Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**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.*	Kindergarteners at this point of the year will have learned all letters and letter sounds. They understand that letters make up words, and words make up sentences. They know that writing is a way to convey thoughts and meaning. They will be increasing their knowledge of high-frequency words. They will have been introduced to the writing process of converting ideas into the written word. They will be aware of sentence conventions such as spaces and periods but will not have mastery of these concepts at this point. They will be able to speak in complete sentences with the use of sentence frames. They know how to find the main idea in a text, and converse about their favorite things.		
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.*	The writing lessons below will be taught during CASA Academy's "Writing Workshop" block as described in the Program of Instruction. CASA Academy will use the general approach of a Writing Workshop modeled off of the Lucy Calkin's Program. Within this block of time, the teacher will set an authentic purpose for learning and include an Introduction to New Material, Guided Practice, Independent Practice, and Closure through Author's Chair. All of these components as described in the Program of Instruction are included in the lessons below. Additionally, a high level of differentiation for students will occur during Independent Practice at Writing Workshop as the teacher is circulating and conferencing with individual students. The teacher will conference with students based on student need as demonstrated through data obtained throughout each lesson. Because students are in kindergarten and are still learning to write basic sentences, there will not be a focus on all stages of the writing process at this point in time. Students will develop these skills gradually as they progress throughout the year and enter first grade.		
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: K Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #1 - Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is . . .*). K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*)		
Materials/Resources Needed	Sentence frames, chart paper, a variety of books that have been read recently, sample picture and piece of writing for day one, 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 draw to compose an opinion piece about their favorite animals using drawings.	
	Introduction to New Material (10 minutes):	
	Teacher will ask students to discuss what their favorite animal is and why they like that animal. Teacher will call on various students and write their responses on the board with students contributing spelling and sounding out words as needed. When all of the students have listed their favorite animal, the class will discuss whether all of the animals are the same, coming to the conclusion that people have different favorite animals, and different reasons for why they selected their favorite animal. Teacher will explain to students that these are their opinions—their thoughts on things that they like, don't like, etc.	Students share out their favorite animal and explain why it is their favorite animal. Students help sound out words to help compose the class list. Students will discuss whether all of the animals are the same, and come to the conclusion that everyone has a different opinion.
	Teacher will discuss with students the importance of being able to write our opinions down so other people know how we feel and what we think. Writing is a great way to be able to share about things that we like, and things that we don't like, and explain why.	Students will listen actively.
	Teacher will have a sample picture and piece of writing on the front board in which a favorite animal is drawn and the following sentence is written: "My favorite animal is a dolphin because dolphins are good friends and they help each other." Teacher will prompt students to describe to their partner what they see in the picture and then share these responses whole group. Teacher will choral read the sentence aloud with the students. Teacher will explain that the writer wrote their opinion of their favorite animal, and then explained why it is their favorite animal.	Students think-pair-share with their partner and then whole group what they see in the picture and what they think the writing is about. Students choral read the sentence. Students listen actively.
	Teacher will explain that this week the class is going to focus on using writing to tell people their opinions, focusing on talking about their favorite things. Teacher will model thinking about his/her favorite animal, explaining to the class why it is his/her favorite, and drawing a picture of the animal, illustrating the parts that make this animal his/her favorite.	Students actively listen and ask teacher questions about his/her favorite animal and the drawing.
	Guided Practice (10 minutes):	
	Teacher and students look at the list of favorite animals created at the beginning of the lesson and select the animal that had the most students select it as the class favorite. Teacher will prompt students	Students decide which animal was the class favorite and think about why

