Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	Third Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Synergy students will already have knowledge of main idea and supporting details. Students will have used a variety of graphic organizers or thinking maps to group their ideas. Synergy students will also be comfortable using text features such as headings, table of contents, and captions to find supporting details.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	Synergy teachers will engage students in cooperative learning structures throughout the lesson. Lessons will be built using the Gradual Release of Responsibility. Synergy teachers will monitor student understanding and adjust instruction based upon student responses. Instructional strategies such as cooperative learning, differentiation, questioning, and meta-cognition will be used consistently during instruction.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**3.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons.** **a. Introduce the topic or texts they are writing about, state an opinion, and create an organizational structure that lists reasons.** **b. Provide reasons that support the opinion**.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Thinking maps, *Anansi the Spider*, notebooks, Kagan structure posters, highlighters		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Objective: The students will read a text to gather information for their opinion- writing piece.** **Introduction:** We have been reading folktales for the past few weeks today we will read one called *Anansi the Spider*. As we read the story I want you to start thinking about what type of character Anansi is in the story. **I-Do (Modeling):** Teacher will read a short paragraph to the class. The teacher gives words that she thinks describes the character as she reads. She writes the words on the board. After she reads the passage. The teacher says I think the character in the passage was lonely. When you state your opinion, you tell what you think, feel, or believe about something. What type of writing do you think we will learn about in this lesson? The text new said she was lonely but that is my opinion of this character. Maybe some of you disagree with me and have another word to describe the character. To prove my opinion I would have to have reasons to support my claim. So lets go back to the text and see if I can find ideas to support my claim. I notice in the third sentence the text says that the girl say under the tree by herself. The teacher writes the evidence on the board. **We Do (Guided Practice):** The teacher reads the first 3 pages of the story aloud. As the story is read the teacher has a poster to list words to describe Anansi. Students will contribute their thoughts to add ideas to the poster. Students will continue to partner read the rest of the story. Students will then add ideas to their notebook. After the students have read the text the teacher asks students to share their description of the character. **Check For Understanding:** Teacher questions students as they read and checks their notebooks for students input. The teacher will ask why they chose the word they picked. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice):** Students will pick one word that they used to describe Anansi and create a tree map to list two pieces of evidence to support their claim. **Discussion Circle:** Students will use the Mix Pair Freeze structure to share ideas with classmates on how they would describe Anansi.	Students will predict what type of writing this lesson will be. Students help suggest evidence from the text to support the claim that the character is lonely. Students partner read the text. Students suggest words to describe Anansi. Students will chose one describing word and matching evidence from the text. Share ideas with classmates.

2	**Objective: The students will find text evidence to support their point of view and fill out a graphic organizer to list their thoughts.** **Introduction:** Yesterday we made a list of words to describe Anansi. We had to find evidence from the text to persuade someone that our claim was valid. You were able to pick any word you wanted to describe the character. **I-Do (Modeling):** Today I am going to give you a word that may or may not describe Anansi. You will find evidence from the text to convince the reader, which will be the other students in this class, to believe what you are saying, is true. I am going to write the prompt on the board. Anansi is a very mischievous character. Do you agree or disagree with this statement? Why? First we need to make sure that we understand what the prompt is asking. Teacher will clarify any misunderstandings about the prompt. In opinion writing, a writer states an opinion that reflects his or her point of view—thoughts, feelings, or beliefs—about a topic. The writer supports this opinion by giving strong reasons and then using evidence, such as facts and details to explain each reason. **We Do (Guided Practice):** Students will revisit the text they have read. In their teams they will find evidence to support that Anansi was mischievous or not mischievous. Each team must have at least 3 supporting ideas highlighted in the text. The teacher will have random reporters share evidence from the text and the class will determine if that is supporting evidence. **Check For Understanding:** Teacher will facilitate team discuss and record notes about students understanding and misconceptions during guided practice. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice):** Students will fill out their OREO graphic organizer. (Opinion Reason (3) Evidence Opinion) **Discussion Circle:** How does gathering evidence from the text help to validate your opinion?	Students help the teacher identify key information from the prompt. Students will use the Round Table Structure to identify supporting evidence within the text and share thoughts with their teammates. Students will contribute ideas to class discussion. Students complete graphic organizer independently. Students will use the Stand Up Hand Up Pair Up structure to discuss question.
3	**Objective: The students will write their rough draft organizing their evidence to support their opinion.** **Introduction:** Today we will start putting our ideas into paragraphs. Sometimes you feel like this is the hard part but we have already done the hard work. You have read and pulled out evidence and organized your ideas. Know we just need to put that into sentences. **I-Do (Modeling):** You are writing about how Anansi is a mischievous character. I am going to model an exemplar for you using another description. I am going to say that Anansi is brave. When I start an opinion writing the first thing I want	(The teacher may choose to fluidly move between I Do and We Do during the writing process depending on the student needs)

