Curriculum Sample Template
Max. 8 Pages

Grade Level	5	**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 by clearly stating the opinion, create an organizational structure that lists several supporting reasons for the opinion, provide reasons tht are supported by facts and details, use linking words such as for instance, in order to, in addition to connect opinion and reasons and provide a concluding statement related to the opinion presented. 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: 5.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 ideas are logically grouped to support the writer's purpose. b. Provide logically ordered reasons that are supported by facts and details. c. Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically). d. Provide a concluding statement or section related to the opinion presented.		
Materials/Resources Needed	Paper, pencil, computer access		

* ***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 introducing persuasive writing by giving students an activity and review rubric. Teacher will tell students they have two minutes to write down a convincing argument to the teacher for shortening the school day to noon. Teacher will tell students they will write a persuasive letter about a topic that concerns them in their classroom, school, neighborhood, or city. Teacher will hand out sheet on topics and display former persuasive papers. Teacher will read several former persuasive papers aloud to class.	Students will write down their arguments. After, they will share with a partner and then share aloud. As a whole, the class will discuss which arguments were more convincing and why. Students will be allowed to look through former papers before deciding on a topic.
2	Identifying your audience, knowing your purpose and voice: Teacher use direct instruction to explain to the students that the audience is the same thing as the reader. Once the student knows what their topic is, then they will know who their audience is. Now they need to know their voice, or who they will be speaking as, a concerned student, neighbor, etc. Finally, they need to know their purpose or goal: to promote a cause, to argue an issue, to win a reader to their way of believing, or to get a certain action to happen. Using transition words: Teacher will practice using combinations of transition words on the board to introduce main paragraphs. Ex: First, Most importantly, Some people believe that… Teacher will hand out worksheet on transitions and linking words.	Students will fill out a worksheet that outlines who their audience will be, what their purpose/goal will be, and who they will be speaking as (voice). Students will watch the teacher do some combinations of transitions on the board and then complete a worksheet where they will insert transitions and linking words into paragraphs.

3	Introductory and Concluding Paragraphs: The introductory paragraph may begin with an intriguing question, a bold statement, or appealing to the good intentions of the audience. These are followed by some type of transition word(s), present the problem, and then the thesis. Teacher will hand out a practice introductory paragraph that needs a lot of work to make it an effective introductory paragraph. The concluding paragraph is a review. Students know that this paragraph usually restates the initial position and briefly summarizes the main reasons offered in support of the thesis. The paragraph may end with a final thought or insight. A stronger ending makes a request or a call for action, but remains carefully respectful of the audience.	Students will practice editing an introductory paragraph handout. By using their red ink pen, they can make edits and suggestions for better transition words, if the initial statement was effective, and if the thesis was appropriate. As a whole group, students will analyze and edit a concluding paragraph projected onto the board.
Summative Assessment	Summative Assessment 1: Goal and Objective: Given the topic of vacation, can the student formulate an opinion and persuade the reader on the best state to vacation? Can they state reasons why or why not? Can they use linking words such as consequently and specifically? Can the student provide a concluding statement? Summative Assessment 2: Goal and Objective: Given the topic of drawing in school, can the student formulate an opinion and persuade the reader on whether	Summative Assessment 1: Students will write a 5 paragraph paper discussing their opinion on what state is the best state to vacation. Summative Assessment 2: Students will write a 5 paragraph paper discussing their opinion as to whether students should be allowed to draw in school.

	students should be allowed to draw in school or not? Can they state reasons why or why not? Can they use linking words such as consequently and specifically? Can the student provide a concluding statement? Summative Assessment 3: Goal and Objective: Given the topic of presidents, can the student formulate an opinion and persuade the reader on whether a young person or older person would make a better president? Can they state reasons why or why not? Can they use linking words such as consequently and specifically? Can the student provide a concluding statement?	Summative Assessment 3: Students will write a 5 paragraph paper discussing their opinion on whether a young person or old person would make a better president.
Mastery Level	**A student needs to earn 80% of the points possible to be considered to have mastered the assessment 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.

Scoring Rubric – Summative Assessment 1 – Best state to visit on vacation

32 points total; Mastery is 26 points - **A student needs to earn 26 points which is 80% of the points possible to be considered to have mastered the assessment standard.**

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 (consequently, specifically) are not used. The writing transitions are unclear or non-existent	Some details and linking words and phrases (consequently, specifically) logical order and this distracts the reader	Details and linking words and phrases (consequently, specifically) are placed in logical order and in the way they are presented makes the writing less interesting	Details and linking words and phrases (consequently, specifically) 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

Scoring Rubric – Summative Assessment 2 – Why students should be allowed to draw in school

32 points total: Mastery is 26 points - **A student needs to earn 26 points which is 80% of the points possible to be considered to have mastered the assessment standard.**

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 (consequently, specifically) are not used. The writing transitions are unclear or non-existent	Some details and linking words and phrases (consequently, specifically) logical order and this distracts the reader	Details and linking words and phrases (consequently, specifically) are placed in logical order and in the way they are presented makes the writing less interesting	Details and linking words and phrases (consequently, specifically) 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

Scoring Rubric – Summative Assessment 3 – Who would make the best president, an older person or a younger person.

32 points total: Mastery is 26 points - **A student needs to earn 26 points which is 80% of the points possible to be considered to have mastered the assessment standard.**

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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 (consequently, specifically) are not used. The writing transitions are unclear or non-existent	Some details and linking words and phrases (consequently, specifically) logical order and this distracts the reader	Details and linking words and phrases (consequently, specifically) are placed in logical order and in the way they are presented makes the writing less interesting	Details and linking words and phrases (consequently, specifically) 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