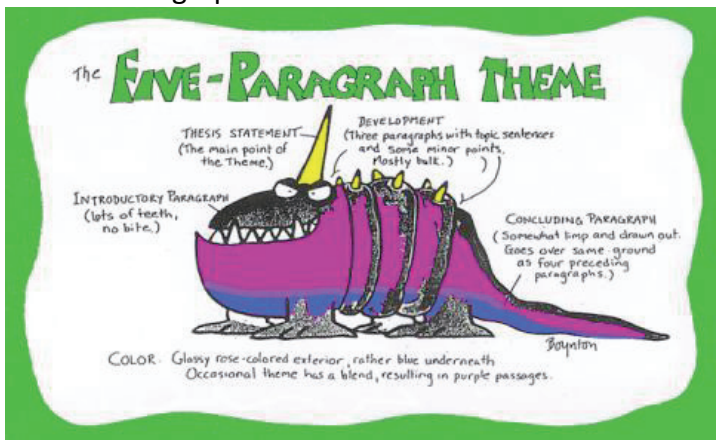
Curriculum Sample Template
Max. 8 Pages

Grade Level	6th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 6		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students understand how to work in precision partnerships effectively. • Students have experience editing each other's work and having their own work edited by peers. • In 5th grade, students have produced opinion writing in which they write strong introductions, supply a variety of valid reasons, incorporate transitional words and phrases, and provide a summative, concluding paragraph. • Students can smoothly use transitional words/phrases throughout an essay to help make the reader's experience more cohesive and enjoyable.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity. This unit is also built around the culture of writing workshop. This system helps students across the campus to firmly understand the importance of each step of the process of writing: brainstorming, outlining, drafting, self-editing, peer-editing, revising, rewriting, and rubric reconciliation. Students will appreciate the value of being an active participant in a writing community that regularly collaborates, presents, critiques, and publishes written work.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**Writing Standards (W)** Text Types and Purposes #1 - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s) and organize the reasons and evidence clearly. b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from the argument presented.		
Materials/Resources Needed	• Chromebooks • Student links to 'round robin' articles		

	• 5 Paragraph Monster graphics • Butcher paper and markers • A Place at the Table • SMARTBoard • Gold, silver, and blue stars (large for posters and small for papers)

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	1.Teacher asks students to watch the social documentary about hunger in the US: A Place at the Table. 2. Teacher has students share their findings in groups of 4.	1. Watch A Place at the Table and track observations about healthy and unhealthy food in the US system. 2. Groups of 4 generate 'master lists' of findings from the viewing.
2	1. Facilitates an ethos 'round robin' where students work in pairs to glean information about hunger in the US from various sources ***and*** evaluate the reliability of each source. Reliability will be measured by finding funding, group affiliation, motive, and knowledge. http://www.worldhunger.org/articles/Learn/us_hunger_facts.htm https://en.wikipedia.org/wiki/Hunger_in_the_United_States http://feedingamerica.org/hunger-in-america/hunger-facts.aspx http://valleypatriot.com/democrat-corner-hunger-in-the-land-o-plenty/ http://blog.heritage.org/2013/05/27/the-facts-about-food-stamps-everyone-should-hear/ http://www.fns.usda.gov/ORA/menu/Published/SNAP/FILES/Participation/SNAPFoodSec_Summary.pdf http://www.scu.edu/ethics/publications/iie/v5n1/hunger.html 2. Teacher assigns student pairs to double up into fours and present their findings to the whole class. 3. Teacher prompts students to award gold, silver and blue stars to facts/sources based on their ethos perception.	1. Participate in ethos 'round robin' to find hunger information ***and*** evaluate the reliability of each source. Students will do this through researching the funding, group affiliation(s), motives, and knowledge of each source. 2. Students will present their hunger information ***and*** source ethos analysis on large butcher paper to the whole class and provide text-based justifications for their assertions. 3. Students place gold, silver, and blue stars (directly on butcher paper lists created by groups) next to sources to indicate their ethos.

	1.Teacher posts Day 1 'Master List' from <u>A Place at the Table</u> on the gallery wall next to the butcher paper info from Day 2. 2.Teacher has students propose outlines (using the 'Master List' and butcher lists) for the following prompt: Despite living in one of the wealthiest countries in the world, millions of Americans go hungry every day. Write a persuasive essay that argues that the US government should provide more resources to remedy this problem. 3.Look at the '5 Paragraph Monster' and have students redesign him based on the outline created in above. What does '7 Paragraph Monster' look like? 11? 18?  4. Teacher places students into jigsaw groups to write a single, assigned paragraph from the class outline. Teacher requires that students place gold, silver, or blue star stickers next to the reasons/evidence they use in their paragraphs. 5.Teacher collects all paragraphs and copies/pastes them into a single document for the next day.	1.Students review the 'Master List' from Day 1 and the butcher paper lists from Day 2 2.Students participate in a whole-class discussion to draft a single, group outline for a provided prompt. 3. Students 'redraw' the '5 Paragraph Monster' to suit the new outline. 4. Students work in jigsaw groups to draft a single paragraph that is rich in ideas and ethos. Students place gold, silver, or blue star stickers next to every reason/evidence they incorporate into their paragraph. 5. Students submit their paragraphs.
4	1.Teacher provides the single document compilation of the jigsaw work from the prior day to all students as a 'draft'. 2.Teacher provides a rubric for reasons that helps students evaluate the inclusion of important, varied ideas and the ethos	1.Students receive a 'draft'. 2.Students complete rubrics for the quality of reasons and ethos evident in the draft.

