Curriculum Sample Template
Max. 8 Pages

Grade Level	Fourth 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.*	Fourth grade scholars will be able to read, comprehend and write fluently at the fourth grade level. They know how to read informational texts to locate information for the purpose of writing. 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 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 "American History" will be concurrently taught in Writing and Social Studies at the 4th grade level. Content in the reading passages will align with this domain. The skill of comprehending opinion pieces and point of view is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of social studies 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.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**4.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 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	White board, document camera, markers, various biographies of early American inventors and their inventions, audio tape of "Telescopes" by Colin Ronan, CD player, student white boards, notecards, graphic organizers. Scholar writing journals.		

* ***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).*

esson (add as needed)	Instructional Strategies	Student Activities
1	**Lesson:** 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 opinion. **Anticipatory Set:** The teacher will ask the scholars to name a famous inventor from history. (prior knowledge strategy) Write the inventors on the white board. **Guided Practice**: The teacher will instruct the scholars that they will be writing opinion pieces about famous inventors that will be read during reading. The teacher will instruct the scholars in the writing process of selecting a topic, researching for facts and information to form an opinion, write an opinion statement and complete and organization structure to record and group ideas for the reason of the piece. Modeling: The teacher will select the Benjamin Franklin as an example. The teacher will ask the scholars to write for 3 minutes in there journal about any information they can recall. At the conclusion of the writing the teacher will record scholar responses on the board. Group the ideas and direct responses to narrower topics in the form of a T-chart on the white board. Instruct scholars to choose a partner and begin gathering information from classroom materials and online websites. The teacher will instruct each small group to discuss the inventor and how their invention has changed history. Writing Prompt: "In your opinion, how did this inventor change history" **Independent Practice**: Each scholar will choose an inventor and research facts and information. Record the information on notecards. Create a graphic organizer with the assigned writing prompt and their opinion. Review the information on the notecards and keep information and facts that will support the scholar's point of view. Instruct each scholar to write their opinion statement. **Closure**: Instruct each scholar to name their inventor and what they invented.	1. Scholars will name some famous inventors they have read about during the reading unit. 2. Listen to the teacher explain the writing assignment where each scholar will choose an inventor and begin gathering information to write an opinion piece with reasons and information from the scholar's point of view. 3. Scholars will select an inventor(s) to write about. 4. The scholars will write for 3 minutes about Benjamin Franklin in the writing journals 5. Scholars will share ideas with the class as teacher writes on the white board. 6. Scholars Think Aloud and as a class group the ideas together to narrow a writing topic. 7. Scholars will choose a partner; select an inventor or invention to begin gathering facts and information. 8. Write information on notecards and graphic organizers. Use reading strategies to compare and contrast two different texts. 9. The scholar will form an opinion statement. 10. Keep information relevant to the opinion statement. 11. Scholar will name and invention of their inventor.
2	**Lesson:** Provide reasons that are supported by facts and details and link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition.	

	Anticipatory Set: Write several linking words on the white board and review their meanings using a think a loud strategy. (Emphasis: above all, chiefly, with attention to, especially, particularly, singularly • Addition: also, again, as well as, besides, coupled with, furthermore, in addition, likewise, moreover, similarly • Consequence: accordingly, as a result, consequently, for this reason, for this purpose, hence, otherwise, so then, subsequently, therefore, thus, thereupon, wherefore **Guided Practice**: Ask scholars to get into their learning groups. The teacher will meet individually with each scholar to model writing reasons that relate the information to their opinion statement using the word bank discussed in the anticipatory set. **Independent Practice**: Scholars will begin drafting their opinion piece in which the will write a topic, introduce the topic, write an opinion statement and give reasons linking supporting facts and information to the opinion statement with the linking words learned in the lesson. Teacher will continue to provide additional instruction and feedback to all scholars during the independent writing session. **Closure**: The teacher will give each scholar the **assessment item 1** to assess their mastery in using linking words to strengthen an opinion statement.	1. Scholars will record the bank of words on the white board into their writer's journal. 2. Scholars will get into their learning groups and observe the teacher model how to write reasons to support the opinion statement. 3. Scholars will begin drafting their opinion piece whereby they introduce the topic; write their opinion statement and reasons that support the opinion statement. 4. Teacher will meet individually with each scholar to model writing reasons using the linking words from the beginning of the lesson. 5. Scholars will take the assessment item 1.
3	**Lesson**: Provide a concluding statement or section related to the opinion presented **Anticipatory Set**: Hand each scholar a notecard and ask them to think about their famous inventor opinion piece and write down a closing statement on the notecard. **Guided Practice**: Scholars will use their white boards to practice writing concluding statements for sample opinion statements given by the teacher. The scholars will share with each other in their group and provide feedback. The teacher will circulate to each learning group and model a concluding statement as well as check for understanding. The teacher will provide additional instruction if necessary and differentiate the instruction as needed. **Independent Practice:** Scholars will complete their opinion piece by adding a concluding statement and turn into the teacher. The teacher will score the pieces and determine if more time is needed	1. Scholars will write a closing statement on a notecard that would fit with their opinion piece on a famous inventor. 2. Scholars will practice writing concluding statements on their white boards. 3. Share statements with peers at their table. Work collaboratively to revise and edit statements for word strength. 4. Scholars will complete their opinion piece by adding a conclusion that relates to the opinion statement and strengthen the overall opinion piece.

