\*\*\*Essential Sessions: 2, 3, 4, 1, 5(share), 6, 7, 8, 11, 12(share), 13(intros), 13(conclusions), 14, 15

\*\*\*If still in school, end of unit assessment

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| **Teacher Name: OES/AES Grade 4** | **Course Name: Writing – Unit 2: Opinion**  | **Quarter: 1** |
| **SMART Goal: By June 2018, 60% of students will be proficient (3 or higher) on post on demand writing pieces using the Calkins writing rubric** |
| **Essential Learning Skills:**1. Analyze text or data strategically for: understanding, connections,

structures, essential information, and annotation 1. Develop an argument or claim and support it with details and

evidence 1. Develop, use, and align common language in Vocabulary
2. Organize information/See relationships, patterns/Use Models of Organization/Plan
3. Communicate clearly and effectively in reading, writing, speaking and listening/Collaborate

 9. Apply background and content knowledge to skills/Demonstrate  10. Think critically and creatively/Strategize/Problem Solve (multi-step)  |
| **Date Range** *(two week intervals): 1st quarter -Bend 1* |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Opinion Writing Bend 1 | Students will be able to recognize the structure of an opinion essay. Students will be able to create a thesis statement.**\* See Calkins Writing Unit Standards W 4.1, 4.3-4.10** | * I can recognize paragraphs
* I can recognize the main idea of each paragraph
* I can recognize the supporting details of each paragraph
* I can write a thesis statement
 |
| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| Opinion/Claim ArgumentLead/IntroductionEnding/ConclusionDetailsEvidenceReasonsSeed IdeaThesis | daily conferences | Lucy Calkins Unit of Study: Writing: Boxes and Bullets Unit 2 Bend 1 |
| **Date Range** *(two week intervals): Bend 2* |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Opinion Writing Bend 2 | Students will be able to write a personal opinion essay **\* See Calkins Writing Unit Standards W 4.1, 4.3-4.10** | * I can make a claim in a lead/introduction that hooks my readers.
* I can organize my ideas in paragraphs when writing a personal opinion essay.
* I can support my opinion with facts, relevant and precise details when writing a personal opinion essay.
* I can connect opinion and reasons using transitions when writing a personal opinion essay.
* I can write a concluding/ending statement or paragraph that suggests an action or response from the reader.
 |
| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| Opinion/Claim ArgumentLead/IntroductionEnding/ConclusionDetailsEvidenceReasonsElaborationCounterclaimTransitionsCraftSeed IdeaThesis | daily conferences | Lucy Calkins Unit of Study: Writing: Boxes and Bullets Unit 2 Bend 2 |
| **Date Range** *(two week intervals): Bend 3* |
| **Unit Name** | **Content Learning Targets** *(with standards coding if applicable)* | **Skills Learning Targets Derived from the Standards** *(include standards coding)*  |
| Opinion Writing Bend 3 | Students will be able to move from writing a personal essay to a persuasive essay  | * I can make a claim in a lead/introduction that hooks my readers.
* I can organize my ideas in paragraphs when writing a persuasive opinion essay.
* I can support my opinion with facts, relevant and precise details when writing a persuasive opinion essay.
* I can connect opinion and reasons using transitions when writing a persuasive opinion essay.
* I can write a concluding/ending statement or paragraph that suggests an action or response from the reader.
* I can use my resources to spell correctly in my persuasive essay
* I can use complete sentences in my persuasive essay.
* I can write complex sentences using commas, quotation marks, contractions and a variety of ending punctuation.
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| **Core Vocabulary** | **Check-In** *(this column is to note how and when you will assess these learning targets—please note* ***CFAs*** *and* ***summative****)* | **Resources/texts used by teacher** *(and include several across quarter for families/students)* |
| Opinion/Claim ArgumentLead/IntroductionEnding/ConclusionDetailsEvidenceReasons | ElaborationCounterclaimTransitionsCraftSeed IdeaThesis Persuasive | daily conferences | Lucy Calkins Unit of Study: Writing: Boxes and Bullets Unit 2 Bend 3 |