Curriculum Sample Template
Max. 8 Pages

Grade Level	Sixth Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Sixth grade scholars will read, comprehend and write at sixth grade level. They can write opinion pieces on topics or texts, supporting a point of view with reasons and information. They will, 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, provide logically ordered reasons that are supported by facts and details, link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically) and provide a concluding statement or section related to the opinion presented. The scholars will also be able to access the web to research information for the purpose of writing.		
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 aligns to the Core Knowledge Sequence. The domain of "Industrial Revolution" will be concurrently taught in Reading, Writing, and Science at the sixth grade level. The skill of writing informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the 2010 Arizona ELA Standards (CCSS + Arizona additions); and the content knowledge of science is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**6.W.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	"Building America" Video on History Channel, document camera, computer with power point software, chart paper, markers, graphic organizers, Social Studies textbook,		

* ***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	**Lesson**: Scholars will learn and comprehend the purpose of writing arguments to influence readers. **Lesson**: The teacher will build knowledge among the scholars. The teacher will instruct the scholars that writing an argument is used for the purpose of influencing the reader. The author presents an issue and expresses an opinion in order to convince an audience to agree with the opinion or to take a particular action. Students write arguments based on a thesis (e.g., persuasive essays or letters, debates, speeches, paragraphs, multi-media presentations, documents meant to convince, influence or sway) and will support their claims with credible sources. The teacher explains the class assignment and presents each scholar with a timeline of due dates and project requirements and expectation. The teacher will ask scholars to get in their small groups for direct instruction. Writing an argument: • establishes and develops a controlling idea • supports arguments with detailed evidence • includes persuasive techniques and excludes irrelevant information • attributes/cites sources of information as necessary using a standard, recognized format • provides a conclusion that follows from the presented argument **Building Knowledge**: The teacher will show a documentary "Building America" to provide scholars knowledge of the Industrial Revolution and allow them to get an understanding of society during that era. At the conclusion of the video the teacher will ask the scholars to write for three minutes about their thoughts and feeling of the Industrial Revolution.	1. The scholars will listen to the teacher instruct them on writing an argument to influence the reader. 2. Scholars learn an argument means taking one side of an issue and writing a piece support by facts and relevant examples to persuade the audience to support your point of view. 3. Scholars will write arguments to support a thesis statement based on evidence for the unit assignment. 4. They listen to the teacher explain the assignment. 5. Scholars get into the small learning groups. 6. Work collaboratively to write arguments with the components outlined by the teacher. 7. Scholars will watch a documentary on the Industrial Revolution to understand the life and times of this point in history. 8. Scholars will write for 3 minutes in their journal about their thoughts and feelings of the times. 9. Scholars will choose an issue or conflict during the Industrial

	Closure: Scholars will reflect on the video and the readings from this unit and think of an issue or conflict within the society, the economy or government and decide on a topic for their argument. The teacher will record each scholar's topic.	Revolution to write about. Meet with the teacher to when the topic is decided on.
2	**Lesson**: Scholars will learn the importance of a thesis statement and an organizational structure when writing a formal piece. **Anticipatory Set**: The teacher will instruct the scholars to write their opinion of the times in America during the Industrial Revolution in their journal. **Guided Practice:** The teacher will instruct the scholar what a theses statement is and how it is the main topic of a formal paper. The teacher will use the document camera to display several examples of thesis statements to be used during the lesson. The teacher will also write on the white board the components of a quality thesis statement. In the small groups, the teacher will model how to write a thesis statement using the school's dress code policy. **Independent Practice:** The teacher will rotate between the small groups and provide direct instruction. The teacher will differentiate the instruction between the two groups. The Tier I scholars will begin drafting an thesis statement and move ahead independently where the Tier 2 scholars will need more instruction and modeling from the teacher. The teacher will instruct, review and revise thesis statements the scholars have been working on. These are the scholars in Tier 1. They will learn how to create an organizational structure to begin collecting evidence and relevant information to support the thesis statement. Scholars will record information on colored notecards as they read and gather information. **Closure**: The teacher will ask scholars to share their thesis statements.	Scholars will write an opinion of life in America during the Industrial Revolution. Scholars will observe the information on thesis statements being placed on the document camera and the white board by the teacher. Observe and participate in a Think Aloud with the teacher modeling how to write a thesis statement. Scholars will work in pairs to write a thesis statement supporting or not supporting school uniforms. **Tier I:** Scholars will read the information on the board and begin writing a thesis statement. **Tier 2** scholars will receive the direct instruction first as they will need teacher support to explain the topic and model for them. **Tier 1**: Teacher will read and revise statements with the scholar and provide direction to create an organizational chart to gather information and evidence supporting the thesis statement. After the teacher presents information, the scholars will begin drafting their own thesis statements for the writing assignment. Scholars will use their textbooks and their tablets to access and gather information using prior knowledge of reading strategies for comparing and contrasting different texts. Scholars will share their thesis statement with the class.
3	**Anticipatory Set:** The teacher will present the scholars will the **Assessment Item 1.** **Lesson**: Scholars will learn how research and gather factual and relevant evidence to support the thesis statement using their organizational structure. **Guided Practice**: The teacher will use the dress code policy to model how to cite the sources used to gather factual information using the	Scholars will listen and observe the teacher instruct how to cite the sources using the MLA format.

