Curriculum Sample Template – 8 Pages Max

Grade Level	Kindergarten	**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 kindergarten students will be able to understand what an opinion is. Students will have a foundational understanding of what it means to form an opinion. Students will have been exposed and learned all letters and sounds. They will understand that letters make up words and words make up sentences. They will understand that sentences tell their thoughts. Students will have had exposure to writing conventions that include capitals at the beginning of the sentence, spaces, and periods at the end of the sentence.		
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 (Introduction, I-Do, We-Do, You-Do, Check for Understanding, and Discussion Circle). 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.*	**K.W.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or name of the book they are writing about and write an opinion or preference about the topic or book (*e.g., My favorite book is…*).**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Books: *I Will Not Ever, Never, Eat a Tomato, Bunny Cakes, Bunnies on the Go* Passage – Jane Goodall Chart paper, white board markers, writing paper, document camera		

* ***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 student will be able to draw and write an opinion piece about what vegetables they do not like.** **Introduction:** The teacher will ask the students to think about what their favorite foods are. Students will use Rally Robin and share the different foods that they come up with. The teacher will ask students to share randomly some of the foods that they like to eat. The Teacher will read, "*I Will Never Not Ever Eat a Tomato*". The teacher will explain to the students that the main character in this book shares her opinion throughout the book. The teacher will share that even her opinion is in the title of the book. Then, the teacher will read the book and point out every time the main character shares an opinion. Explain that it is important to tell opinions because we want others to know how we feel about something. **I-Do (Modeling):** The teacher will have a discussion with the students in response to the text. The teacher will say, "In this story, the main character has an opinion. Please think about the opinion and be ready to share with your partner what her opinion is." Have students think, pair, and share the opinion of the main character. Explain to the students that you know that it was her opinion because she said in the book, "I will never not ever eat a tomato." Continue the conversation that this may not be the only vegetable that the girl did not like. Have students think, pair, and share about what other vegetables and reasons that the girl have that she will not like. Tell the students that just like the girl in the story, we may have vegetables that we do not like and that today they are going to be drawing and writing about the vegetables that they do not like. Ask the students to think, pair, and share with one another a vegetable that they do not like using the sentence starter, "I will never, not ever eat _____." As students share out to the whole class, write their responses on a piece of chart paper for reference. Next, model writing a sentence with a vegetable that the students did not choose. Use the sentence starter that the students used orally while writing a reason. For example, write, "I will never, not ever eat a squash because I do not like the taste of it." **We-Do (Guided Practice):** Have students think about what vegetable they are going to write about. Also, have the students think, pair, and share the reason why they do not like that particular vegetable. Have students share again the sentences that they are going to write. Encourage students as they share to use one of the provided sentence frames. Have the students begin drawing the vegetables that they do not like. On the white board, write several sentence	Students will use Rally Robin (Kagan Cooperative Learning Structure) to think, pair, and share the different foods that they come up with. Students will actively listen to the teacher read the book, I Will Never, Not Ever, Eat a Tomato. Students will discuss the story with the class. Students will discuss the main character's opinion from the story. Students will think, pair and share the opinions of the main character. Students will actively listen to the teacher. Students will think, pair, and share the vegetable that they do not like. Students will share out opinions. Students will think about what they are going to write about. Students will think, pair, and share the reason for their opinion. Students will share the sentence that they are going to write.

