Curriculum Sample Template
Max. 8 Pages

Grade Level	1	**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.*	Students will already be familiar with the writing process (pre-writing, drafting, revising, editing, and publishing). They will be familiar with the necessary knowledge to complete these various steps (i.e., how to turn phrases from a plan into complete sentences in a draft). All of the "technical" writing aspects of the lesson should by this point be prior knowledge. The focus of this week's lessons are to present the idea of opinions/reasons and reinforce the use of opening and closing sentences.		
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. 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 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 once first graders are developmentally ready. Because this unit is taught later in the year, students will have had multiple exposures to revising and editing before. Students will publish their final writing pieces as a part of class publishing day following this 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: 1 Strand: Writing Standards (W) Cluster: Text Types and Purposes Standard: #1 - Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. 1.W.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.		
Materials/Resources Needed	chart paper, student journals/notebooks, sample piece of writing for editing and revising		

* ***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 brainstorm potential topics for their essay using a graphic organizer. Students will choose one topic from their list to write about for the rest of the week. **Introduction to New Material (10 minutes):** Teacher invests students by showing a video clip of someone expressing their support for a presidential candidate. Teacher explains that every four years our country chooses a new president to be our leader. Adults make their own **opinions** – what they personally believe – and they vote based on their opinion. Teacher makes clear the connection to writing by explaining that this week the class will be writing their own opinions about who they personally believe is an excellent leader!	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Teacher will make a bubble map on poster paper, with the topic bubble saying "Excellent Leaders." Teacher thinks out loud about someone he/she believe is an excellent leader, using the vocabulary of "opinion" and "reasons." Possible modeling could include the school principal, a student in the class, and/or one of the social justice leaders the class read about in reading.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	Guided Practice (15 minutes): Teacher prompts students to complete a RallyRobin (Kagan cooperative learning structure) about people they think are excellent leaders, reminding student pairs to take turns sharing one answer at a time until they run out of ideas and then to make a partner pyramid to signal that they have finished. Teacher elicits ideas from students and models writing their ideas on the bubble map. Teacher will support students with the following sentence frame: "I think _____ is an excellent leader."	Students will engage in a RallyRobin, taking turns sharing their ideas (one at a time) with their partner until they both run out of ideas. Students will make a partner pyramid with their hands to signal that they have finished the structure. Students will actively listen as their peers share ideas whole-class and observe the teacher write ideas on the class bubble map.
	Independent Practice (15 minutes): Teacher directs students to return to their seats and make their own bubble map with the topic of "Excellent Leaders." Teacher tells students they may borrow three ideas from the class bubble map, but the other three must be their own ideas. Teacher reminds students to	Students return to their seats and prepare their writing materials. Students fill in their own bubble map on excellent leaders. Students silently work as they write their ideas on their papers. Students select

	put a star next to the leader they want to write about for the rest of the week. Teacher confers with students one-on-one about their brainstorming bubble map and what leader they plan on writing about the rest of the week. Teacher also circulates and takes notes on student mastery of key points with a checklist on his/her clipboard, coaching and/or pushing student thinking as necessary. **Closure (5 minutes):** Teacher directs the students to go to Author's Chair (on the carpet). Teacher prompts students to complete a think-pair-share with their partner about what leader they decided to write about. Teacher calls on three students to share the leader they chose and why during Author's Chair. Teacher builds excitement by telling the class that tomorrow we will start explaining our opinions about why we think that person is an excellent leader.	one leader to write about for the rest of the week by putting a star next to the one they chose. Students confer with the teacher as prompted. Students go to Author's Chair (on the carpet). Students complete a think-pair-share with their partner to share what leader they will write about. Students actively listen to peers who share their topic whole group during Author's Chair.
2	**Objective:** Students will brainstorm and plan reasons that support their opinion using a graphic organizer. **Introduction to New Material (10 minutes):** Teacher reminds students that it is important to have strong opinions about *who* makes a good leader. Teacher explains that our opinions **must** have reasons, otherwise people will not take our opinions seriously. Teacher motivates students with the idea that a strong opinion must have strong reasons. Teacher models choosing a leader to write about using yesterday's bubble map. Teacher chooses a figure the students are familiar with (a social justice leader from reading, the principal, etc.) and models how to use a bubble map to write a plan. Teacher writes the name of the leader in the middle of the bubble map, then thinks aloud about three *reasons why* she thinks that person is an excellent leader. Teacher reminds students that their writing plan does not require complete sentences – that will come with rough drafts tomorrow! Teacher models using words and phrases to reflect his/her reasons on the bubble map. **Guided Practice (15 minutes):** Teacher reads the names of the other leaders written on yesterday's bubble map and has the students do a silent vote about whom they would like to write about as a class. After students vote, teacher directs students to do a think-pair-share about *reasons why* that	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 silently vote for the leader they would like the class to use as the guided practice example, closing their eyes and raising their hand at the appropriate time. Students complete a think-pair-share about the

