Curriculum Sample Template
Max. 8 Pages

Grade Level	Second Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The scholars will be able to read and write in words, sentences and phrases to convey ideas. Scholars will be able to identify different genres of text including informational text. They will understand that most writings have a topic sentence or main idea. Scholars will also be able to apply the conventions of writing. They will be able to write an opinion piece stating the topic, an opinion with a reason and an ending. The piece would consist of three to four sentences using second grade grammar skills.		
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 aligns to the Core Knowledge Sequence. The skill of writing an opinion piece is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**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	Teacher white board, graphic organizer, variety of folktales from around the world to include, The Little Red Hen, Armadillo, The Tortoise and the Hare,		

* ***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	**Anticipatory Set:** Ask scholars to come to the learning rug and discuss the key points from the story, "The Little Red Hen". **Lesson:** Scholars will introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons for their opinion. **Guided Practice**: The teacher will read and discuss the story during reading and instruct scholars that folktales are often stories of animals that act like human, and that live in a world of wonder and magic. Most of the stories convey a message or a "lesson" to the reader. The teacher will inform scholars that they will be writing their opinions about the folktales they will be reading during the reading block. The teacher will draw a story map on the white board. Teacher will ask scholars to get into learning groups for direct instruction on completing the organizer with an opinion and their reasons for the opinion. The teacher direct scholars to get into their learning groups to begin writing their opinion pieces. First, the scholars will create an organizational structure and the teacher will instruct them how to use the text or reasons to support their opinion. . **Independent Practice:** As the teacher circulates to the learning groups, the scholars will complete a T-chart with their opinion as the topic and list three reasons that support their opinion. These reasons may be from the text or scholar's prior knowledge of the text content. **Closure:** Scholars will share their opinion and give one reason to support their opinion with their classmates.	1. Listen to the teacher and participate in a class discussion about the key points of "The Little Red Hen" 2. Learning groups: **Tier 1:** Teacher will hand out a graphic organizer to complete with their opinion and reasons. The scholars will rely on prior knowledge of writing to complete this task. The scholars will listen to the teacher provide instruction about how to use the text and their prior knowledge to complete the graphic organizer with a partner in the group. Instruction will be differentiated with less teacher support and more independent learning. **Tier 2 and 3** scholars will receive direct instruction from the teacher in completing the graphic organizer. Together as a group they will write reasons for the opinion statement. This group will need more teacher support. 3. Scholars will share their opinion and reasons with the class.
2	**Lesson:** Scholars will use the information from the graphic organizer and draft the opinion piece with the required components to meet the standard. **Anticipatory Set:** The teacher will use a question and answer	

	strategy to review the previous lesson's key points about writing reasons to support an opinion. **Guided Practice**: The teacher will discuss how linking words can be used to make the opinion statement stronger. The teacher will ask the scholars to get into their learning groups to provide direct instruction on how to draft an opinion piece and support the opinion with reasons or facts using words to link the reasons to the opinion statement. Modeling: In the small groups, the teacher will ask a scholar a question and explain the answer. As the scholar explains the answer the teacher will write down linking words used to explain the scholar's opinion. With support from the teacher each group will make a list of linking words to be used in their writing. **Independent Practice**: The scholars will work independently and finish drafting their opinion piece using a least two linking words in their writing. Once all groups have received instruction, the teacher will continue to follow-up with the scholars individually to check for understanding. **Assessment Item 1:** The teacher will read "The Armadillo's Song" to the whole group. Independently, the scholars will listen to the folktale and complete a T-Chart with the title of the story, an opinion statement and three reasons that support the opinion statement. **Closure:** The teacher will score each assessment and determine if any parts of the lesson need to be re-taught.	1. Scholars will participate in a class discussion about how linking words can make an opinion statement stronger. 2. Scholars will record linking words in their journal to use when writing their opinion statements. 3. Scholars will get into learning groups for direct instruction, practice writing strong opinion statements use the linking words. 4. Observe and participate with the teacher in drafting their opinion statements with the new word bank. 5. Scholars will work independently to finish drafting their opinion pieces and work independently with the teacher for additional tutoring or enrichment. Tier 1: Write a piece with more than one reason and less teacher support Tier 2: Write a piece with one good reason and more support. 6. Scholar's will listen to the teacher read "The Armadillo Song" 7. The scholars will take the first assessment and turn into the teacher.
3	**Lesson:** The scholars will self-score their opinion piece using the six trait writing rubric. **Anticipatory Set**: The teacher will ask the scholars to take out their opinion piece from "The Little Red Hen". **Guided Practice**: The teacher will use the document reader to	

