Curriculum Sample Template
Max. 8 Pages

Grade Level	3	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior to this unit, students will demonstrate a working knowledge of the components of a letter and the language of persuasion: facts, opinions, persuade. Students will also demonstrate a working knowledge of foundational writing skills (i.e. capitalization, punctuation, writing in complete sentences) and know how to edit their writing. Additionally, students will have a good understanding of how to grade their own writing using rubrics provided by the teacher.		
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.*	CASA Academy's 45-minute daily writing block is based off of Lucy Calkin's Writing Workshop model. Within Writing Workshop, teachers will target daily instruction based on student needs as demonstrated by data. Each lesson will have an authentic purpose connected to the real world and will follow the direct instruction model (introduction to new material, guided practice, independent practice, and closure). During independent practice, the teacher will differentiate for individual students by providing additional coaching and support as necessary. Most lessons will end with students sharing their writing in an authentic way during Author's Chair. Students will learn to go through the entire writing process (pre-writing, drafting, revising, editing, and publishing) for each piece of writing just like published authors, which is a critical component of CASA Academy's authentic approach because it teaches students to write with purpose. Please note that day five of this sample is dedicated to revising and editing; although revising and editing are not directly aligned with the given standard, revising and editing are critical to the writing process and therefore will be present within all units taught at CASA Academy. Students will publish their final writing pieces as a part of their homework and share their writing with the class during Author's Chair prior to beginning the next writing unit.		
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 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. 3.W.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	Student copies of writing rubric, teacher's exemplar essay, list of transition words, graphic organizers, writing workshop notebooks

* ***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	**Objective:** Students will be able to choose a topic for writing and write a topic sentence that expresses an opinion about the topic. **Intro to New Material (10 minutes):** Teacher will set an authentic purpose for learning by engaging students in a conversation about why being able to persuade is important (versus just complaining or gossiping). Teacher will read an example of a persuasive piece of writing to show students what they will be able to write by the end of this unit. Teacher will build upon students' prior knowledge of the five components of a letter and elements of persuasion to model choosing a topic. Teacher will model brainstorming issues and events and selecting one issue or event. Teacher will then model creating a topic sentence that expresses an opinion about the chosen issue or event.	Students will discuss why being able to persuade is important. Students will track the teacher and listen actively. Students will copy the teacher's brainstorm and topic sentence as directed by the teacher.
	Guided Practice (15 minutes): Teacher and students will brainstorm issues using think-pair-share, select a topic together, and write a topic sentence on their whiteboards. Teacher will check all whiteboards to ensure that students have written an appropriate topic sentence and provide feedback. Students with exceptional sentences will share with the class.	Students, with guidance from the teacher, will brainstorm issues using think-pair-share, select a topic together, and write a topic sentence on their whiteboards. Students will make revisions as prompted from teacher feedback. Students with exceptional sentences will share with the class.
	Independent Practice (15 minutes): Teacher will monitor and provide differentiated support as needed while students brainstorm their own topics and express their opinions about those topics.	Students will brainstorm issues or events that they care about, circle one issue or event that will be the topic of their writing, and use a complete sentence expressing their opinion about the topic.
	Closure (5 minutes): Teacher will review the rubric that students	

	will be graded on for their final written work and end by re-examining the purpose of persuasive writing.	Students will follow along as the teacher reviews the rubric. Then, students will share with a partner how they can use persuasive writing in their lives.
2	**Objective:** Students will be able to create an organizational structure for their writing and write reasons to support their opinion. **Intro to New Material (10 minutes):** Teacher will set a purpose for the lesson by reminding students why persuasion is important. Teacher will then show students a graphic organizer that will assist them as they plan their writing piece. Teacher will model writing four reasons that support the opinion in complete sentences. All of these ideas will be put into the graphic organizer. **Guided Practice (10 minutes):** Teacher will provide a different topic for guided practice. Teacher and students together will discuss their feelings about that topic and write reasons that explain and support their opinions. **Independent Practice (15 minutes):** Teacher will monitor and assist students as they create four reasons that support their opinion about their chosen topic. **Closure (10 minutes):** Teacher will prompt students to share some of the reasons that support their opinions with the class during Author's Chair. Teacher and students will offer feedback on the given reasons. Teacher will prompt students to think-pair-share about why it is important to provide strong reasons to support their opinions. Using the provided rubric, the teacher will prompt students to grade their writing based on the reasons they have provided to support their opinion.	Students will track the teacher and listen actively. Students will fill in information on their graphic organizers as prompted by the teacher while the teacher models. Students will discuss their feelings about the given topic as prompted by the teacher. Students will write reasons that explain and support their opinions. Using their topic sentence from day one, students will create an organizational structure and write at least four reasons that support their opinion. Students will share their reasons with the class as prompted by the teacher during Author's Chair. Students will provide feedback to other students regarding the shared reasons. Students will think-pair-share about why it is important to provide strong reasons to support their opinions. Using the provided rubric, students will grade their own writing based on the reasons they have provided that support their opinion.
3	**Objective:** Students will be able to write a draft, adding linking words and phrases to their writing to connect their opinions and reasons. **Intro to New Material (10 minutes):** Teacher will remind students that drafting is the next step in getting their ideas down on paper. They don't need to worry about spelling and conventions at this stage. Teacher will model using the graphic organizer to help write a draft. The teacher *does not* copy directly from the organizer, but instead rephrases and adds new ideas. Teacher will refer frequently	Students will track the teacher and copy the teacher's draft as prompted by the teacher. Students will refer to the list of linking words and phrases.

