Curriculum Sample Template
Max. 8 Pages

Grade Level	2	**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.*	At this point in the year, students will have a working knowledge of the difference between facts and opinions. Students will understand how to write topic and concluding sentences. 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 mastered how to provide meaningful, constructive feedback to their peers using a variety of sentence frames the teacher has posted in the classroom.		
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 four of this sample is dedicated to editing (in addition to revising the rough draft to add linking words), and although editing is not directly aligned with the given standard, editing is 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: 2 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. 2.W.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	A variety of exemplar opinion texts, chart paper with a picture of an Oreo to make an anchor chart, an oreo cookie to show students on day one, sentence frames for providing constructive feedback (posted in the room)		

* ***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 identify the parts of an opinion piece. **Intro to New Material (10 minutes):** Teacher will show students an Oreo cookie and an enlarged picture of an Oreo on chart paper and explain that opinion pieces are written like a triple stuffed Oreo, with an Opinion, Reason, Example, and another Opinion at the end. While the teacher explains this, he/she will write the different pieces onto the enlarged picture of the Oreo: Opinions are like triple stuffed **O.R.E.O.s** **O**pinion **R**eason + **E**xample Reason + Example Reason + Example **O**pinion	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Teacher will have students answer the following questions on their whiteboards: What is always the first part of an opinion piece? What else is included in an opinion piece? Teacher will check responses.	Students will write their answers to the following questions on their whiteboards: What is always the first part of an opinion piece? What else is included in an opinion piece? Students will show teacher their boards.
	Teacher will show an example text of an opinion piece and identify the O.R.E.O. by going through the text and explaining each of the parts. Teacher will model the metacognitive processes that he/she goes through to find the different pieces and will code for each part.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Teacher will prompt students to think-pair-share with their partners, telling their partners how the teacher found the opinion, three reasons and examples, and the concluding opinion.	Students will complete a think-pair-share and tell their partner how the teacher found the opinion, the three reasons and examples, and the concluding opinion.
	Guided Practice (15 minutes): Teacher will direct students to code texts to find the parts of a new opinion piece provided by the teacher. Teacher will ask students to share with a partner after they find each part using sentence frames. For example, the teacher will say: "What is the O (The first part of an opinion piece)?" Once the students have shared with each other,	Students will code texts to find the five parts of an opinion piece. Students will share their responses with partners or with the whole class as prompted by the teacher using sentence frames:

	teacher will call on a non-volunteer for their answer and an explanation of their thinking. Teacher will direct the students to code the entire text as they analyze it together, piece by piece. Teacher will repeat the same steps with all components of the opinion piece (O, R+E, R+E, R+E, O). Teacher will circulate as students think-pair-share to assist students and make note of any students who are struggling to identify the parts of the opinion piece. Teacher will present students with a new example of an opinion piece. Teacher will direct students to identify the O and the first R+E, recording their responses on their whiteboards as a final check for understanding. Teacher will cue students to show their whiteboards. **Independent Practice (15 minutes):** Teacher will give students new opinion pieces to read and code for independent practice. Students who completed the final check for understanding successfully will complete the independent practice. Meanwhile, the teacher will pull a small group of students who did not demonstrate mastery of the objective based on data from guided practice and the final check for understanding. As students demonstrate mastery, teacher will release students to independent practice. Teacher will circulate the room, assisting and asking probing questions as needed. **Closure (5 minutes):** Teacher will bring the class back together and ask students: "How could you use what you learned today? How does this relate to past learning? Why would identifying opinions, reasons, and examples be important?" Teacher will prompt students to think-pair-share the answers to the questions, one at a time. Teacher will choose several students with exemplar responses to share out.	"I think the O is _____." "I agree/disagree because _____." A non-volunteer will share out with the class as directed by the teacher. Students will code texts to find the other parts of the opinion piece, using appropriate sentence frames, with guidance from the teacher. Students will identify the O and the first R+E on their whiteboards and show the teacher. Students will read and code opinion texts. A small group of students will work with the teacher in a small group. As students demonstrate mastery of the objective, they will be released to complete the independent practice. Students will respond to the teacher as applicable. Students will answer the questions as prompted by the teacher in think-pair-shares. Several students will share their responses with the class. Students will listen actively while other students share.
2	**Objective:** Students will be able to write a topic sentence and a conclusion sentence, both of which state their opinion on a topic. **Intro to New Material (10 minutes):** Teacher will remind students that opinion pieces start and end with an opinion, referring to the O.R.E.O. anchor chart from yesterday. Writers must be able to state their opinion in multiple ways so that their reader understands how they feel when the reader is finished reading it. Good opinion writers always leave a strong reminder about	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will share with a partner why it is important to state their opinions.

