Curriculum Sample Template
Max. 8 Pages

Grade Level	Fifth 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.*	Fifth grade scholars will be able to read, comprehend and write fluently at the fifth grade level. They know how to read informational texts to locate information for the purpose of writing or speaking. They can introduce a topic, write an opinion statement, create an organizational structure for fact and information gathering and use reasons and details that relate to the opinion statement. They can use linking words and phrases to connect the reasons and provide a closure. They are familiar with the six-traits of writing and have evaluated their writing with support from the teacher using the six-trait rubric.		
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 "Life Science" will be concurrently taught in Reading, Writing, and Science at the fifth grade level. The skill of writing Informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the Common Core State Standards; and the content knowledge of plants and biological sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. As described in the Program of Instruction, 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. Scholars will keep their final writing samples in an assessment portfolio. Small groups will be determined by the teacher using the RTI model.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**5.W.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	Document camera, tablets, various advertisements, Social Studies textbook, -Poster board, markers, scholar journals, notecards, Post-It Notes		

* ***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 to write opinion pieces using words or clauses to provide examples, logically ordered reasons or words and clauses used to transition from one reason to another in an opinion piece. **Anticipatory Set:** The teacher will ask the scholars to Think Aloud about anything they can remember about writing opinion pieces. The teacher will write them on the board as they are mentioned. **Guided Practice**: The teacher will read the information on the board and write the components of an opinion piece in order. • Introduce the topic • State the opinion • Provided reasons to support the opinion • Provide a closing statement The teacher will circulate "provide reasons to support the opinion" and inform the scholars that an effective opinion piece has a series of reasons supported by facts to persuade the reader to accept the viewpoint of the writer. The teacher will display an opinion paragraph on the camera document for the scholars to read. The teacher will ask the scholars if they agree with the writer. Give thumbs up or thumbs down. The teacher will instruct the scholars that the opinion piece can also be a "point of view" piece. Point of view is the perspective the writer is writing from, a point of reference. Point of view is placing the writer in the place of the subject of the text. For example, write how you might feel if you had to accomplish a tedious task under poor working conditions. Imagining the feelings of the worker would be significantly different then the feelings of the manager who ordered the worker to accomplish such a task. The teacher will introduce several words and phrases that can be added to an opinion piece to make the opinion statement stronger. An opinion support by examples, reasons and facts makes the statement stronger and more creditable. These words will be used to transition from reason to reason throughout the opinion piece.	1. Scholars will participate in a Think Aloud on concepts or thoughts they have on writing opinion pieces. 2. Scholars will observe and listen to the teacher provide instruction on the components of a good opinion piece. 3. Observe the teacher display opinion pieces on the camera document for scholars to read, evaluate and agree or disagree with the writer's point of view. 4. Learn what point of view is and how it is used in opinion piece. 5. Observe the teacher model and explain how transition words and phrases are used to connect the reasons to strengthen the opinion piece. The transition words allow the writer to use facts and examples to support the point of view or opinion statement. 6. The scholars will practice using transition words in the small

	Using transition words or phrases allows the writer to use examples and information to support each reason used. Teacher will ask the scholars to work with a partner and revise a paragraph given to them by the teacher. Each group will use the transition words as they revise the paragraphs. **Independent Practice**: The teacher will ask the scholar to get into their learning groups. Each group will get an opinion piece and a list of transition words to be used in specific cases: • Emphasis: above all, chiefly, with attention to, especially, particularly, singularly • Loaded words: everybody, don't get left out…, before it's too late…, limited time only…, be the envy of your friends Each group will revise the opinion piece using words for each situation. Each group will share their opinion piece with the class. The scholars will write down the transition words they hear as the scholars are presenting. At the conclusion of this activity the teacher will present the scholars with the first **assessment item 1.** The scholars will return to their desks and independently take the assessment. **Closure**: Collect assessments. Ask scholars to state one situation to use transition words to transition from reason to reason.	groups by revising reasons on their white boards. 7. Scholars will work with a partner to revise an opinion paragraph to make it stronger with the use of transition words and phrases. 8. Scholars will be presented a list of transition words and phrases that can be used in specific writing scenarios. 9. Each scholar group will revise an opinion piece using the given words that apply to the given opinion pieces. The Tier 1 scholars will write and create their own opinion statements. Tier 2 and 3 will revise a given statement. 10. Scholars will turn in their writings 11. Take assessment item 1 12. Close the lesson by stating one situation where transition words would be used.
2	Lesson: Scholars will learn to write a closing statement that will relate to the opinion statement **Anticipatory Set**: The teacher will display on the board an opinion statement where the scholars will have to write a closing statement. **Guided Practice**: The teacher will instruct the small groups about the importance of a strong closing statement. Up to this point, the scholars have provided a closure to the writing piece. This unit will focus on writing a closing statement that relates to the opinion statement and reinforces the writer's point of view. The teacher will model writing closing statements during the small group instruction. Scholars will use the white boards to practice writing closing statements with the support of the teacher. The teacher will pass out opinion statement with matching closing statements to each scholar. The scholars will circulate to their peers and find the scholar who has opinion statement to match the closing	1. The scholars will write a closing statement for an opinion statement that was given to them by the teacher. 2. Listen to direct instruction from the teacher on the importance of the closing statement of the opinion piece. 3. Observe the teacher modeling how to write a closing statement by using words that link the statement to the opinion statement. 4. Scholars will use the white boards to practice writing closing statements.

