Curriculum Sample Template
Max. 8 Pages

Grade Level	4	**Content Area**	**English Language Arts-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.*	Students should be able to write an opinion about a topic or text, create an organizational structure that lists several supporting reasons for the opinion, use linking words such as because, therefore, since to connect opinion and reasons and provide a concluding statement or section. Students must also be familiar with the writing process. Students will use this knowledge to apply it to the new material and assignment and relate it to new information taught in the lesson.		
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.*	• Direct Instruction: Direct Instruction includes features which support the other instructional elements, such as the ability grouping through the multi-age multi-grade classroom. Students are grouped and re-grouped based on their rate of progress through the program. Frequent assessment is imbedded in direct instruction where curriculum-based assessments help place students in ability groups and identify students who require additional intervention. • Cooperative Learning Groups: Students of different abilities will work together in small groups of 2-5 children. They will be taught to learn from one another and share ideas and responsibilities. *Students who are on IEPs may receive modifications or accommodations as stated or may need a slower pace of instruction with more repetition. Students may be given supplementary curriculum and various modalities to assist in grasping the concepts such as visuals, manipulatives, or a task-analysis that will break down the steps needed to assist in comprehension and application of the concept. This also may include those students who may have a difficult time grasping the concepts who are not on IEPs.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	Grade: 4.W.1 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #1 - Write opinion pieces on topics or texts, supporting a point of view with reasons and information. a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose. b. Provide reasons that are supported by facts and details. c. Link opinion and reasons using words and phrases (e.g., *for instance, in order to, in addition*). d. Provide a concluding statement or section related to the opinion presented.		
Materials/Resources Needed	Paper, pencil, "I Wanna Iguana" by Karen Kaufman Orloff from reading library		

* ***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	Direction instruction: Focus: Begin with showing students a commercial where one person is selling an item. Ask them questions: *What was the person selling? (point of view) *What was the person's opinion of the item they were selling? *What is your (the student's) opinion of the item that was being pitched? Whole Group Teach: Project the definition of persuade on the board. Ask students if they were persuaded by the commercial.	Students will watch the commercial at their desks and then write down their answers on either a white board or piece of paper. Students will share answers as a whole group in an open discussion. Students will use cooperative learning and get into groups of two and discuss a time when they were persuaded to buy something, or ask their parent to buy them something from a commercial.
2	Focus: Read "I Wanna Iguana" by Karen Kaufman Orloff. Discuss as a group different professions that require persuasive arguments in order to be successful. For example, lawyers, police officers, sales agents, etc. Direct instruction: Students must have valid reasoning to support a point of view. Reread first four pages of "I Wanna Iguana" and on each page, ask students to point out the supporting details that are persuading the point.	Students will write a note to their parent persuading them to get a pet they have always wanted. Or, if not a pet, something else they have always wanted. Students will come up individually or raise their hands and point out a supporting detail.
3	Focus: Today you will analyze previous opinion pieces from former students. This will give you an idea of the topic you will choose, and an understanding of the	Students will choose their topic. Students will draft their introduction, body, and conclusion.

	format for writing conclusions and transition words such as, for instance, next, besides the fact, that will connect with your opinions. Direct instruction: Discuss different types of persuasive writing. Bring in examples of book reviews, editorials in newspapers and speeches /debates by candidates. Review writing conclusion by modeling. On board, write a few simple sentences with a persuasive topic and supporting details. When you write out your conclusion, explain that you are restating your topic using different words in order to get your point across.	Students will revise and peer edit. Students will have a teacher edit their paper.
4	Culminate: Today we are going to have a mock debate. I have many topics of debate in this bowl and I have divided the class in half. Each team will allow one member to come up at the same time, I will draw from my topic bowl and you both will present your argument (point of view) and provide details supporting your argument. Draw from the bowl, and read the topic "Field Trips Every Friday" now half of the class needs to provide the argument for and the other half needs to provide the argument against. Give them 3 min.	Students will debate others over the topic at hand. Students will finish writing their final draft paper from their revised and edited drafts.
Summative Assessments	Summative Assessment 1: Goal and Objective: Given the topic of bedtime, can the student formulate an opinion on whether kids should be allowed to set their own bedtime? Can they state reasons why or why not? Can they use linking words such as for instance, in order to, in addition? Can the student provide a concluding statement?	Summative Assessment 1: Students will write a 5 paragraph paper discussing their opinion on why they should be allowed to set their own bedtime.

	Summative Assessment 2: Goal and Objective: Given the topic of aliens, can the student formulate an opinion on whether aliens exist or not? Can they state reasons why or why not? Can they use linking words such as for instance, in order to, in addition? Can the student provide a concluding statement? Summative Assessment 3: Goal and Objective: Given the college, can the student formulate an opinion on the best college? Can they state reasons why or why not? Can they use linking words such as for instance, in order to, in addition? Can the student provide a concluding statement?	Summative Assessment 2: Students will write a 5 paragraph paper discussing their opinion as to whether there is such a thing as aliens. Summative Assessment 3: Students will write a 5 paragraph paper discussing their opinion on the best college.
Mastery Level	**A student needs to earn 80% of the points possible to be considered to have mastered the standard.**	

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

Opinion Piece Scoring Rubric – Summative Assessment 1 – Set own bedtime

32 points total; Mastery is 26 points (80%)

