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

Grade Level	Fifth 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 know how to write opinion pieces on topics or texts, supporting a point of view with reasons and information. Students will 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. Students will be able to provide reasons that are supported by facts and details. The students will be able to link opinion and reasons using words and phrases (e.g., *for instance*, *in order to*, *in addition*). Students will be able to provide a concluding statement or section related to the opinion presented.		
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. ELA standards will incorporate Science and Social Studies content when applicable.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**5.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 ideas are logically grouped to support the writer's purpose.** **b) Provide logically ordered reasons that are supported by facts and details.**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	*Famous Scientists and Mathematicians- Louis Pasteur*, close read anchor chart, graphic organizers,		

* ***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: Students will gather information to help support their opinion-writing piece.** **Introduction:** We have been reading about scientific contribution to our society over the past few weeks in reading class. Some debate has already started in the class over which scientist has made the most life changing scientific contribution to our society. This week we will be writing an opinion essay telling which scientist you think has made the greatest contribution. **I-Do (Modeling):** Today you will read *Famous Scientists and Mathematicians- Louis Pasteur.* (From ReadWorks.org Lexile 910). The teacher will tell the students that we are building our background knowledge about the importance of scientists in our society. Today, we are going to read an article titled *Famous Scientists and Mathematicians- Louis Pasteur* to learn more about the role of scientists in our lives. The teacher will display an anchor chart and review the process for close reading a text. The teacher will read the first 3 paragraphs modeling how to close read the text. The teacher will make annotations on her text. **We Do (Guided Practice):** The teacher will tell the students that they will read the text with their assigned partner. They will read only the first part of the story today. Students will complete the following steps: *Reread the first three sections. *Circle unknown or key vocabulary. *Try to determine the meaning of unknown words in the text. (Refer to Vocabulary Strategies anchor chart) *Think about the gist: what these sections of the article are mostly about. *Talk in their groups about the gist of the section. **Check For Understanding:** The teacher will observe students close reading notes and conversation to determine if more instruction 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. The teacher will work with individual students, providing scaffolds if needed.	Students will answer questions about steps in the close read process. Students will add the annotations modeled by the teacher. Students will read with a partner. Students will take notes on the passage. Students will summarize their learning.

	You-Do (Independent Practice) The students will read the last section alone. The teacher will have students write a summary paragraph of the main idea of the sections read. **Discussion Circle** Based on the section you read today what contribution did Louis Pasteur make to our lives? The teacher will help facilitate student's contribution to the discussion circle comments.	Students will write a summary paragraph. Students will Stand Up Hand Up Pair Up to share responses. Students will participate in discussion circle.
2	**Objective: Students will logically group and organize their ideas and supporting reasons on a graphic organizer.** **Introduction:** We have finished reading multiple texts about famous scientists. You will select the one that you feel is the most significant. The teacher will have students think about which scientist they are going to choose. **I-Do (Modeling):** I am going to select Louis Pasteur as the scientist that I think has made the greatest impact on our lives. The teacher will model brainstorming her ideas, logically grouping ideas and filling out her graphic organizer with supporting reasons from the text. **We Do (Guided Practice):** The teacher will have students find a partner that selected the same scientist. Students will use the jot thought structure to create a list of reasons on sticky notes of why the scientist made the greatest impact on our lives. Students will then work with their partner to logically group ideas for their graphic organizer. The teacher will have the students fill out the graphic organizer with their opinion and three supporting reasons from the text. **Check For Understanding:** The teacher will check student's graphic organizers to ensure there are an opinion and three supporting reasons for selecting the scientist. 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 independently find details and background information to support their reasons.	Students will use the Four Corners structure to go to one of the pre-labeled corners (each will have one of the 4 scientists the students have learned about). Students will talk with the group about why they selected that scientist. Students will use the jot thought structure to brainstorm ideas and logically group their ideas. Students will fill out their graphic organizer with a partner. Students will complete reasons on their graphic organizers.
3	**Objective: Students will write an opinion piece supporting which scientist made the greatest contribution to society. Include facts and details that support your opinion.** **I-Do (Modeling):** The teacher will show the students a video about how to write supporting paragraphs. https://learnzillion.com/lesson_plans/7875-write-body-paragraphs-for-a-persuasive-letter The video gave us key information and helped us understand how to organize a paragraph by grouping our ideas logically. The video said that we should not just list our reasons but also give reasons from our life or text to support our	Students will Rally Robin to share ways pets make people responsible.

