Curriculum Sample Template

Max. 8 Pages

Grade Level	1st Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 1		
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 how to work in precision partnerships effectively.		
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: Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
Materials/Resources Needed	• Journeys 2014 "The Big Trip" p. 53 • Student journals • Opinion Brainstorming worksheet • Writing rubric		

* ***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	**Instructional Strategies**	**Student Activities**

needed)		
1	1. Teacher will break class into small groups and ask each group to explore a vocabulary word using a Context Card from Journeys 2014. 2. Teacher will display the title page of “The Big Trip” and ask students to make predictions for what the story could be about based on the title and the illustration. 3. Teacher will ask students to write two sentences in their journals telling their opinion of what the story will be about and add an illustration.	1. Students will discuss with small group the vocabulary word, it's meaning, and create a variety of examples of sentences using the word. Students will then present their word to the class. 2. Students will think-pair-share their opinions first independently, then with a partner, then volunteers will share with the whole class. 3. Students will write at least two sentences in their journals stating their prediction for the plot of the story and include an illustration.
2	1. Teacher will display the title page of “The Big Trip” and ask for students to share some of the predictions that they wrote about on day one of this unit. 2. Teacher will read the story aloud to model fluency and expression while students follow along. 3. Teacher will ask students to respond to the story by sharing their thoughts while reading. 4. Teacher will ask students to write two sentences in their journals about the story and include an illustration.	1. Students will volunteer to share their journal entries from the previous day. 2. Students will track the text while the teacher reads aloud. 3. Students will explain opinions they had while reading the story. 4. Students will write at least two sentences in their journals about the story and provide an illustration. When finished volunteers will share with the class.
3	1. Teacher will again display the title page of the story “The Big Trip” and ask students to help summarize the plot of the story. 2. Teacher will ask students to think about whether they think Pig should travel by car or by bike and will take a class poll. Teacher will ask for students to explain their opinion. 3. Teacher will explicitly model how to write an opinion piece on the class-voted best mode of travel for Pig using a brainstorming worksheet and then transferring the information into an exemplar opinion writing. Teacher will then share the Opinion Writing Rubric and ask students to help grade their work. 4. Teacher will ask students to use the completed brainstorming worksheet to write an exemplar opinion piece	1. Students will respond by taking turns telling the sequence of the story. 2. Students will vote for either bike or car. Volunteers will be called on to explain their opinion. 3. Students will assist in completion of the brainstorming worksheet by answering questions and providing answers for the teacher. 4. Students will reference the class-created brainstorming worksheet to write an opinion piece in their journal. When completed students will complete the self-evaluation portion of their assessment. 5. Students will be selected to share their attempts and class will check to make sure all elements are clear and present.

	in their journal and then complete a self-evaluation using the Opinion Writing Rubric. 5. Teacher will select students to share and model their own attempts and prompt the class to audit the work using rubric questions.	
4	1. Teacher will review the Opinion Brainstorming Worksheet and the Opinion Writing Rubric with students. 2. Teacher will present the topic "Where is the best place to go to on a trip?" to the class and proctor independent student work as they complete their brainstorming worksheet and final opinion writing.. Teacher will check the brainstorming for completion before providing students with paper to write their final opinion piece.	1. Students will provide explanation of the forms, ask questions, and provide clarification for their classmates. 2. Students will complete the brainstorming worksheet independently and raise their hand when they are ready to move on to the writing. Once checked by teacher students will complete their final opinion writing and turn both pages in when finished.

Example Opinion Brainstorming Worksheet:

Opinion Brainstorming Worksheet

My (topic or book) is _____

_____.

My opinion is _____

because/so _____.

That is why _____

_____.

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 Teacher Rubric

Introduces topic 1 2
1=fails to introduce topic clearly; 2 =introduces topic clearly
States an opinion 1 2
1=no clear opinion offered; 2= offers a clear opinion
Supplies reasons to support opinion 1 2 3
1=no reason supplied; 2=reason supplied does not make sense; 3=reason supports opinion
Provides a concluding statement 1 2 3
1=fails to provide a concluding statement; 2=provides a concluding statement; 3=provides a concluding statement completely and clearly

Raw score_____x 10 = _____/100 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