Curriculum Sample Template

Max. 8 Pages

Grade Level	2nd Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Writing 2		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• Students have practice working in precision partnerships. • Students have written short opinion pieces in 1st grade that provide reasons and closure.		
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.*	This unit is built on the framework of the SIOP Model and incorporates all 8 of the SIOP Model components. Sentence framing and precision partnering are instructional strategies which promote the use and mastery of academic language. Instructional technology is incorporated by teacher and students. The core curriculum is implemented with fidelity. All teachers actively engage in evidence-based questioning that helps focus students on how/why they know things. This feeds into writing assignments, helping build a mindset of rational thinking that can be justified. Writers throughout the school appreciate the entire process of writing, through brainstorming, outlining, drafting, editing, and revision. At all levels, students are coached to understand and use rubrics to guide their writing efforts. They also regularly engage in providing peer feedback and self-editing.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	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.		
Materials/Resources Needed	• Journeys 2014 “Click, Clack, Moo: Cows That Type” p.374 • Student journals • Student copies of writing rubric		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	• Teacher will break class into small groups and ask each group to explore a vocabulary word using a Context Card from Journeys 2014. • Teacher will prompt students to read "Click, Clack, Moo: Cows That Type independently. ▪ Teacher will ask students to discuss with a partner what they have read. ▪ Teacher will ask students to write at least five sentences in their journals to tell a summary of the story.	• Students will discuss with small group the vocabulary word, it's meaning, and create a variety of examples of sentences using the word. Students will then present their word to the class. • Students will read "Click, Clack, Moo: Cows That Type" independently in their Journeys 2014 texts. ▪ Students will share with their partner what the story was about and identify important points of the text. ▪ Students will write a summary in their journals.
2	▪ Teacher will ask students if they have ever had to try to convince someone else that their opinion was correct. ▪ Teacher will prompt students to read their journal entry from the previous day about the story "Click, Clack, Moo: Cows That Type". ▪ Teacher will ask students to consider how the Farmer feels throughout the story. ▪ Teacher will ask students to write at least five sentences explaining how they think the Farmer felt when he received the note from the ducks.	▪ Students will share experiences where they had to convince someone else of their opinion. ▪ Students will read their journal entries from the previous day and discuss what they remember with a partner. ▪ Students will think-pair-share their opinion about the Farmer's feelings in the story. ▪ Students will record their opinion in their journals.
3	▪ Teacher will distribute copies of the writing rubric and review with students. ▪ Teacher will prompt students to indicate how they feel about their score with either thumbs up or thumbs down. ▪ Teacher will model an opinion piece for the class expressing how the Farmer feels at the end of the story.	▪ Students will use the writing rubric to do a self-assessment on their opinion writing in their journals from the previous day. ▪ Students will give either thumbs up or thumbs down based on their self-assessment. ▪ Students will provide suggestions for high quality sentences to include in the model writing.
4	▪ Teacher will display the writing rubric to the whole class and review the expectations with students. Teacher will ask students if there are any questions or confusion on the	▪ Students will ask questions and provide answers for each other to clarify how to write an opinion piece.

	expectation for writing an opinion piece. Teacher will prompt classmates to help answer the questions for their classmates. ▪ Teacher will present the topic "How do you think your mom feels when you leave your toys out around the house?" to the class and proctor independent student work as they complete their opinion writing. When students finish, the teacher will have students exchange their work with a partner and complete a peer evaluation using the same writing rubric.	▪ Students will complete their opinion writing and then complete a peer evaluation of another student's writing using the same writing rubric.

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:

How do you think your mom feels when you leave your toys out around the house? Use the following graphic organizer to organize your thoughts.

My Opinion		Linking words
Introduction		
Opinion		
Supporting details		
Concluding statement		

Summative Teacher Rubric

Introduces topic 1 2 3

1=fails to introduce topic; 2=introduces topic; 3=introduces topic completely and clearly

States an opinion 1 2 3

1=no opinion offered; 2=offers an opinion; 3=offers a clear opinion

Supplies reasons to support opinion 1 2 3

1=supplies 1 or less reasons; 2=supplies 2 reasons; 3=supplies 3 or more reasons

Uses linking words to connect opinion and reasons 1 2 3

1=no linking verbs connect opinion and reasons; 2=student uses one linking word to connect opinion and reasons; 3=student uses more than 1 linking word to connect opinion and reasons

Provides a concluding statement 1 2 3

1=fails to provide a concluding statement; 2=provides a concluding statement; 3=provides a concluding statement completely and clearly

Summative Grading Guide

Raw score_____/15 = _____/100 percentage points

The 100 points possible assessment will reflect the school's grading scale:

90 -100 = A – Mastery

80 – 89 = B - Mastery

70 – 79 = C – Needs Screening for Remediation

60 – 69 = D – Needs Remediation

0 – 59 = F – Needs Intensive Remediation