Grade Level	1	**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 students know how to use an organizer. The students will also know to begin a sentence with a capital letter and end with a period. Students are able to form words into 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 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, guided, and independent writings are used to meet the needs of all children. Differentiation occurs for students who need 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.*	**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	Several copies of *A Day with a Mechanic*, by Joanne Winne, Several copies of *A Day with Air Traffic Controllers*, by Joanne Winne, Smart Board, 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).*

<table>
<tr><th>Lesson
(add as needed)</th><th>Instructional Strategies
The teacher will:</th><th>Student Activities
The student will:</th></tr>
<tr><td>1</td><td>Whole Group Instruction: Introduce the subject of writing about opinions. Remind students that an opinion is about feelings. Give a reason for their feelings. Our first sentence is going to be what we are talking about. The second sentence should state what our feelings are about the subject. Next, the writer should give a reason why they feel the way they feel. Last, we need a wrap-up sentence.

Whole Group Instruction: Explain that organizers are the first part of the writing process. The teacher will explain that today they are going to use the organizers to begin to write about their favorite dessert.</td><td>Shared Writing: Work with the students to write several organizers using the template below. Have the template on the Smart Board repeat organizer with favorite book, favorite color, favorite season, and favorite animal.

Independent Writing: Use the organizer to begin writing about their favorite dessert.

<table><tr><td>One dessert is…</td><td></td></tr><tr><td>It is my…</td><td></td></tr><tr><td>I like it because…</td><td></td></tr><tr><td></td><td>…are a good dessert.</td></tr></table></td></tr>
<tr><td>2</td><td></td><td></td></tr>
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<td>Whole group instruction: Review with students what an opinion is. Then the teacher will review what the different sentences are to make up the organizer. Review the organizer done yesterday and students to share their organizer with their writing groups. Writing groups at The Caepe School are started in the beginning of the year and allow for a more individualized education.

Whole group instruction: Display a previously created organizer on smart board. Read through organizer with students.

Whole Group Instruction: Ask students to use their organizers to write their own paragraphs.</td>
<td>Student Activity: Share their organizer with their writing groups.

Shared Writing: Help the teacher form sentences from the organizer. The teacher will remind students when writing a sentence we always begin with a capital letter and end with a period.
<table>
<tr><td>I have a…</td><td>fish.</td></tr>
<tr><td>It is my favorite…</td><td>pet.</td></tr>
<tr><td>I like it because…</td><td>it is not very messy.</td></tr>
<tr><td>Fish</td><td>…are good pets to have.</td></tr>
</table>
<table>
<tr><td>I celebrate…</td><td>Valentine’s Day.</td></tr>
<tr><td>It is my favorite…</td><td>holiday.</td></tr>
<tr><td>I like it because…</td><td>it is about love.</td></tr>
<tr><td>Valentine’s Day</td><td>…is a good holiday.</td></tr>
</table>
Independent Writing: Use their graphic organizer to write their opinion piece on their favorite dessert.</td>
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<td>3</td>
<td>Whole Group Instruction: Review what goes into writing an opinion piece.

Whole Group Instruction: Ask one student from each group to share their completed piece with the class. If a group has no one that would like to stand up and read their piece, the teacher will volunteer to read a piece for the group.</td>
<td>Guided Writing: Work with the teacher and their writing groups today to create their own organizer and piece on their favorite pet. The teacher will meet with each group, but remind students to work quietly and if they have a question they may ask someone in their group. The teacher will give the groups a chance to start for a few minutes before calling groups over. While waiting the teacher will walk around the classroom to make sure students are on the right track and answering questions as needed.
<table>
<tr><td>I have a pet…</td><td></td></tr>
<tr><td>It is my…</td><td></td></tr>
<tr><td>I like it because…</td><td></td></tr>
<tr><td></td><td>…is a good pet.</td></tr>
</table></td>
</tr>
</table>

Summative Assessment: Using the organizer, students will write about which non-fiction book they liked better. Students will choose between *A Day with a Mechanic* and *A Day with Air Traffic Controllers*. Then students will write the four sentences to support their opinion.
Answer Key: Students are awarded two points for the organizer (one point given for two sections filled in correctly and two points for all four filled in correctly), four paragraph (one for each sentence), and two points for all sentences beginning with capital letters and ending with periods (one point for punctuation and one for capitalization). No points taken off for spelling. Mastery is found with students receiving 6/8.

Name_____
Date_____

Directions: Finish the organizer and put it into a paragraph.

I read the book…	
It is…	
I like it because…	
	is a good book.