	MLA format for various sources. The teacher will display the format for the sources on the document camera for use during the lesson. **Independent Practice**: Each scholar will begin gathering factual information and evidence to support their project thesis statement. (2 or 3 days) The teacher will meet individually with each scholar to check for understanding and provide instruction during the writing process. Scholars will rely on prior knowledge of reading, comparing and contrasting several texts for information to be used in the project. **Closure:** The teacher will ask the scholars to name one interesting fact and the source about their topic.	Scholars will gather factual information and evidence to support their thesis statement. Meet individually with the teacher to review work in progress and make sure deadline are being met. Scholars will use prior knowledge of comparing and contrasting texts to gather information. Scholars will share one interesting piece of evidence with the class.
4	**Assessment Item 2**: The teacher will present and explain the requirement for the assessment. **Anticipatory Set**: The teacher will activate prior knowledge among the scholars and review reading and writing processes of a research paper. **Guided Practice**: The teacher will ask the scholars if they have any questions on the using their information to draft the written piece. The teacher will work individually with each scholar as they continue writing the paper and making their concluding statements. **Independent Practice**: The teacher will continue to meet with each scholar to ensure their academic progress toward mastering the standard meeting the deadlines. **Closure:** Review the concepts of the standard for the unit assessment.	Each scholar will independently take the assessment. When they are finished with the assessment they will continue to work and continue drafting their writing project. As the scholars be finishing up the writing portion and making their conclusions. Each scholar will meet with the teacher to review completed work and set new goals. Participate in the review question and answer session for the unit assessment.
5	**Lesson:** The teacher will give the unit assessment and collect them for scoring. **Independent Practice**: The teacher will work with individuals to finish their paper and prepare the power point presentation. Scholars will begin presenting their power presentations. The paper and the power point will be scored using the Six Traits + 1 Writing Rubric.	Scholars will take the unit assessment and turn it into the teacher. After completing the assessment each scholar will complete the writing portion and prepare the power point presentation. All scholars will show their power point to the class.

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

Assessment Item 1:
This assessment will assess the scholar's ability to define and write a thesis statement, a key objective to mastering the standard. The assessment is composed of five questions, multiple choice, fill in the blank and an application question to add rigor and depth of understanding to the assessment. The teacher will use this assessment at the beginning of the unit to determine which scholars will need extra instruction and practice.
Scoring: The scholar will be assessed using the scoring rubric to follow the assessment. The assessment is worth 20 points. The scholar will earn 4 points for each correct answer. The answer must be correct to earn all four points for a total of 20 points. If the scholar does not achieve the mastery level of 80% they will be re-taught and re-assessed. If the 80% mastery level is achieved the scholar will progress to the next lesson (s).
Scoring Scale 20 = 100% 18 = 90% 16 = 80% 14 = 70% 12 = 60%
Mastery: 16 /20 points will determine mastery. When converted to a percentage, 80% is mastery and aligns with the Program of Instruction.

Sixth Grade Assessment

Directions: Read and answer the following questions:

1 A thesis statement is:
   a. The first sentence of the essay
   b. Is found in the conclusion of the essay
   c. Is always written as a question
   d. States the position of the writer and provides structure of the formal paper

2. Name the four component of a quality thesis statement

   _____ _____ _____ _____.

3. Select the quality thesis statement from the choices below
   a. The New Deal is best understood as a defense of American capitalism.
   b. The New Deal was created by FDR
   c. The New Deal is best understood as a defense of American capitalism because its main programs attempted to create a stable environment for private enterprise.
   d. Was the New Deal good for the country?

4. Does the following statement meet the requirement of a quality thesis statement?
   Students should not be allowed to have smart phones at school.

   _____ yes _____ no

5. Write a quality thesis statement below

   _____.

Rubric: Assessment Item 1

1. **D**
2. **Topic, Position, Qualification, Reason**
3. **C**
4. **No,**
5. **A statement that contains the topic, the view point of the writer, the qualification and a reason.**

Mastery: 16/20

Assessment Item 2:

This assessment will assess the scholar's ability to write a persuasive argument text using factual and relevant information to support a view point. The scholar will write a letter to the Governing Board. The assessment will be worth 20 points using the rubric following the assessment item 3.
Scoring: This assessment will determine the mastery level of each scholar and their ability to write an argument piece. The assessment will be worth 24 points. The scholar will earn 4 points for introducing the claim, 4 points for stating the argument / claim, 4 points stating evidence that clarifies the argument, 4 points for using phrases that connect the evidence to the claim, 4 points for maintain a formal style and 4 points for a closing statement for a total of 24 points. A score of 19 or 80% will deem mastery and the scholar will progress to the next lesson(s). If an score of 80% is not achieved the scholar will be re-taught and re-assessed.
Scoring Scale: 24 points = 100% 23 -21 points 90% 20-19 points 80% mastery 18-16 =70%
Mastery: 19 point = 80% and is deemed mastery and aligns with the Program of Instruction.