	for scholars to master the standard. **Assessment Item 2** After all opinion pieces are turned in the teacher will present the scholars the assessment item 2. **Closure**: Review the necessary components for writing an opinion piece.	
4	**Lesson: Reteach using linking words to transition thoughts and reasons support the opinion statement:** **Anticipatory Set:** Pass back the scholar's opinion pieces and make general comments of strengths and areas for improvement. **Guided Practice**: Display opinion statements and reasons on the document reader and use a think aloud strategy to revise the reasons using linking words and connecting the reasons and facts to the opinion statement. Teacher will have the scholars dictate reasons for the given statements. The teacher will also instruct using transition words to connect reasons together and compare and contrast points in the opinion piece. Transition words strengthen a persuasive opinion piece. **Independent Practice**: Scholars will meet with the teacher to edit their graded opinion pieces. The scholars will learn how to improve their weaknesses by completing this activity. Scholars will read their completed and edited pieces to the class. At the conclusion of the scholars sharing their work the teacher will play the audio version of "Telescopes" by Colin A Rowan. The scholars have read the book as a read- a-loud during the reading lesson. **Closure:** Review the components of writing an opinion piece from a point of view using reasons and facts that relate to the opinion statement.	1. Scholars will receive their opinion pieces back from the teacher. 2. Listen and observe the teacher display an opinion piece on the document reader and give general comments on the strengths and areas for improvement. 3. Listen and observe the teacher modeling how to use transition words and phrases to connect the reasons together. 4. Each scholar will meet with the teacher individually to review their graded opinion pieces and edit their writing. 5. Scholars will read their edited opinion pieces to the class 6. The class will listen to the audio version of "Telescopes" after reading the book during the reading block. 7. Listen to the review for the unit assessment.
5	**Lesson:** Teacher will present the scholars with the unit assessment to determine scholar mastery of the standard. **Guided Practice**: The teacher will read and explain the assessment. **Independent Practice**: The teacher will use the document camera and display the writing prompt and key points to be included in the assessment. **Closure:** Collect the assessments from each scholar for scoring.	1. Scholars will take the unit assessment and write a letter to an inventor. 2. Turn the assessment in to the teacher.

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 is designed to assess the scholar's ability to read an opinion statement and identify the reasons that support the opinion statement. The scholar will read and answer four questions about the opinion statements and reasons. The first two questions are true/ false and multiple choice, question 3 requires the scholar to list linking words and question 4 and 5 require the scholar to write and revise a reason, adding rigor to the assessment. The teacher will use this assessment to determine which scholar's need additional instruction to progress to the next lesson. .
Scoring: The assessment will be worth 20 points. The scholar will earn 4 points for a correct answer on questions 1 and 2, 0 points for an incorrect answer, 4 points will be earned in question 3, one point for each correct linking word or phrase supplied, 4 points in questions 4 and 5 using the rubric that follows the assessment for a total score of 20 points. Each scholar who earns 80% will progress to the next lesson(s). If the scholar does not score a mastery score of 80% the teacher will re-teach and re-assess the scholar until a mastery score is achieved.
Scoring scale: 20 points = 100%; 19-18 points = 90%; 17-16 points = 80%; mastery; 15-14 points = 70%
Mastery: A score of 16 will determine mastery. 16 / 20 points converts to 80% which aligns with the Program of Instruction for mastery.

Fourth Grade Assessment Item #1

Directions: Read and answer each question.

1. Select a reason that supports the following opinion statement.
   Koloa bears are the most popular animal in the Australian exhibit.

   a. This is not an opinion statement.
   b. Koloa bears attract more visitors than any other animal in the Australian Exhibit
   c. Over 250 people visit the Koloa bears daily.

