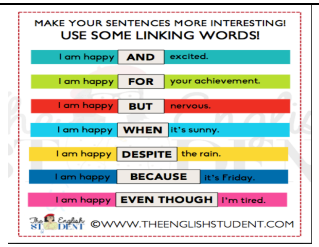
Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	Second 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 second grade students will be able to provide evidence from a text when supporting an answer. Students will already know how to find details within a text. Students will have used graphic organizers. Synergy students will have already been taught sentence structure and conventions of writing prior to teaching this standard. Student will have had some instruction on linking words and when to use them.		
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.*	**2.W.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, using linking words (e.g., because and also) to connect opinion and reasons, and provide a concluding statement or section.**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Chart paper, markers, *Charlotte's Web* book, two articles, "Help Animals Imprisoned By Sea World, and Sea World Saves Animals"		

* ***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 write an opinion about the fate of Wilbur in Charlotte's Web, support the opinion with a reason, and provide a concluding sentence.** **Introduction:** Students will have completed reading most of the book Charlotte's Web. Students will discuss with partners the fate of Wilbur (whether he should be sold or kept). Have students think, pair, and share with partners what they think should be done with Wilbur and state a reason why. **I-Do (Modeling):** Explain to the students what your opinion is and why you believe what you do. Model filling in a tree map brainstorming graphic organizer example of writing your opinion. For example, model the following, "The character, Wilbur, from the book, Charlotte's Web should be sold and not kept alive. One reason that I think this is because Wilbur is a lot of work for Mrs. Zuckerman because she has to entertain all of the visitors that come to visit him. Another reason that Wilbur should not be kept alive is that Mrs. Zuckerman missed making her blackberry jam because she was taking care of Wilbur. Mrs. Zuckerman can actually make him for a Christmas dinner. These are the reasons that I think Wilbur should be sold and not kept alive. Explain to the students that they can use any reasons from the story, but they have to provide a reason for their opinion and give an example. Model sentence structure Point out that you stated your opinion, gave reasons, and a closing sentence. Explain to the students that they will be going through the steps of this writing process to create their own opinion piece. **We-Do (Guided Practice):** Have students think, pair, and share what they think should happen to Wilbur from Charlotte's Web. Remind the students that they have to supply a reason for their opinion. With the class, brainstorm different sentence starters that can serve as sentence frames for opening sentences. Also, brainstorm sentence frames that can serve as support for closing sentences. Write the brainstorming on chart paper for students to refer to later as sentence frames for their writing. As students begin sharing their opinions, prompt them to come up with a reason why they have their opinion and provide an example that supports their reason (e.g., Wilbur is a lot of work because Mrs. Zuckerman has to entertain all of the visitors). After students share with a partner, have several students share out their answers and have students discuss if all of the pieces of the writing is included. Explain to the students that by the end of the unit, they are going to state their opinion about Wilbur, give at least two reasons for their opinion with specific details from the	Students will share with partners their opinion of Wilbur's fate. Students will think, pair, and share opinions and include a reason. Students will actively listen to the teacher. Students will think, pair, and share what they think should happen to Wilbur with a reason. Students will brainstorm different sentence starters for opening sentences. Students will brainstorm sentence frames for closing sentences. Students will share opinions with reasons. Students will share out their answers and discuss if all the pieces are included in their answer.