	their opinion so that it sticks in the reader's mind. Teacher will ask students to share with a partner "Why is stating your opinion important?"	
	Teacher will give examples and non-examples of opinions, pointing out that opinions often relate to feeling as opposed to fact. Teacher will show students how to write an opinion about a given topic. Teacher will explain the steps. "First, I am going to think about how I feel about this topic. Second, I am going to write down my opinion. Third, I will think of another way to convey my thoughts and write that down. Now I have two opinion statements about the same topic that I can use as my topic sentence and as my concluding sentence." Teacher will save the model sentences for use the following day.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Teacher will check for understanding by asking the following questions and prompting students to share responses with a partner: "What is the first step to writing an opinion? How many opinions will you be writing? Why do we write two opinions?" Teacher will circulate to listen to student responses.	Students will share responses to the teacher's questions with a partner.
	Guided Practice (15 minutes):	
	Teacher will supply a topic for students (this could be favorite food, favorite person, favorite animal, etc.). Teacher will direct students to write two opinion sentences about the topic with their partner. Teacher will circulate to assist students as necessary. After each prompt, the teacher will ask several partnerships to share their opinion sentences with the class, pointing out why these are strong examples of opinion sentences and suggesting any needed improvements. Teacher will repeat with different topics as necessary based on student responses. Teacher will instruct students to choose their favorite opinion and concluding sentences with their partners to use the following day during guided practice.	Students will work with their partners to create two opinion sentences about each topic presented by the teacher. Students will share with the class as directed by the teacher. While other students share, students will listen actively. Students will repeat this process as directed by the teacher. Students will choose their favorite opinion and concluding sentences with their partners to use the following day.
	Teacher will ask students to write a topic and concluding sentence on a new topic (provided by the teacher) on their whiteboards as a final check for understanding. Teacher will check student responses.	Students will write a topic and concluding sentence on their whiteboards and show the teacher.
	Independent Practice (15 minutes):	
	Teacher will tell students the prompt they will be writing about for the week: "What is your favorite place to visit?" Teacher will direct students to write two opinion sentences (a topic sentence and a concluding sentence) about their favorite place to visit. Teacher will use data from the final check for understanding to pull a small group	Students will write two opinion sentences (a topic sentence and a concluding sentence) about their favorite place to visit. A small group of students who did not demonstrate mastery of the objective will work with the teacher in further guided practice. As students demonstrate

	of students who were not able to write a topic and/or concluding sentence stating their opinion sufficiently. Teacher will work with these students in further guided practice. As students demonstrate mastery, the teacher will release students to work independently. Teacher will circulate and assist students as necessary. **Closure (5 minute):** Teacher will direct students to go to Author's Chair. At Author's Chair, teacher will call on three students to share their opinion sentences with the class. Teacher and students will provide constructive feedback to students and offer suggestions for improvement as necessary.	mastery, they will complete the independent practice. Students will go to Author's Chair. Three students will share their opinion sentences with the class. Students will provide feedback and offer suggestions to other students as necessary using sentence frames posted in the classroom that students already know how to use correctly from other units throughout the year.
3	**Objective:** Students will be able to produce three reasons and examples about their opinions and write rough drafts of their opinion pieces. **Intro to New Material (10 minutes):** Teacher will remind students that a good opinion piece has at least three reasons and examples to support an opinion. Teacher will explain that writers must back up their opinions with reasons and examples because they are trying to convince the reader. If they do not give good reasons and examples, the reader will not be convinced! Teacher will model examples and non-examples. (Non-example: I like it because it is fun. Example: There are many roller coasters to ride on, like the Matterhorn and Thunder Mountain.) Teacher will show students how to write a reason and example. "First, you must think of a specific reason why you have your opinion and write that reason down. Second, find one example that supports that reason. Write that down. Third, make sure that the reasons and examples are about the original opinion." Teacher asks students to tell their partners the steps to writing reasons and examples. Teacher models combining the opinion sentences (topic and concluding sentences) from yesterday with the reasons and examples written today to write a rough draft. **Guided Practice (15 minutes):** Teacher will direct students to work with their partners, using the opinion sentences they created yesterday during guided practice. Teacher will direct students to write three reasons and examples to	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will tell their partners the steps to writing reasons and examples. Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). In groups of two, students will work together to use the opinion sentences they created yesterday (during guided practice) to write three reasons and examples to support their opinions. They will then compile

