Max. 8 Pages

Grade Level	Fifth	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	5 lessons, lessons 1-4 will be one day long, lesson 5 will be 2 days long	**Time of Year**	First 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 are expected to know how to identify a main idea of writing to form a central idea. They will be able to create sentences and put them together into paragraph form appropriate for beginning fifth 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.*	The teacher will use direct instruction throughout the lessons to allow for repetition and choral responding. Students will work cooperatively in groups to assist and evaluate each other's work. The teacher will use scaffolding techniques when teaching and prompting to allow for support when necessary while allowing students the opportunity to generate independent ideas and express creativity. She will use modeling to show the students exactly how to use the flowchart. Differentiated Instruction will be used to meet the needs of different learners by providing graphic organizers, hands-on-learning, rubrics, group or independent learning, and movement around the classroom. The teacher will learn the specific needs of the students and make accommodations as necessary. *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.		
Standard Number and Description *List the Number* and full description for the required Standard.*	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c. Link ideas within and across categories of information using words, phrases, and clauses (e.g., in		

	contrast, especially). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement or section related to the information or explanation presented.
Summative Assessment *Describe a cumulative and comprehensive activity, 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.*	Students will be given a project to write a 3 paragraph Informative/Explanatory paper about something that they are able to do well. They will be given class time to work on the assignment and will have the ability to have their teacher review their flowchart (draft) prior to working on the final assignment. The students will be graded on the final project.
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.*	Students will be scored using a rubric, which is attached. The rubric will score the students in five categories that align exactly with the state standard. Each category will receive a ranking between 1-4. 4 will be excellent, 3 will be good, 2 will be fair and 1 will be poor. The students will have to earn sixteen out of twenty points in order to achieve mastery (80%).
Materials/Resources Needed	Story: How to Fly a Kite, Grammar and Writing Handbook, Time Magazine for Kids, by the McGraw- Hill Companies, flowcharts, box of recyclable materials (water bottles, old t-shirts, buttons, aluminum cans, shoe laces, newspaper, plastic containers, cardboard, and much more)

* ***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	The teacher will begin the lesson by showing a pre-written story on the board. This story will have no title and the teacher will ask the students to read the story quietly at their desks. Once everyone has had a chance to read the story she will put the students into groups of three and have the students answer questions about the story. She will write these questions on the board: 1. What is this story about?, 2. What would be a good title for this story? After five minutes she will have the students go back to their desks and ask for volunteers to share what they came up with. She will have a discussion on how the story is about flying a kite. As a group, they will list out the steps needed to fly a kite and the teacher will write it on the board. The teacher will discuss how the steps in the story help the reader understand how to fly a kite. Students will be asked to take out their grammar and writing handbooks and open to page 108. She will have the students take turns reading about expository writing. She will explain that it tells an audience how to do something by giving step-by-step instructions. The teacher will tell the students to pick a partner, or she will assign partners. She will ask them to assign jobs, one will be the writer and one will be the scientist The writer will quietly read the passage *Can You Make a Rainbow* on page 108 of their Grammar and Writing Handbook. The scientist will take this time to collect materials (clear plastic cup, piece of white paper and a flashlight). Once they have read the passage, the writers will be asked to write step-by-step instructions explaining how to make a rainbow. They will hand the instructions to their partner and their partner will try to make a rainbow following the instructions. The writer will not be allowed to give any more information and will be told to remain quiet after they have given the instructions to their partner. After ten minutes the students will return to their desks. The teacher will lead a discussion about the importance of giving clear detailed instructions. The students will be able to share their experience with the activity and what the challenges were.	• Students will sit at their desks and read the story on the board. • They will work in groups of three to answer two questions about the story. • They will work as a whole class to write out the step-by-step directions to fly a kite. • They will get out their Grammar and Writing Handbooks and read along in their books about expository writing. • They will get into groups and assign jobs (one writer and one scientist). The writer will read the passage *Can you make a Rainbow* while the scientist collects materials. • The writer will write a step-by-step instruction list on how to make a rainbow. • The scientist will have to use the instructions and materials to create a rainbow with no extra help from the writer. • The students will go back to their desks and share their experience with the class.
2	The students will be told that they are going to do more practice with expository writing. The teacher will review the guidelines of how-to writing detailed on page 110	• Students will follow along on page 110 in their Grammar and Writing Handbooks.