	starters (e.g., I will never, not ever eat _____ because _____. I do not like _____because _____., I do not like to eat _____ because _____,). Students should be encouraged to write the sentences on their own, however providing sentences frames allow students support if they need it. **Check For Understanding:** The teacher will be circulating around the classroom working with students independently as needed. The teacher will be asking students questions to prompt ideas and details in the picture and drawing. **You-Do (Independent Practice):** Students will complete the picture and the opinion sentence with a reason on their paper. As the students are working, the teacher will circulate around the room and ask the students to verbally share the vegetable they will not eat and why. **Discussion Circle:** Students will share their writing with their partner. The teacher will then ask three students to show their writing under the document camera and read to the students as an exemplar. The teacher will then explain that the writing that they have done is telling the reader their opinion about what vegetables they do not like to eat.	Students will draw a picture of a vegetable. Students will write sentences about their opinion with a reason. Students will answer questions posed by the teacher. Students will complete the picture and opinion sentence with a reason on their paper. Students will share their writing using a Timed-Pair-Share (Kagan Cooperative Learning Structure) with a partner. Students will listen to the teacher share writing from classmates.
2	**Objective: The student will be able to use a combination of drawing, dictating, and writing to compose an opinion piece about their favorite cake or dessert.** **Introduction:** Explain to the students that today they are going to be listening to a book called Bunny Cakes and that they are going to be writing their opinion about what their favorite cake or dessert is. Tell the students that it is important to write their favorite dessert so they can have the reader know what their opinion is. The teacher will ask the students to think about what their favorite desserts are. Students will use Rally Robin to think, pair, and share the different desserts that they come up with. The teacher will ask students to share randomly some of the desserts that they like to eat. The teacher will explain to the students that the main character Max and Ruby in this book want to make their Grandmother a birthday cake because it is her birthday. **I-Do (Modeling)**: The teacher will read the book. Explain to the students that many times throughout the book, Max and Ruby drew pictures to help support the words they wanted to write. On a piece of chart paper, begin drawing a cake that the teacher is going to write about. Be sure to show detail in the drawing with colors. The cake that is drawn is going to be the one that the teacher models writing about. After the teacher is finished drawing the cake, begin modeling the sentence that goes along with the cake while having the students help sound out words and pointing out all of the writing conventions and details of a complete sentence. An example of a sentence could be, "My favorite cake is chocolate with strawberry frosting because I like the color pink	Students will listen to the book, Bunny Cakes. Students will think about what their favorite dessert is. Students will participate in Rally Robin. (Kagan Cooperative Learning Structure) Students will randomly share out the desserts they like. Students will actively listen while the teacher is modeling the sentence and picture.

	on my cake." Point out that the picture and the sentence should match so that the reader knows the student opinion. Model this several different times using different sentence starters that will support opinion writing. **We-Do (Guided Practice):** Have students share what cake or dessert they are going to write about using a Timed-Pair-Share. Have students share out their favorite dessert and make a chart of all of the desserts. Encourage students to use a sentence frame (I like _____ because _____. My favorite dessert is _____ because _____., I love to eat _____ because _____.). Encourage students to be detailed in their oral responses to their partner by including details. Next, have students go to their tables and begin drawing their dessert. As students are sharing out, ask them questions to guide them to be more detailed in their responses and drawings. **Check For Understanding:** The teacher will be circulating around the classroom working with students independently as needed. The teacher will be asking students questions to prompt ideas and details in the picture and drawing. **You-Do (Independent Practice):** Students will complete the picture and the opinion sentence with a reason on their paper. As the students are working, the teacher will circulate around the room and ask the students to verbally share the dessert they like and why. **Discussion Circle:** Students will share their writing with their partner. The teacher will then ask three students to show their writing under the document camera and read to the students as an exemplar. The teacher will then explain that they have written their opinion in their writing by telling the reader about something that they like.	Students will share what cake or dessert they are going to write about using a Timed-Pair-Share (Kagan Cooperative Learning Structure). Students will draw their dessert. Students will answer questions posed by the teacher. Students will answer questions posed by the teacher. Students will write an opinion about their favorite dessert. Students will verbally share what dessert they like and why. Students will share their writing with a partner using a Timed-Pair-Share (Kagan Cooperative Learning Structure). Students will actively listen to student exemplars.
3	**Objective: The student will be able to draw and write an opinion piece about how they felt about Jane Goodall and protecting animals.** **Introduction:** Explain to the students that they are going to be listening to and reading an informational text about Jane Goodall and they will write their opinion about what the thing they liked most about Jane Goodall. Tell the students that it is important to write their opinions so they can have the reader know how they feel. The teacher will bring the students to the carpet. The teacher will ask the students to think about people who work to protect animals. The teacher will read the text to the students and together they will create a circle map that outlines the details from the informational text. Students will use think, pair, and share to come up with the details from the text and share out with the class. **I-Do (Modeling):** Explain to the students that it is important to share your opinion because it tells people how you feel or what you think about something. Explain that their opinion isn't right or wrong. Tell the students that today we will take all of the information that we have learned about Jane Goodall and then write how we feel/what we think about Jane Goodall	Students will actively listen to the text about Jane Goodall. Students will actively listen to the teacher. Students will think, pair, and share details from the text and also think about people who work to protect animals

