Curriculum Sample Template
Max. 8 Pages

Grade Level	3rd Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 3		
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 2nd grade, students have produced opinion writing in which they introduce opinions, supply reasons, incorporate transitional words and phrases, and provide a concluding statement.		
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 opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons. d. Provide a concluding statement or section.		
Materials/Resources Needed	• 15 pink and yellow highlighters • SMART Board • Student introduction, conclusion, and essay models scanned		

* ***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 walk around the classroom for five minutes and write down a list of items made from plastic. 2. Teacher asks students to list what they ate yesterday, and to place a star by anything packaged in plastic. 3. Teacher shows photographs of various stores and asks students to describe how much of the store's wares involve plastic. 4. Teacher asks "WHY SO MUCH PLASTIC?!?!? What are the advantages?" Collect student contributions for a class list. 5. Show pictures from: http://saveourshores.org/what-we-do/pollution-prevention.php and ask students to discuss what they see. 6. Collect student contributions for a 2nd class list on how plastic negatively impacts the ocean.	1. Create a list of plastic items in the classroom. 2. Create a list of plastic items used to package their food in the past 24 hours. 3. Estimate the amount of plastic in three store pictures. 4. Contribute to a whole-class list of the benefits of plastic (strong, inexpensive, sterile, child-proof containers, clean storage, etc.) 5. In partnerships, students will look at ocean pollution pictures and discuss what is evidenced in each of the pictures. 6. Students will start to compile a list of how plastic negatively impacts the ocean.
2	1. Teacher puts yesterday's lists detailing the positives and negatives of plastic and invites partnerships to review the findings. 2. Teacher provides a writing prompt to students in partnerships. **Prompt:** Irresponsible disposal of plastics creates marine pollution. To help solve the problem, the government is considering banning plastic bags and plastic bottles. With your partner, write a short essay that gives your opinion about this ban and provides reasons for your belief. Please provide both an introduction to your topic and a conclusion. 3. Teacher shows some mastery models of student essays that have successful introductory and concluding statements.	1. In pairs, students revisit the positives and negatives of plastics. 2. In pairs, students draft short opinion essays in response to the prompt and models provided.
3	1. Teacher introduces the paper swap assignment to the students. Teacher explains that students work like detectives to highlight the paper's main opinion in yellow and the supporting reasons in pink.	1. Student pairs swap papers for editing! Using two colors of highlighters, they highlight the paper's opinion in yellow and all of the supporting reasons in pink. 2. Students return edited papers to their original authors.

	2. Teacher has students share their reasons (in support of the law) and creates a common list of reasons in the front of the room. Teacher does the same for students against the law. 3. Teacher asks students to review the whole-class lists and add at least one reason that they like (but did not think to write in their first draft) to their essay. 4. Teacher posts lists of useful transitional words/phrases to the SMART Board, and then shows examples of how they are used in a model essay. Teacher prompts student pairs to identify how they can incorporate these words into their own essays with a green marker.	3. Original authors review the notes and ensure that they have ONE yellow highlight and at least three pink highlights. 4. Students contribute to reason lists both for and against the law. 5. Students add at least one new reason to their essay. 6. Students review transitional words/phrases and add them to their essays in green marker.
4	1. Have students highlight their introductory sentence(s) and answer two questions: **Does it introduce the topic clearly and completely?** **Does it state your opinion clearly?** 2. Share several student papers (scanned through SMART Board) and have students answer these two questions for the introductions of those models. 3. Prompt partners to make changes to their introductory sentence(s) if necessary. 4. Have students highlight their concluding sentence(s) and answer two questions: **Does it summarize the essay?** **Does it state restate the introduction?** 5. Share several student papers (scanned through SMART Board) and have students answer these two questions for the conclusions of the models. 6. Prompt partners to make changes to their concluding sentence(s) if necessary. 7. Prompt students partners to re-write their papers (incorporating changes to introductions, conclusions, reasons, and transitions) and submit.	1. Student pairs review their introductory sentence(s) and make sure that it introduces the topic and states their opinion. 2. Provide feedback on these two questions for models and participate in class discussion. 3. Make changes to their introductory sentence(s), if necessary. 4. Student pairs review their concluding sentence(s) and make sure that it introduces the topic and states their opinion. 5. Provide feedback on these two questions for concluding statements in models and participate in class discussion. 6. Make changes to their concluding sentence(s), if necessary. 7. Rewrite papers and submit.
5	1. Provide the summative assessment prompt: **Prompt:** Communicating with friend and family can be a	1. Write an essay independently that responds to the prompt provided.

	challenge for people because of time, distance, and money. Write about what method you think is the best way to communicate with friends and family who live far away. ***Remember:*** *to include an introductory sentence, supporting reasons, transitional words/phrases, and a concluding sentence!*	

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Writing Prompt: Communicating with friends and family can be a challenge for people because of time, distance, and money. Write about what method you think is the best way to communicate with friends and family who live far away.

	My Opinion	**c.Transitional words/phrases**
a. Introductory Sentence		
b. Supporting Reasons		
d. Concluding statement		

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

Opinion Piece Rubric

Standard #1: Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect opinion and reasons.
d. Provide a concluding statement or section.

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

a. Introduces the topic by stating opinion 1 2 3

1=opinion is either unclear or too broad; 2=states a focused opinion; 3=clearly and articulately states a focused opinion

a. Creates an organizational structure 1 2 3

1=clear organization is lacking/developing; 2=many related ideas are grouped to support the purpose; 3=all related ideas are grouped to support the purpose

b. Quality of reasons provided to support opinion 1 2 3 4 5

1=reasons lack clarity and strength; 2=reasons lac k clarity or strength; 3=reasons are distinct and sound; 4=reasons are distinct and strong; 5=reasons are distinct and compelling

b. Quantity of reasons provided to support opinion 1 2 3

1=few reasons; 2=some reasons; 3=many reasons

c. Use of linking words/phrases to connect opinions/reasons 1 2 3 4

1=does not incorporate; 2=incorporates several linking words/phrases; 3=incorporates many effective linking words/phrases; 4=incorporates a broad variety of many effective linking words/phrases

d. Conclusion 1 2 3 4 5 6 7

1=not attempted; 2=attempted but unclear; 3= attempted and provides limited closure; 4= attempted and provides acceptable closure; 5=summarizes strongly; 6=summarizes clearly, gives an opinion, and makes a recommendation