Curriculum Sample Template
Max. 8 Pages

Grade Level	7th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 7		
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 6th 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 the 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)** Writing Standards (W) Text Types and Purposes #1 - Write arguments to support claims with clear reasons and relevant evidence. a. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically. b. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text. c. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence. d. Establish and maintain a formal style. e. Provide a concluding statement or section that follows from and supports the argument presented.		

Materials/Resources Needed	• Chromebooks • SMART Boards • Energy Crossroads • Butcher paper and markers • Student model essays for tone and transitional words/phrases/clauses

* ***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 will screen an excerpt from the documentary Energy Crossroads to build a context for this writing study. 2) Teacher will provide the EBSR graphic organizer. 3) Teacher will facilitate a whole-class discussion about what our society should DO about the information presented.	1) Students will watch the documentary. 2) Students will complete the EBSR graphic organizer while watching to pull out interesting facts, statistics, data, and reasons that could be used in their essays. 3) Students will participate in a whole-class and provide text-based evidence to justify their contributions.
2	1)Teacher will provide a common, persuasive thesis, reflective of Day 1's consensus, that the class can work from collaboratively over the next three days. (e.g. "The United States should invest significantly in alternative energy over the next five years") 2) Teacher will have students work in pairs to identify reasons and evidence to support this thesis. 3) After partners have generated a wealth of ideas, the teacher will facilitate a whole-class collection of these reasons and evidence and record them on the wall. 4) Teacher will have students work in pairs to identify opposing claims and evidence to support oppose the thesis. 5) After partners have generated a wealth of ideas, the teacher will facilitate a whole-class collection of these opposing reasons and evidence and record them on a separate sheet next to the initial list. 6.)Teacher will facilitate a whole-class vote through which students collectively select the reasons, opposing reasons, and evidence they believe is most compelling in a 'perfect' argument. 7)Teacher will prompt pairs to group these selected reasons, opposing reasons, and evidence into 'like' groupings. 7) Teacher will work with the whole-class to model the organization	1) Students will continue to take notes in an EBSR graphic organizer as they research. 2)Students will work in pairs to identify reasons and evidence to support the class thesis. 3)Students will contribute reasons/evidence to a whole-class master list of supporting ideas. 4)Students will work in pairs to identify opposing reasons and evidence to support the class thesis. 5) Students will contribute opposing reasons/evidence to a whole-class master list of supporting ideas. 6)Students will select the most compelling reasons, opposing reasons, and evidence to construct the 'perfect' argument. 7)In pairs, students will group the selected reasons, opposing reasons, and evidence into 'like' groupings. 8)Students will participate in a whole-class 'outlining' of grouped ideas and experience the scaffolded construction of a cohesive argument.

	of these selected ideas into a cohesive outline.	
3	1) Teacher assigns students into writing triads and assigns each triad to a 'jigsaw' paragraph writing assignment responsible for one 'grouping' of ideas (body paragraph) from the Day 2 outline. 2) Teacher presents key words/phrases/clauses that organize and essay and create cohesion between claims, opposing claims, and evidence. Teacher shows several student models of these transitions being effectively used. Prompts triads to explore their paragraph drafts for these words and add them where helpful. 3) Teacher presents the concept of formal style and models student essay excerpts that offer a wide range of formal and informal styles. Prompts triads to explore their paragraph drafts for style and make changes to ensure that their paragraph is formal. 2) Students and teacher, together, will read a sample essay and evaluate it using the rubric. An emphasis will be placed on the quality of evidence and ideas. For low scores, students and teachers will propose potential edits that would improve the essay. 3) Teacher will give the writing prompt, and students will begin drafting.	1)Students will work in triads to craft solid body paragraph essays for an assigned grouping from the Day 2 outline. 2)Students review key words/phrases/clauses designed to create cohesion between claims, opposing claims, and evidence and analyze student models effectively using these transitions. Students apply this knowledge to their triad paragraphs and edit as necessary. 3) Students consider concept of formal style by viewing model student essay excerpts that offer a wide range of formal and informal styles. In triads, students to explore their own paragraph drafts for style and make changes to ensure that their paragraph is formal. 1) Students will review the rubric and apply it to a coping model essay. 2) Students will begin drafting their articles using the rubric reviewed with them
4	1. Teacher provides the single document compilation of the jigsaw work from the prior day to all students as a 'draft'. The draft is still lacking an introduction and a conclusion. 2. Teacher facilitates a whole-class conversation about what the body is about. As students talk, the teacher writes key ideas on the whiteboard. The teacher asks for some of the most interesting, compelling facts about this issue and adds those to the white board. The teacher then charges students to craft an introduction out of those details. 3. Teacher facilitates a whole-class discussion to have students articulate why this issue is so very important and give specific examples from the documentary to prove their point. The teacher then models how to 'rework' the details from the introduction list into the conclusion and weave them together with new ideas and recommendations. 4. Teacher has students highlight connected elements in the introduction and conclusion in a color-coded fashion to help them	1.Students receive a 'draft'. 2. Students participate in an introduction brainstorm, then using ideas contributed by the whole class, they write their own introduction. 3. Students participate in a conclusion brainstorm, then see the crafting of a conclusion and hear 'metacognitive' talk about the process from the teacher. 4. Students color-code (with a highlighter) like details in the intro and conclusion to create a visual 'map' of how they dovetail. 5.Students complete rubrics for the current state of their drafts. 6.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. **Homework: Students rewrite their drafts incorporating (at a minimum) the changes determined during class.**

	'see' the dovetailing between the intro and conclusion. 5. Teacher provides an overall persuasive essay rubric that helps students determine expectations for the upcoming rewrite. 6.Teacher facilitates partner work and brainstorming draft improvements. **Assign Homework: Students rewrite their drafts incorporating (at a minimum) the changes determined during class.**	
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 banning cars that get less than 40mpg. ***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 Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

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 banning cars that get less than 40mpg.

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

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. 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

e. 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

Conclusion 1 2 3
f. 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