	protecting animals. The teacher will write a sentence about what she thinks about Jane Goodall and what she is doing to protect animals. She will model the sentence; "I think that Jane Goodall is important because she helps to keep the animals safe." Tell the students that this sentence is your opinion and that because it is your opinion, people can agree or disagree with it. Explain to the students that they are going to be writing their own opinion sentence about Jane Goodall. **We-Do (Guided Practice):** Ask the students to think about what they think about Jane Goodall. Students will think, pair, and share their opinion about Jane Goodall protecting animals. Have the students go back to their tables and begin writing their thoughts. Point out to the students that they can use one of the sentence frames on the board (I like Jane Goodall because _____. I think Jane Goodall is important because _____., I think _____ because _____.). During this process, they will count how many words are in their sentence and talk about the mechanics of their sentence as they create their sentence. Remind the students that they have to give a reason behind what they think for their opinion and also draw a picture to go with their sentence. **Check For Understanding:** The teacher will be circulating around the classroom working with students independently as needed. The teacher will be asking students questions to prompt ideas and details in the picture and drawing. **You-Do (Independent Practice):** Students will complete the picture and the opinion sentence with a reason on their paper. As the students are working, the teacher will circulate around the room and ask the students to verbally share their writing. **Discussion Circle:** Begin to have the students participate in a Stand Up – Hand Up - Pair Up (Kagan Cooperative Learning Structure) to share their writing with a partner. Have students read their writing to a partner. Bring the students back to the carpet and show 3 exemplars to the students while pointing out each one of the opinions.	 Students will actively listen while the teacher models her sentence. Students will help sound out words and read the words in the sentence. Students will think, pair, and share their opinion about Jane Goodall. Students will begin writing their thoughts using the sentence frames. Students will draw a picture to go with the sentence. Students will respond to questions posed by the teacher. Students will draw a picture and write an opinion sentence with a reason. Students will participate in a Stand Up – Hand Up - Pair Up (Kagan Cooperative Learning Structure) to share their writing with a partner. Students will read their writing to a partner. Students will listen to 3 pieces of writing from classmates.
4	**Objective: The student will be able to use a combination of drawing, dictating, and writing to compose opinion pieces about their favorite part of the book, Bunnies on the Go by Rick Walton.** **Introduction:** Explain to the students that today they are going to be listening	