	of their Grammar and Writing Handbooks. She will explain that good expository writing explains how to complete a specific task, presents step-by-step instructions that are organized in a logical way, gives clear details that are easy to follow, and uses time-order or spatial words. The teacher will have the students flip back to page 109 and as a class, they will read the story 'The Unusual Vegetable.' The teacher will then go through each area explained in the guidelines and pull examples right from the reading passage. The class will participate by raising their hands and taking turns to share their ideas from the story. They will also be asked to record all of this information into their notebooks. The teacher will ask if the students if they think they could make a cucumber inside a bottle following the step-by-step instructions in the story. She will ask what information might be missing, like how to plant a cucumber seed and get the vine to grow. The teacher will discuss how the title and the first sentence of the story introduce the topic. The writer used words like 'unusual' and 'amazed' to capture the audience's attention. She will also discuss that the last sentence in the story is the concluding statement and that it tells what will happen when all of the steps are complete.	• They will go to page 109 and read the story aloud as a class. • They will go through each of the guidelines and provide examples from the story. • They will record all of this information into their writing notebooks. • They will listen to the teacher as she explains about the introduction and conclusion paragraphs in the story.
3	The teacher will bring in large garbage bags with recyclable materials including water bottles, old t-shirts, buttons, aluminum cans, shoe laces, newspaper, plastic containers, cardboard, and much more. She will lay all of this 'garbage' on the table and pass out the *Time for Kids* magazines. She will have the student open to page 16 and as a class they will take turns reading *From Trash to Treasure*. The students will read about different ways of recycling by taking garbage and making works of art. They will discuss all of the different projects they read about in the reading passage and discuss ideas for recycling projects. After they have read the story, the teacher will tell the students that they will be making their own 'Treasures' out of the garbage she had brought in. She will tell the students that they will be given fifteen minutes to make a work of art using the materials and that it does not have to be perfect. She will tell them to think about each step they take in making the Treasure because once they are done they will have to make step-by-step instructions detailing what they did. When there are five minutes left, the teacher will stop the students and tell them to begin writing down their instructions. When the students are done, they will get together with a partner and share their Treasure and their instructions. They will give each other feedback on their	• Students will take turns reading the story *From Trash to Treasure.* • They will participate in a discussion about the various works of art created by recycled materials. • They will have fifteen minutes to make their own treasures using recycled materials brought in by the teachers and a list of instructions. • They will get together with a partner to share what the created and their list. They will give each other feedback. • They will go back to their desks and listen

	lists and determine if there was enough detail to duplicate the project. Once they are done, the students will place their Treasures in the front of the room and go back to their seats. The teacher will show a blank flowchart on the board. She will explain that a flowchart helps organize ideas and helps writers present their information in a logical order. She will explain each part of the flow chart and tell the students how they can use the information from their step-by-step instructions and put them into the flow chart. She will pass out copies of blank flow charts and the students will take some time to fill in their information into the flowchart. The flowchart will include an introduction (title) and a conclusion (stating what will happen when all of the steps are complete). The teacher will walk around the classroom to check the students' work. She will have them place their step-by-step lists and flowcharts into their writing folders.	as the teacher reviews a flowchart on the board. • They will transfer the information from their instructions into the flowchart.
4	The teacher will have the students open to page 114 in their Grammar and Writing Handbook. She will review with them how to use the flowchart to do prewriting by elaborating on the existing information. She will explain about how to link information together using words like "in contrast, especially, furthermore." She will tell the students that they will use the flowchart to write a story using the following information: 1. The introduction should be a paragraph. The students should take their topic and elaborate on it to explain WHAT they are going to make. They can research this topic to find facts to enhance the introduction. 2. The steps should be used to make a second paragraph. They will need to add specific details to make the steps clearer and explain exactly HOW to do it. They will be told to link ideas together using words, phrases, and clauses. 3. The last paragraph should be made up of the conclusion statement. The writer should explain what will happen when all of the steps are followed. The students will be given class time to work independently on putting their information into paragraph form into their writing notebooks. They will be told to use the story from *Time Magazine for Kids* to help them use facts about recycling for their introduction paragraph. They should include quotations from the article to support their information about recycling. If there is time left, the students will be able to draw a picture of their Treasure in their writing notebook along with their story. The teacher will walk around the room and provide one-on-one assistance on individual writing passages. She will also encourage students to look to each other for guidance when	• The students will open their Grammar and Writing Handbooks to page 114 and follow along as the teacher explains pre-writing. • They will be given class time to work independently to put their information into paragraphs. • They will use the *Time Magazine for Kids* article to look up factual information about recycling with art.

