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

Grade Level	Fourth 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. The students can write opinion pieces on topics or texts, supporting a point of view with reasons and information. They can introduce the topic and clearly state an opinion.		
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.*	**4.W.1. Write opinion pieces on topics or texts, supporting a point of view with reasons and information.** **a. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.** **c. Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition).**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Highlighters, *Kids and Social Media*, anchor chart with transitional phrases,		

* ***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 to support their opinion writing piece.** **Introduction:** How many of you use technology everyday? How many of you have social media accounts? **I-Do (Modeling):** Today we are going to read an article called *Kids and Social Media.* We are going to use this article to help each of you to develop your own opinion about whether you believe students should be allowed to use social media. Many of you may have an opinion already based on your parent's views or what you think is fair. When you choose a side this week it will have to be based on evidence you gather in your reading. The students will be given the passage to read. Now that everyone has read the text we are going to find evidence to support the different viewpoints. Lets start with people who are opposed to students having social media accounts. Everyone get his or her yellow highlighter out. I am going to look in the text to find one reason that students should not be allowed to have social media accounts. I am going to highlight the phrase "52% of children had talked to strangers online." Talking to strangers is dangerous so that would be a reason kids should not use social media. Highlight that phrase in yellow. **We Do (Guided Practice):** You will now work with your shoulder partner to find more evidence in the passage to support students not being allowed to use social media accounts. Teacher will call on random reporters to share ideas that they found in the text against using social media. **Check For Understanding:** Teacher will check student text for phrases highlighted to determine if they support the opinion given. 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 a pink highlighter to find phrases from the text that supports the argument that students should be able to use social media. **Discussion Circle:** Which piece of evidence in the passage did you find the most convincing? Teacher will call on students to share the phrases they selected.	Students will use take off touch down to share their answers to the teacher's questions. Students will partner read *Kids and Social Media*. Students highlight their text. Students will highlight in yellow evidence against using social media. Students will share answers with the class. Students will highlight evidence for using social media. Students will use Numbered Heads to discuss the question.

2	**Objective: The students will fill out a graphic organizer to state their opinion and group key ideas.** **Introduction:** The teacher will have students use the Logic Line Up structure to have students state their opinion and how strongly they feel for or against students being allowed to use social media. **I-Do (Modeling):** During the Logic Line Up you were able to talk to someone and try to defend your point of view. Yesterday we found evidence to support both sides of the argument. Today, you will fill in your graphic organizer for the opinion-writing piece you will write. The first thing you will have to add to your graphic organizer is a statement about your opinion. The teacher shows the students a graphic organizer on a different topic as a model that includes a text. I will write " I think students should not have homework on the weekend." After the teacher has filled out the topic sentence she starts to fill in the 3 reasons. My first reason is that many students have extracurricular activities on the weekend. Do you see where I found that in the text/ **We Do (Guided Practice):** I would like you to help me add two more reasons to support my viewpoint. Teacher calls on random reporters to share additional support. Remember our graphic organizer is just a skeleton of what we will write. Each of these pieces of evidence will be in a paragraph. The teacher asks students to propose a concluding sentence for the teacher's opinion piece. **Check For Understanding:** Student graphic organizers will be used to assess student progress and the teacher's need for intervention or modeling. 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)**: The teacher will check students opening and closing sentences to ensure they have a clearly stated viewpoint. **Discussion Circle** How did the text we read reinforce or change your opinion about social media? Why do you think using text is a better way to base arguments? Teacher will ask students to share their answers.	Students will participate in Logic Line Up to share their point of view. Students work with a partner to locate additional support. Students will fill out their graphic organizer to defend their viewpoint Students will use Mix Pair Freeze structure to answer discussion questions. Students will participate in discussion circle.
3	**Objective: The students will write their rough draft of their opinion writing piece clearly stating their opinion why supporting points.** **I-Do (Modeling):** Teacher will model writing an exemplar for the graphic organizer filled out the previous day defending that students should not have homework on the weekends. The teacher will show students that they will have to state their reasons and discuss why that defends their point. They will not only write the phrase found in the text but also explain how that supports their viewpoint.	

