Curriculum Sample Template
Max. 8 Pages

Grade Level	First Grade	**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.*	Scholars will be able to write in complete sentences using proper capitalization and punctuation. Copy from the board and write from the teacher's dictation. Scholars can write an opinion piece and copy the title or topic from a book, write limited dictation from the teacher and write an opinion with teacher support.		
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 with the six character traits identified in the Program of Instruction. Scholars receive teacher-led direct instruction in small groups with differentiated instruction and more supports for scholars below grade level and enrichment activities with more depth and rigor for excelling scholars. Scholars will solve real world problems through class work and activities. Scholars will learn in pairs, small collaborative learning groups and individually.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	1.W.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	Document camera reader, writing basket, white board, journals, markers, graphic organizer, DVD collection on Respect and the DVD player and projector. Poster board, markers and paint.		

* ***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 a few opinion statements on the document reader and the scholars will give thumbs up or thumbs down if the opinion statement was written correctly. **Guided Practice:** The teacher will use a question and answer strategy to revising the opinion statements that are not opinions from the examples used in the anticipatory set. The teacher will review the components of a good opinion piece and ask the scholars to get into their learning groups (RTI model) In the small groups the teacher will instruct and model to the scholars how to introduce a topic. The topic must state the idea of the text in one sentence. The topic is written as the title and also the first sentence of the piece. The teacher will model writing and introductory topic with each small group. **Independent Practice: (assessment)** Teacher will play a video about "Respect". Scholars will take notes on points they agree with in the video. Scholars will take the assessment item 1. **Closure:** Teacher will collect all assessments and plan to reteach or move on to reasons and closing statement for the next lesson.	1. Scholars will listen to the teacher read opinion statements and participate by giving thumbs up or down if the statement is an opinion. 2. Scholars will provide answers as the teacher rewrites the non-opinion statements. 3. Scholars will get into their small group to receive instruction on introducing a topic. 4. Work in groups and pairs to practice introducing the topic and creating a topic for the piece to be written. 5. Scholars will use their white boards and practice identifying several topics from a passage and writing opinion statements. 6. Move back to their tables 7. Watch the video "Respect" 8. Take the assessment item #1
2	**Anticipatory Set:** Hand each scholar a notecard with a passage scenario. Ask the scholars to read the passage silently and be prepared to share their opinion. **Guided Practice:** Ask scholars to get into their learning groups. The teacher will provide direct instruction in writing a reason to support their opinion and provide a model for a closing statement. Modeling: Teacher will have a writing prompt and ask one scholar in the group to read it. The group will decide the topic	1. Scholars will accept the notecard with a passage scenario to read and ponder an opinion. 2. Move into their learning groups. 3. Listen and observe direct instruction from the teacher about how to write reasons that will support the opinion statement to make a strong piece of writing. 4. Scholars will participate in their small group by contributing ideas and answers to the teachers questions

	and the teacher will write the topic on a T-chart. As a group write an opinion statement and each scholar will provide a reason to support the opinion statement. When the graphic organizer is complete the group will select one reason and the teacher will write an opinion piece while the scholars contribute the information and ideas. The teacher will then instruct the group that a closing statement sums up the piece. The teacher will allow the scholar to dictate a closing statement. Once the opinion piece is complete the teacher will leave the model at the table and provide instruction to the next group. The teacher will also reteach and individually tutor scholars not comprehending the standard from the previous lessons before teaching the next lesson. This guided practice will be differentiated based mastery levels of each scholar from the previous assessment. **Independent Practice** The scholars will take out their topic scenario that was given to them at the beginning of the lesson and write an opinion piece using the model the teacher left at their table. **Closure:** Teacher will collect all of the writings and plan to reteach or move forward to the next lesson.	as they write a complete opinion piece with the topic being introduced, the opinion statement, one reason to support the statement and to provide a closure. 5. Scholars will write an opinion piece from the passage that was given to them at the beginning of the lesson. Scholars will use the model provided by the teacher and share their writings when their piece is complete. 6. Turn in the writing pieces to the teacher.
3.	**Anticipatory Set:** Teacher will comment in general statements on areas of success and improvement on the scholar's opinion pieces from the previous lesson. **Guided Practice**: The teacher will explain the next assessment that each scholar will take and answer any questions they have on the process and components of an opinion piece. **Independent Practice:** The teacher will give the **Assessment Item 2** to each scholar. The scholars will write an opinion piece where they are expected to introduce the topic, state their opinion, provide one reason to support the opinion and provide a closing statement. The opinion piece will be scored using the six trait writing rubric. The teacher will instruct each scholar on how to use the rubric	1. Listen to the teacher comment on the opinion pieces from the previous lesson. 2. Listen and comprehend requirements of the assessment to be taken. Ask questions if necessary 3. The scholars will take the assessment. 4. Meet with the teacher to review and score their

