Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior to this unit, kindergarteners are expected to write words, phrases and short sentences. They can copy off of the board and write as the teacher dictates kindergarten words or spells the words as part of the dictation. They can read grade level text and write the same. The scholars will also know where to find the title of a book or text and write the same.		
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 aligns to the Core Knowledge reading sequence and the 2010 ELA Common Core Standards for reading poems and fiction as indicated in the Program of Instruction. The teaching strategies are primarily teacher-led in a small group settings and the scholars will work in partners, small groups, collaborative learning groups and independently. The RTI model for assigning groups will be used as well as teacher created groups for the intent of peer tutoring.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**K.W.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	Teacher white board, markers, camera document reader, scholar white boards, and graphic organizers, markers and crayons.		

* ***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	**Anticipatory Set:** The teacher will display three nursery rhyme poems and ask the scholar which one is their favorite. **Lesson:** Scholars will learn their learning of the writing process by completing a pre-writing chart stating identifying the topic and an opinion. **Guided Practice**: Teacher will explain that an opinion is a personal preference and everybody has a different opinion. Opinions can be formed when reading a book and expressed in writing opinion pieces. When writing an opinion piece start with the pre-write. Modeling: The teacher will draw a T chart on the white board and the title of a poem. The teacher will write the sentence "My favorite poem is _____ because_____. The teacher will ask each scholar to give their opinion and a reason. As the scholar give opinion the teacher will write them down to demonstrate that everyone has a different opinion. The teacher will ask the scholars to get into their learning groups and complete the sentence displayed on their paper. The teacher will provide support to scholars who need it. The groups not working with the teacher will color a picture on the back of the handout. The teacher will instruct the scholars that they will always write "I" when writing an opinion statement. **Independent Practice**: The scholars will return to their tables and write an opinion sentence about their favorite illustration in the poem. The teacher will write the sentence on the board, "My favorite illustration is_____ because _____. The teacher will circulate the room providing support to scholars. The instruction will be differentiate by having the high leveled scholars write a second reason. **Closure:** Scholars will share their opinions with the class	1. Observe the poems and raise their hand when their favorite poem comes up. 2. Listen to the teacher explain what an opinion is. 3. Observe the teacher drawing the T chart on the board and filling in the blanks 4. Scholars will get into their learning groups. 5. With support from the teacher each scholar will complete the handout. Tier 1 will need little support. Tier 2 and 3 will need to be dictated to. The scholars not working with the teacher will draw a picture on the back of the handout. 6. The scholars will return to their table and independently write an opinion statement on their favorite illustration from the poem. 7. Share opinion sentences with the class.

2	**Lesson**: Scholars will practice writing and illustrating an opinion. **Anticipatory Set**: Ask the scholars what they remember from yesterday's lesson. Teacher will use question and answer strategy and pull from prior knowledge. **Guided Practice**: The teacher will display a new writing prompt on the document reader for the scholars to complete with a partner. The teacher will the topic and provide her opinion and model writing the opinion statement to be displayed during the guided practice activities. **Independent Practice** Take the assessment **Assessment:** The teacher will call the scholars back to their tables and give them the assessment item 1. The teacher will read the directions to the scholars and answer any questions. **Closure:** Collect the assessments.	1. Scholars will rely on prior knowledge to answer the teacher's question about what they learned from the previous lesson. 2. Observe the teacher display the T chart on the white board with a topic. 3. Scholars will work with a partner to draft an opinion statement. 4. The partners will read each other's opinion for clarity. The teacher will circulate around the classroom and check for understanding. 5. The independent practice will be assessment item 1.
3	**Anticipatory Set:** The teacher will display a few of the assessments from the previous lesson and the scholars will give a thumbs up or thumbs down if the opinion statement was written correctly. All names will be blacked out for privacy. **Guided Practice:** The teacher will hand back the assessment from the previous lesson and work with each scholar to make corrections and practice writing new opinion statements. The teacher will pair the scholars with one Tier 1 scholar and one Tier 2 for peer tutoring. The teacher will provide enrichment and support activities to all scholars during the guided practice session. **Independent Practice:** The teacher will instruct scholars to return to their tables and review the directions for the assessment item 2. **Assessment:** Hand each scholar a handout with the following written on it, "My favorite color	1. Scholars will listen and read the opinion statements from the previous lesson. Each scholar will give thumbs up or thumbs down if the opinion statement was written accurately. 2. Scholars will read their opinion statements understand the corrections to be made and practice writing another sentence. The scholars will use their personal white boards to practice writing opinion statements. 3. Scholars will work with the teacher independently. High level scholars will begin writing a reason that relates to the opinion statement and the lower scholars will receive individual instruction during and practice writing more sentences. 4. All scholars will take the assessment item 2

	is_____because_____ _____. “ The teacher will read the written words and the scholar will fill in the blank with their favorite color and complete the sentence. Instruct scholars that when they have written their answer, they should illustrate their thinking with a detailed drawing. **Closure:** Collect all of the paper for scoring. The teacher will determine if a fourth lesson is necessary for the scholar’s to master the standard.	
4	**Anticipatory Set:** Instruct all scholars that they will be taking the unit assessment. **Guided Practice**: Teacher will review the components of the writing assessment. A topic or title of the book, writing an opinion statement where the word “I” is used and drawing a detailed picture to support the statement. **Independent Practice**: Pass out the assessment to all scholars **Closure:** The teacher will collect all assessments.	1. Scholars will listen to the teacher announce the assessment. 2. Listen and ask questions for clarification about any components of the writing process or concepts presented during the unit. 3. All scholars will take the unit assessment and turn it into the teacher.