	who selected this animal as their favorite to share reasons why it is their favorite animal. Teacher will call students to the board to draw on chart paper the animal and the characteristics that make it their favorite. (This will be used as the exemplar in the following day's lesson).	it was the favorite animal. Students will help to draw the animal and the characteristics that make it a favorite. Other students will listen actively.
	Independent Practice (20 minutes):	
	Teacher will prompt students to tell their partner what their favorite animal is and why it is their favorite using the sentence stem "My favorite animal is _____ because _____." Several students will share with the class. Students will work at their seats drawing their favorite animal from the earlier brainstorm and think about why this animal is their favorite. Teacher will circulate around the room and conference with individual students to have them verbally explain why this is their favorite animal.	Students will share with their favorite animal with their partners using the sentence stem "My favorite animal is _____ because _____." Students independently draw a picture of their favorite animal. Students explain to the teacher why it is their favorite animal.
	Closure (5 minutes):	
	Teacher brings the class back together for Author's Chair. Teacher asks three students who have created exemplar drawings to show their drawings and give their opinion of why their chosen animal is their favorite.	Students share at Author's Chair as directed by the teacher. Students actively listen to why each student has selected a particular animal as his/her favorite.
2	**Objective:** Students will be able to use a combination of drawing, dictating, and writing to compose an opinion piece about their favorite animals.	
	Introduction to New Material (10 minutes):	
	Teacher will again discuss with students the importance of being able to write our opinions down so other people know how we feel. Writing is a great way to be able to share about things that we like and things that we don't like, and explain why.	Students will listen and discuss why we need to use writing to share our opinions.
	Teacher will show his/her picture created yesterday of his/her favorite animal. Teacher will explain that the next step is for students to be able to use writing to state their favorite animals and why, because we need to be able to write out our opinions so other people can read them. Teacher will have students recall from yesterday why the teacher said the chosen animal was his/her favorite animal. Using this input from the students, the teacher will complete the sentence frame "My favorite animal is _____ because _____" with students helping the teacher spell high-frequency words and segment	Students will actively listen and help explain why the teacher selected the chosen animal as his/her favorite animal. Students will help the teacher spell high-frequency words and segment the phonemes of words that are not high-frequency words.

	the phonemes of words that are not high-frequency words. **Guided Practice (10 minutes):** Teacher will have posted the exemplar from yesterday that the class created together of their favorite animal. Using the posted sentence frame, "My favorite animal is _____ because _____" the teacher and students will fill out the sentence frame, with students providing reasons for why it is the favorite and helping the teacher spell high-frequency words and segment the phonemes of words that are not high-frequency words. **Independent Practice (20 minutes):** Teacher will pass out drawings from yesterday and students will independently write and complete the sentence stem "My favorite animal is _____ because _____" using the picture created yesterday. Teacher will circulate around the room and conference with individual students. Students who do not have the ability to sound out the words and write the sentence on their own will dictate the sentence to the teacher. **Closure (5 minutes):** Teacher brings the class back together to share during Author's Chair. Teacher asks three students who have created exemplar sentences to read their sentences to the class.	Students will brainstorm reasons why this is the favorite animal of the class and contribute those to the sentence stem. Students will help teacher spell high-frequency words and segment the phonemes of words that are not high-frequency words. Students will independently complete the sentence frame "My favorite animal is _____ because_____" that they drew about the previous day. Students will conference with the teacher and transcribe their dictated sentences as necessary. Students will share their exemplar sentences with the class during Author's Chair. Students will actively listen as other students share.
3	**Objective:** Students will be able to use a combination of drawing, dictating, and writing to compose an opinion piece about their favorite foods. **Introduction to New Material (10 minutes):** Teacher will prompt students to discuss with their partners what they wrote about yesterday and how they expressed their opinions (using writing). Teacher will explain that today we are going to continue using writing to express our opinions so that we can tell people what we like, what we don't like and explain why. Today we are going to focus specifically on our favorite foods and explaining why these are our favorite foods. Teacher will model brainstorming his/her favorite food and drawing a picture of his/her favorite food on the board, explaining why this is his/her favorite food. The teacher will create details that will help show why it is his/her favorite (ex: If the teacher says "My favorite	Students will discuss with their partners what they wrote about yesterday and why we need to use writing to share our opinions. Students will listen actively to the teacher. Students will actively listen.