	support their opinions with their partners and to compile these sentences into a rough draft. Teacher will circulate to provide assistance as necessary. Teacher will have several partnerships share out with the class. **Independent Practice (15 minutes):** Teacher will direct students to write three reasons and examples for their "Favorite Place to Visit" piece and then construct their rough drafts. Teacher will conference with individual students to provide additional assistance to students who require support. **Closure (5 minutes):** Teacher will direct students to go to Author's Chair. At Author's Chair, teacher will have three students share their rough drafts with the class. Teacher and students will provide constructive feedback to students and offer suggestions for improvement as necessary.	these sentences into a rough draft. Several partnerships will share with the class as directed by the teacher. Students will listen actively while other students share out. Students will write three reasons and examples for their "Favorite Place to Visit" pieces and then construct their rough drafts. Students will conference with the teacher as needed. Students will share their rough drafts at Author's Chair as directed by the teacher. Students will actively listen using predetermined listening norms (nodding, flea claps, etc.) while other students share. Students will provide feedback and offer suggestions to other students as necessary using sentence frames posted in the classroom that students already know how to use correctly from other units throughout the year.
4	**Objective:** Students will be able to revise their writing by adding linking words. Students will be able to edit their rough drafts for proper punctuation, capitalization, and spelling. **Intro to New Material/Guided Practice (25 min):** Teacher will inform students that today they will revise and edit their writing so it is ready to publish. Teacher will direct students to share with their partners why writers revise and edit their work and guide students to the conclusion that writers revise and edit so that other people can easily understand what we wrote about. Teacher will model making revisions to yesterday's draft piece of writing by re-reading and adding linking words in appropriate places. As the teacher models, he/she will explain that transition words help our readers to make connections between one thing we wrote about to the next. 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. Teacher directs students to revise and edit the pieces of writing used	Students will listen actively. Students will discuss with their partners why it is important to revise and edit their work. Students will listen actively while teacher models making revisions. Student will complete TPR with the teacher, making the motions they already know. Students will make necessary corrections as modeled by the teacher. Students will give suggestions for edits as directed by the teacher. Students will edit the piece of writing from the guided practice yesterday

	for the guided practice yesterday with their partners. As students work, teacher will circulate to assist as necessary and to check for understanding. **Independent Practice (15 min):** Teacher will prompt students to revise and edit their drafts that they have been working on all week (on their "Favorite Place to Visit" piece). While students work independently, teacher will conference with individual students, providing assistance to students who require support. **Closure (5 min):** Teacher will select students who have made purposeful revisions and edits to share their work with the class during Author's Chair. Teacher will facilitate a discussion about why it is so important to revise and 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.	with a partner. Students will make necessary corrections to their own papers based on teacher assistance when needed. Students will revise and edit their rough drafts. Students will conference with the teacher as directed. Several students will share their work with the class at Author's Chair as directed by the teacher. Students will discuss the importance of revising and editing their writing. As homework, students will use their revisions and edits to publish their final drafts.
5	**Assessment:** Students will write an opinion piece 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. **5 min:** Teacher explains that today students will be writing their own opinion pieces. Teacher reminds students to use O.R.E.O. as they are writing their opinion pieces just like we have been practicing all week. **40 min:** 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 actively listen using predetermined listening norms (nodding, flea claps, etc.). 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.

*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%.)

Summative Assessment:

1. Write a topic sentence to tell your opinion about your favorite book.
2. Write a reason and example (R + E) that supports the topic sentence below:
   "I love the weekend."

3. Use the O.R.E.O format to write an opinion piece about your favorite food.
Be sure to include the following components:

- A clear topic sentence that states your opinion
- At least 3 reasons and examples that support your opinion
- Linking words that connect your opinion and reasons
- A concluding sentence

Summative Assessment Answer Key and Scoring Rubric:

1. Write a topic sentence to tell your opinion about your favorite book. **The topic sentence provided must be a complete sentence that provides an opinion relating to the student's favorite book. An example of an acceptable response is "The best book in the world is Baby Brains Superstar." (1 point)**

2. Write a reason and example (R + E) that supports the topic sentence below:
"I love the weekend." **The reason and example students write must support the topic sentence provided using valid reasoning. An example of an acceptable response would be "When it's the weekend, I get to play my PS3 with my best friend. It's fun because we get to play against each other." (1 point)**

3. Use the O.R.E.O format to write an opinion piece about your favorite food.
Be sure to include the following components:

- A clear topic sentence that states your opinion
- At least 3 reasons and examples that support your opinion
- Linking words that connect your opinion and reasons
- A concluding sentence

The following rubric will be used to score #3. (10 points)

Summative Assessment Rubric:

	0 points	**1 point**	**2 points**
Topic	Introduction of topic is non-existent	Introduction of topic is unclear	Introduction of topic is clear
Opinion	Opinion is not explicitly stated	Opinion is stated, but in a way that makes it unclear	Opinion is stated clearly
Reasons that Support the Opinion	Provides 0-1 reasons and examples to support opinion	Provides 2 reasons and examples to support opinion	Provides 3 reasons and examples to support opinion
Use of Linking Words	Uses no linking words	Attempts to use linking words, but does so in a way that does not make sense	Correctly uses linking words to connect opinions and reasons
Concluding Sentence or Statement	Conclusion of topic is non-existent	Conclusion is unclear or is the exact same as the topic sentence	Conclusion is rephrased, clearly stated, and related to the opinion