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

Grade Level	First 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 first grade students will be able express their opinions on many topics. They can give oral statements about opinions and why they have that opinion. Students have been exposed to writing structures such a writing a complete sentence and paragraph.		
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.*	**1.W.1 Write opinion pieces in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.**		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Passages: Fire Drill! Great Giraffes! Book: *Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name* by Ted Arnold, *The Important Book.* "Organizing My Opinion" graphic organizer Various newspapers		

* ***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 write opinion pieces, in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.** **Introduction:** Explain to the students that during the school year they practice fire drills in case there is an emergency. Have the students' think, pair, and share what their responsibility is when there is a fire drill. Tell the students that they are going to be reading a passage about fire drills and then they are going to write about whether they think fire drills are important or not. **I-Do (Modeling):** Review what opinions are with the students. Put up the sentence "Playing in the ocean is a blast." Have students decide whether this statement is a fact or an opinion. Once students state it is an opinion, have them think, pair, and share some reasons that they could give to support this statement. Tell students that when they give an opinion, they should always have reasons to support why they think something. Read them the passage, Great Giraffes, and have the students follow along. Then, write the statement on the board, "Giraffes are really cool animals." Ask students to think, pair, and share what reasons from the text could support that giraffes are really cool animals. As students share out answers, locate those answers in the text and make the connection that you based your opinion off of text. **We-Do (Guided Practice):** Give the students the Organizing My Opinion graphic organizer. Read the passage, Fire Drills! whole group. Have the students follow along while you read the passage again. Together, walk the students through the graphic organizer. Begin with the Topic Sentence. Have students think, pair, and share whether or not they think fire drills are important. Have them write their topic sentence. Provide the students with sentence frames to help them if needed. Next, have students think, pair, and share the reasons based off of the text. Students can locate the reasons in the text with their partner. Have them write the reasons in each of the spaces on the graphic organizer. Last, walk students through writing the closing sentence. Have them write a closing sentence on the graphic organizer. Use sentence frames with the students if needed. **Check For Understanding:** The teacher will circulate and monitor the students as they are working with their partners. This is the time for the teacher to put in scaffolds for students that are needed. If 80% of the students get it then they	Students will think, pair, and share their responsibility when there is a fire drill. Students will actively listen to the teacher. Students will decide if the statement is an opinion or not. Students will think, pair, and share reasons to support the opinion. Students will listen and follow along to the passage – Great Giraffes. Students will think, pair, and share reasons from the text to support the opinion. Students will share out answers. Students will read the passage, Fire Drills! Students will follow along with the passage. Students will think, pair and share if they think fire drills are important. Students will write a topic sentence. The students will think, pair, and share the reasons based off of the text. Students will locate the reasons in the text with their partner. Students will write reasons. Students will write a closing sentence.

	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):** Model for the students how to transfer the sentences from their graphic organizer to a paragraph. Have students then write their paragraph on lined paper. **Discussion Circle:** Have the students share their paragraphs with their partner. Students can participate in a hand up, stand up, pair-up to share their work with other partners in the class.	Students will work with partners. Students will actively listen to the teacher. Students will share their paragraphs with their partner. Students can participate in a hand up, stand up, pair-up to share their work with other partners in the class.
2	**Objective: Write opinion pieces, in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.** **Introduction:** The teacher will to read Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name by Ted Arnold and have students think, pair and share the parts of the story that they liked and didn't like. **I-Do (Modeling)**: Tell the students that you want them to share out the reasons why they liked or didn't like the parts of the story. On chart paper, list the different reasons under a T-Chart. Read all of the reasons to the students. Explain to the students that they are going to pick a part of the story and write whether they like it or didn't and then they are going to list the reason(s) why. Model writing the sentence; "I like the part of the story when she stuck her finger up her nose because it was gross. Tell the students that they are going to talk to their partners about what part of the story they liked or didn't and then have them give a reason. **We-Do (Guided Practice):** The teacher will write the sentence, "Everyone should like the part of the story _____ because _____." Have students begin talking to their partners about what they would put in the blanks of the story. Have students share with one another. **Check For Understanding:** The teacher will circulate and monitor the students as they are working with their partners. This is the time for the teacher to put in scaffolds for students that are needed. The teacher may ask questions or prompt students that are having difficulty. 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 write a sentence that states an opinion and gives reasons for the opinion from the book. They will tell the part or parts of the story that they liked or disliked with a reason.	Students will listen to the book Catalina Magdalena Hoopensteiner Wallendiner Hogan Logan Bogan Was Her Name by Ted Arnold. Students will think, pair, and share the parts of the book they liked and didn't like. Students will actively listen to the teacher. Students will share out the parts of the story they liked and didn't like and the reasons why. Students will talk with their partners. Students will actively listen and observe the teacher write the sentence. Students will talk to their partners about details to fill in the blanks. Students will share with one another. Student will work with partners. Students will write a sentence that states an opinion and gives reasons for the opinion from the book. Students will tell the part or parts of the story that they liked or disliked with a reason.