	statement. **Independent Practice**: Scholars will work with a partner to write a persuasive essay against wearing school uniforms. The scholars will use their tablets research school uniforms to gather facts and reasons to support the opinion statement. The essay must include an opinion statement supporting by reasons with facts, the use of transition words and a closing statement. Each scholar will read their essay. **Assessment Item 2**: The teacher will present the scholars with the assessment 2 to be taken individually.	5. Activity: The scholars will circulate among themselves to find the peer that has the closing or opinion statement to match. 6. Scholars will work with a partner to write a persuasive essay where they support the point of view of being against wearing school uniforms. The scholars will use their tablets to research various school policies and information to support their opinion statement. 7. Scholars will read their opinion pieces 8. Scholars will take the assessment item 2
3	**Lesson**: Scholars will comprehend and apply knowledge of persuasion to write effective persuasive opinion essays. **Anticipatory Set**: The teacher will instruct the scholars to write as many scenarios and examples that they can think of where a persuasive text would be used. **Guided Practice**: The teacher will ask each scholar to give one example of a time when a persuasive text would be used. The teacher will write the scholar responses on the board and discuss each example. The teacher will display a series of advertisements on the document camera and discuss the text used. Instruct the scholars to use their Post-It Notes and write down strong words of persuasion or "loaded words". **Independent Practice**: The teacher will instruct the scholars to work with a partner of their choice and create an advertisement for a new product. The advertisement must contain at least two loaded words and a persuasive message. The teacher will circulate among the groups and check for comprehension. This will also be a time when the teacher will provide individual instruction to scholars not comprehending the standard. **Closure**: Review the important points of using strong transition words to connect the reasons in a persuasive text and the importance of a strong closing statement. The teacher will ask each scholar to name one powerful transition word and describe the situation in which it would be used.	1. Scholars will think of and write as many scenarios where a persuasive text would be used. 2. Scholars will share one idea with the class and the teacher will write the example on the white board. 3. The teacher will open a class discussion and Think Aloud when each scholar presents their idea. 4. Scholars will observe a series of advertisements displayed on the document camera. They will write "loaded words" on Post-It Notes as they hear them. 5. Scholars will work with a partner and create and advertisement or a poster selling a new product. The scholars can create the poster on poster paper or use the tablets to create an online ad. 6. Meet with the teacher as he/she checks for understanding 7. Participate in the review of strong transition words and phrases and closing statements. 8. Scholars will name one powerful transition word and a scenario in which it would be used.

4	**Anticipatory Set**: Scholars will complete their advertisement and review notes for the unit assessment. **Unit Assessment**: The teacher will present the unit assessment by reading the questions and answer any clarifying questions the scholar may have. **Closure**: Collect the assessment and instruct scholars to present their ads.	1. Complete advertisement if necessary 2. Take the unit assessment 3. Present ads to the class.

Assessment Item 1:

This assessment will assess the scholar' ability to use linking words or phrases to compare and contrast items in a persuasive opinion piece. The scholars will choose a point of view and persuade the audience to support their view point. The scholar must introduce the topic, state their opinion and provide 3 reasons of persuasion supported by facts and using appropriate linking words and phrases in their writing. The opinion piece must have some type of closure.

Scoring: The assessment will be worth 20 points and scored using the rubric following the assessment prompt. 4 points will be earned for writing an introductory statement, 4 points for the opinion statement, 4 points for writing reasons that support the opinion statement, 4 points for use linking words and 4 points for a concluding statement for a total of 20 points. The points will be converted to a percentage and 80% will deem mastery. Any scholar not achieving a mastery score will be re-taught and re-assessed by the teacher, those who have mastered this assessment will progress to the next lesson and assessment.

Mastery: 16 points = 80% will is deemed mastery and aligns with the Program of Instruction.