	to assess their writing at the conclusion of the assessment. **Closure:** Teacher will collect the assessments and meet individually with each scholar to score their work using the six-trait rubric. The remaining scholars will write an entry in their journals about showing respect and create a poster on the topic for the classroom.	assessments. 5. Scholars will write an entry in their journals. 6. Scholars will make and color a poster to be displayed in the classroom.
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. Identify the topic or title of the book, write 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.

First Grade Assessment Item 1

This assessment will determine the comprehension of the scholar to identify a topic, introduce it and write and opinion statement. This initial assessment will allow the teacher to determine if a second lesson on introducing a topic must be taught before moving on to the next concept.

This assessment will consist of the scholars watching the DVD on Respect and selecting one key point in the video. The scholar will complete worksheet, where the scholar will answer true or false questions, identify the topic, and write an opinion statement agreeing or disagreeing with a key point.

Scoring: The assessment will be worth 10 points: Each scholar will earn 2 points for a complete and accurate response, the first three questions are true and false, questions 4 and 5 add rigor to the assessment by requiring the scholar to identify the topic and write a basic opinion statement. The rubric follows. Maximum points will be earned for completeness and accuracy of each component. A score of 8 or 80% will determine mastery of the assessment and the scholar will progress to the next lesson. If the scholar does not achieve an 80% additional tutoring and re-teaching will be required. The scholar will be assessed again until a score of 80% is achieved.

Scoring Scale:

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

Mastery: A score of 8 will indicate mastery. 80% mastery aligns with the Program of Instruction.

1st Grade Assessment Item #1

Name _____

Directions: After you watch the DVD on Respect complete the following questions.

1. The topic is the general idea of the written text _____True _____ False
2. The opinion statement is the point of view of the writer _____ True _____False
3. The writer introduces the topic at the end of the essay _____ True _____ False
4. Identify the topic _____
5. Write an opinion statement _____

Rubric: (2 points each for a total of 10 points)

1. **True**
2. **True**
3. **False**
4. **Respect**
5. **A complete sentence that states the opinion agreeing or disagreeing with a key point in the video**
   1 point will be earned for a phrase or sentence fragment and does not reflect the opinion of the writer

Assessment Item 2:

This assessment will determine the scholar's level toward mastering the standard. This assessment will consist of the scholar writing an opinion piece with all of the components: Introducing the topic, writing an opinion statement, supplying one reason and providing a closure. The scholar will also demonstrate their ability to use capitalization, punctuation and grammar correctly.

Scoring: The assessment will be scored by the teacher in conference with the scholar using the rubric below. This will give the scholar a more in depth understanding of the standard and prepare them for the unit assessment.

The assessment will be worth 16 points. The scholar will earn and be assessed on their ability to introduce a topic 4 points, state an opinion 4 points, give reasons for the opinion 4 points and write a closing statement- 4 points. A rubric will be used to score the summative assessment. The teacher will assess the students' written work, and award 1, 2, 3, or 4 points in each of four components. The total number of possible points will be 16. As score of 80% or higher will be considered mastery of this standard. Grading will be based on the following scale:

0-10 points=Falls Far Below; 11-12 points=Approaches; 13-14 points=Meets; 15-16 points=Exceeds

If the scholar scores below an 80% the standard will be re-taught and the scholar will be re-assessed. If the scholar achieves an 80% they will progress to the next lesson and unit assessment.
Mastery: A score of 13 points or 80% will determine mastery

First Grade Assessment Item 2

Directions: Write and opinion piece with the following components:

- Identify the topic
- Introduce the topic
- Write and opinion statement
- Supply reasons
- Provide a closure

Writing Prompt: Name calling is considered an act of bullying, write your opinion and give reasons to support the topic.