	person is a leader. Teacher elicits three student reasons and again models writing these reasons on a bubble map (using words and phrases). **Independent Practice (15 minutes):** Teacher tells students to return to their seats and fill in a new bubble map, writing their chosen leader in the middle and their "reason" bubbles around it. Teacher confers with students one-on-one about their reasons. Teacher also circulates and takes notes on student mastery of key points with a checklist on his/her clipboard, coaching and/or pushing student thinking as necessary. **Closure (5 minutes):** Teacher selects two students with an exceptional writing plan to share during Author's Chair, prompting the other students to explain why the students who shared have quality plans.	reasons why they think that person is an excellent leader. Students actively listen to their peers share and observe as the teacher models writing in the graphic organizer. Students return to seats and prepare their writing materials. Students fill in their own bubble maps about the reasons for their opinions. Students silently work as they write their ideas on paper. Students confer with teacher as prompted. Students actively listen to the two students who share their work during Author's Chair. Students raise their hands to offer ideas on why these are excellent examples of writing plans.
3	**Objective:** Students will write a rough draft that includes an opening sentence, three "reason" sentences, and a closing sentence. **Introduction to New Material (15 minutes):** Teacher tells students that today we will be one step closer to being able to present our opinions to the world, just like in the video we watched Monday! Teacher previews the day's learning by telling students that they will write their rough draft today. Teacher reminds students of the importance of using an opening and closing sentence, so people know what they are reading about. Teacher uses his/her fingers and the words and phrases from the graphic organizer to help model coming up with sentences for his/her rough draft. Teacher points at the topic bubble and says, "There are many reasons I believe _____ is an excellent leader," while he/she holds up her thumb (signifying the opening sentence). Then he/she points at a reason bubble and holds up his/her index finger, representing the first reason, "My first reason is _____." Teacher repeats this process for the next two reasons, showing how he/she can use fingers to help plan the sentences. Finally, teacher holds up his/her pinky and points at the topic bubble again, saying, "Those are the reasons I believe _____ is an excellent leader." Teacher repeats the process with *just* fingers, showing how it can help prepare sentences for a rough draft. Then teacher models writing the rough draft using the "finger" sentences. Teacher tells	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 that they will use the same rough draft process to plan their papers! **Guided Practice (10 minutes):** Teacher gestures towards the guided practice graphic organizer the class used yesterday, telling students that they will practice together before they write their own rough drafts. Teacher reminds students to use their pinky and thumb to represent the opening and closing sentences, and their three fingers in the middle to show their "reason" sentences. Teacher prompts students to create sentences using the words and phrases from the bubble map and their fingers to construct an opinion paragraph (using think-pair-share). Teacher calls on a student with an exemplar "finger plan" to share in front of the class. Teacher re-teaches anything that the students struggled with during the think-pair-share (i.e., not coming up with complete sentences, etc.). **Independent Practice (15 minutes):** Teacher tells students to return to their seats and look at their bubble maps from yesterday. Teacher prompts them to come up with their rough draft sentences using their fingers to help. Students think-pair-share their *own* sentences. Then the teacher directs students to begin writing their rough draft! Teacher confers with students one-on-one about their reasons. Teacher also circulates and takes notes on student mastery of key points with a checklist on his/her clipboard, coaching and/or pushing student thinking as necessary. **Closure (5 minutes):** Teacher selects two students with exceptional rough drafts to share during Author's Chair, prompting the other students to explain why it's a quality rough draft.	Students share their ideas in think-pair-share, using their thumb to show their opening sentence ("There are many reasons I believe _____ is an excellent leader."). Students share their reason sentences on their three middle fingers (My first reason is _____. Etc.). Students use their pinky to show their closing sentence ("Those are the reasons I believe _____ is an excellent leader."). Students actively listen as their classmates share potential rough draft sentences whole group. Students return to seats and prepare their writing materials. Students reference their graphic organizers from yesterday and use their fingers to brainstorm their rough draft sentences. Students share their plan with their partners in think-pair-share. Students write their rough drafts independently. Students discuss with teacher when prompted. Students actively listen to two students share during Author's Chair. Students raise hands to offer ideas on why these are excellent examples of a rough draft.
4	**Objective:** Students will be able to revise and edit their opinion piece by re-reading and adding details, and including proper capitalization and punctuation. **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 explain that these two things are important so that people are able to understand our ideas about why we think someone is a good leader!	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).