	they get stuck on something.	
5	The teacher will explain that she loves making chocolate chip cookies and she has a family recipe for making them that has been in her family for a long time. She will show a flowchart on the board and fill in the information about her cookie recipe, including the introduction, step-by-step instruction and conclusion. She will talk through the process for the students while she is writing it down. After she has the basic information in, she will use a different color marker to add in specific details and domain-specific words. She will see if the students have anything they think she should add. She will then take the introduction statement and write a paragraph on the board that includes facts about who the recipe was from and how she learned to make the cookies. She will use quotations from her grandmother to help support her writing. She will explain to the students that this added information helps the story be more factual and makes it more exciting for the reader. The teacher will tell the students that they are going to choose their own topic and write about something that they know how to do. She will pass out the summative assessment assignment along with the scoring rubric so the students know what they will be graded on. She will then give the students time to start thinking about their topics that they would like to write about. She will give them class time to create their flow charts and allow them to use iPads and magazines to look up facts to support the topic they will be writing about. Once the students have a topic chosen and independently filled in their flowcharts, they will be given the next two writing classes to work on the assessment. Students will be told that this assignment will be worked on in class and is not expected to be taken home as homework. It will be collected at the end of each day.	• The students will listen and watch as the teacher explains about her family recipe for chocolate chip cookies. They will follow along as she fills in the flowchart with all of her information. • They will ask questions as necessary. • They will use iPads and magazines to find factual information about their chosen topic. • They will fill in their flowchart independently before beginning their writing. • They will spend class time working on their summative assessment compositions.

Final Writing Project

From your flowchart, write a 3 paragraph informative/ explanatory paper about something that you can do well using step-by-step instructions.

Remember To ~

- Introduce the topic clearly and group related information together. Be sure to use appropriate headings, illustrations and multimedia to aid in explaining your topic.
- Develop the topic with facts, definitions, concrete details, quotes and/or examples related to the topic.
- Be sure to connect ideas using appropriate linking words, phrases and clauses (especially when contrasting).
- Use precise language, details and domain-specific vocabulary to enhance the readability of your story. Make sure the body if your paper provides step-by-step instructions.
- Make sure your concluding paragraph tells you what will happen when all of the steps have been followed and that all information relates to the topic.

Final Writing Project Scoring Rubric

Total Score: _____/ 20

	4- Excellent	3- Good	2- Fair	1- Poor
A- Introduce Topic	The writer clearly introduces the topic, ALL related information is grouped logically. 4+ examples of using formatting, illustrations and multimedia to aid comprehension.	The writer introduces the topic, groups MOST of the information together logically. At least 3-4 examples of formatting, illustrations and multimedia to aid in comprehension.	The introduction is somewhat clear and SOME of the information is linked together appropriately. At least 1-2 examples of using formatting, illustrations and multimedia to aid in comprehension.	The writer does not provide an introduction or the introduction does not link information appropriately. There are less than 1-2 examples of using formatting, illustrations and multimedia to aid in comprehension.
B- Topic Development	The writer develops the topic with at least 12 supports including 3-4 facts, 3-4 definitions, 3-4 concrete details, 3-4 quotations, or 3-4 pieces of other information and examples related to the topic. Reader can follow the development through clear headings.	The writer provide 2-3 facts, 2-3 definitions, 2-3 details, 2-3 quotations, or 2-3 other pieces of information and examples related to the topic totaling at least 10 supports. Headings are present.	The writer provides 1-2 definitions, 1-2 details, 1-2 quotations, or other 1-2 other pieces of information and examples related to the topic totaling at least 6 supports. Some headings are included.	The writer provides minimal (less than 1-2) facts, details, definitions, quotations or other pieces of information. Headings are either misleading or missing.
C- Linking Ideas	The writer links ideas within and across categories of information using 3-4 linking words, 3-4 phrases, and 3-4 clauses.	The writer links ideas within and across categories of information using 2-3 linking words, 2-3 phrases and 2-3 clauses.	The writer shows minimal evidence of linking ideas. 1-2 linking words, 1-2 phrases, and 1-2 clauses.	The writer does not link ideas within and across categories of information or uses less than 1-2 linking words, phrases or clauses.
D- Precise Language and Vocab.	The writer uses 4+ precise language and domain-specific vocabulary to inform about or explain the topic.	The writer uses an 3-4 examples of precise language and domain-specific vocabulary to inform about the topic	The writer uses 1-2 examples of precise language and domain-specific vocabulary to inform about the topic.	The writer does not use precise language or domain-specific vocabulary to inform about or explain the topic.
E- Conclusion	The writer provides a concluding statement or section and ALL the information or explanation presented is related to the topic.	The writer provides a conclusion and MOST of the information is related to the topic.	The writer provides a conclusion and SOME of the information is related to the topic.	The writer does not provide a conclusion or the conclusion provides information that is not related to the topic.

Students must score a 16/20 (80%) to show mastery on this assignment.