	to a list of effective linking words and phrases and use these words to connect written ideas.	
	Guided Practice (10 minutes): Teacher will provide a completed graphic organizer. Using this organizer, teacher and students will write a draft, rephrasing information from the organizer and adding new information when necessary. Teacher and students will focus on using linking words and phrases to connect the reasons provided on the organizer.	Students will write a draft, as guided by the teacher, rephrasing information from the provided graphic organizer and adding new information when necessary. Students will focus on using linking words and phrases to connect reasons provided on the organizer.
	Independent Practice (15 minutes): Teacher will direct students to complete their rough drafts, adding linking words and phrases. While students work independently, teacher will conference with individual students, providing assistance to students who require support.	Students will use their completed graphic organizers from yesterday's lesson to write a rough draft. Students will utilize linking words and phrases to connect the reasons in their draft.
	Closure (10 minutes): Teacher will prompt selected students (who have written exemplar drafts demonstrating proper use of linking words and phrases) to share their drafts with the class during Author's Chair. Teacher will point out strong examples within the drafts shared. Teacher will prompt students to use the rubric to grade their own rough drafts based on the linking words and phrases they have used.	Students selected by the teacher (who have written exemplar drafts demonstrating proper use of linking words and phrases) will read their drafts to the class during Author's Chair. Students will listen actively as other students read their drafts. Students will grade their drafts based on the linking words and phrases they have used using the provided rubric.
4	**Objective:** Students will be able to write a concluding statement that connects back to their opinion.	
	Intro to New Material (10 minutes): Teacher will tell students that today they will finish their drafts by writing a concluding section. Teacher will facilitate a conversation about why having a strong conclusion in a piece of writing is important. Teacher will model writing a concluding section by thinking aloud, making sure to connect the conclusion back to the topic sentence.	Students will discuss why it is important to provide a strong conclusion in their writing. Students will listen actively as the teacher models how to write a concluding section.
	Guided Practice (10 minutes): Using the draft the class wrote together yesterday, teacher and students will work together to form a concluding section. Teacher will instruct students to work with their partners to write a strong concluding section on their whiteboards. Teacher will walk around to monitor and assist students as necessary. Teacher will prompt students with strong concluding sections to share their work with the class.	Using the draft the class wrote together yesterday, students will work with their partners to write a strong concluding section on their whiteboards. Students will share their work as prompted by the teacher.

	Independent Practice (15 minutes): Teacher will prompt students to write strong concluding sections for their drafts from yesterday. Teacher will conference with individual students, providing assistance to students who require support.	Using their rough drafts from yesterday, students will write strong concluding sections for their drafts. Students will conference individually with the teacher.
	Closure (10 minutes): Teacher will prompt students who have exemplar conclusions to share their conclusions with the class by reading them aloud during Author's Chair. Teacher will prompt students to use the rubric to grade their own rough drafts based on the conclusions they have written.	Students selected by the teacher (who have written exemplar conclusions) will read their conclusions to the class during Author's Chair. Students will listen actively as other students read their conclusions. Students will grade their own conclusions using the provided rubric.
5	**Objective:** Students will be able to revise and edit their writing by re-reading and including proper capitalization, punctuation, spelling and sentence structure.	
	Intro to New Material/Guided Practice (25 minutes): Teacher will inform students that today they will revise and edit their writing so it is ready to publish. Teacher will model making revisions to the piece of writing by re-reading, adding linking words in appropriate places, and making changes to sentence structure where appropriate. Then, teacher and students will complete Total Physical Response (TPR) for COPS (capitalize, organize, punctuate, space and spell), making motions the students have already learned, to refresh students on what they will be looking for as they edit. Teacher will then model editing the piece of writing. As teacher proceeds, he/she will ask students to gradually give more and more input. Teacher will take students' suggestions and make necessary edits. Teacher will correct any errors that students do not notice.	Students will listen actively while teacher models making revisions. Student will complete TPR with the teacher. Students will make necessary corrections to their papers as modeled by the teacher. Students will give suggestions for edits as directed by the teacher.
	Teacher directs students to revise and edit the piece of writing used for the guided practice yesterday with their partners. As students work, teacher will circulate to assist as necessary and to check for understanding. Teacher will bring students back together to go over the changes using input from students.	Students will edit the piece of writing from the guided practice yesterday with a partner. Students will share suggestions with the class as directed by the teacher. Students will make necessary corrections to their own papers.
	Independent Practice (15 minutes): Teacher will prompt students to revise and edit their drafts that they have been working on all week. While students work independently, teacher will conference with individual students, providing assistance to students who require support.	Students will revise and edit their rough drafts.
	Closure (5 minutes): Teacher will select students who have made purposeful revisions and edits to share their work with the class	Students will share their work with the class at Author's Chair as directed by the teacher. Students will discuss the importance of editing

