Curriculum Sample Template
Max. 8 Pages

Grade Level	Grade 3	**Content Area**	WRITING
Course Title (grades 9-12 Only)			
Length of Unit	2 weeks	**Time of Year**	2nd 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 need to have read good examples of compare & contrast essays. Students need to know difference between fact and opinion. Students need to be able to use transition words. Students need to be able to write a paragraph that includes main idea and details.		
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.*	This lesson is part of the thematic unit "Circle of Life". Teachers will incorporate the Writing Workshop approach with students. The teacher will begin with a mini lesson on the targeted standard. Students will engage in planning, drafting and revising portion of the workshop. The teacher will conference with individuals or small groups, focused on the rubric and intended outcomes of the lesson. The students will publish and share their piece. In English students will: write pieces that are enjoyable to read, provide details that inform readers around a topic, choose specialist vocabulary and provide a concluding statement or section In Spanish and Mandarin students will: learn the specialist vocabulary (in the foreign language) and create group compare and contrast text around a topic and provide a concluding statement or section Technology integration: Google Translate will support language development/vocabulary, Teachertube.com will support concept in the foreign languages, www.safesearchkids.com, students will type a final copy of their writing		
Standard Number and Description *List the Number* and full description for the required Standard.*	W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include 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, 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*	Compare & Contrast essay/presentation – see attached checklist and rubric		

summative assessment must be attached to the curriculum sample.	
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.*	Fluent/exceeds 14-18 Developing/meets 9-13 Early developing/approaching 5-8 Beginning/falls far below 0-4
Materials/Resources Needed	Document camera, informational books about animals, computers, graphic organizer, rubric, checklist

* ***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 write the titles “Three Little Pigs” and “Little Red Riding Hood” on the board. Teacher will ask students to discuss what they know about each story. Teacher will draw a T chart on the board, labeling the left “Three Little Pigs” and the right, “Little Red Riding Hood”. Teacher will invite students to share what they know about the stories aloud. As they share, they will decide if the element is the same in both stories or different. As each element is written on the board it will be labeled as either “same” or “different”. (Ex: The character of the wolf – are they the same in both or are they different?) Teacher will make connection with students that when they write about similarities and differences about two or more subjects, they are creating a compare and contrast essay. The teacher will display and share the compare and contrast essay writing graphic organizer using a document camera. The teacher will show students a sample compare and contrast essay on the document camera. The teacher will read aloud the introduction of the sample and ask a student to underline the subjects being compared. Teacher will read aloud the body of the sample, pointing out that this is where the facts for the similarities and differences are listed. Students will underline transition words (i.e. also, as well as, both, although, however, nevertheless, etc.). The teacher will read the conclusion, discuss with the class how it summarizes why the similarities and differences are important.	**All three languages will complete days 1-3. English will cover the remainder of the lesson** Day 1 check for understanding: Students will answer – 1. What subjects are being compared and contrasted? 2. What are the similarities and differences between the two subjects? 3. Why is this important?
2	The teacher will review the T chart previously made. The teacher will model using a think aloud approach, how to complete the compare and contrast graphic organizer.	Students will help apply information from the T chart to the graphic organizer.
3	The teacher will review the compare and contrast graphic organizer with the class. The teacher will have each group share what they believe should be in the introduction. The teacher will take the input to make a collective introduction. The teacher will take collective input from the students to fill out the graphic organizer. Teacher will remind students that the conclusion says why the comparison is important, and will solicit idea from the class to compose the conclusion which will be written on	The students will work in pairs or small groups to draft an introduction for the essay. Students will return to their groups, using the organizer, list the sentences of similarities and differences found in the body. Students will draft the conclusion of the essay.

	the board. The teacher will read aloud the compare and contrast that they just created, asking for students to point out the similarities between the graphic organizer and the essay. The teacher will lead students in evaluating the text for clarity.	
4-5	.The teacher will have students choose their topic (two types of animals and how they use camouflage). Allow students time to look through informational texts, use www.safesearchkids.com, etc to find out the necessary information. The teacher will give each student a copy of the graphic organizer.	Students will decide on animals to compare and contrast. Students will use texts, search engines, etc to find out necessary information on their animals. Students will fill in their graphic organizers.
6	The teacher will introduce the revision checklist with students, going over expectations. The teacher will review the compare and contrast essay written as a class, pointing out how to take information from a graphic organizer and write an essay. Teacher will monitor and conference with students as needed for support.	Students will use their graphic organizers and checklist to write their draft.
7	The teacher will have students share their strategies to complete their first draft (graphic organizer and checklist). The teacher will remind students about giving constructive feedback.	Students will pair up and read their essay aloud while their partner goes through the checklist (peer editing). Students will revise as necessary.
7	The teacher will give students the publishing choices of: newspaper article, multi-media presentation or speech. The teacher will go over the rubric with the students, discussing expectations for their finished piece.	Students will publish their compare and contrast essay in their choice of format. Students will present to class upon completion.

Paste Summative Assessment Here:

Writing a-z

Informational Report ▲▲▲

REVISION CHECKLIST

Instructions: Check each box as you read over your writing.

- [ ] My introduction states the topic and grabs readers' attention.
- [ ] The body includes three main ideas.
- [ ] Each main idea is in a paragraph.
- [ ] Each main idea has two supporting details.
- [ ] Each main idea and detail sentence is in my own words.
- [ ] Each sentence is complete and makes sense.
- [ ] My conclusion sums up or shares a feeling about the topic.

Paste Answer Key/Scoring Rubric Here:

Writing a-z

Informational Report (All Levels)

TEACHER RUBRIC

Student: _____ **Date:** _____

Instructions: Check the box next to each number that best describes the student's writing.

A. Introduction

- ☐ 4. Developed introduction in paragraph form
- ☐ 3. Introduction with some detail included
- ☐ 2. Simple beginning paragraph
- ☐ 1. Simple beginning sentence
- ☐ 0. Missing a beginning/introduction

B. Body: Organizes main ideas

- ☐ 4. Three or more developed main ideas; each idea organized into a paragraph
- ☐ 3. Three main ideas each organized into a paragraph
- ☐ 2. More than one main idea organized into a paragraph
- ☐ 1. Facts organized into simple sentences; no paragraphs
- ☐ 0. No organization of main ideas; random words and/or phrases

C. Includes supportive details

- ☐ 3. At least three supportive details about each main idea
- ☐ 2. At least two supportive details about each main idea
- ☐ 1. Basic detail included about some ideas
- ☐ 0. No details included

D. Sources

- ☐ 3. Uses three or more sources
- ☐ 2. Uses two sources
- ☐ 1. Uses one source
- ☐ 0. No sources used

E. Conclusion

- ☐ 4. Developed conclusion in paragraph form
- ☐ 3. Conclusion with some detail included
- ☐ 2. Simple ending paragraph
- ☐ 1. Simple ending sentence
- ☐ 0. Missing an ending/conclusion

Beginning:	0–5
Early Developing:	6–10
Developing:	11–13
Fluent:	14–18

Score _____

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Graphic organizer:

Writing a-z

Informational Report ▲▲▲

GRAPHIC ORGANIZER

Name: _____

Introduction

Body

Question #1

Detail	Detail

Question #2

Detail	Detail

Question #3

Detail	Detail

Conclusion

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