	viewpoint. From the video what reasons did the writer give us for how pets make people responsible? Teacher will call on student answers. **We Do (Guided Practice):** The teacher will have student work with the same partner from the graphic organizer work. The teacher will have the students read the ideas from their graphic organizer to support their point of view. The teacher will have partners give feedback on whether they just gave a "laundry list" of reasons or logically grouped their ideas and gave supporting evidence. **Check For Understanding:** The teacher will read students first supporting paragraph and check additions to ensure students are ready to be released for independent 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)** The teacher will have students continue writing their rough draft. This may need several class periods to complete. **Discussion Circle:** What do you need to include in your opinion writing to make sure that your opinion is supported?	Students will write their first supporting paragraph. Students will give feedback to partners, checking for logically grouped ideas and supporting evidence. Students will add changes where needed. Students will write rough draft. Students will use Numbered Heads to discuss the question in their team. Students will contribute ideas to class discussion.
4	**Objective: Students will revise and edit their opinion writing piece ensuring it has a clear organizational structure and is logically sequenced to present ideas that support their viewpoint.** **Introduction:** We have finished our rough drafts. This is not the end of our writing process. Good writers revise their work to make sure they have made the best points to support their viewpoint. **I-Do (Modeling):** Today we are going to make some revisions to an already completed opinion piece. The teacher will give the student the paper to read and make revisions. We will watch a short video on how we can make our writing pieces stronger. https://learnzillion.com/lesson_plans/5613-revise-an-opinion-to-give-it-a-strong-purpose. The teacher will have students watch the first section of the video presenting the opinion statement. Is this opinion statement strong or does it need revision? The teacher will continue the video and pause it to have students write the new opinion statement. The video will show how to revise the supporting evidence to align with the new opinion statement. **We Do (Guided Practice):** The teacher will continue the video. The next section will give additional opinion writing pieces for students to practice making revisions and strengthening the opinion statement. Three opinion pieces are given in the video for students to use as practice. **Check For Understanding:** The teacher will check students opinion statement revisions and supporting evidence during the Guided Practice to determine how many of the opinion pieces to use before having students move to	. Students will circle on their paper yes or no. Students will use the Sage and Scribe structure to revise opinion statement and supporting reasons.

	independent 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)** The teacher will have students revise their opinion piece to include a stronger opinion statement and supporting evidence. This may take several class sessions to complete. The teacher will have individual writing conferences with students during this time. **Discussion Circle:** How did you revise your original opinion statement to make it stronger? The teacher will help facilitate discussion circle conversation.	Students will revise their opinion writing to include stronger opinion statements and supporting evidence and write final draft. Students will bring their opinion statement to discussion circle to share their revisions. Students will participate in discussion circle.
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 to demonstrate understanding of standard **5.W.1**. Students will demonstrate proficiency by writing an opinion piece that supports 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 that provides logically ordered reasons supported by facts and details.

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 logically ordered facts included in the writing piece. Students will need to score 12/15 points to be proficient.) 15 points total

Students will watch http://environment.nationalgeographic.com/environment/global-warming/pollution-overview/ and then read the article below to write an opinion piece answering, which form of pollution do you think is the most damaging to the environment?