	story, and then write a closing sentence restating their opinion. **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 for the stated opinion and reason that support the opinion. 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 complete a Tree Map about Wilbur and his fate. Students will fill in the tree map with their opinion; give at least two reasons for their opinion with specific details from the book. **Discussion Circle:** Students will share their writing using a Timed-Pair-Share (Kagan Cooperative Learning Structure) with their partner. The teacher will then ask some students to show their tree maps under the document camera and read to the students as an exemplar.	Students will answer the questions prompted by the teacher. Students will write opinions and reasons about Wilbur on a tree map. Students will participate in a timed-pair-share structure with their partner. Students will share their tree maps under the document camera.
2	**Objective: The student will be able to write an opinion about the fate of Wilbur in Charlotte's Web, support the opinion with a reason, and provide a concluding sentence.** **Introduction:** Students will review their opinions and evidence stated from the previous lesson on Wilbur's fate from Charlotte's Web. Students will discuss with partners their opinion of the fate of Wilbur (whether he should be sold or kept). **I-Do (Modeling)**: Take out the chart paper of the teacher's modeled sentence from the previous day. Review the teacher's opinion about Wilbur. Point out the different pieces of the writing (Opinion sentence, evidence sentence, evidence sentence, and closing sentence.) Explain to the students that they are going to be writing their pieces and will be including a closing sentence (using their tree map). **We-Do (Guided Practice):** Have students think, pair, and share what they think should happen to Wilbur from Charlotte's Web. Remind the students that they have to supply two reasons for their opinion. Brainstorm sentence frames that can serve as support for closing sentences. As students begin sharing their opinions, prompt them to come up with a reason why they have their opinion and provide an example that supports their reason (e.g., Wilbur is a lot of work because Mrs. Zuckerman has to entertain all of the visitors). After students share with a partner, have several students share out their answers and have students discuss if all of the pieces of the writing is included. Have students share with a partner what their opinion sentence is going to be. Continue this process with each one of the sentences that they will be writing. This part of	Students will review their opinions and evidence stated from the previous lesson on Wilbur's fate from Charlotte's Web. Students will actively listen to the teacher. Students will think, pair, and share what they think should happen to Wilbur from Charlotte's Web while providing a reason. Students will share out answers and discuss if all the pieces are included. Students will share the different sentences that they will include in their writing.

	the lesson can be fluid as the teacher can move back into the I-Do to scaffold each piece of the lesson. Explain to the students that as they are writing their piece, they will need to use linking words to connect the opinion to the reason. Refer students to the linking words chart posted. **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 for the stated opinion and reason that support the opinion. The teacher will ensure that the students understand a closing sentence that is appropriate. **You-Do (Independent Practice):** Students will complete their writing piece about Wilbur and his fate. Students will write their opinion, give at least two reasons for their opinion with specific details from the book, and provide a closing sentence. **Discussion Circle:** Students will use the Mix-Pair-Freeze (Kagan Cooperative Learning Structure) to share their pieces of writing. The teacher will choose two students to display their writing to the whole class.	 Students will answer questions prompted by the teacher. Students will complete their writing piece about Wilbur and his fate. Students will write their opinion, give at least two reasons for their opinion with specific details from the book, and provide a closing sentence. Students will participate in a Mix-Pair-Freeze structure. Students will display writing to the whole class.
3	**Objective: The student will be able to write an opinion about the whether or not Sea World is positive or negative, support the opinion with a reasons and evidence from the text (connecting the opinion and reason with a linking word), and provide a concluding sentence.** **Introduction:** Students will read two texts, "Help Animals Imprisoned By Sea World, and Sea World Saves Animals" for this lesson. Both of the texts are opinion pieces that are written to persuade the reader to believe that Sea World is good/bad for animals. Explain to the students that they will be reading the articles and then making a decision about what their opinion is based on the text. Explain that they will be writing an opinion piece that states their opinion, gives reasons why (from the text), and contains a closing sentence at the end of this unit. **I-Do (Modeling):** Read the article Sea World Saves Animals with the students. Using chart paper, begin to list the details from the article that support why Sea World Saves Animals. Use think-alouds to show students where in the text you found the supporting details. (After the We-Do, take the students through a process of where they discuss what their opinion is – Do they believe Sea World is good or bad for animals?) Model creating a tree map using your opinion and three details. **We-Do (Guided Practice):** Have students partner read the article, Help Animals Imprisoned By Sea World and begin a list of details that support why Sea World is bad for animals. When students are finished, have them share out their evidence from the text as you list the items on the chart paper next to the	Students will read two different texts. Students will actively listen to the teacher model filling in details from the articles onto the tree map. Students will partner read. Students will list details from the article. Students will share out evidence from the text. Students will share with their partner their opinion and 3 reasons to support

