Curriculum Sample Template

Max. 8 Pages

Grade Level	2	**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 a reason for the opinion and be able to provide some sense of closure. Students must also be familiar with the writing process. Students will use this knowledge to apply it to the new material and assignment.		
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: 2.W.1 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #1 - Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because, and, also*) to connect opinion and reasons, and provide a concluding statement or section.		
Materials/Resources Needed	Fact/opinion card, two fly swatters, small soft ball, student name sticks, white board, dry erase markers, pencils, colored pens for editing, brainstorming graphic organizers, lined writing paper, writing rubric, "Owen" and "Wemberly Worried" books by Kevin Henkes		

* ***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 to engage 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.” Then the teacher will read aloud a story to the class, “Owen” by Kevin Henkes. Then the students will play SWAT to tell opinion from facts in the story using premade cards. “Now that we have read the story we will play a game to decide what is an opinion from the story. The class will spilt into two teams to race to see who can swap the opinion first.”	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 using a fly swatter.
2	Teacher will use direct instruction to lead 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. The teacher will read the same story to the class as in the first lesson. “What is your opinion about the story? Why do you believe that?” “Now that we know how to state our opinion (main	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 5 minutes whichever comes first.

	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. Each of you will state a linking word when the ball is passed to you. I will begin; because"	
3	The teacher will facilitate a whole class activity. " To review each student will state an opinion about the book, "Owen" then give a reason why using a linking word" "We will write a paragraph together. Our topic is "Owen", did you like or not like the book. 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 2-3 paragraph paper about their opinion on a new story that will be read aloud.	Students and the teacher will work together to write about an opinion paper as practice. The topic will be their opinion of the book "Owen". As a class students will brainstorm and write a short rough copy to get an idea how to write about an opinion paper using linking words and giving reasons why.
Summative Assessments	Summative Assessment 1: Goal and Objective: Given the story, "Wemberly Worried" can the student formulate an opinion about their favorite part of the book? Can they state reasons why? Can they use linking words such as because, and also? Can the student provide a concluding statement?	Summative Assessment 1: Students will work independently to write their opinion paper on, "Wemberly Worried".

	Summative Assessment 2: Goal and Objective: Given the topic of food, can the student formulate an opinion on their favorite food? Can they state reasons why it is their food? Can they use linking words such as because, and also? Can the student provide a concluding statement? Summative Assessment 3: Goal and Objective: Given the topic of movies, can the student formulate an opinion on their favorite movie? Can they state reasons why it is their food? Can they use linking words such as because, and also? Can the student provide a concluding statement?	Summative Assessment 2: Given the topic of food, students will write an opinion paper on which food is the best and why. Summative Assessment 3: Given the topic of movies, students will write an opinion paper on which movie is the best and why.
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 second 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: Opinion Paper on “Wemberly Worried”

Total points = 32: Mastery = 26 (80%)

Categories	1	2	3	4
Knowledge/ Understanding	Shows limited understanding of the issue.	Shows some understanding of the issue.	Shows considerable understanding of the issue.	Shows thorough understanding of the issue.
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 2: Favorite Food

Total points – 28; Mastery – 23 (80%)

Categories	1	2	3	4
Knowledge/ Understanding	Shows limited understanding of the issue.	Shows some understanding of the issue.	Shows considerable understanding of the issue.	Shows thorough understanding of the issue.
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: Favorite Movie

Total points – 28; Mastery – 23 (80%)

Categories	1	2	3	4
Knowledge/ Understanding	Shows limited understanding of the issue.	Shows some understanding of the issue.	Shows considerable understanding of the issue.	Shows thorough understanding of the issue.
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