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

Assessment item 1:

This assessment will demonstrate the scholar’s ability to comprehend and identify an opinion statement. The assessment will consist of five sentences that the teacher will read to the scholars and the scholars will write “true” or “false” next to the statement if it is a correct opinion statement.

Scoring: The assessment will be worth a total of 10 points. 2 points will be earned for every correct answer.

10 = 100%
9 = 90%
8 = 80%
7 = 70%
6 = 60%s

Mastery: A score of 8 / 10 will demonstrate mastery. 80% is mastery and aligns with the Program of Instruction

Kindergarten Assessment Item 1

Name_____

Directions: Listen and follow along as your teacher reads the following 5 sentences. Write "true" is the sentence is an opinion statement and write "false" if the sentence is not an opinion statement.

1. _____My favorite vacation was a trip to Disneyland because I got to see Mickey Mouse.
2. _____ I think more people should be respectful to their toys because they will last longer.
3. _____ The drive to my Nana's house takes 3 days.
4. _____ My favorite subject is reading because I like to learn new things.
5. _____ Tony gets the best grades in our class.

Rubric:

1. **True**
2. **True**
3. **False**
4. **True**
5. **False**

Mastery 8 /10

Kindergarten Assessment Item 2

This assessment is the next progression to mastering the standard. The scholars will complete the writing prompt by filling in the blanks on the opinion statement and give a reason for their opinion sentence. The assessment will consist of the teacher providing a writing prompt and the scholar will fill in the blank and complete the opinion sentence.

Scoring: The assessment will be worth 5 points. 2 points will be earned for filling in the blank and 3 points for completing the sentence with a reason. Points will be earned for writing a complete thought and not omitting any words.

5 = 100%

4 = 80%

3 = 60%

Mastery: 4/5 = 80% mastery and aligns to the Program of Instruction.

Assessment Item 2

Name_____

Directions: Read and follow along as your teacher reads the following sentence. Fill in your answer in the blank and complete the sentence with your own opinion.

My favorite color is (1)_____because(2)_____.

Rubric:

1. 2 points Write in a color
2. 3 points Complete the sentence with a complete thought and do not omit any words
   2 points Complete thought and omitted one or two words
   1 point Not a complete thought.

Kindergarten Unit Assessment Item 3
My Favorite Book

This assessment is designed to assess the scholar's ability to master the standard by using 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. The scholar will write about a favorite book. They are expected to write the title of their book, write what the teacher dictates to them and complete the sentence. Each scholar will also draw and color a picture that relates to the opinion sentence.

Scoring: The assessment will be worth 15 points. The scholar will earn 3 points by writing the title of the book, 3 points for writing the teacher's dictation, 3 points for write an opinion, 3 points for punctuation and 3 points for illustrating and coloring a picture. 12 / 15 will determine mastery.

15 = 100%
14 = 90%
13 = 80%
12 = 70%
11 = 60%

Mastery A score of 80% (13) will demonstrate mastery.

Kindergarten Unit Assessment

This assessment is designed to determine the scholar's mastery of the standard:

K.W.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.

The scholar will choose their favorite book from the classroom library to write about, identify the title and write it on the title line of the assessment. The scholar will write from the teacher's dictation "is my favorite book because" and fill in the title of the book and complete the opinion statement on the lines provided. The conclusion of the assessment will be the scholar drawing and coloring a picture to relate to the opinion statement.

Scoring: The unit assessment will be worth 150 points. The scoring rubric follows the assessment. Points will be awarded for completing the title, accurately writing dictation from the teacher, filling in the blank with the book title and complete the opinion statement. Points will also be awarded for drawing and coloring the picture.

150 = 100% 149 -135 =90%, 134 - 120=80%, 119-105 = 70%. 104-90= 60%

Mastery: A score of 140 equates to 80% and the scholar has mastered the standard.

My Favorite Book

Name_____

Directions: On the top of the paper write the title of your favorite book. On the next line write the title of your book and, "is my favorite book because_____" as the teacher reads it to you. Finish the sentence with your own opinion Make sure to use a capital letters and a period on each sentence. When you are finished draw and color a picture to go with your sentence.

Book _____

_____

_____-

_____

Draw a picture about what you wrote.

Rubric:

	30 points	**20 points**	**10 point**	**0 points**
Title	If the title has a capital letter, written on the top line as states, "My Favorite Book"	The title contained two of the three requirements	The title contained one of the requirements	The scholar did not write in a title
Wrote the dictation correctly	Include all the words that were dictated	Omitted one or two words	Omitted more than half of the words	The scholar did not write in any of the words
Opinion	Complete the sentence with a personal opinion. Must use "I" or "My" in the sentence.	A sentence that is not complete and did not use the word "I" or "My"	Only wrote the words that were dictated	Did not complete any writing activity
Punctuation	Used a capital letter and a period for each sentence	Used a capital letter and a period on most sentences	Used only a capital letter in the title	Did not use a capital letter at all
Picture	Drew a picture and colored a picture that complimented their writing	Drew and picture and did not color it	The picture did not relate to the explanation	Did not draw a picture at all

Mastery 135 / 150