	Discussion Circle: Have students share their sentence(s) with their partner. During the discussion circle, begin discussing what it means to close out their writing and have students discuss orally what closing sentence they could include in the writing.	Students will share their sentence(s) with their partner. Students will discuss orally what closing sentence they could include in the writing.
3	**Objective: Write opinion pieces, in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Introduction:** The teacher will to read <u>The Important Book</u> and have students think, pair and share the different items that the author talked about in the book. **I-Do (Modeling):** Read aloud <u>The Important Book</u> for enjoyment. Have the students think, pair, and share some of the items cited in the book and the reasons why they were important. Begin to chart these items on a piece of chart paper with the reasons. Model how to choose and item and write the different reasons that it is important. For example, I liked the part in the book about the spoon because _____. **We-Do (Guided Practice):** Begin with a whole class reading of The Important Book, with the book projected under the document camera. Have the students think, pair and share which lines were their "favorite lines" in the book. Discuss why they liked those lines and why they think the author chose those words and expressions. Provide partnerships with copies of The Important Book. Assign each partnership one of the topics from the book (spoon, daisy, rain, grass, snow, apple, wind, sky, shoes). Have the children read and discuss the page about their topic with their partners. Discussion should focus on: how many reasons were given; the types of reasons that were given (facts, opinions, unusual, surprising?); how the reasons sounded when read aloud. Partners will choose 2 (or more) reasons they liked best and write them on a page with an illustration to share. The teacher will provide sentence frames for students who need more support. **Check For Understanding:** The teacher will circulate and monitor the students as they are working with their partners. This is the time for the teacher to put in scaffolds for students that are needed. The teacher may ask questions or prompt students that are having difficulty. 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 then choose one item from the book that they liked and the reasons from the text that provides evidence about that item. The students will write sentences that tell their opinion, gives reasons, **Discussion Circle:** Have students share their sentence(s) with their partner.	Students will actively listen to the teacher. Students will think, pair and share the different items that the author talked about in the book. Students will think, pair, and share some of the items cited in the book and the reasons why they were important. Students will read The Important Book. Students will think, pair and share which lines were their "favorite lines" in the book and discuss why. Students will work with partners (reading and discussion) about the topic. Students will write with partners the items and reasons they like best with an illustration. Students will answer questions asked by the teacher. Students will then choose one item from the book that they liked and the reasons from the text that provides evidence about that item. Students will write sentences that tell their opinion, and give reasons for their opinion. Students will share their sentences with their partner. Students will write a closing sentence.

