Grade Level	2	**Content Area**	English Language Arts – Writing
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The student will have a beginning understanding of what a good paragraph looks like. Also, the students will be able to work with a variety of organizers to help them write successfully. Finally, students will know what an opinion is and how it differs from fact.		
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 program of instruction at The Caepe School is designed to meet the needs of students in its target population and prepare them to compete academically with students from any school in the country when they graduate. During Writing, a variety of shared, interactive, guided, and independent writings are used to meet the needs of all children. Differentiation may occur if a student needs extra help or more of a challenge.		
Standard Number and Description *List the Number* and 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	Several copies of book *Penguins*, by Janet Reed, several copies of *Animals of the Polar Regions*, and organizer template		

* ***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 The teacher will:	Student Activities The student will:
1	**Whole Group Instruction**: Direct students that the class will be working on writing paragraphs about their opinion. A paragraph should have five sentences in it. The first sentence is called the topic sentence. It introduces what the paragraph will be about. Their first sentence will start with I like.	**Shared Writing**: Give the teacher examples of sentences starting with the words I like. The teacher will put them on the board.
	Whole Group Instruction: Describe that the next three sentences are called supporting sentences and they use words like and, also, and because. The teacher will explain that it is important to use three examples as it helps the reader clearly understand why the person has that opinion.	**Shared Writing**: Help the teacher by giving three reasons four of the opinions previously stated on the board. The reasons will include one of the three transitional words and, also, and because.
	Whole Group Instruction: Explain that the final sentence is called the wrap-up sentence. The sentence should look like…That is why I liked the subject stated in the opening sentence. The teacher will finish the four sentences on the board with the wrap-up sentence.	**Independent Writing**: Will use the table organizer to choosing their favorite vegetable from Reading earlier today. The student will fill in which they like, the three reasons they like it, and end with the wrap-up sentence.

<table>
<tr><td></td><td></td><td><table><tr><td>I like…</td><td></td></tr><tr><td>because…</td><td></td></tr><tr><td>also…</td><td></td></tr><tr><td>and…</td><td></td></tr><tr><td>For many reasons, I like…</td><td></td></tr></table></td></tr>
<tr><td>2</td><td>Whole Group Instruction: Recall that yesterday we created an organizer about their favorite vegetable. Allow some students to share their organizers with the class.

Whole Group Instruction: Will ask students to look at the organizers and see that the words and, also, and because are not capitalized. This is because these words should never be the start of the sentence. The teacher will introduce words to begin sentences with. Words such as first, next, finally, etc.

Whole Group Instruction: Explain that now they will take their organizer and put them into a paragraph.

Guided Writing: As students begin to finish the teacher will meet with writing groups to have them read and edit their paragraphs. While waiting to meet with teacher, individual groups should meet to read paragraphs to each other and peer edit papers. Writing groups are done from the beginning of the year so students know who is in their group and have had practice with peer editing.</td><td>Student Activity: Share their organizer with the class.

Shared Writing: Help the teacher turn three examples from organizers done by teacher on favorite month, favorite subject in school, and favorite day of the week.

Independent Writing: Take their organizer and write a paragraph about their favorite dessert.

Independent Writing: Write the final draft of paragraph when they have met with the teacher and their group.</td></tr>
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<td>Whole Group Instruction: Review how to write an opinion paragraph with students. Explain that opinions can be something they do like as well as something they do not like. Introduce an organizer that is about sport that is not well liked.

Guided Writing: Meet with the teacher and their groups to read and edit their work.</td>
<td>Shared Writing: Help the teacher fill in the organizer for a sport not liked.
<table>
<tr><td>I do not like…</td><td></td></tr>
<tr><td>because</td><td></td></tr>
<tr><td>also</td><td></td></tr>
<tr><td>and</td><td></td></tr>
<tr><td>For many reasons, I don’t like…</td><td></td></tr>
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Independent Writing: Create an organizer on a toy they do not like following the previous example. When finished with the organizer, the student will show to the teacher and then begin to write their paragraph.
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		Independent Writing: Write the final draft of their paper after they have met with their group and teacher.
4		**Summative Assessment:** Students should pick either Penguins or Animals of the Polar Regions and write a paragraph describing which one they liked best. The student will begin with the organizer. The paragraph will start with an opening sentence stating their opinion. Then three sentences supporting why they liked that book best. Student must use two of the three transitional words (because, and, also) in the supporting sentences. Finally, student will provide a concluding sentence.

Summative Assessment: Students should pick either *Penguins* or *Animals of the Polar Region*s and write a paragraph describing which one they liked best. The student will begin with the organizer. The paragraph will start with an opening sentence stating their opinion. Then three sentences supporting why they liked that book best. Student must use two of the three transitional words (because, and, also) in the supporting sentences. Finally, student will provide a concluding sentence.

Answer Key: Student will be given five points for the organizer, one point for opening sentence, one point for each supporting sentence, one point for concluding sentence, two points for using two different transitional words, one point for writing about the correct topic, and two points for spelling and punctuation. If the student only uses one transitional word, only one point will be given, and if student has fewer than five spelling and punctuation errors one point will be given. A score of 12/15 demonstrates mastery.

Name_____

Date_____

Directions: Create an organizer for which book you like the better, *Penguins* or *Animals of the Polar Regions*. Then write a paragraph that turns the organizer into a paragraph. Make sure you use good spelling, letters, and proper punctuation.