Curriculum Sample Template

Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing K		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students understand basic sentence structure. • Students have worked with the concepts of facts vs. opinions.		
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 is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity. All teachers actively engage in evidence-based questioning that helps focus students on how/why they know things. This feeds into writing assignments, helping build a mindset of rational thinking that can be justified. Writers throughout the school appreciate the entire process of writing, through brainstorming, outlining, drafting, editing, and revision. At all levels, students are coached to understand and use rubrics to guide their writing efforts. They also regularly engage in providing peer feedback and self-editing.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #1: Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is . . .).		
Materials/Resources Needed	• Journeys 2014 Big Book <u>What Do You Do With a Tail Like This?</u>		

* ***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	1. Teacher will ask students to think about their favorite activity at school. Teacher will ask students to share and	1. Students will think-pair-share their favorite activity at school; they will first think about it, then discuss it with a partner, and

	provide an explanation. As students share teacher will record answers on the board. 2. Teacher will ask students if they all had the same favorite activity and ask why not. Teacher will explain that these personal preferences are called "opinions". Teacher will ask students to brainstorm the different things that people could have different opinions about and create a list of topics.	volunteers will be asked to share with the whole class. Students will tell their favorite activity and why it is their favorite. 2. Students will respond with possible reasons for why everyone's answer was not the same. Students will volunteer ideas for topics that people might have different opinions about.
2	1. Teacher will ask students if anyone can remember what an opinion is, will accept a few answers and provide any clarification if necessary. 2. Teacher will choose a topic from the list that the class created during day one of the unit and tell students that they will be focusing on that topic for the day. Teacher will write the sentence frame on the board "My favorite _____ is _____." and model how to complete the sentence and add an illustration to go with the words. Teacher will ask the class to volunteer ideas for what items could go in the second blank of the sentence frame and list suggestions on the board.	1. Students will volunteer what they remember about opinions from day one of the unit. 2. Students will provide examples of items that could be used to complete the sentence frame. Students will follow the teacher's model and complete their writing and illustration.
3	1. Teacher will display the Big Book <u>What Do You Do With a Tail Like This?</u> and ask students to make predictions about the story. 2. Teacher will read aloud the story while asking comprehension questions about each page to ensure that students are thinking critically about what they are reading. 3. Teacher will ask students to show whether they liked the book or not by giving thumbs up or thumbs down. Teacher will ask students to recall what they have been learning about this week in writing. 4. Teacher will write the sentence frame on the board "I _____ <u>What Do You Do With a Tail Like This?</u> Teacher will explain that students can fill in the blank with either "like" or "do not like" and will write these options on the board. Teacher will then remind students that they must also include a	1. Students will discuss with an elbow partner their prediction about the book and volunteers will be asked to share with the whole class. 2. Students will volunteer answers to the questions throughout the story. 3. Students will indicate their preference for the book by showing thumbs up or thumbs down. Students will share what they remember about opinions from the first two days of the unit. 4. Students will use the sentence frame to write their opinion on the book and add an illustration to go with it.

	picture to accompany their sentence.	
4	1. Teacher will ask students the definition of an opinion. Teacher will ask students to remember some of the different topics that they have discussed during this unit that people can have different opinions about. 2. Teacher will tell students that today they are going to be sharing their opinion about their favorite book. Teacher will display the sentence frame on the board "My favorite book is _____." Teacher will ask students to provide examples of how to complete the sentence frame. Teacher will remind students that they must also have a picture to accompany their writing. 3. Teacher will ask the student to provide a drawing that represents their favorite part of the book they select. 4. Teacher will monitor student work for completion.	1. Students will share what they know about opinions and will volunteer examples of topics. 2. Students will remember their favorite book and volunteers will be called on the share their completed sentence frame with the class. 3. Students will independently complete their opinion writing using the sentence frame. 4. Students will provide a drawing of their favorite part of their selected book.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Summative assessment: Students complete the following "My Favorite Book" worksheet.

What is your favorite book?	
Sentence frame:	My favorite book is _____.
Opinion:	It is my favorite book because _____ _____.
Illustration:	Draw a picture of your favorite part of the book.

Summative Assessment Teacher Rubric: Opinion

Completes sentence frame 0 1 2

0= no response; 1= fails to complete the sentence frame completely; 2= completes sentence frame completely

States an opinion 0 1 2

0= no response 1= no clear opinion stated/illegible response; 2= clearly states an opinion

Creates a drawing of favorite part of book 0 1 2

0= no response; 1= provides drawing without verbal explanation; 2= provides drawing with verbal explanation

Opinion Rubric Scoring

Raw score_____/6 = _____/100 percentage points

The 100 points possible assessment will reflect the school's grading scale:

90 -100 = A – Mastery

80 – 89 = B - Mastery

70 – 79 = C – Needs Screening for Remediation

60 – 69 = D – Needs Remediation

0 – 59 = F – Needs Intensive Remediation