Scoring / Rubric
Grade 1 (This rubric will also be used for the unit assessment item 3, maximum points for the unit assessment will be 100 points)

	4 (25) Above Grade Level	**3 (20) At Grade Level**	**2 (15) Approaching Grade Level**	**1 (10) Below Grade Level**	**Score**
Introduces the topic	Skillfully introduces the topic with detail	Introduces the topic with little detail and vague.	Introduces the topic in a single sentence or word. The introduction is off topic	Does not introduce the topic at all	
States an Opinion	States a strong opinion that relates to the topic and provides detail in the opinion statement. It is written clear and concise.	States an opinion that is vague with little details. It is not concise.	States an unclear opinion and be off topic	The opinion statement is vague, off topic or does not state an opinion at all	
States reasons	Three or more reasons are written; they support the opinion statement in a clear and organized way, and provide in depth knowledge on the topic	Two reasons are written. The reasons are well written, and they support the opinion statement	A single reason is written and the sentence is vague and does not support the opinion statement.	Does not provide any reasons to support the opinion statement.	
Closure	Provides a strong closing statement in which the topic and opinion is re-stated Provides a summary of the reasons that support the opinion statement	The concluding section provides some closure to the text. It is on topic, with most key points restated.	Provides a closing sentence where the topic or the opinion is vaguely stated. Provides a closing sentence.	Provides a closing sentence where the topic or opinion is not clearly stated and there is not a summary of reasons.	

Total Score					

Total Score _____ / 16 (100 for the unit assessment) A score of 13 or 80% will deem mastery

Unit Assessment Item 3:
This assessment will assess the scholar's mastery of the standard:

1.W.1 Write opinion piece in which the scholar will name 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 .

The assessment will consist of the scholars selecting a famous person that they had read about and writing an opinion piece where they will identify the person they are writing about, write an opinion piece where they will introduce the topic, write an opinion statement, write a reason and provide a closure. The assessment will be scored using the above Opinion writing rubric. The points will be converted to a percentage.

Rubric: The above Opinion/ Argument Rubric will be used to score the Grade 1 Unit Assessment. The rubric is presented above under the assessment item 2.

Scoring: The Opinion Statement Rubric presented above will be used to score the assessment. A total of 100 points will be earned. A maximum score of 25 points will be earned for each category for a total of 100 points. The scholar will be assessed on their ability to write skillfully and meet the standard as it related to each component of the standard. 25 points will be earned for each component; introducing the topic, writing a clear and concise opinion statement, writing clear concise reasons to support the opinion statement and provide a closure. The rubric identifies each component of the standard and the teacher will score the scholar's writing for completeness of each component of the assessment according to the rubric. A score of 80 points will deem mastery. If the scholar does not achieve an 80% the teacher will reteach the lesson and re-assess the scholar until a mastery score is achieved. If the scholar earn an 80% or greater they will progress to the next lesson and ultimately the unit assessment over the complete standard.
The points will be converted to a percentage. The scoring scale is below.
100 = 100%; 99-90%; 89-80% mastery; 79-70%; 69-60%

A score of 80 points or 80% will determine mastery

Mastery: A score of 80% or 80 points will determine the scholar's mastery.

First Grade Writing Unit Assessment

Name _____

Directions:
Read the following writing prompt and write an opinion piece to include the following components:

- Introduce a topic
- Write an opinion statement
- Write reasons
- Provide a closure

Writing prompt: Choose one of the people we have been reading about that you think is the most interesting. Write about the person. Be sure to name the person and to tell why you think he or she is the most interesting. Also make sure you support your opinion with ideas from the book(s) we read.

Rubric: The rubric above will be used to score the Unit Assessment using a point scale of 100 points.

Scoring: The assessment will be worth a total of 100 points. Up to 25 points will be earned for each component based on the quality of writing and the rubric above. 25 points will be earned for writing an introduction, 25 points for stating an opinion statement, 25 points for supplying quality reasons to support the opinion statement and 25 points for supplying a closing statement or closure. The assessment will be worth a total of 100 points. If the scholar does not achieve an 80% mastery score, the teacher will reteach the lesson(s) and re-assess the scholar. If the scholar masters the standard with an 80% or higher score, they will progress on to the next standard.

Mastery: A score of 80% will determine mastery of the unit assessment.

Total Score _____ / 100