	food is spaghetti because my family eats spaghetti together every Sunday night" then the teacher will draw his/her family eating together).	
	Teacher will have students brainstorm how we might start our sentence, guiding students as necessary to the conclusion that the sentence stem is "My favorite food is _____ because _____." Teacher will complete the sentence frame with students helping the teacher spell high-frequency words and segment the phonemes of words that are not high-frequency words, referring back to the picture as necessary.	Students will contribute ideas to create the sentence frame that the class will use (guided by the teacher). Students will help teacher spell high-frequency words and segment the phonemes of words that are not high-frequency words.
	Guided Practice (10 minutes):	
	Teacher will call on several students to model the sentence frame "My favorite food is _____ because_____" and then direct students to share with their partner their favorite food using the sentence frame. Teacher will call on several students to share out their favorite food, and the class will vote on which food is the class favorite. The class will then brainstorm reasons with their partners about why they like this food, using the sentence frames to complete the sentences. The teacher will call on three students who have different reasons for why this is their favorite food. Each student will draw a picture of the favorite food and why it is their favorite, and together the class will complete the sentence frame three times using different reasons why in each of the three frames (with three different pictures). The teacher uses these three different sentence frames to again reiterate that we have different opinions and we can use writing to state these opinions.	Several students will model the sentence frame "My favorite food is _____ because _____" and then all students will use the sentence frame to state their opinion to their partner. Students will share out their favorite foods and then the class will vote on the class favorite. Students will brainstorm reasons why this is the favorite with their partner, using the above sentence frame. Three students will share out three different reasons why this is the class favorite and draw pictures to accompany the sentences. The students will help to spell high-frequency words and segment the phonemes of words that are not high-frequency words in all three sentences.
	Independent Practice (20 minutes):	
	Teacher will prompt students to draw a picture of their favorite food with details showing why it is their favorite food and independently complete the sentence frame "My favorite food is _____ because _____." Teacher will instruct students that they must choose a food that is different from the ones the teacher or class used in examples previously. Teacher will circulate around the room and conference with individual students. Students who do not have the ability to sound out the words and write the sentence on their own will dictate the sentence to the teacher.	Students will independently draw a picture that depicts their favorite food and why it is their favorite and then complete the sentence frame "My favorite food is _____ because_____." Students will conference with the teacher and teacher will transcribe their dictated sentences as necessary.
	Closure (5 minutes):	
	Teacher brings the class back together to share during Author's	Three students will share with the class during Author's Chair. The

	Chair. Teacher asks three students who have created exemplar sentences to read their sentences to the class.	other students will actively listen as students share.
4	**Objective:** Students will be able to use a combination of drawing, dictating, and writing to compose opinion pieces about their favorite books. **Introduction to New Material (10 minutes):** Teacher will explain that good readers often express their opinions about what they are reading through using writing. Teacher will display three books that the class has read recently. Teacher will prompt students to raise hands to share the main idea of each of the books to remind students of what the stories are about. Teacher will model selecting his/her favorite book (out of the three books on display) and drawing a picture of his/her favorite book on the board, explaining why this is his/her favorite book. The teacher will create details that will help show why it is the favorite (ex: If the teacher says "My favorite book is <u>Junie B. Jones and the Stupid Smelly Bus</u> because I felt scared when I first rode the bus to school just like Junie B. Jones" then the teacher will draw a picture of Junie B. Jones feeling scared on the bus). Teacher will have students brainstorm how we might start our sentence, guiding students as necessary to the conclusion that the sentence stem is "My favorite book is _____ because _____." Teacher will complete the sentence frame with students helping the teacher spell high-frequency words and segment the phonemes of words that are not high-frequency words, referring back to the picture as necessary. **Guided Practice (10 minutes):** Teacher will call on several students to model the sentence frame "My favorite book is _____ because_____" and then direct students to share their favorite book (from the three displayed) with their partners using the sentence frame. Teacher will call on several students to share out their favorite book, and the class will vote on which book is the class favorite. The class will then brainstorm reasons with their partners why they like this book, using the sentence frame to complete the sentences. The teacher will call on three students who have different reasons for why this is their favorite book. Each student will draw a picture of their favorite book and why	Students will recall the main ideas of each of the three books and share out these main ideas as prompted by the teacher. Students will actively listen. Students will contribute ideas to create the sentence frame that the class will use (guided by the teacher). Students will help teacher spell high-frequency words and segment the phonemes of words that are not high-frequency words. Several students will model the sentence frame "My favorite book is _____ because _____" and then all students will use the sentence frame to state their opinions to their partners. Students will share out their favorite books and then the class will vote on the class favorite. Students will brainstorm reasons why this is their favorite with their partners, using the above sentence frame. Three students will share out three different reasons why this is the class favorite and draw pictures to accompany the sentences. Students will complete the sentence frame three times as a class, contributing their ideas by raising their hands.