Sixth Grade Writing Assessment Item 2

Name_____

Directions: Write a persuasive letter to the Governing Board of your school asking them to consider changing the dress code policy.
The letter must:

- State the purpose of the letter
- State your argument
- Include persuasive techniques and relevant factual information
- Cites sources and attributes of information as necessary
- Provide a concluding statement

Rubric: The rubric is presented following the Unit Assessment. 19 points or 80% deems mastery.

Assessment Item 3:

Sixth Grade Unit Assessment:
This assessment will determine the scholar's ability to master the standard:

6.W.1 Write arguments to support claims with clear reasons and relevant evidence, introduce claim(s) and organize the reasons and evidence clearly, support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text, use words, phrases, and clauses to clarify the relationships among claim(s) and reasons, establish and maintain a formal style and provide a concluding statement or section that follows from the argument presented.

This assessment will assess the scholar's ability to use facts and relevant evidence to support a claim using credible resources. The scholar will be required to write an argument for the purpose of influencing the reader and prepare a power point presentation. The argument must have an introductory statement, must present and support claims with clear reasons, and evidence, use words to clarify the relationship among the claims, establish a formal style and supply a concluding statement.

Scoring: This assessment is worth 140 points. A maximum of 20 points will be earned for each component of the assessment as it applies to the components of the standard. 20 points will be earned for introducing the topic, 20 points for stating a claim, 20 points for reasons and evidence that supports the claim, 20 points for using phrases that clarifies the reason the relationship between the evidence and the claim, 20 points for maintaining a formal style and 20 points for presenting a closing statement and 20 points for the power point presentation for a total of 140 points. A score of 112 points = 80% and the scholar will progress to the next standard. A score below 112 points will dictate the scholar re-teach the standard and re-assess the scholar until a mastery score of 80% is achieved,

Scoring Scale: 140 points = 100% 139- 126 points =99 - 90% 125-112 points = 89 -80% mastery 111- 98 points 70%

Mastery: Mastery will be determined by earning a score of 112 point = 80%

Sixth Grade Writing Unit Assessment

Name_____

Directions: Read the writing prompt below and craft an argument essay that will persuade the reader to your point of view. The argument must include the following:

- Introduce the claim and organize the reasons and evidence clearly
- Support claims(s) with clear reasons and evidence clearly
- Use words, phrases, and clauses to clarify the relationship among claim(s) and reasons.
- Establish and maintain a formal style
- Provide a concluding statement or section that follows from the argument presented.

Writing Prompt: Why was Edison's bulb the most popular?

Rubric:

	Above Grade Level	**At Grade Level**	**Approaching Grade Level**	**Below Grade Level**	**Score**
Introduces the topic Provides organization	Skillfully introduces the topic clearly, provides an organizational structure where the ideas are grouped to support the claim.	Introduces the topic with little detail and is vague. Provides some organization structure.	Introduces the topic in a single sentence or word. The introduction is off topic or not clearly	Does not introduce the topic at all does not provide any type of organizational structure	

structure			written.		
State the claim	States a claim that relates to the topic and provides detail. It is written clear and concise.	The claim is limited in detail and vague	The claim statement is one sentence and is unclear	Does not provide an claim statement	
Support Evidence	Three or more reasons are written; they support the claim in a clear and concise manner, and provide in depth knowledge on the topic, the evidence is relevant and shows and understanding of the topic. Sources are cited	Two reasons are written. The reasons are well written, and they support the opinion statement Must be supported by facts and details	A single reason is written and the sentence is vague and does not support the opinion statement.	Does not provide any reasons to support the opinion statement.	
Use of phrases to clarify the relationship between the argument and the evidence	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons with clarity.	Uses phrases or words to clarify the relationship among the claims and reason but lacks detail and facts.	Uses one word in at least argument with accuracy	Does not use phrases or words at all in the presentation of evidence.	
Formal Style	Establishes and maintains a formal style of writing consistently throughout the entire piece	Establishes a formal style and is not consistent throughout the piece	The formal style is weak and not consistent throughout the piece	There is not any sense of formal style	
Closure	Provides a strong closing statement in which the claim and evidence is re-stated Provides a summary of the evidence that support the opinion statement. The claim must be re-stated.	The concluding section provides some closure to the text. It is on topic, with the claim and most key points restated.	Provides a closing sentence where the claim is vaguely stated. Provides a closing sentence.	Provides a closing sentence where the topic or opinion is not clearly stated and there is not a summary of reasons.	
Power Point Presentation Unit Assessment only	Must complete a power point presentation that states the claim with detail, presents support evidence to support the claim with two pictures and provides a closing statement that restates the claim and summarizes the evidence	The presentation that states a claim that is vague with minimal details and evidence. The presentation contains one picture and a closing statement	Completed power point where a claim is presented with supporting evidence that is not complete	Completed a presentation that was incomplete and did not present evidence to support the claim.	
Total Score					

Mastery A score of 112 points or 80% deems mastery