	One reason that students should not have homework on the weekend is that many kids have extracurricular activities on the weekends. When students are going to several practices or games on the weekend for sports that they compete in there is not a lot of time to do homework. Furthermore, kids are tired after a long day of participating in these activities and they will have a hard time producing quality work to turn into their teacher. Due to the fact that many kids weekend schedule is as busy as the school days it is sometime impossible to find time to get the homework done. Student's extracurricular activities should be considered when deciding on whether or not to give students homework on the weekend. **We Do (Guided Practice):** Lets look at the paragraph I just modeled for you. I want you to notice some key elements that were included in this one paragraph defending my point of view. Could you clearly determine my point of view? Which sentence from the paragraph states my opinion? Which transitional words or phrases did I use in my paragraph? Teacher calls on students to share phrases. Remember we have an anchor chart of more transitional phrases you may select for your paragraphs. **Check For Understanding:** Teacher will check student responses during We-Do to determine if additional practice is needed. 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):** The teacher will have students start writing their rough draft of their opinion piece. (This may need to be continued over an additional day depending on class progress.)	Students give a thumbs up Students hold up fingers indicating which sentence states the opinion. Students talk with their partner to determine transitional phrases. Students will write rough draft.
4	**Objective: The students will use transitional phrases when revising their opinion writing and adding additional support points.** **I-Do (Modeling):** Teacher posts her opinion writing piece defending why students should not have homework on the weekend. Yesterday we finished writing our rough drafts. I have made a copy of my paper for each of you. Today we are going to revise and edit our work to make sure that we have clearly stated opinions, we have grouped our ideas together in paragraphs, and used transitional words or phrases to help convey our message. I will look at the opening paragraph. I need to underline my opinion statement. Teacher underlines the opinion statement. In my opening paragraph I didn't use any transitional words so I won't highlight anything in yellow. In this paragraph I stated my points but the reasons are grouped in the following paragraphs so I won't highlight anything pink. **We Do (Guided Practice):** Now look at the second paragraph. Which pieces	

	should I highlight pink because they support related ideas? Teacher will select students to share responses. Which sentence states the opinion? Last we will highlight any transitional words yellow. The teacher will have students work with a partner to check paragraphs two and three to ensure all pieces have been included. The teacher will use the notes to determine if she has forgotten key elements and will use this information to revise her work. **Check For Understanding:** Teacher will check the students highlighting to ensure they understand what needs to be included in 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):** The teacher will have the students highlight and underline the key information listed above. They will use this information to determine which revisions are needed to satisfy the elements that needed to be included in their writing. **Discussion Circle:** What is one revision you made in your writing today? Do you always need to revise your writing? Why or why not? Teacher will select students to share answers.	Students underline the opinion statement on their paper. Students will highlight with a pink highlighter to indicate support related ideas. Students underline opinion. Students highlight transitional words. Students will use the Sage and Scribe structure to follow the above process to ensure all pieces have been included. Students will highlight and underline information in their own opinion piece. Students will make revisions to their writing. Students will use Stand Up Hand Up Pair Up structure to answer discussion questions.
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 one opinion writing piece that will asses the standard **4.W.1**. Students will demonstrate proficiency by writing an opinion piece and support a point of view. In order to demonstrate high proficiency students will need to introduce a topic, state an opinion with evidence, use an organizational structure and be able to link their opinion to reasons using words and phrases.

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.*

Students will be scored on the rubric below. (12 points are possible on the rubric. Up to 3 additional points can be awarded for identifying 3 transitional phrases included in the writing piece. Students will need to score 12/15 points to be proficient.) 15 points total

Summative Assessment Item #1 (4 points possible for purpose- See Rubric Below) 4 points total

Do you think that dogs or cats make better pets? Defend your point of view with evidence for the texts below.

Students will use the two texts to write an opinion piece.