	it is their favorite, and together the class will complete the sentence frame three times using different reasons why in each of the three frames (with three different pictures). The teacher uses these three different sentence frames to again reiterate that we have different opinions and we can use writing to state these opinions. **Independent Practice (20 minutes):** Teacher will prompt students to draw a picture of their favorite book (of the three displayed) with details about why it is their favorite book and independently complete the sentence frame "My favorite book is _____ because _____." Teacher will instruct students that they must give a reason for their opinion that is different from the reasons already discussed by the teacher and class. Teacher will circulate around the room and conference with individual students. Students who do not have the ability to sound out the words and write the sentence on their own will dictate the sentence to the teacher. **Closure (5 minutes):** Teacher brings the class back together to share during Author's Chair. Teacher asks three students who have created exemplar sentences to read their sentences to the class.	Students will listen actively. Students will independently draw a picture that depicts their favorite book (of the three displayed) and why it is their favorite and then complete the sentence frame "My favorite book is _____ because_____." Students will conference with the teacher and teacher will transcribe their dictated sentences as necessary. Three students will share with the class during Author's Chair as prompted by the teacher. The other students will actively listen as students share.
5	**Assessment:** Students will be able to use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book. **45 minutes:** Teacher will tell students that today they will have the opportunity to share their opinions about their favorite games, school subjects, and places. This is important because in life we need to be able to share our opinions with other people. Teacher will discuss each category and three examples of that category, one at a time. For example, you will choose your favorite game out of Four Corners, Jump Rope, and Basketball (teacher will write these categories on the board for students to reference). After discussing the category and the three options students have to choose from, teacher will instruct students to work independently to state and explain their opinion about that category in writing and through a picture. Teacher will provide independent work time for the category previously discussed. Teacher will not assist students as they complete the assessment item,	Students will listen actively as the teacher provides examples of the categories and provides directions. Students will work independently to complete each assessment item. Students will dictate their sentences to the teacher as necessary and teacher will transcribe student sentences.

	but will transcribe their dictations as necessary. *This exact process will be repeated two more times to conduct the second and third assessment items in which students will select their favorite school subjects and then their favorite places. Each chunk of the assessment should take approximately 15 minutes for a total of 45 minutes.	

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

First Assessment Item: Students will be prompted to choose their favorite game out of Four Corners, Jump Rope, and Basketball. Students will be prompted to write a sentence expressing their opinion about their favorite game and draw a picture to accompany their sentence.
Second Assessment Item: Students will be prompted to select their favorite school subject out of reading, math, and science. Students will be prompted to write a sentence expressing their opinion about their favorite school subject and draw a picture to accompany their sentence.
Third Assessment Item: Students will be prompted to select their favorite place out of the park, the school playground, and the pool. Students will be prompted to write a sentence expressing their opinion about their favorite place and draw a picture to accompany their sentence.

The following rubric will be used to evaluate each assessment item:

Point value	Expression of Opinion	Drawing	Writing/Dictating
3 points	Student wrote about his/her favorite ____ and provided a reason for why it is his/her favorite ____. Student may have used a sentence frame similar to "My favorite _____ is _____ because _____."	The drawing illustrates the student's favorite ____ and corresponds to his/her opinion of why this is his/her favorite _____.	Student independently writes a sentence that uses the sentence frame "My favorite _____ is _____ because _____" or the equivalent and gives a reason for why _____ is his/her favorite _____ without prompting from the teacher.
2 points	Student wrote a reason for why they had a favorite _____, but did not directly state his/her opinion that _____ is his/her favorite _____.	Drawing is of favorite _____ but does not correspond to opinion of why this _____ is the student's favorite.	Student is unable to write a sentence independently, but is able to correctly dictate the sentence in its entirety to the teacher without prompting.
1 point	Student wrote the sentence frame "My favorite ____ is _____" or the equivalent of that but did not explain why it was his/her favorite _____.	Drawing does not correspond to favorite _____ selected by student.	Student is unable to write a sentence independently, and needs prompting from the teacher while dictating the sentence.
0 points	Student's sentence does not indicate an opinion of a favorite _____ or why it was a favorite.	Drawing not included.	Student is unable to write or dictate a sentence with or without prompting stating his/her favorite _____ and reason why.

*A student can earn a total of 9 points per assessment item. Students must earn 23 out of 27 points (85%) to achieve mastery.