2. Determine if the following statement is a reason for the above opinion statement. True or False:
   _____ The line to see the Koloa bears is always the longest line in the zoo.
3. Name four linking words that can be used to strengthen an opinion statement
   _____ _____ _____ _____
4. Write a reason for the following opinion statement:
   Elementary school scholars have more fun than Jr. High scholars.
   _____
5. Use one of the above linking words to revise the following reason for the opinion statement, "My favorite color is blue."
   The color blue makes me feel happy.
   _____

Rubric

Each correct answer is worth 4 points.
1. **B**
2. **True**
3. **Because, since, therefore**

4. **Elementary school children have more fun because they get to play all day.**
5. **The color blue makes me feel happy because it reminds me the ocean.**

Mastery 16 / 20

Assessment Item 2

This assessment is designed to assess the scholar's ability to write an opinion piece where they will introduce the topic, write an opinion statement, state reasons to support the opinion statement using facts and details , use linking words that connect the reasons to the opinion statements and add a concluding statement where the reasons are summarized and support the author's opinion. Using the advanced linking words and summarizing the reasons in the concluding statement add a new level of rigor to this standard. The scholars will write an opinion piece in their journals based on the prompt below.

Scoring The assessment scores will determine the level of mastery of each scholar. The assessment is worth 20 points. 4 points will be earned for writing a clear introductory statement, 4 points for the opinion statement, 4 points for writing reasons to support the opinion statement and 4 points for using appropriate linking words, and 4 points for writing a concluding statement for a total of 20 points. The scoring rubric below will be used to evaluate each component of the opinion piece. A score of 16 or 80% will deem mastery. The scholar who masters this assessment will progress to the next lesson(s) and the unit assessment. A scholar not earning a mastery score will be re-taught by the teacher and re-assesse until a mastery score is achieved.

Scoring Scale: 20 pts = 100% 19-18 90% 17-16 80% mastery 15-14 70%

Assessment Item 2

Name_____

Journal Activity:

Use the following writing prompt to write an entry in your journal.

Writing Prompt: How is listening to the audio tape similar to or different from reading the actual book.

- Introduce your topic
- Write an opinion statement
- Write reasons, that include details to convey your ideas and opinion, examples or comparisons and use appropriate linking words to relate your reasons to your opinion and
- provide a concluding statement.

Rubric:

4th Grade Scoring 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	Skillfully introduces the topic clearly, provides an organizational structure where	Introduces the topic with little detail and is vague.	Introduces the topic in a single sentence or word.	Does not introduce the topic at all does not	

Provides organization structure	the ideas are grouped to support the author's purpose.	Provides some organization structure.	The introduction is off topic or not clearly written.	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 and concise.	The opinion statement is limited in detail and vague	The opinion statement is one sentence and is unclear	Does not provide an opinion statement	
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., for instance, in order for, in addition to)	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					

Total Score _____ /20 16 points = 80% mastery

Assessment Item 3

Fourth Grade Unit Assessment

This assessment will determine mastery of the standard:

4.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 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.

The scholars will apply their knowledge of using transition words to write a opinion piece on the given writing prompt. Each scholar will introduce the topic, state their opinion and create a graphic organizer of their choice to organize their writing. They will provide reasons to support their opinion and link the reasons to the opinion statement as well as use transition words to compare and contrast other inventors or inventions and provide a strong concluding statement that is related to the opinion statement.

Scoring: The assessment will be worth a total of 100 points. Each scholar will write and opinion piece based on the writing prompt below. A maximum of 20 points will be earned for each component of the assessment based on the rubric above. 20 pts. for an introductory statement, 20 pts for the opinion statement; 20 for writing reasons using facts and details, 20 pts for using appropriate linking words and 20 pts for writing a concluding statement for a total of 100 points. The point will be converted to a percentage and 80% will deem mastery as indicated in the program of instruction.

A score of 100 = 100%; 99-90 pts. 89-80 mastery 79-70. Points will be converted to a percentage.

Mastery: 80 / 100 points will determine mastery. Converted to a percentage 80% deems mastery and aligns with the Program of Instruction.

Directions:

Throughout this unit scholars have learned about many inventors and their inventions. For this assessment the scholars will write an opinion piece based on the following writing prompt:

Writing Prompt: Why was Edison's bulb more popular than other inventors of his time.

Make sure to include the following components:

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

Rubric: Scoring rubric in assessment item 2 will be used. The assessment will be worth 100 points and each component will be score with a maximum of 20 points each.