Categories	1	2	3	4
Knowledge/ Understanding/content	Shows limited understanding of the issue. Writer writes 1 paragraph.	Shows some understanding of the issue. Writer writes 2-3 paragraphs.	Shows considerable understanding of the issue. Writer writes 3-4 paragraphs.	Shows thorough understanding of the issue. Writer writes 4-5 paragraphs
Supporting Ideas	Includes 1 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 2 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 3 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 4 supporting pieces of evidence (facts, examples etc) that support the main idea.
Thinking/ Inquiry	Uses the writing process with limited effectiveness.	Uses the writing process with moderate effectiveness.	Uses the writing process with considerable effectiveness..	Uses the writing process with a high degree of effectiveness.
Critical Thinking Skills	Uses critical thinking skills with limited effectiveness.	Uses critical thinking skills with moderate effectiveness.	Uses critical thinking skills with considerable effectiveness..	Uses critical thinking skills with a high degree of effectiveness.
Communication	Communicates arguments with limited effectiveness; confusing for the reader.	Communicates arguments with some effectiveness; sections unclear to the reader.	Communicates arguments with considerable effectiveness; clear to the reader.	Communicates arguments with a high degree of effectiveness; thought-provoking for the reader.
Language Conventions	Use of language conventions is limited.	Use of language conventions involves some errors.	Use of language conventions is correct and effective.	Use of language conventions is correct, effective, and sophisticated.
Organization	Limited details and linking words and phrases (for instance, in order to, in addition) are not used. The writing transitions are unclear or non-existent	Some details and linking words and phrases for instance, in order to, in addition) are not placed in logical order and this distracts the reader	Details and linking words and phrases (for instance, in order to, in addition) are placed in logical order and in the way they are presented makes the writing less interesting	Details and linking words and phrases (for instance, in order to, in addition) are placed in logical order and in the way they are presented effectively and keeps the interest of the reader
Conclusion	There is no clear conclusion, the paper just ends.	The conclusion is recognizable, but does not tie up several loose ends.	The conclusion is recognizable and ties up almost all loose ends.	The conclusion is strong and leaves the reader feeling that he/she understands the writer's point of view
				Total /32

Opinion Piece Scoring Rubric – Summative Assessment 2 - Aliens exist

32 points total; Mastery is 26 points (80%)

Categories	1	2	3	4
Knowledge/ Understanding/content	Shows limited understanding of the issue. Writer writes 1 paragraph.	Shows some understanding of the issue. Writer writes 2-3 paragraphs.	Shows considerable understanding of the issue. Writer writes 3-4 paragraphs.	Shows thorough understanding of the issue. Writer writes 4-5 paragraphs
Supporting Ideas	Includes 1 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 2 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 3 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 4 supporting pieces of evidence (facts, examples etc) that support the main idea.
Thinking/ Inquiry	Uses the writing process with limited effectiveness.	Uses the writing process with moderate effectiveness.	Uses the writing process with considerable effectiveness..	Uses the writing process with a high degree of effectiveness.
Critical Thinking Skills	Uses critical thinking skills with limited effectiveness.	Uses critical thinking skills with moderate effectiveness.	Uses critical thinking skills with considerable effectiveness..	Uses critical thinking skills with a high degree of effectiveness.
Communication	Communicates arguments with limited effectiveness; confusing for the reader.	Communicates arguments with some effectiveness; sections unclear to the reader.	Communicates arguments with considerable effectiveness; clear to the reader.	Communicates arguments with a high degree of effectiveness; thought-provoking for the reader.
Language Conventions	Use of language conventions is limited.	Use of language conventions involves some errors.	Use of language conventions is correct and effective.	Use of language conventions is correct, effective, and sophisticated.
Organization	Limited details and linking words and phrases (for instance, in order to, in addition) are not used. The writing transitions are unclear or non-existent	Some details and linking words and phrases for instance, in order to, in addition) are not placed in logical order and this distracts the reader	Details and linking words and phrases (for instance, in order to, in addition) are placed in logical order and in the way they are presented makes the writing less interesting	Details and linking words and phrases (for instance, in order to, in addition) are placed in logical order and in the way they are presented effectively and keeps the interest of the reader
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				Total /32

Opinion Piece Scoring Rubric – Summative Assessment 3 – Best College

32 points total; Mastery is 26 points

Categories	1	2	3	4
Knowledge/ Understanding/content	Shows limited understanding of the issue. Writer writes 1 paragraph.	Shows some understanding of the issue. Writer writes 2-3 paragraphs.	Shows considerable understanding of the issue. Writer writes 3-4 paragraphs.	Shows thorough understanding of the issue. Writer writes 4-5 paragraphs
Supporting Ideas	Includes 1 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 2 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 3 supporting pieces of evidence (facts, examples etc) that support the main idea	Includes 4 supporting pieces of evidence (facts, examples etc) that support the main idea.
Thinking/ Inquiry	Uses the writing process with limited effectiveness.	Uses the writing process with moderate effectiveness.	Uses the writing process with considerable effectiveness..	Uses the writing process with a high degree of effectiveness.
Critical Thinking Skills	Uses critical thinking skills with limited effectiveness.	Uses critical thinking skills with moderate effectiveness.	Uses critical thinking skills with considerable effectiveness..	Uses critical thinking skills with a high degree of effectiveness.
Communication	Communicates arguments with limited effectiveness; confusing for the reader.	Communicates arguments with some effectiveness; sections unclear to the reader.	Communicates arguments with considerable effectiveness; clear to the reader.	Communicates arguments with a high degree of effectiveness; thought-provoking for the reader.
Language Conventions	Use of language conventions is limited.	Use of language conventions involves some errors.	Use of language conventions is correct and effective.	Use of language conventions is correct, effective, and sophisticated.
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