect to others and different opinions

<p>purposes, writing a position paper, etc.</p> <ul style="list-style-type: none">• Discussion and presentation• Group project that involves research and report writing• Homework assignments	
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Stage 3 – Learning Plan

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

Unit 1 Imagine Possibilities

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"> • 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. 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • 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. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • 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?
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • 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. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • 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

- 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

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.

or incomplete

Stage 3 - Learning Plan

Learning Activities:

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

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

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.

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

Unit 3 A New Chapter

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"> • 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. 	
<p>Understanding(s): <i>Students will understand that...</i></p> <ul style="list-style-type: none"> • 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. 	<p>Essential Question(s):</p> <ul style="list-style-type: none"> • 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
<p>Knowledge: <i>Students will know...</i></p> <ul style="list-style-type: none"> • 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. 	<p>Skills: <i>Student will be able to...</i></p> <ul style="list-style-type: none"> • 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

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

Quiz 2. using comparative adjectives

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.

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

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

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.

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

Unit 5 Close Encounters

Stage 1 - Desired Results

Established Goal(s):

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

- 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.
- *write about the following topics a) Write About Events b) Write About Past Events c) Write About Past Events*

Understanding(s):

Students will understand that...

- 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.

Essential Question(s):

- 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?

Knowledge:

Students will know...

- 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.

Skills:

Student will be able to...

- 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

emphasized in the model paragraphs.

- remember the grammar points especially during 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 Events* b) *Write About Past Events* c) *Write About Past Events*
- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. create sentences about their daily routines and discuss them in class

Quiz 2. use the correct past tense of the verbs

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.

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**

<ol style="list-style-type: none"> 1. Lesson Introduction 2. Unlocking of Unfamiliar Terms 3. Student's Book Exercises/ Worksheet Exercises 	<p>Pre-Writing Activities</p> <ol style="list-style-type: none"> 1. Brainstorming Activities 2. Discussion of Paragraph Plan 3. Guided Draft Writing 	<p>Writing Activities</p> <ol style="list-style-type: none"> 1. Editing and Revising 2. Final Draft 3. Checking
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Topic 2: **Write About Past Events**

<ol style="list-style-type: none"> 1. Lesson Introduction 2. Unlocking of Unfamiliar Terms 3. Student's Book Exercises/ Worksheet Exercises 	<p>Pre-Writing Activities</p> <ol style="list-style-type: none"> 1. Brainstorming Activities 2. Discussion of Paragraph Plan 3. Guided Draft Writing 	<p>Writing Activities</p> <ol style="list-style-type: none"> 1. Editing and Revising 2. Final Draft 3. Checking
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Topic 3: **Write About Past Events**

<ol style="list-style-type: none"> 1. Lesson Introduction 2. Unlocking of Unfamiliar Terms 3. Student's Book Exercises/ Worksheet Exercises 	<p>Pre-Writing Activities</p> <ol style="list-style-type: none"> 1. Brainstorming Activities 2. Discussion of Paragraph Plan 3. Guided Draft Writing 	<p>Writing Activities</p> <ol style="list-style-type: none"> 1. Editing and Revising 2. Final Draft 3. Checking
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Unit 6 To the Rescue

Stage 1 - Desired Results

Established Goal(s):

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

- 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 *a)Write About People, Places and Things b)Write to Add Important Details c) Write an Original Story.*

Understanding(s):

Students will understand that...

- 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.

Essential Question(s):

- 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?

Knowledge:

Students will know...

- 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.

Skills:

Student will be able to...

- 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

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.

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

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

	<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 they would do if anyone made fun of someone</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																					
Students	Sentence construction	Vocabulary	Organization of ideas																		
A	?	?(incorrect use of words)	? (ideas are not in order)																		
B																					
C																					

close to them.

- Daily quiz/activity: Worksheet will be given to review and measure students' knowledge about the topic.

Quiz 1. identify the subject and predicate and match them

Quiz 2. use conjunctions, and, or and but, to complete the sentences

Quiz 3. complete the prompts and identify compound and complex sentences

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 3. Guided Draft Writing	2. Final Draft 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 3. Guided Draft Writing	2. Final Draft 3. Checking

Topic 3: Use a Variety of 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
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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

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.

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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.

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	2. Final Draft
	3. Guided Draft Writing	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	2. Final Draft
	3. Guided Draft Writing	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	2. Final Draft
	3. Guided Draft Writing	3. Checking