Does your writing include a clearly stated point of view?

Summative Assessment Item #2 **(4 points possible for elaboration and evidence- See Rubric Below) 4 points total**

Do you think that dogs or cats make better pets? Defend your point of view with evidence for the texts below.

Students will use the two texts to write an opinion piece.

Is your opinion supported by reasons?

Summative Assessment Item #3 **(4 points possible for organization See Rubric Below) 4 points total**

Do you think that dogs or cats make better pets? Defend your point of view with evidence for the texts below.

Students will use the two texts to write an opinion piece.

Does your writing include related ideas grouped together?

SCORE	4	3	2	1
Ideas/ Purpose	Clearly indicated purpose: to support a point of view; clearly stated topic or text and opinion	Purpose indicated: to support a point of view; stated topic or text and opinion	Purpose vague; topic or text and opinion not clearly stated	Purpose, topic or text, and opinion unclear or missing
Elaboration/ Evidence	Opinion strongly supported by reasons, which are strongly supported by facts and details	Opinion supported by reasons, but these may not be sufficiently supported by facts and details	Needs more reasons to support opinion; not all reasons supported by facts and details	Reasons, facts, and details unclear or insufficient
Organization	Strong introduction, conclusion; related ideas grouped in a logical way	Recognizable introduction, conclusion; most related ideas grouped together	Missing either introduction or conclusion; related ideas not grouped together	No introduction or conclusion; ideas unrelated and unorganized

Scoring Guide

Highly Proficient	15/15	100%
Proficient	12/15	80%
Minimally Proficient	9/15	60%
Not Proficient	<9/15	<60%

Why Cats Make Better Pets than Dogs

Should you get that cute little puppy or a cuddly kitten? Deciding between a cat and a dog can be difficult. However, cats as pets do have some advantages.

Grooming

Cats bathe themselves. Most do not even need brushing. Dogs are more likely to need help from their owners in keeping clean.

Companionship

Cats enjoy being alone. You can leave them home alone for the day while you go to school. Dogs, however, need company. A dog needs much more of your time.

Exercise

Cats and dogs both need daily exercise. However, a cat needs much less exercise than a dog. Most dogs need to be taken for walk at least twice a day, even in the rain. Your cat will probably be happy to chase a ball in your living room.

Noise

Dogs can bark at all hours of the day or night. Cats sleep most of the day and are much quieter. They are unlikely to disturb your neighbors.

Training

Dogs need training to live with people. They need to be taught not to jump on people, how to sit and stay, and many other things. You may even need to teach your dog to lie down so you can have some quiet time. Cats can be trained to fetch a ball or walk on a leash, but these lessons are just for fun. You don't need to train your cat to have a good pet.

Both cats and dogs can be wonderful family pets. Each can be affectionate and playful, but cats are much easier to care for. Maybe a cat is the right pet for you!

Why Dogs Make Good Pets

Thinking about getting a new pet? One of the most popular pets is a dog. Dogs make great pets for many reasons.

Companions

Dogs are patient and make great listeners. Many people tell dogs things they can't tell anyone else. Dogs are great for someone who lives alone or needs company.

Friends

Most dogs are curious. They want to meet other people and animals. Owners are likely to meet others while out walking their dogs. Dogs are good conversation starters. They make it easy to meet new people.

Health

Dogs can make you healthier. Studies show that dog owners are less likely to get sick. When they do get sick, they get well quicker.

Safety

Most dogs will bark if there is danger. Dogs can scare off intruders or warn their owners of fire. Specially trained dogs can also find missing people, sniff out bombs and drugs and help disabled people.

Exercise

A dog needs daily exercise. The owner who walks his dog also benefits from this. Daily exercise can help keep you at a healthy weight. It gives you energy. It also strengthens your muscles and bones. Walking and playing with your dog can make you both healthier!

Is a dog the right pet for you? Owning a dog is a big responsibility, but there are many benefits. A dog might just be the perfect pet for you!