Max. 8 Pages

Grade Level	Third	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	Lessons 1,2,3,4 will each be 1 day. Lesson 5 will be two days	**Time of Year**	Fourth Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will know how to identify the main idea in writing to form a central idea. They will be able to create sentences and put them together to form paragraphs appropriate for beginning third grade level.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	Direct Instruction will be used throughout each lesson. The teacher will use scripts to teach the writing skills so the students learn through repetitive phrases. Students will work in cooperative learning groups to share ideas and provide feedback. The teacher will use differentiated instruction throughout the lessons based on the needs of the students. She will use strategies such as color-coding, visual cues, repetition, choral responding, and task-analyses to meet the needs of the diverse learners. She will also use scaffolding/shaping while she is walking around the room providing individualized feedback to the students. *Students who are having difficulty grasping the concept and need a slower pace of instruction with more repetition will be given more opportunities to practice this concept throughout the week. These students will be given more writing practice along with a task-analysis that will break down the steps needed to complete the writing passages. They will have a list of linking words that they will be able to use along with an outline that sets up the format for such a writing passage.		
Standard Number and Description *List the Number* and full description for the required Standard.*	3.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; including illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section		
Summative Assessment *Describe a cumulative and comprehensive activity,*	Students will show proficiency in writing informative/explanatory texts to examine a topic and convey		

clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.	ideas and information clearly by writing a multiple-paragraph paper that describes their favorite roller coaster or amusement park. Students will be given two days to research their topic on the internet and write the paper during class. The essay should be 3-4 paragraphs long and must have a clear introduction, body and conclusion.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Student will be scored using a rubric. Students will be scored on each of the components in the standard (a. Introduce a topic and group related information together; including illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section). For each section the students will receive a 1-4 rating based on the attached rubric whereas 1=poor, 2=fair, 3= good, and 4=excellent. They must get a total of 13 out of the possible 16 points (80%) to show mastery.
Materials/Resources Needed	Model airplane, towel or blanket, different colored pencils and parkers, various writing samples, introduction & conclusion worksheet, iPads

* ***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, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instruction**	**Student Activities**
1	To begin the lesson, the teacher will bring in a model airplane and place it in front of the classroom. She will allow the students to come up in groups to examine the airplane for a few minutes. She will then have the students go back to their desks and she will cover the airplane up with a towel. She will ask the students to take out their writing notebooks and turn to a blank page. She will ask the students to list, from memory, all of the details that they could remember about the airplane. After a few minutes, she will ask for volunteers to share one of their details and create a list on the white board. She will then tell the students that her and her daughter built the airplanes together and it took them three days. She will write this on the board as well. Once she has all of the information on the board, she will use different colored markers to underline the information and separate it into different groups: red=details about the wings, green=details about the body, blue=details about the wheels, black=extra facts. She will explain how it is important to put information together so that it is easier to read. Once all of the information is categorized, she will begin to create a paragraph up on the board by grouping the information together and using linking words. She will involve the students by asking them what should come next and what linking words to use. She will write a sentence about it taking her three days to put the airplane together and explain to the students that this is factual information she is adding in. Once all of the information is put into a paragraph, the teacher will uncover the towel to reveal the airplane. The students will chorally read the paragraph aloud and have a discussion about any discrepancies between the picture and the actual airplane. The teacher will then ask the students to copy the paragraph into their writing notebook and draw a picture of the airplane. *Students who need this to be broken down further will be given a task-analysis to help them work through paragraph writing step-by-step.	• Students will examine the airplane and write a list of details from memory • They will share their information • Students will watch and listen as the teacher categorizes the information • They will copy the paragraph into their notebooks and draw a picture
2	The teacher will ask the students to get out their writing notebooks and open to a blank page. She will ask the students to think of an afterschool activity that they really like doing. She will have the students list all of the things that they can think of that have to do with that activity. She will tell them they may include: what the activity is, who they do it with, how they learned to do it, where they do it, how they feel when they are doing it	• The students will decide on a favorite afterschool activity. • They will list as many things they can think of that has to do with that

	and what equipment/materials they need to do it. The students will have fifteen minutes to work on this list. Once the students have their lists she will ask them to use different colored pencils to underline the information that goes together like they did in class the day before. She will walk around the room to see how the students are doing with this and provide help when needed. After five minutes, she will remind the students that related information should be linked together using linking words such as also, another, and, more and but. She will give the students fifteen minutes to work on putting this information into paragraphs. Once they have their paragraphs they will be asked to find a partner who is also done and read their paragraphs to each other. They will ask each other how they did and if their information was clear and properly linked together. When they are all finished, the teacher will ask for volunteers to share their writings with the class. *Task Analyses to help with paragraph writing will be passed out for students who need them.	activity. • They will use colored pencils to underline the information that goes together. • They will use the information to write paragraphs. • Work with a partner to read paragraphs and provide feedback • Share their writing with the class if they choose to do so.
3	The teacher will ask the students to get out their writings from the day before. She will tell the students that they are going to be sharing and using iPads to research their afterschool activity. She will explain that they have already put a lot of personal details into their writing but she would like them to find some facts to support their topic as well. The teacher will write various search engines websites on the board. She will walk the students through the steps of researching a topic, using skateboarding as an example. She will provide the steps written down on a piece of paper for the students who need it. She will find three facts about skateboarding and write them on the board. She will ask the students to spend the next fifteen minutes researching their topic. She will tell the students that when they find three interesting facts about their afterschool activity, they need to write them down and raise their hands. She will come around and check to make sure the students are on the right track. Once the students have the three facts she will tell them to put them together into a paragraph form using linking words. The students will work on their paragraphs for another ten minutes. The teacher will walk around and check to make sure the students are on the right track. When all of the students have their factual paragraphs complete, the teacher will discuss conclusion statements. She will explain that the conclusion statement ends the story. She will give a few examples of different concluding statements using her skateboarding topic and write them on the board. She will have each of the students take a few minutes to think about concluding	• The students will follow along while the teacher demonstrates searching for information on the internet with an iPad. • They will use iPads to research about their topic and write down three facts. • Use their facts to create a paragraph using linking words. • They will follow along as the teacher describes concluding statements. • They will write their own concluding statement.