	During the discussion circle, begin discussing what it means to close out their writing and have students discuss orally what closing sentence they could include in the writing. Students can return to their desks and write a closing sentence to go with the opinion piece.	
4	**Objective: Write opinion pieces, in which they introduce the topic or the name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.** **Introduction:** Students will learn to structure their written arguments as they create their own class paper full of opinion pieces in this real-world lesson. **I-Do (Modeling):** Begin the lesson by passing out newspapers to different partners. Ask the students to look at the different types of articles that they see. Ask the students, "What are some of the topics?" Have students continue to look through the newspapers and then share the different articles with their partners. Show the students the editorial section of the newspaper. Read an example of an editorial and tell the class that they will be writing opinion pieces like this for a class newspaper. Explain to the students that they will choose a topic to write about. Brainstorm a list of possible topics. Choose one topic to model writing about. Model how to write the first sentence that introduces the topic. For example, "Recess is an important part of the school day." Tell the students that they need to have reasons and supporting statements to tell why they believe what they do. Model writing the supporting sentences (e.g., Recess can help student burn off energy so that they can focus. It is important to be active, so students can stay in shape.). Tell the students that they need to have a closing sentence. One way is to remind the reader of their opinion. Write, "Recess has many benefits and so it is important to have everyday." **We-Do (Guided Practice):** The teacher will take an interactive approach while having the students write their own opinion piece with reasons. First, have the students write an opinion piece with a partner. Once the students have finished their opinion piece with a partner, have them share their piece with another partnership. Model each step (Opinion sentence, reason, reason, reason, closing.) This component of the lesson is fluid. The teacher may go back into the modeling piece of the lesson depending upon how much scaffolding is needed. **Check For Understanding:** The teacher will circulate and monitor the students as they are working with their partners. This is the time for the teacher to put in scaffolds for students that are needed. The teacher may ask questions or prompt students that are having difficulty. **You-Do (Independent Practice):** The teacher will direct the students to go back to their tables and begin writing a topic from the choices in the beginning of the lesson. Students can use sentence frames such as I think that_____ or _____ is important because _____. Remind students that they need	Students will look at the different types of articles that they see. Students will listen to the examples of the editorial. Students will brainstorm a list of topics to write about. Students will actively listen to the teacher model the different sentences. The students will write an opinion piece with a partner. Students will share the piece of writing with another partnership. The students will complete an opinion piece (opinion, reason, reason, reason and closing).

	to have opinion, reason, reason, reason, and a closing. Students will complete their opinion piece. **Discussion Circle:** Students will participate in Hand up, stand up, pair up and share their writing with a partner. Have students discuss why it is important to give reasons when stating an opinion. Students can publish the different pieces into a class newspaper.	Students will participate in Hand up, stand up, pair up and share their writing with a partner. Students will discuss why it is important to give reasons when stating an opinion. Students will publish the different pieces into a class newspaper.
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 **1.W.1**. Students will demonstrate understanding by answering questions about opinion writing. Students will show high proficiency of the standard by writing an opinion statement, writing evidence for opinions, and answering questions about opinion writing.

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 1 pt. for correct answer.) 1 point total

Read John's opinion paper below.

Summer is the best season. In the summer, we do not have to go to school. We also get to go swimming at the pool. I always bring my green goggles. I like my goggles because they help me see when I am diving. Diving down to the bottom of the pool is the best! I used to be afraid of diving. Now I can dive down and touch the bottom of the pool.

Which sentence from John's paper gives a reason why summer is the best season?

a.) In the summer, we do not have to go to school.
b.) I like my goggles because they help me see when I am diving.
c.) I used to be afraid of diving.
d.) Now I can dive and touch the bottom of the pool.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (Student receives 2 pts. for each correct answer. Students will need to write two supporting sentences that are on topic for reasons why soccer is the best sport.) 2 points total

After reading an informational text about sports, Marla's teacher has asked her to write her opinion about which sport is the best. Marla decides soccer is her favorite. Write two reasons that Marla can give to support her opinion that soccer is the best sport.

1. _____

2. _____

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (The written response needs to be an opinion about which vegetable the like or dislike-1 pt. The response must include the topic or name the book and be underlined in red pencil-1 pt. The opinion must be supported with reasons why. - 1 pt. The response must have a concluding sentence and be underlined in blue-1 pt.) 4 points total

The teacher gives the students a passage called *The Vegetables We Eat*. Students read the story. The teacher provides the prompt, "Which vegetable do you like or not like and why? Students will write which vegetable they like or dislike and explain why. Students will write as much as they can. Using a red pencil, students will underline the topic or book title and using a blue pencil underline their closing sentence. (Answers will vary)

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score): (The written response needs to be an opinion about which is the better pet, cats or dogs-1 pt. The response must include the topic or name the book and be underlined in red pencil-1 pt. The opinion must be supported with reasons why. - 1 pt. The response must have a concluding sentence and be underlined in blue-1 pt.) 4 points total

The teacher gives the students a passage called *Owning Pets*. Students read the story. The teacher provides the prompt, "Which pet is best for you, a cat or a dog and why? Students will write which pet is best for them and explain why. Students will write as much as they can. Using a red pencil, students will underline the topic or book title and using a blue pencil underline their closing sentence. (Answers will vary)

Scoring Guide

Highly Proficient	11/11	100%
Proficient	9/11	80%
Minimally Proficient	7/11	60%
Not Proficient	<7/11	<60%