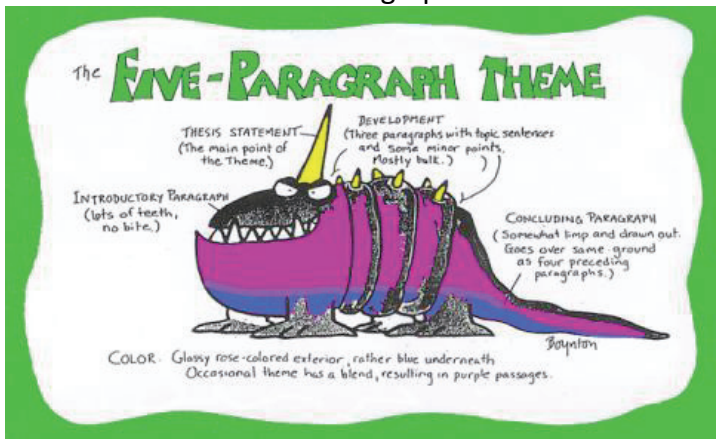
Curriculum Sample Template
Max. 8 Pages

Grade Level	5th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 5		
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 4th grade, students have produced opinion writing in which they write introductions, supply reasons, incorporate transitional words and phrases, and provide a concluding paragraph. • 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 ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). 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 • 5 Paragraph Monster graphic organizers		

	• Food Inc. and Forks over Knives segments • Rubrics

* ***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 segment of the documentary Food Inc. 2. Teacher has students share their findings in groups of 4. 3. Teacher facilitates a whole-group share where all ideas are posted for everyone's use. 4. Teacher asks students to watch a segment of the documentary Forks over Knives. 5. Teacher has students share their findings in groups of 4. 6. Teacher facilitates a whole-group share where all ideas are posted for everyone's use.	1. Watch Food Inc. segment and track observations about healthy and unhealthy food in the US system. 2. Groups of 4 generate 'master lists' of findings from the viewing. 3. Students generate a whole-group list of findings. 4. Watch Forks over Knives segment and track observations about healthy and unhealthy food in the US system. 5. Groups of 4 generate 'master lists' of healthy and unhealthy findings from the viewing. 6. Students generate a whole-group list of findings.
2	1. Facilitates a short food lab where students get to think about the healthfulness of various groupings of foods in new ways. 2. Teacher shares the '5 Paragraph Monster':  3. Teacher provides a five paragraph essay about food safety and prompts students to read it silently.	1. Participate in food lab and complete analyses. 2. Students view and discuss the '5 Paragraph Monster'. 3. Students read a five paragraph essay and, in partners, correctly label a '5 Paragraph Monster' based on the essay. 4. Students read writing prompt and fill out a blank '5 Paragraph Monster' for this new topic.

	4.Teacher provides a writing prompt to students. Teacher prompts students to use a blank '5 Paragraph Monster' to outline their essays before writing independently: **Prompt:** Eating in America is becoming a more and more difficult proposition for people desiring to be healthy. How should Americans change their food system and eating habits to become more healthy?	
3	1.Teacher prompts students to review their '5 Paragraph Monsters' from the prior day and make any changes they wish. 2.Teacher shows 2 mastery and 2 coping models of student essays that have successful introductions, conclusions, and well-organized body paragraphs. 3.Teacher prompts students to write essays.	1.Students review their '5 Paragraph Monsters' from the prior day and make changes. 2.Students evaluate mastery and coping models using a short rubric. 3.Students write essays independently.
4	1.Teacher introduces the paper swap assignment to the students. Teacher explains that students work like detectives to reconcile the paper to the monster organizer, provide additional ideas for each body paragraph, and complete narrative P-Q-P feedback. Teacher tells students to complete this for at least 3 peer essays. 2.Teacher collects peer feedback and collates it to return to authors. 3.Teacher prompts students to use their yellow highlighters to mark additional body paragraph ideas that they would like to incorporate into their essays. Teacher instructs students to use pink highlighters to note additional suggestions they would like to incorporate into their revisions. 4.Teacher posts an expanded 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 and '5 Paragraph Monster' outlines for editing! Students will reconcile the monsters with the papers. Each editor will also provide at least one more supporting idea for each body paragraph. Finally, students will complete a rubric for the essay and provide narrative feedback in P-Q-P format for each section for at least 3 peer essays. 2.Students submit peer feedback forms to teacher. 3.Original authors review the notes and use highlighters to mark ideas and changes they want to incorporate into the final draft. 4.Students review expanded transitional words/phrases and add them to their essays in green marker. **5.Students 'rewrite' their essays for homework.**

5	1. **Prompt:** Many families struggle to eat healthily in our culture. Write an essay that will be printed in the parent newsletter at your school that convinces parents that they should provide healthier food to their students and offers specific advice on how to do so. ***Remember:*** *to include an introduction, supporting reasons, transitional words/phrases, and a conclusion!*	1. Write an essay independently that responds to the prompt provided.

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

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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 ideas are logically grouped to support the writer's purpose.
b. Provide logically ordered reasons that are supported by facts and details.
c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).
d. Provide a concluding statement or section related to the opinion presented.

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

Introduces the topic clearly 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 to group ideas logically 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

Reasons presented in a logical order and supported by facts/details 1 2 3
1=few reasons are supported and logically organized; 2=most reasons are supported and logically organized; 3=all reasons are supported and logically organized

Use of linking words/phrases/clauses 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