	during Author's Chair. Teacher will facilitate a discussion about why it is so important to edit our writing. As homework, teacher will ask students to use their edits and revisions to publish their final drafts to share during Author's Chair the following week.	their writing. As homework, students will use their revisions and edits to publish their final drafts.
6	**Assessment:** Students will be able to 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. **5 minutes:** Teacher explains that today students will be writing their own opinion pieces just like we have been doing this week. Teacher reads an exemplar piece of writing to students. Teacher tells students that he/she is excited to read the wonderful pieces of writing they'll be completing that day. Teacher reminds students to follow the steps that they've been working on all week to help them as they write their pieces. **40 minutes:** Teacher directs students to complete the assessment. Teacher walks around to monitor student progress but teacher does not assist students with anything related to the objective.	Students will track the teacher and listen actively. Students will complete the assessment independently.

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

Summative Assessment:

1. Write a topic sentence answering the question "Should CASA Academy have a dress code?"

   _____

2. Write a supporting detail that supports the topic sentence below:
   "Students should have the chance to have a morning snack every day."

   _____

3. Write a letter to your teacher answering the question, "Should students have homework every night?"

Be sure to include the following components:

- Write a clear topic sentence (that expresses your opinion).
- Create an organizational structure that includes at least four (4) pieces of supporting evidence that directly support your opinion.
- Include linking words and phrases to connect your opinions and reasons.
- Provide a strong concluding statement.

Before submitting your writing, remember to use the rubric to check your work.

Summative Assessment Answer Key and Scoring Rubric:

*The three assessment items included will together provide a cumulative score to show whether students demonstrated mastery of the given standard. Points are awarded as indicated in the answer key and rubric below for a total of 12 points possible. Students must earn at least 11 out of 12 points (92%) to demonstrate mastery of this standard. (The bar of mastery at CASA Academy is 85% or higher. However, for this assessment, it is not possible to earn exactly 85%.)

1. Write a topic sentence answering the question "Should CASA Academy have a dress code?" **The topic sentence provided must be a complete sentence that provides an opinion relating to the question. An example of an acceptable response is "We should get rid of the dress code at CASA Academy." (1 point)**

2. Write a supporting detail that supports the topic sentence below:
"Students should have the chance to have a morning snack every day." **The detail students write must support the topic sentence provided using valid reasoning. An example of an acceptable response would be "Students get very hungry in the morning because there are four hours between breakfast and lunch." (1 point)**

3. Write a letter to your teacher answering the question, "Should students have homework every night?"

Be sure to include the following components:

- Write a clear topic sentence (that expresses your opinion).
- Create an organizational structure that includes at least four (4) pieces of supporting evidence that directly support your opinion.
- Include linking words and phrases to connect your opinions and reasons.
- Provide a strong concluding statement.

Before submitting your writing, remember to use the rubric to check your work.

The rubric on page eight will be used to score #3. (10 points)

Opinion Writing Scoring Rubric

	0 points	1 point	2 points
Topic Sentence	My writing does not have a topic sentence that states my opinion.	My writing has a topic sentence, but it does not clearly state my opinion.	My writing has a topic sentence that clearly states my opinion.
Creating an Organizational Structure	My writing does not include an organizational structure.	My writing has an organizational structure, but it is confusing to follow.	My writing has an organizational structure that will make sense to my reader because it includes reasons that support my opinion.
Supporting Facts	My writing does not include any facts that support my opinion.	My writing includes 1-3 facts that may support my opinion.	My writing includes 4 facts that support my opinion.
Linking Words and Phrases	I did not include any linking words and phrases in my writing.	I included 1-2 linking words and phrases in my writing, but my writing would benefit from more.	I included 3 or more linking words and phrases to connect my ideas.
Concluding Sentence	I did not write a concluding sentence.	I attempted to write a concluding sentence, but the conclusion did not restate my opinion.	I wrote a strong concluding sentence that restated my opinion.

Score _____/10