	to a book called Bunnies on the Go and that they are going to be writing their opinion about what their favorite types of transportation. Tell the students that it is important to write their favorite type of transportation so they can have the reader know what their opinion is and they can also use this to understand the details in the story. The teacher will ask the students to think about what their favorite types of transportation are. Students will use Rally Robin (Kagan Cooperative Learning Structure) to think, pair, and share the different types of transportation that they come up with. The teacher will ask students to share randomly some of the transportation ideas that they have come up with. Explain to the students, "Boys and girls, today we are going to look at some of the different kinds of transportation you can find around the world. We will listen to the narrator as she tells us about different modes of transportation." **I-Do (Modeling)**: The teacher will read the story to the students. Once the story is over, ask the students to recall the different modes of transportation they saw in the book. Have the students participate in a Rally Robin (Kagan Cooperative Learning Structure) to name the different modes of transportation. List them all on a piece of chart paper while having the students help sound out the words. Repeat this process until all of the modes of transportation have been named. Say to the students, "Now that we have named all of the different types of transportation we saw in the story, I want you to take a minute to think which one is your favorite." Have the students think, pair and share their favorite mode of transportation. Remind the students what an opinion is. Remind students that opinions usually start with, I think…, I feel…, or I like… Explain to the students that they will be able to express their opinion by writing about which form of transportation you like best. Tell them that it can be a form of transportation that they have been on or one that they would like to go on. Tell the students that they have to back up their opinion with a reason. Tell them that they have to be able to explain why they like it. Model writing a sentence for the student with a reason for your opinion. For example, "I like the train best because I can get up and move around while it is going." Explain to the students that it is important to give a reason when you are saying your opinion because you are trying to help the reader understand how you feel. **We-Do (Guided Practice):** Have the students participate in a Hands Up – Stand Up – Pair Up (Kagan Cooperative Learning Structure) to share with several different people their favorite mode of transportation and why. Have students draw a picture of their favorite mode of transportation and write a sentence with a reason about their opinion. Students may refer to the sentence frames provided. **Check For Understanding:** As students are writing, the teacher will be circulating around the classroom working with students independently as	Students will think about their favorite mode of transportation. Students will participate in Rally Robin (Kagan Cooperative Learning Structure). Students will randomly share their opinions. Students will listen to the story. Students will listen to the story. Students will participate in a Rally Robin (Kagan Cooperative Learning Structure) to name the different modes of transportation. Students will think about what their favorite mode of transportation is and why. Students will listen to the teacher while she models the sentence. Students will participate in a Hands Up – Stand Up – Pair Up (Kagan Cooperative Learning Structure) to share with several different people their favorite mode of transportation and why. Students will draw a picture to go with their sentence. Students will answer questions posed by the teacher.

	needed. The teacher will be asking students questions to prompt ideas and details in the picture and drawing. **You-Do (Independent Practice):** Students will complete the picture and the opinion sentence with a reason on their paper. As the students are working, the teacher will circulate around the room and ask the students to verbally share their writing. **Discussion Circle:** Begin to have the students participate in a Stand Up – Hand Up - Pair Up to share their writing with a partner.	Students will complete the picture and the opinion sentence with a reason on their paper. Students will participate in a Stand Up – Hand Up - Pair Up (Kagan Cooperative Learning Structure) to share their writing with a partner.
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 **K.W.1.** The students will demonstrate proficiency by writing, drawing or dictating their opinion about a book or a topic.

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): **Students will be shown two books that they are familiar with, for example: "The Little Pigs" and "The Three Bears". Students will be asked which of these two books is their favorite. Students will respond by drawing and dictating/writing.** (Sample Response: My favorite book is _____.) 2 points total = 1 point for drawing and 1 point for dictating/writing which book is their favorite.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): **Students will draw and dictate/ write about why the book they chose is their favorite.** (Sample Response: I like _____because_____.) 3 points total= 1 point for drawing and 1 point for dictating/writing what they like and 1 point for dictating/writing why the book is their favorite.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): **Students will be shown two books that they are familiar with, for example: "Bats" and "Frogs". Students will be asked which of these two books is their favorite. Students will respond by drawing and dictating/ writing.** (Sample Response: My favorite book is _____.) 2 points total = 1 point for drawing and 1 point for dictating or writing which book is their favorite.

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score **Students will draw and dictate/write about why the book they chose is their favorite.** (Sample Response: I like _____because_____.) 3 points total= 1 point for drawing and 1 point for dictating/writing what they like and 1 point for dictating/writing why the book is their favorite.

Scoring Guide		
Highly Proficient	10/10	100%
Proficient	8/10	80%
Minimally Proficient	6/10	60%
Not Proficient	<6/10	<60%