	display the six trait writing rubric. Each part of the rubric will be explained to the whole group. The teacher will then instruct scholars to get into their learning groups for direct instruction and scoring process. The groups will work collaboratively to score each opinion piece. The teacher will monitor individual progress after each group has been provided with direct instruction. **Independent Practice:** The independent practice will be used to administer the Assessment Item 2. The teacher will pass around the writing basket and each scholar will choose a notecard with a writing prompt from the basket. The scholar's will write a short opinion piece using one reason to support the opinion with at least two linking words and a concluding sentence. **Closure**: The teacher will collect the assessment's, score them and determine if any additional lessons will be needed for the scholars to master the standard.	1. Tier 1: Teacher will hand them the scoring rubric and they will begin scoring the writing pieces in partners using the rubric. They will begin and the teacher will check for understanding and provide enrichment tutoring. Tier 2 and 3. The teacher will review the scoring rubric again and provide support as this group scores their opinion piece. 2. Scholars will select a writing topic and take the assessment. 3. Turn the assessment into the teacher.
4	**Anticipatory Set**: The teacher will review the writing process and remind scholars of the linking words to use in their writing. **Guided Practice**: Teacher will pass out the assessment and explain the directions **Independent Practice**: Scholars will take the assessment and turn it into the teacher.	1. Scholars will listen to the unit review from the teacher and ask questions if necessary. 2. The scholars will take the unit assessment and turn it into the teacher

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

Second Grade Writing Assessment Item 1

This assessment will measure the scholar's ability to identify the opinion statement from the reasons. This writing unit focuses using linking words to make the opinion statement stronger. Scholars will identify the linking words used in each reason. Rigor will be added to the assessment by asking the scholars to rewrite a reason using a linking word.

Scoring: The assessment is worth 10 points. Each scholar will be assessed on how well they write an opinion piece. Points will be assessed using the rubric that follows the assessment. The scholar will earn 2 points for identifying the opinion statement, 2 points for writing the reasons that support the opinion statement and 6 points for circling the linking words. A score of 80% will deem mastery. Any scholar scoring below 80% will be retaught and retake the assessment. Scholars achieving the 80% mastery score will progress to the next lesson(s).
Mastery: Scholars will have mastered this concept by scoring 8 out of 10 points.

Second Grade Assessment 1
Opinion Statements and Linking Words

Name _____

Directions:

1. Read the following paragraph about "Respect".
2. Draw a line under the opinion statement.
3. Underline and write the linking words on the lines provided. If a linking word is not used in the reason sentence rewrite the reason to include a linking word.

I think all scholars should respect their teacher, peers and themselves. It is important to show respect because people will show respect toward you and you can avoid conflicts. Showing respect to the teacher will keep you out of trouble. When you respect yourself it is easier to show others respect and they will also show you respect. Showing respect builds character and develops citizenship.

1. Linking words _____

2. _____

Rubric:
<u>I think all scholars should respect their teacher, peers and themselves</u>. It is important to show respect <u>because</u> people will show respect toward you <u>and</u> you can avoid conflicts. Showing respect to the teacher will keep you out of trouble. When you respect yourself it is easier to show others respect <u>and</u> they will also show you respect in return. Showing respect builds character and develops citizenship.

Showing respect to the teacher will <u>also</u> keep you out of trouble.
Opinion Statement underlined (2 points)
Linking words: because, and, and (6 points)
Sentence is rewritten (2 points)

Mastery 8 / 10

Second Grade Writing Assessment Item 2

This assessment will assess the scholar's ability to write complete reasons using the linking words that will relate to the opinion statement making it stronger. The scholar is also expected to identify the topic or write the title of the book. Using the linking words adds a level of rigor not previously stated in the 1st grade assessment. This assessment provides the scholar to demonstrate their knowledge and understanding of effectively using linking words in their reasons to support and strengthen their opinion statement.

Scoring: The assessment will be worth 10 points. The scholars will be scored based on their ability to use linking words to strengthen their reasons and relate the reason to the opinion statement. The assessment will be worth 10 points. Two points will be earned for writing an opinion statement. Two points for listing each reason that links to the opinion statement for a total of 6 points and 2 points for using linking words for a total of 10 points. A score of 7 or 80% will deem mastery and the scholar will progress to the next lesson(s) and the unit assessment. Scholars not score a mastery score of 80% will be re-taught by the teacher and re-assessed.
Mastery: Scholar's will demonstrate mastery by scoring 8 out of 10 points.

