Curriculum Sample Template
Max. 8 Pages

Grade Level	3	**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 know what an opinion is, be able to state an opinion about a topic or book, supply several reasons that support the opinion, use linking words such as because, and, also 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. • Hands-On Project-Based Methods: Hands-On Project-Based Methods with tangible hands-on materials will be applied to relate the curriculum and standards to real life and make them functional. • 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: 3.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. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., *because, therefore, since, for example*) to connect		

	opinion and reasons. d. Provide a concluding statement or section.
Materials/Resources Needed	Fact/opinion card, two fly swatters, student name sticks, white board, dry erase markers, pencils, colored pens for editing, brainstorming graphic organizers, wide ruled paper, 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 needed)	**Instructional Strategies**	**Student Activities**
1	Teacher will use direct instruction by engaging the students in the lesson by facilitating a game about fact and opinion. Teacher will review what a fact and opinion is. Teacher will use sticks with student names to call on students to give examples of fact and opinion. “What is a fact?” “Give an example of one.” Teacher will focus more on opinions. “What is an opinion?” “Give an example of an opinion.”	What is an opinion? Fact and Opinion Swat. Students will play a teacher lead game to review the concept of fact versus opinion. Premade cards will be made and placed on the board two at a time. Students will race to swat the opinion.
2	Teacher will use direct instruction by leading a lesson on writing about an opinion and linking words. Teacher will outline important parts to include in opinion writing and how to make supporting statements. “Now that we reviewed opinions we will learn how to write using an opinion. When writing about an opinion, state your opinion as your main topic. Once you have your main idea you must give reasons why that is your opinion. The examples are like the details about the main idea. The details support your opinion.” The teacher will call on students by using sticks to give an opinion and state reasons why they believe it. “What is your opinion about the school lunch? Why do you believe that?”	Students will participate by listening and engaging in the discussion with the use of name sticks by the teacher. Teacher will pass a ball to a student who will state a linking word. The game will continue until students run out of words or 10 minutes whichever comes first

	"Now that we know how to state our opinion (main idea) and details (supportive reasons why) we need to include linking words in our writing to make the writing flow. What are linking words? We will play a short game to review linking words."	
3	The teacher will facilitate a whole class activity. " To review each student will state an opinion then give a reason using a linking word" "We will write a paragraph together. Our topic is "Cats are the best house pet." We will need an opinion (main idea.)" Teacher will call on a student using the sticks to create the main idea sentence. "Now we need 3-4 reasons (details) to support the opinion." Teacher will use the same strategy to call on different students to give supportive details. "Do not forget to include linking words in your writing." After the paragraph is written the teacher will explain that students will complete the same idea on their own writing a 5 paragraph paper about their opinion about their favorite book.	Students and the teacher will work together to write about an opinion as practice. The topic will be "Cats are the best house pet." As a class students will brainstorm and write a short rough copy to get an idea how to write about an opinion using linking words and giving reasons why.
Summative Assessments	Summative Assessment 1: "You will be writing a paper about your favorite book we read this year. You will need to include an introduction paragraph explaining what your favorite book was. Then 3 paragraphs giving supportive reasons why that is your favorite book. Finally you will write your conclusion paragraph to restate your opinion and main reasons why."	Summative Assessment 1: Students will work independently to write their opinion on, "What was your favorite book you read this year?"

	Summative Assessment 2: "You will be writing a paper about your favorite holiday. You will need to include an introduction paragraph explaining what your favorite holiday is. Then 3 paragraphs giving supportive reasons why that is your holiday. Finally you will write your conclusion paragraph to restate your opinion and main reasons why." Summative Assessment 3: "You will be writing a paper about your favorite video gaming system. You will need to include an introduction paragraph explaining what you think is the best video gaming system is. Then 3 paragraphs giving supportive reasons why that is your video gaming system. Finally you will write your conclusion paragraph to restate your opinion and main reasons why."	Summative Assessment 2: Students will work independently to write their opinion on, "What was your favorite holiday?" Summative Assessment 3: Students will work independently to write their opinion on, "What do you think is the best gaming system?"
Mastery Level	**A student needs to earn 80% of the points possible to be considered to have mastered the assessment standard.**	
5	Accommodations	Students will receive accommodations based on ability level. Student below a third grade level will complete the same assignment with a reduced amount of writing. For students unable to write independently the student will dictate their response to the assignment to a paraprofessional or teacher.

Summative Assessment 1: Favorite Book

Total points: 32; 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 (because therefore, since, for example) are not used. The writing transitions are unclear or non-existent	Some details and linking words and phrases (because ,therefore, since, for example) are not placed in logical order and this distracts the reader	Details and linking words and phrases (because, therefore, since, for example) are placed in logical order and in the way they are presented makes the writing less interesting	Details and linking words and phrases (because ,therefore, since, for example) 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

Summative Assessment 2: Favorite Holiday

Total points: 32; 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 (because, and, also) are not used. The writing transitions are unclear or non-existent	Some details and linking words and phrases (because, and, also) are not placed in logical order and this distracts the reader	Details and linking words and phrases (because, and, also) are placed in logical order and in the way they are presented makes the writing less interesting	Details and linking words and phrases (because, and, also) are placed in logical order and in the way they are presented effectively 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

Summative Assessment 3: Best Gaming System

Total points: 32; 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.
	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.
	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 (because, and, also) are not used. The writing transitions are unclear or non-existent	Some details and linking words and phrases (because, and, also) are not placed in logical order and this distracts the reader	Details and linking words and phrases (because, and, also) are placed in logical order and in the way they are presented makes the writing less interesting	Details and linking words and phrases (because, and, also) are placed in logical order and in the way they are presented effectively 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