Curriculum Sample Template
Max. 8 Pages

Grade Level	4th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 4		
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 3rd grade, students have produced opinion writing in which they introduce opinions, supply reasons, incorporate transitional words and phrases, and provide a concluding statement. • Students can write a complete paragraph with a controlling topic sentence.		
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 and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented		
Materials/Resources Needed	• 15 pink and yellow highlighters • SMART Board • Student introduction, conclusion, and essay models scanned • Bully documentary and 'Upstander' agreements		

* ***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 a very short film by Pixar called "For the Birds" that shows anti-social behavior in birds. Students watch the 2.5 minute film several times and write down specific behaviors and evidence of what they mean. http://www.youtube.com/watch?v=akb3wRTsIEU 2. Teacher poses three questions: ***How did the little blue birds behavior toward the tall one?** ***What did those behaviors mean?** ***Why did the little blue birds act that way?** 3. If bullying didn't come up organically in the discussion, the teacher segues to bullying. Prompt student partners to get on their Chromebooks and, in pairs, research the definitions of bullying and write their own, functional definition for bullying. (www.stopbullying.gov, www.pacer.org, www.stompoutbullying.org 4. Teacher has students present their findings. 5. Teacher has students look at the work of all groups and craft a single, unified 'best' definition for the class to use.	1. Watch "For the Birds" several times and write down evidence from the film that shows what the birds do and think. 2. Participate in a whole-group discussion about "For the Birds". 3. In partners, students research the definition of bullying and craft their own working definition. 4. Student partners present their definitions to the class. 5. The whole class evaluates all of the definitions and use pieces from many to write a single, unified 'best' definition for the class to use.
2	1. Review the prior day's definition of bullying. 2. Teacher has students watch a few, select clips (age appropriate) from the documentary Bully and provide a screening study guide that fosters critical thinking. 3. Have students consider the power of bystanders and add to their documentary notes by reviewing each clip and evidencing how bystanders acted in the situations. 4. Facilitate the reading of the 'Upstander Agreement'. https://d3n8a8pro7vhmx.cloudfront.net/themes/51172dcc1ad07a63d6000002/attachments/original/1361485107/10WaystoBeanUpstander_copy.pdf?1361485107 Ask students to highlight 3 of the ten actions they think are most powerful.	1. Review the prior day's definition of bullying. 2. Watch documentary clips. For each clip, students will identify specific bullying behaviors (based on the prior day's definition) and bystander behaviors. At the end of each clip, students will use empathy to draft summaries that describe how the bullied individual feels and why. 3. Independently, students draft short opinion essays in response to the prompt and models provided. 4. Read the 'Upstander Agreement' and identify three of the most important actions everyone can take. 5. Students write drafts independently. 6. Students view mastery models.

	5. Teacher provides a writing prompt to students independently: **Prompt:** Bullying is a problem in many schools. One school in particular is having a huge issue with bullying in its 4th grade classroom. Write an essay that persuades the teacher and principal to put an end to bullying and offers solutions. 6. Teacher shows some mastery models of student essays that have successful introductions and conclusions.	
3	1. Teacher introduces the paper swap assignment to the students. Teacher explains that students work like detectives to highlight the paper's body paragraph topic sentences in yellow and the supporting reasons in pink. 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.	1. Students swap papers for editing! Using two colors of highlighters, they highlight the body paragraph's topic sentences in yellow and all of the supporting reasons in pink. 2. Students return edited papers to their original authors. 3. Original authors review the notes and ensure that they have ONE yellow highlight and at least three pink highlights for each paragraph. 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 review their introductory paragraph and answer two questions: **Does it introduce the topic clearly and 'grab' attention?** **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 introductions if necessary. 4. Have students review their conclusions and answer two questions:	1. Students review their introductions and make sure that it introduces the topic, states their position, and 'grabs' the reader's attention. 2. Provide feedback on these two questions for models and participate in class discussion. 3. Make changes to their introductions if necessary. 4. Students review their conclusions and make sure that it summarizes the essay and ends with a 'roar'. 5. Provide feedback on these two questions for concluding statements in models and participate in class discussion. 6. Make changes to their conclusions if necessary.

	Does it summarize the essay and end with a 'roar'? **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 conclusions if necessary. 7. Prompt students to re-write their papers (incorporating changes to introductions, conclusions, reasons, and transitions) and submit. 8. Teacher facilitates the 'No Bullying Zone' wall and invites students to post their personal promises to make the classroom and campus safe for all students.	7. Rewrite papers and submit. 8. Students post their own personal promises to the 'No Bullying Zone' wall to improve personal accountability for making the classroom and campus a safer place for all students.
5	1. Screen a new clip from about cyber-bullying for the class, then provide the summative assessment prompt fromhttp://www.elementaryschoolcounseling.org/bullying.html : **Prompt:** Cyber-bullying has become a tremendous problem in the past few years. You get to advise the principal of the school about how to act on the cyber-bullying episode you just witnessed. Write an essay to the principal stating and justifying your recommendations. ***Remember:*** *to include an introduction, supporting reasons, transitional words/phrases, 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.

Summative Assessment: ***Complete the following pre-writing graphic organizer to address the opinion writing prompt.***

Writing Prompt: Cyber-bullying has become a tremendous problem in the past few years. You get to advise the principal of the school about how to act on the cyber-bullying episode you just witnessed. Write an essay to the principal stating and justifying your recommendations.	
a. Introduction:	
b. Supporting Reasons:	
c. transitional words/phrases	
d. Conclusion:	

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: Text Types and Purposes
#1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
b. Provide reasons that are supported by facts and details.
c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*).
d. Provide a concluding statement or section related to the opinion presented.

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

Introduces the topic by stating opinion 1 2 3
1=opinion is either unclear or too broad; 2=states a clear opinion; 3=clearly and articulately states a focused opinion

Creates an organizational structure in introduction, body paragraphs, and conclusion 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

Quality of reasons provided to support opinion 1 2 3 4 5
1=reasons lack clarity or strength; 2= reasons are distinct and sound; 4=reasons are distinct and strong; 5=reasons are distinct and compelling

Quantity of reasons provided to support opinion 1 2 3
1=few reasons; 2=some reasons; 3=many reasons

Use of linking words/phrases to connect opinions/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

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 and gives an opinion; 7=summarizes clearly, gives an opinion, and makes a recommendation