Armadillo's Song Assessment

Directions: Listen to your teacher read, "Armadillo's Song" and complete the following organizer based on the writing prompt.

Writing Prompt: Why do you think the Armadillo wanted to sing?

Topic _____

Opinion Statement**:** _____

List three reasons to support your opinion statement; you must use facts from the story and at least one linking word in two reasons.

1. _____ **2.**_____ **3.** _____

Rubric:

	2 points each	1 point	0 points
Opinion Statement (2 points)	Complete sentence that contain the writer's opinion. Use of the word "I".	Incomplete sentence does not state an opinion or use the word "I".	Does not attempt to write an opinion.

	.		
State three reasons (6 point)	Complete three sentences that related to the opinion statement.	Two complete reasons that relate to the opinion statement or three incomplete reasons.	Not complete thoughts or sentences.
Use of the linking words (2 points)	Used at least one linking word in each sentence.	Used a linking word in two sentences	Did not use a linking word

Second Grade Unit Writing Assessment Item 3

The assessment will assess the scholar's ability to write an opinion piece with reasons that support the opinion statement using linking words to support the opinion statement. This assessment is designed to assess the scholar's ability to introduce a topic, write an opinion statement and give reasons to support the opinion statement using linking words and a concluding sentence. The scholars will also demonstrate their ability to write using rules of grammar, capitalization and punctuation. The assessment will be worth 100 points.

Scoring: The unit assessment will be worth a total of 100 points. The scholar will earn up to 20 points for each component. The rubric below will be used to evaluate each assessment to determine the scholar's level of mastery of the standard. A maximum of 20 points will be earned for each category the writer completes with a total score of 100 points. 20 points for introducing the topic, 20 points for writing an opinion statement, 20 points for writing reasons to support the opinion statement, 20 points for using linking words in the reasons and 20 points for supplying a concluding statement. Points will be earned for completeness and quality of writing. A score of 80 points or 80% will demonstrate mastery of the standard and the scholar will progress to the next standard. A score below the 80% mastery level will require the teacher to re-teach the scholar and re-assess them until a mastery score is achieved. The scoring scale is as follows:

A score of 100 points = 100%; A score of 99-90 points = 90-98 %, A score of 89-80 points = 80% mastery; a score of 79-70= 70%, A score of 69-60=60%

Mastery: A score of 80% will demonstrate mastery of the standard.

Second Grade Unit Assessment

Name_____

Writing Prompt: Why do you think stories are handed down from one group of people to another?

Directions: Write an opinion statement about why you think stories are handed down from one group of people to another. Introduce the topic, write an opinion, give reasons to support your opinion and use linking words in your reasons and write a concluding statement or sentence.

Rubric:

2nd Grade Scoring Rubric Opinion Piece

	20 pts Above Grade Level	15 points At Grade Level	10 points Approaching Grade Level	5 points Below Grade Level	Score
Introduces the topic	Skillfully introduces the topic with detail	Introduces the topic with little detail and vague.	Introduces the topic in a single sentence or word. The introduction is off topic	Does not introduce the topic at all	
States an Opinion	States a strong opinion that relates to the topic and provides detail in the opinion statement. It is written clear and concise.	States an opinion that is vague with little details. It is not concise.	States an unclear opinion and be off topic	The opinion statement is vague, off topic or does not state an opinion at all	
States reasons	Three or more reasons are written; they support the opinion statement in a clear and organized way, and provide in depth knowledge on the topic	Two reasons are written. The reasons are well written, and they support the opinion statement	A single reason is written and the sentence is vague and does not support the opinion statement.	Does not provide any reasons to support the opinion statement.	
Use of Linking Words	Uses a word or combination of linking words in all reasons used. Must use three of more. Must use the words accurately and in appropriate context.	Uses linking words in two reasons. Must use words in appropriate context	Uses one word in at least one reason with accuracy	Does not use linking words at all in the reasons.	
Closure	Provides a strong closing statement in which the topic and opinion is re-stated Provides a summary of the reasons that support the opinion statement	The concluding section provides some closure to the text. It is on topic, with most key points restated.	Provides a closing sentence where the topic or the opinion is vaguely stated. Provides a closing sentence.	Provides a closing sentence where the topic or opinion is not clearly stated and there is not a summary of reasons.	
Total Score					

Total Score _____ / 100 points

A score of 100 = 100%; 99-90 = 90%; 89-80 = 80%; 79-70 = 70%; 69-60 = 60%