	statements and write down one that they think will work. The teacher will walk around the room and provide support where needed. She will ask for volunteers to share their statements with the class and will provide feedback.	
4	The teacher will write a brief paragraph on the board. The paragraph will be missing an introduction and conclusion sentence. She will have the students read the paragraph aloud as a class, "My favorite part is when I get to go really fast down a hill. Another thing I like to do is jump off of ramps with my friends. I am sure to always wear my helmet and I also wear kneepads in case I fall." She will ask the students if they can guess what the paragraph is about. The students will raise their hands and take turns guessing. When they come to the conclusion that it is bike riding, she will ask for volunteers for an introduction sentence to go at the beginning of the paragraph. She will write the sentence on the board and remind the students about the importance of introducing the topics so that the reader will know what they are reading about. She will also discuss why concluding statements are important. She will then pass out a worksheet that has three short paragraphs on it. The paragraphs will have blank lines at the beginning and the end. The students will work independently for fifteen minutes to practice writing introduction and conclusion sentences. After fifteen minutes they will be put into pairs and they will share what they wrote with one another. They will spend about ten minutes giving each other feedback on their work. The students will turn their work in to the teacher at the end of the class.	• The students will read aloud a paragraph from the board. • The students will raise their hands and guess what the paragraph is about. • They will complete a worksheet working on introduction and concluding statements. • They will work with a partner to review their worksheets
5	The teacher will show a short video clip on an iPad of her favorite roller coaster. She will ask the students if they have ever been on a roller coaster before. If they have not been on roller coaster, she will ask if they have ever been to an amusement park. She will tell the students that they will each need to think about their favorite roller coaster or amusement park experience and they will be writing a paper using details from their own experience along with factual information they learn from their research. She will tell them that they will have class time today to research their favorite roller coaster or amusement park on the internet. The following day they will take all of the information they learned and put it into a paper that will include 4 paragraphs.	• The students will watch a video on the iPad about roller coasters. • They will spend the class period researching their favorite roller coaster or amusement park. • They will spend the following day writing their summative assessments.

Final Writing Paper/Informative-Explanatory Text

Write a 3 to 4 paragraph paper about your favorite roller coaster or amusement park. Include at least one picture that helps explain the topic (can be drawn or printed from the internet)

Remember to ~

- Write an introductory paragraph that introduces the topic and groups related information together
- Include facts, definitions and details that are related to the topic
- Group related information together using linking words
- Provide a concluding paragraph or statement that sums up the information

Final Writing Project Scoring Rubric

Total Score: _____/ 16

	4- Excellent	3- Good	2- Fair	1- Poor
A- Introduction	The writer clearly introduces the topic and groups **ALL** related information together. At least one detailed picture is included that is explicitly useful in aiding comprehension of subject.	The writer introduces a topic and groups **MOST** related information together, **with no more than one unrelated piece of information in the paragraph**. A **related** picture is included.	The writer **somewhat** clearly introduces the topic and **SOME** related information is grouped together. **No more than 2 pieces of unrelated information in the paragraph. Related picture is included.**	The writer does not clearly introduce the topic and related information is not grouped together. No picture is included
B- Details	The writer develops the topic with more than 9 total supports: **3-4 facts, 3-4 definitions, and 3-4 details.**	The writer provides **at least 3 facts, 3 definitions and 3 details.**	The writer provides minimal facts and details **(1-2 facts, 1-2 definitions and 1-2 details).**	The writer provides less than 1-2 facts, definitions or details.
C- Linking Words	The writer connects ideas within categories of information using **4 or more** linking words and phrases.	The writer does an adequate job using linking **(at least 3 linking words)** and phrases to connect ideas within categories of information.	The writer uses minimal linking words and phrases to connect ideas within categories of information **(1-2 linking words).**	The writer provides less than 1-2 linking words or phrases to connect ideas or does not use linking words correctly.
D- Conclusion	The writer provides a concluding statement or section. **ALL information** clearly relates to the **topic**.	The writer provides an adequate concluding statement or section, **with no more than one unrelated piece of information in the paragraph.**	The writer provides a conclusion that is **somewhat related** to the information **but has 2 or more pieces of unrelated information in the paragraph.**	The writer does not provide a conclusion or the conclusion does not directly relate to the topic.

Students must score a 13/16 (81%) to show mastery on this assignment