Pollution

There are many kinds of pollution. Some kinds of pollution affect the air, soil, and water. Other pollution is in the form of noise and light. Air pollution is caused by microscopic bits of trash, droplets of liquid or harmful gases in the air. Breathing air with these types of debris is harmful. There are two main types of air pollution: primary and secondary. Primary pollutants enter the air directly. Some examples of primary pollutants are smoke from factories or car exhaust. Secondary pollutants are chemicals that mix together to dirty the air. For example, exhaust smoke from vehicles mixes with factory smoke to form dangerous combinations. Soil pollution is caused when harmful chemicals get into soil. These chemicals seep into soil through accidental spillage or purposeful dumping. Pesticides, or chemicals used to kill insects, leak from holding tanks, and oil leaks into underground water supply systems. Water pollution can have a far-reaching impact on the environment. Some scientists believe that water pollution is the largest cause of death and disease in the world. Some other forms of pollution are not as well known. Noise and light pollution also have negative effects on the environment. Noise pollution is caused by the loud sounds made by cars, airplanes, and factories. People who are exposed to loud noises for long periods of time can suffer from high blood pressure, heart problems, sleep disturbances, and hearing problems. In animals, noise pollution can cause communication and reproductive problems. For some animals, noise can even affect the ability to navigate, or find the way to breeding grounds or away from harm. Noise from underwater sonar equipment has been known to confuse whales. When a whale responds to the sonar as if it were another whale, it may become beached along a shore, unable to swim back into the ocean. Pollution from artificial light is caused by glowing

roadside signs, bright stadium lights, headlights from cars, and street lamps. Long-term exposure to these sources of lighting has negative health effects on both people and animals. In humans, artificial lighting has been known to cause high blood pressure. It can also affect sleeping and waking rhythms, as well as the body's natural ability to fight illness. In animals, artificial lighting can affect sleeping and waking rhythms, navigation, and reproduction. No one can accurately predict the timing and effects of pollution on Earth. Scientists can agree that pollution affects people, animals, and the climate on Earth. Scientists believe that humans need to begin taking the first steps toward conserving fossil fuels and reducing waste into the atmosphere.

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

Which form of pollution do you think is the most damaging to the environment?

Students will use the one text and one video to write an opinion piece.

Does your writing include a clearly stated point opinion?

Summative Assessment Item #2 (4 points possible for logical organization- See Rubric Below) 4 points total

Which form of pollution do you think is the most damaging to the environment?

Students will use the one text and one video to write an opinion piece.

Is your writing logically organized and includes linking words?

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

Which form of pollution do you think is the most damaging to the environment?

Students will use the one text and one video to write an opinion piece.

Does your writing support your opinion and include evidence?

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

	4 (Above Grade Level)	3 (At Grade Level)	2 (Approaching Grade Level)	1 (Below Grade Level)
Focus/ Opinion* CCSS*: ➢ W – 1a ➢ W – 1 b ➢ W - 4	• Responds skillfully to all parts of the prompt • States an opinion/argument/claim that demonstrates an insightful understanding of topic/text	• Responds to all parts of the prompt • States an opinion that demonstrates an understanding of topic/text	• Responds to most parts of the prompt • States an opinion that demonstrates limited understanding of topic/text	• Responds to some or no parts of the prompt • Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization CCSS: ➢ W – 1a ➢ W – 1c ➢ W – 1d ➢ W – 4	• Organizes ideas and information into purposeful, coherent paragraphs that include an elaborated introduction with clear thesis, structured body, and insightful conclusion • Uses a variety of linking words, phrases, and clauses skillfully to connect reasons to opinion/argument/ claim	• Organizes ideas and information into logical introductory, body, and concluding paragraphs • Uses linking words, phrases, and clauses appropriately to connect reasons to opinion	• Organizes ideas and information in an attempted paragraph structure that includes a sense of introduction, body and conclusion • Uses some linking words, phrases, or clauses to connect reasons to opinion but simplistically	• Does not organize ideas and information coherently due to lack of paragraph structure and/or a missing introduction, body, or conclusion • Uses no linking words, phrases, or clauses
Support/ Evidence CCSS: ➢ RIT – 1 ➢ W – 1b ➢ W – 9b	• Supports opinion skillfully with substantial and relevant evidence • Provides insightful explanation/analysis of how evidence supports opinion	• Supports opinion with sufficient and relevant evidence • Provides clear explanation/ analysis of how evidence supports opinion	• Supports opinion with minimal and/or irrelevant facts, details, and/or reasons • Provides some explanation/ analysis of how evidence supports opinion	• Does not support opinion with evidence and/or evidence is irrelevant or inaccurate • Provides no or inaccurate explanation/analysis of how evidence supports opinion