Fifth Grade Assessment Item 1

Writing Prompt: Write a letter to the principal of the school persuading him / her that tablets enhance the quality of education over a desk or lap top computer.

You must write and introductory statement; an opinion statement; supply reasons that link to the opinion piece; use at least three linking words or phrases and write a concluding statement

Rubric:

	4 points (20) pts Above Grade Level	**3 points (15) At Grade Level**	**2 points (10) points Approaching Grade Level**	**1 point (5) Below Grade Level**	**Score**
Introduces the topic Provides organization structure	Skillfully introduces the topic clearly, provides an organizational structure where the ideas are grouped to support the author's purpose.	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 written.	Does not introduce the topic at all does not provide any type of organizational structure	
Opinion Statement	States a strong opinion that relates to the topic and provides detail in the opinion statement. It is written clear	The opinion statement is limited in detail and vague	The opinion statement is one sentence and is unclear	Does not provide an opinion statement	

	and concise.				
States reasons	Three or more reasons are written; they support the opinion statement in a clear and organized way, and provide in depth knowledge on the topic The must be supports by facts and details	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 Linking Words	Uses a word or combination of linking words in all reasons used. Must use three of more. Must use the words accurately and in appropriate context. (e.g., consequently and specifically)	Uses linking words in two reasons. Must use words in appropriate context	Uses one word in at least one reason with accuracy	Does not use linking words at all in the reasons.	
Closure	Provides a strong closing statement in which the topic and opinion is re-stated Provides a summary of the reasons that support the opinion statement	The concluding section provides some closure to the text. It is on topic, with most key points restated.	Provides a closing sentence where the topic or the opinion 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.	
Total Score					

Mastery = 16/20 points

Assessment Item 2:
This assessment is designed to assess the scholar's ability to write a point of view piece. The scholar's will write an essay using point of view. The scholar will read the writing prompt and write an opinion piece to include the following components:

- Introduce the topic
- State the point of view / opinion statement
- Support the point of view with reason supported by facts and linked together using transition words and phrases
- Provide a strong closing statement that relates to the opinion statement.

Scoring: This assessment will be worth 20 points. Each component will be worth up to 4 points for completeness and accuracy of work. The scholar will earn 4 point for writing an introductory statement, 4 points for the opinion statement, 4 points for writing reason that support the opinion statement and use facts, 4 points for using appropriate linking words and 4 points for a concise and complete closing statement, for a total of 20 points. A mastery score of 16 or 80% will deem mastery and the scholar will progress to the next lesson(s) and unit assessment. A scholar not achieving the mastery score will be re-taught and re-assessed by the teacher until a mastery score is achieved.
Mastery: A score of 16 or 80% will deem mastery as indicated in the Program of Instruction

Fifth Grade Assessment Item 2

Name_____

Directions: Make an entry in your journal about what it must have been like to live in slavery where your entire family, including extended family, lived in a one-room house as big as your bedroom.

Rubric: The rubric presented in assessment 1 will be used and scored based on 20 total points and 4 points for each component.

Assessment Item 3:

This assessment is designed to assess the scholar's ability to master the standard:

5.W.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.

The scholar's will demonstrate mastery of the standard by writing an opinion statement persuading an audience to purchase a new product. The opinion piece must contain all of the above components, in particular using linking words and phrases to connect the reason and a concluding statement. The assessment will be scored using the Six Trait Writing Rubric and the points will be converted to a percentage to determine mastery.

Scoring: This assessment will determine the mastery level of each scholar's ability to write an opinion piece to master the standard. The assessment will be worth 100 points; 20 points will be earned for the completeness and accuracy of each required component. 20 points for writing an introductory statement, 20 points for the opinion statement; 20 points for writing reasons using facts and supporting the opinion statement; 20 points for using the specific linking words and phrases in the reason and 20 points for writing an effective concluding statement for a total of 100 points. The rubric is presented in assessment item 1. A score of 16 points or 80% will be deemed mastery level and the scholar will progress on to the next lesson(s) and unit assessment. A scholar not meeting 80% level will be re-taught and re-assessed until a mastery score is achieved.

Mastery: A mastery score of 16 or 80% is required to master this assessment

Fifth Grade Unit Assessment:

Name_____

Directions: You are a marketing manager and want the public to know about the great product that you are selling. You have already created the advertisement, now you must write a press release to sell the product. Include the following components in your release:

- Introduce the topic
- State your personal opinion of the product
- Provide reasons why you support the product
- Link your opinion to the reason using word phrases or clauses
- Use at least three "Emphasis" words to transition your reasons
- Provide a strong concluding statement

Rubric: The rubric is presented at the end of the assessment item 1
Mastery will be a score of 80 points = 80%