	the reader to know is what my opinion is. I will write my topic sentence first. The teacher will then write: Anansi is one of the bravest characters I have read about. Did I clearly state my opinion for the reader? I will write a line under my topic sentence so I know that I have included that sentence. The teacher will then start on the first sentence of evidence from the text. The teacher will model writing the first sentence. I will put a number one next to my first reason that I think Anansi is brave. I will use ideas from the story but I cannot copy the text directly. I will have to change the words into my own words. Teacher continues to model the additional two reasons with evidence from the text. **We Do (Guided Practice):** Students will share their opening sentence with a partner and then write it in their notebook. **Check For Understanding:** The teacher will check students opening sentences in their notebooks. Teacher will give students feedback on their writing. If 80% of the students get it then they move to independent practice and the other 20% assemble in a small group for re-teaching or more we-do practice. **You-Do (Independent Practice):** Students will use their graphic organizer to finish adding their supporting evidence to their rough draft. **Discussion Circle:** How did your graphic organizer help support your opinion?	Students will think, pair, and share to discuss if the topic sentence meets the criteria. Students will share their sentence with a partner and ask for feedback. Students will write the sentence in a notebook and underline the topic sentence. Students will start writing their rough draft with evidence. Students will number the reasons within their draft. Students will use the Team Carousal Structure to share ideas with a partner.
4	**Objective: The students will add transitional phrases to their opinion writing piece.** **I-Do (Modeling):** The teacher will post the anchor chart below: **Linking Words and Phrases** • because • since • for instance • therefore • for example • in addition We have started writing the first reason in our opinion write. As we continue to add additional reasons we should include linking words or phrases. I have posted some of them on this anchor chart. I am going to look at my graphic organizer and find my second reason for my opinion. Next I will choose one of these phrases to help transition to my second reason. Which one should I use? Teacher calls on a student to select one of the phrases.	Students talk with a partner to select a transitional phrase.

	Let's add that after I have stated the second reason of my argument. Teacher then writes the second sentence with the transitional phrase and text evidence. Teacher will model the conclusion of her opinion write. Reread aloud the conclusion and remind students that the conclusion of an opinion essay does three things: it restates the opinion of the writer, summarizes the reasons for the opinion, and leaves the reader with an interesting thought. Did my conclusion do all of those things? **We Do (Guided Practice):** Students will help the teacher review her paragraph to help make revisions and add more supporting evidence. **Check For Understanding:** Teacher will assess students writing to determine who needs additional small group support. **You-Do (Independent Practice):** The students will use the teacher's conclusion as an example to follow. They will then write their own conclusion and use the criteria the teacher posted to make sure they have met the expectations. **Discussion Circle:** Why is it important to have a strong concluding paragraph? The students will participate in a group discussion about the value of a strong concluding paragraph.	Students will write their next reason with supporting evidence and linking words or phrases. Students will write their concluding paragraph independently. Students will use the Mix and Freeze structure to discuss their answer with different partners.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	The summative assessment includes 4 items that will test student knowledge and understanding of standard. Students will demonstrate understanding by answering questions about opinion writing. Students will show high proficiency of the standard by writing an opinion statement and creating an organizational structure that lists reasons that support the opinion.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for a structure that lists reasons, 1 pt. for stating an opinion. 1 pt. for each supporting reason up to 3 pts.) 5 points total

What is your opinion to the following statement?

Every school should make students wear school uniforms.

Create your own OREO organizational structure to help list your reasons on why or why not every school should make students wear school uniforms. Write a response to the opinion statement using at least 3 reasons that support your opinion. (Sample Answer: Evidence of the OREO structure for prewriting and My opinion is students should wear uniforms to school because….Three supporting reasons.) Answers will vary.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): 1 point total

A student is writing an opinion article for his classmates about reasons basketball is a great sport. The student wants to revise the draft to have better reasons. Read the draft of the article and complete the task that follows.

Basketball is a great sport. It is an indoor sport that can be played all year long. People of all ages can play basketball. <u>There is always action on the court so it is great exercise</u>. There are many reasons basketball is a great sport. Everybody should play it.

Choose TWO sentences that add the BEST reasons to support the underlined sentence about basketball.

A. Basketballs are orange.
B. Basketball players are always moving back and forth.
C. Basketball keeps the players active.
D. Basketball players wear shorts.
E. Basketball is played on a wood floor.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for correct response) 1 point total

Read the paragraph.

There are so many different flavors to choose from. In the spring, I like vanilla ice cream. I like strawberry ice cream in the summer. In the fall, I love chocolate. People think I am silly for eating mint chip ice cream in the winter.

Select an opening sentence that MOST clearly states the opinion of the writer.

A. Ice cream is good.
B. Most people eat ice cream in the summer.
C. Ice cream is the best treat to eat all year round.
D. I do not have just one favorite ice cream.

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (1 pt. for a structure that lists reasons, 1 pt. for stating an opinion. 1 pt. for each supporting reason up to 3 pts.) 5 points total

Students will read a passage about recess and write an opinion to the following statement?

Should schools have at least one recess every day?

Create your own OREO organizational structure to help list your reasons and then write a response to the opinion statement using at least 3 reasons that support your opinion. (Sample Answer: Evidence of the OREO structure for prewriting and My opinion is every school should have a least one recess every day because….Three supporting reasons.) Answers will vary.

Scoring Guide		
Highly Proficient	12/12	100%
Proficient	10/12	80%
Minimally Proficient	8/12	60%
Not Proficient	<8/12	<60%