	Teacher will model making revisions to the rough draft from the model yesterday by re-reading and adding details in appropriate places. Then, teacher will then model editing the piece of writing for capitalization and punctuation. As teacher proceeds, he/she will ask students to gradually give more and more input. Teacher will take students' suggestions and make necessary revisions and edits. Teacher will correct any errors that students do not notice.	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.). Students will give suggestions for revisions and edits as directed by the teacher.
	Teacher directs students to revise and edit a sample piece of writing the teacher provides 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 sample piece of writing 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 min):	
	Teacher will prompt students to revise and edit their rough drafts from yesterday. While students work independently, the teacher will conference with individual students, providing assistance to students who require support.	Students will revise and edit their rough drafts. Students will conference with the teacher as directed.
	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. Teacher will tell students that they are now ready to publish their piece on publishing day the following week!	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.
5	**Assessment:** Students will be able to write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.	
	5 minutes: Teacher summarizes the class' learning this week by reviewing their brainstorming, planning, and drafting process. Teacher reads an exemplar opinion paragraph (preferably one that a student wrote this week). Teacher builds excitement and energy by reminding students that adults form opinions on whom they believe is a good leader in order to decide how they'll vote in elections!	Students will actively listen using predetermined listening norms (nodding, flea claps, etc.).
	40 minutes: Teacher directs students to complete the writing assessment. Teacher monitors student progress, but does not assist	Students will independently complete the assessment.

	students in the completion of the assessment in any way.	

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 below 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 scoring rubric below for a total of 14 points possible. Students must earn at least 12 out of 14 points (86%) 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. What is an opinion? An opinion is _____.

2. Write an opinion statement answering the following question: What is your favorite game to play? _____

3. In reading class this week, we read about many different leaders. We have also discussed leaders we know in real life. Choose a leader that you have not written about before (and that your teacher has not written about). Explain your opinion about why they are a good leader using at least three reasons why. Your final work should include the following:
   - an opening sentence
   - three ideas that support your opinion
   - a closing sentence

Summative Assessment Answer Key and Scoring Rubric:

1. What is an opinion? An opinion is **what someone thinks or believes. (Wording does not need to be exact, but must include the same idea.) 1 point**

2. Write an opinion statement answering the following question: What is your favorite game to play? **My favorite game to play is Go Fish. (Wording does not need to be exact, but must use opinion language such as "My favorite" or "I believe.") 1 point**

3. In reading class this week, we read about many different leaders. We have also discussed leaders we know in real life. Choose a leader that you have not written about before (and that your teacher has not written about). Explain your opinion about why they are a good leader using at least three reasons why. Your final work should include the following:
   - an opening sentence
   - three ideas that support your opinion
   - a closing sentence

The rubric on page 8 will be used to score #3. (12 points)

	0 points	1 point	2 points	3 points
Topic Sentence (opening)	Student **does not introduce** their topic (i.e., Some students may start with their first *reason* sentence.).	Student introduces a topic, but it is **not written in its own independent sentence and does not include opinion language** (i.e., Student combines their opening sentence with their first reason sentence: "Rosa Parks was a good leader because _____ .").	Student introduces a topic with **accompanying opinion language**, but it is still **not written in its own independent sentence** (i.e., "**I believe** Rosa Parks was a good leader because _____."), likely combining with the first reason sentence. OR Student **introduces topic in its own independent sentence**, but **does not include opinion language**.(i.e., "Rosa Parks was a leader.").	Student introduces **a topic in its own independent sentence** and **includes opinion language** ("I believe Rosa Parks was a good leader for many reasons.").
Opinion Stated	Student **fails to state any sort of opinion** in their opening sentence (i.e. "_____did lots of stuff.")	Student **states an opinion in their opening sentence**, but **lacks language that indicates a value judgment** (i.e. "_____ was a leader.")	Student states an opinion in his/her opening sentence using language that indicates a value judgment (i.e. "**good** leader," "**great** leader," or "**excellent** leader"), but lacks language that indicates a strong opinion (i.e. "____ is a good leader," instead of "I believe ____ is a good leader.")	Student states his/her opinion in the opening sentence using language that indicates a strong opinion (i.e. "**I believe that**…" "**My opinion** is…" "**I think that**…" etc.) Student uses language that indicates a value judgment (i.e. "**good** leader," "**great** leader," "**excellent** leader," etc.).
Supporting Reasons	Student supplies **0 reasons** supporting their opinion.	Student supplies **1 reason** supporting their opinion.	Student supplies **2 reasons** supporting their opinion.	Student supplies **3 or more reasons** supporting their opinion.
Closing Sentence	Student **does not have a clear closing sentence** (likely stopping after the third "reason" sentence).	Student writes a **closing that does not strongly match the purpose of the opinion piece** (i.e., "That's why I wrote about Rosa Parks.").	Student writes a closing that **indicates a clear ending and reminder of purpose**, but does **not share language with the opening sentence**. ("That's why Rosa Parks was a leader.")	Student writes a **closing sentence that indicates a clear ending and reminder of purpose.** Closing **shares language with the opening sentence**. (i.e., "**Those are the reasons I believe** Rosa Parks was a **great** leader.").