	previous details from the first article. Have students think about what their opinion is about Sea World. Provide the students a speaking sentence frame to state their opinion. Have students share with their partner their opinion and give 3 reasons why to support their opinion. Students can participate in a hand up-stand up – pair up to share their opinions and reason with different partners. **Check For Understanding:** The teacher will circulate around the classroom, talking to students as they state their opinion and give reasons. The teacher will question and prompt students that need support during this process. 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 write their opinion and then state three reasons on a brainstorming graphic organizer (tree map). **Discussion Circle:** Students will share their brainstorming with a partner and then several students will share with the whole class.	their opinion. Students will participate in a Stand Up- Hand Up – Pair Up structure. Students will answer questions prompted by the teacher. Students will write their opinion and then state three reasons on a brainstorming graphic organizer (tree map). Students will share their brainstorming with a partner and then several students will share with the whole class.
4	**Objective: The student will be able to write an opinion about the whether or not Sea World is positive or negative, support the opinion with a reasons and evidence from the text (connecting the opinion and reason with a linking word), and provide a concluding sentence.** **Introduction:** Explain to the students that they will be taking the writing on the tree map that they completed in the previous lesson and putting it into a paragraph for the reader. Explain that they will have an opening opinion sentence, three sentences of evidence, and a closing sentence. **I-Do (Modeling)**: The teacher will begin the lesson by explaining that she is going to model how to transfer the ideas from the tree map into a paragraph. Say, "When I begin writing a piece of opinion writing, I first want to be able to share what my opinion is. I will write Sea World is a great place to protect animals." Explain to the students that the opinion sentence shares that you think that Sea World is positive for animals and that is your opinion. The teacher will then begin to model the reasons from the text to support the opinion statement. As the teacher is writing each sentence, point out the linking words that are being used to connect the opinion to the reason. Refer to the linking word chart. Continue this process throughout the lesson. The teacher can choose to scaffold so that students write each sentence as the teacher writes during the We-Do. **We-Do (Guided Practice):** Students will begin to write their sentences for each part of the paragraph as the teacher models each one. During the We-Do, have the students share each sentence before they write it on their own so that they	Students will actively listen to the teacher's introduction. Students will actively listen to the teacher model how to write her opinion sentence and reasons including linking words. Students will begin to write their sentences for each part of the paragraph as

	can ensure that they are including an opinion, reason, and a linking word to connect each reason. This portion of the lesson can be fluid as the teacher can model the writing while stopping to have students write their sentences independently or with a partner. **Check For Understanding:** The teacher will circulate around the classroom, talking to students as they state their opinion and give reasons. The teacher will question and prompt students that need support during this process. 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 students will complete the writing piece by including an opinion, three reasons, linking words and a closing sentence. **Discussion Circle:** Students will share their writing using a Timed-Pair-Share (Kagan Cooperative Learning Structure) with their partner. The teacher will then ask some students to show writing under the document camera and read to the students as an exemplar.	the teacher models each one. Students will share each sentence before they write it on their own so that they can ensure that they are including an opinion, reason, and a linking word to connect each reason. Students will answer questions prompted by the teacher. Students will complete the writing piece by including an opinion, three reasons, linking words and a closing sentence. Students will share their writing using a Timed-Pair-Share (Kagan Cooperative Learning Structure) with their partner. Students will show writing under the document camera.
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 **2.W.1** Students will show proficiency of the standard by answering questions about opinion statements/reasons for opinions. Students will show high proficiency of the standard if they are able to answer questions about opinion statements and write and opinion paragraph that states an opinion and gives reasons with a closing sentence using a linking verb.

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): (Student receives 2 pts. for writing a concluding sentence. Students answers will vary.) 2 points total

Read the opinion paper below and then answer the question.

My favorite food is fruit. Fruit is good because there are many kinds and you can get fruit almost everywhere. Most of the time, fruit does not cost too much money. It makes you feel full too.

Write a concluding sentence for this opinion piece.

Sample Answer: These are the three reasons why fruit is my favorite food.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (Student receives 2 pts. for each reason the students give. There should be three sentences. The student gives three separate reasons that support the opinion that students should have more time to play outside during school. For example: Running around outside with my friends helps me think when I come back to class. Fresh air helps us not to get sick. Playing outside is good exercise.) 6 points total

Your teacher has asked you to persuade her to give your class more time to play outside. Give three reasons why you think the class should have more time to play outside.

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

Ben needs to write an opinion paper. His paper includes this opinion: *Football season is the best time of the year*. It also needs to include this reason: I spend lots of time practicing with my uncle.

What linking word can Ben use to link his opinion to his reason?

a.) or
b.) so
c.) but
d.) because

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed): (Student receives 1 pt. for correct answer.) 1 point total

Your teacher has asked you to write an opinion paper about where your class should go for the last field trip of the year. After doing some research, you decide that the best place for the class to go would be to go to the zoo. Which sentence would be a good sentence to introduce your topic that states your opinion?

a.) I like to go on field trips every year.
b.) There are many reasons that I think we should go to the zoo for our field trip.
c.) The zoo is not far away from our school.

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