\*\*\*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  Argument  Lead/Introduction  Ending/Conclusion  Details  Evidence  Reasons  Seed Idea  Thesis | | | | 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  Argument  Lead/Introduction  Ending/Conclusion  Details  Evidence  Reasons  Elaboration  Counterclaim  Transitions  Craft  Seed Idea  Thesis | | | | 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. | | | |
| **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  Argument  Lead/Introduction  Ending/Conclusion  Details  Evidence  Reasons | | Elaboration  Counterclaim  Transitions  Craft  Seed Idea  Thesis  Persuasive | | daily conferences | | Lucy Calkins Unit of Study: Writing: Boxes and Bullets Unit 2 Bend 3 | | |