	of their sources. 3.Teacher facilitates partner work and brainstorming draft improvements. 4. Teacher facilitates a compilation of whole-class improvement ideas. 5. Teacher introduces the concept of formal style and provides coping and mastery models that offer informal, formal, and mixed styles. 6. Teacher guides whole-class through two paragraphs of the 'draft' that offer opportunities for style improvements. The whole class discusses ways to boost style to make it more formal and academic. 7.Teacher charges student partners to edit the remainder of the 'draft' for style.	3.Students work with a partner to generate a list of ways to improve the 'draft'. 4. Students participate in a whole-group share where they compile a master list of ways to improve the draft. 5. Students make a t-chart of formal and informal style traits. Students review coping and mastery models and determine the formality/informality of each using a rubric. 6. Students participate in whole-class discussion about style improvement. 7. Students edit the remainder of the 'draft' for style with their partner.
4	1. Teacher invites students to critique the introductions and conclusions as a whole-group, reminding them of the skills they have learned in 3-5 grades. The focus is on helping students make their introductions attention-grabbing and their conclusions compelling with a call-to-action. 2. Teacher asks students to create revisions independently.	1. Students critique the introductions and conclusions and brainstorm ways to improve their persuasive power. 2. Students create revisions independently.
5	1. Provide students with short research with source summaries. Have students read and consider the research independently about the ethics of keeping animals in zoos information. 2. Provide the following **Prompt:** Using the research provided to you, select relevant facts from credible sources to write an essay that is either in support or opposition of zoos. ***Remember:*** *to include an introduction, supporting, relevant reasons from credible sources, transitional words/phrases, formal style, and a conclusion!*	1. Write an essay independently that responds to the prompt provided.

Summative Assessment:

Writing Prompt: Using the research provided to you, select relevant facts from credible sources to write an essay that is either in support or opposition of zoos.

After writing your essay, complete the graphic organizer with evidence from your essay that supports that you've included each component.

My Opinion	
a. Introduction of claim and organization of reasons	
b. Supporting/relevant reasons	
c. Linking words/phrases to clarify and make connections to claims and reasons	
d. Credible resources	
e. Formal & Academic Style	
f. Conclusion	

Opinion Piece Rubric

Standard #1: Text Types and Purposes
#1 - Write arguments to support claims with clear reasons and relevant evidence.
a. Introduce claim(s) and organize the reasons and evidence clearly.
b. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
c. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
d. Establish and maintain a formal style.
e. Provide a concluding statement or section that follows from the argument presented.

Essential Student Question: Can you write a logically-organized opinion piece that provides reasons to support your point-of-view?

a. Introduces claims and organizes reasons and evidence clearly 1 2 3
1=opinion is either unclear or too broad; 2=states a clear opinion and mostly organizes reasons; 3=clearly and articulately states a focused opinion in an organized fashion
b. Supports claims with clear reasons 1 2 3
1=claims lack clear reasons; 2=claims have support from some clear reasons; 3=claims have support from many clear reasons
b. Supports reasons with relevant evidence demonstrating topic understanding 1 2 3 4 5
1=evidence is not provided to support reasons; 2= some reasons are provided but the lack key evidence central to the topic; 3=some reasons are provided that include all key ideas central to the topic; 4= many reasons are provided that mostly demonstrate an understanding of the topic 5=many reasons are provided that demonstrate a mastery of the topic
b. Selects information from sources that are credible 1 2 3
1=sources are not clearly provided for information; 2=several sources are provided for information and most are credible; 3=multiple sources are provided for information and all sources are credible
c. Use of linking words/phrases/clauses to connect claims and reasons 1 2 3 4
1=does not incorporate; 2=attempts to incorporate but may be limited or repetitive; 3=incorporates several linking words/phrases; 4=incorporates a broad variety of many effective linking words/phrases
d. Establishes and maintains formal style 1 2 3 4
1=uses informal style; 2=style has a mix of formal and informal elements; 3=style is mostly formal; 4=style is exclusively formal and academic
e. Conclusion 1 2 3
1==attempted but not tightly connected to the body argument; 2= attempted and connects to the body argument; 3= attempted flows seamlessly from the body argument

Opinion Piece Scoring Guide:

Raw rubric points available: **25 points total**

Raw score_____X 4 = Final Score out of 100 points

The 100 points possible assessment will reflect the school's grading scale:
90 -100 = A – Mastery
80 – 89 = B - Mastery
70 – 79 = C – Needs Screening for Remediation
60 – 69 = D – Needs Remediation
0 – 59 = F – Needs Intensive Remediation