Grade Level	4	**Content Area**	English Language Arts – Writing
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The student will be able to state the difference between fact and opinion. The student will be able to use an organizer of their choice to outline a paper. The student will be able knowledgeable of what a three paragraph essay consists of.		
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.*	The program of instruction at The Caepe School is designed to meet the needs of students in its target population and prepare them to compete academically with students from any school in the country when they graduate. During Writing, a variety of shared, guided, and independent writings are used to meet the needs of all children. Differentiation may occur if a student needs extra help or more of a challenge.		
Standard Number and Description *List the Number* and full description for the Required Standard or Science Performance Objective listed in section A.6.*	**4.W.9** 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. Provided 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	Smart Board, several copies of the book *Allergies*, by Dr. Alvin Silverstein, Virginia Silverstein, and Laura Silverstein Nunn, copies of an article on allergies found on medicinenet.com, and 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).*

Lesson (add as needed)	Instructional Strategies The teacher will:	Student Activities The student will:
1	**Shared Writing:** Allow two students from each side to read their paragraph. The teacher will remind students of the quality linking words and phrases to improve their writing. Together the teacher and students will work together to improve the examples that were just read to include the quality linking words and phrases. **Whole Group Instruction:** Introduce that the new writing project is going to be an opinion piece. Over the next few days students will work to write a three paragraph essay on the following prompt, If you had severe allergies, which of the treatments talked about in the book and article would you use and why? **Whole Group Instruction:** Explain that today; the students should use their writing journal and an organizer of their choice to outline the paper they will be writing over the next couple of days.	**Warm-up:** Begin class with the prompt on the board, are you a morning person or a night person? Students should take an opinion and back it up with reasons in one paragraph. **Shared Writing:** Work with the teacher to create a table on the Smart Board listing the different treatments and what the treatments are. Students should refer back to the book and article on allergies to help the teacher work on this table. **Independent Writing:** Use their writing journals to begin their writing piece on which type of treatment they would use to treat their allergies if they were severe.
2	**Shared Writing:** Allow some students to share their paragraphs just written. The teacher will direct the class to listen for the opinion to be taken, reasons given for the opinion, and quality linking words or phrases.	**Warm-up:** Begin with the writing prompt, which is a better way to get to school; bus, car or walk. Back up your answer with reasons why and make sure to use quality linking words or phrases.

	Whole Group Instruction: Talk with the students about using the information they find in the book and article we just read on allergies. The teacher will model this with the prompt what types of allergic reactions there are. **Whole Group Instruction:** Direct the students that today they are going to take outlines and write a rough draft for their paper. Remind them to have an introduction, body, and conclusion paragraph. Also, they should have quality linking words and phrases as well as use the book and article to support their opinion and reasons.	**Shared Writing:** Help the teacher write a paragraph about the prompt supporting the types of allergic reactions. The teacher and students will look in the book and article to support the answers. **Writing Workshop:** Write their rough draft using the outline. Students will being doing this on their own. The teacher will meet with group of 2-3 students at a time to see where they are at, make sure they are on the right track, and answer any questions they have.
3	**Shared Writing:** Allow some students to share their writing from the warm-up. **Whole Group Instruction:** Introduce that today the students will self-edit and peer-edit. Make sure to look for all the elements that have been talked about this week as well as look for grammar and spelling errors. When both of these are done, the students can begin their final draft of their paper.	**Warm-up:** Begin with the writing prompt, in your writing journal answer which book is better *Green Eggs and Ham* or *The Cat in the Hat*? Write at least one paragraph and use all the elements we have talked about the past couple of days. **Guided Writing/Independent Writing:** Work on their own and then with partners to edit their paper. Students should write their name on the top of the other person paper in order to show proof of a peer edit. When both edits have been done, the student should write their final draft of their paper.

Summative Assessment: Write a three paragraph essay about whether you would want to have environmental allergies or food allergies. Demonstrate a firm opinion about which one you would like. State reasons why you would choose to have the certain kind of allergy and support it with at least three reasons. Be sure to use words and phrases that help link thoughts to the reasons. End with a quality conclusion. Pay attention to spelling and grammar.

Answer Key: Students will be graded on the rubric below. Students will achieve mastery with a score of 10/12. No partial credit will be given.

	4 points	3 points	2 points	1 point
Paragraph 1	Student has 5 sentences, makes a clear opinion, draws the reader in, makes 0-3 spelling and grammar errors	Student has 5 sentences, makes a clear opinion, somewhat draws the reader in, and makes 4-6 spelling and grammar errors	Student has less than 5 sentences, makes a clear opinion, somewhat draws the reader in, and makes 7-9 spelling and grammar errors	Student has less than 5 sentences, makes a somewhat clear opinion, does not draw the reader in, and makes more than 9 spelling and grammar errors
Paragraph 2	Student has 5 sentences, defends opinion from the texts, uses 3 linking word/phrases, makes 0-3 spelling and grammar errors	Student has 5 sentences, defends opinion from texts, uses 2 linking word/phrases, makes 3-6 spelling and grammar errors	Student has less than 5 sentences, defends opinion from texts, uses 2 linking word/phrases, makes 7-9 spelling errors	Student has less than 5 sentences, somewhat defends opinion, uses 1 linking word/phrase, and makes more than 9 spelling and grammar errors
Paragraph 3	Student has 5 sentences, wraps up the paper, restates opinion, makes 0-3 spelling and grammar errors	Student has 5 sentences, somewhat wraps up paper, restates opinion, makes 3-6 spelling and grammar errors	Student has less than 5 sentences, somewhat wraps up paper, restates opinion, makes 7-9 spelling and grammar errors	Student has less than 5 sentences, somewhat wraps up paper, somewhat restates opinion, makes more than 9 spelling and grammar errors