Curriculum Sample Template
Max. 8 Pages

Grade Level	5th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	6 days	**Time of Year**	4th 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 have crafted expository text around a single topic, stated a main idea with supporting details, using quotes, facts and appropriate vocabulary to explain the topic and transition words to present various ideas. Students have also created strong concluding statements. Students will have prior knowledge and experience with the pillars of character education.		
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 aligns to the program of instruction by incorporating real world experience into the curriculum educating the whole student. Methods of instruction will include student collaborative learning groups, small group instruction and differentiation based on the RTI student groups.		
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.*	The scholars will demonstrate mastery for writing expository text on what it means to be a leader. The scholars writing will include an introductory statement, definition of the topic supported by relevant details. They will be assessed on their ability to organize and structure information logically using headings, illustrations, charts or a picture. The text will feature precise language and vocabulary to inform or explain the topic. The topic will be defined by use of examples, quotations, transition words, phrases and clauses to link ideas within the text categories. A strong concluding statement will be present. In addition to writing their essay, they will evaluate their essay based on the scoring rubric		

	attached.
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.*	The writing will be scored using a rubric aligned to the categories of the standard. The teacher will demonstrate ways to use the scoring rubric and allow students to self and peer edit their work as a reflection on their writing. The students must score a 3 out of a 4 in each row to meet the standard. The rubric is attached. Their assessment score will be based on 50% for their essay and 50% for their self-evaluation for a total of 50 points. The points will be converted to a percentage. 40 points or 80% will indicate mastery.
Materials/Resources Needed	Teacher materials: example of the essays for editing, list of transition words, graphic organizers, computers, internet, character education traits. Mimio and projector. (Student materials) Teacher will create a writing station supplied with paper, pencils, dictionaries, thesauri, erasers and folders for student work.

* ***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	**Anticipatory Set:** Ask the scholars to name some famous leaders. Write the leaders on the white board and a brief description of what their accomplishment was. **Lesson:** Students will be instructed to read about a famous leader from a revolution in their Social Studies text book. They will be given a graphic organizer to organize the information they will be reading about. Ask the students to get into their learning groups. Students will be given two articles about current revolutions exiting in the world today to make the connections with the Social Studies text. The teacher will lead and later facilitate a class discussion guiding through think-a-louds to help scholars make a text to self and text to world connection about the reading and how they make the connection of effective leadership and	1. Think of a famous leader and their accomplishment to share with the class. 2. Participate in a class discussion about famous leaders 3. Scholars work together to read their text and related articles about leaders of revolutions. 4. Take notes, complete graphic organizers about what they have read and share with peers in their learning groups. 5. Students choose a graphic organizer and choose a leader to write about for their rough draft.

	communication.	
2	**Anticipatory Set:** Introduce to the students the rubric for their essays. Ask a few scholars to state what leader they have chosen. **Lesson:** Model a graphic organizer to assist scholars in organizing their information. Ask students to get into their small groups and the teacher will rotate to each group instructing to scholars about various writing structures they will be using in their assignment. The teacher will also instruct scholars how to write an effective thesis statement. Small groups will be differentiated and the length of the paper will vary among learning groups. Levels of support from the teacher will also vary among the learning groups. Provide support to the scholars as they befin drafting the multi-paragraph essay that has a thesis, organized body paragraphs that contain both factual details and personal conjecture and a conclusion. **Closure**: Review the organization structure and answer any questions scholars may have on thesis statement paper organization.	1. Organize ideas from the brainstorming exercise into the graphic organizer 2. Complete graphic organizer 3. Write and share their thesis statement with a partner. 4. Write the rough draft of the multi-paragraph essay
3	**Anticipatory Set:** Review writing process with scholars. Clarify any concerns in the scholars writing regarding to structure or personal conjecture as it relates to the essay. **Lesson:** Scholars will be instructed to work independently to revise and edit their drafts paying close attention to transitional words and phrases, mechanics, sentence structure and paragraph formatting. The teacher will meet individually with each scholar to review their writing and reteach or enrich students work. After each scholar has revised and edited their essay they will	1. Students will use the completed graphic organizer and the scoring rubric to continue drafting their essay. 2. Students will work on the concluding statement 3. Have an individual conference with the teacher to evaluate the rough draft, reteach or one-on-one teaching to students falling behind and not understanding the writing process. 4. Scholars will revise and edit their paper 5. Work with a partner to peer edit the multi-paragraph essay.

	work with a partner to peer edited the paper. **Closure**: Ask scholars if the peer editing is complete or how far they are from completing the rough draft and editing process.	
4	**Anticipatory Set:** Answer any scholar questions or clarifications regarding the writing process or specifics in relation to the writing assignment. **Lesson:** Teacher will use the mimio projector to display the scoring rubric and review with scholars. Students will continue to edit papers. Begin writing the final draft. Teacher will continue to work individually with scholars to complete their writing. **Closure:** Make sure all scholars have completed their final draft. Review and answer any questions pertaining to the writing rubric	1. Students will complete their final copy 2. Review and ask questions regarding the rubric for the evaluation of their writing.
5	**Anticipatory Set:** Assign each scholar a time and computer to type their final draft **Lesson:** Teacher will track progress of each scholar and provide individual instruction and support for scholars needing extra supports. Instruct students to prepare their power point presentation **Closure:** Teacher will collect final writing project with all copies of the draft	1. Scholars will type the final copy of their essay 2. Prepare their power point presentation.
6	**Lesson:** Instruct scholar about the assessment. It will be a self-edit using the rubric given to each individual.	Students will complete the assessment rubric to self-evaluate their multi-paragraph essay. Submit the evaluation and digital copy of their work.

.Paste Summative Assessment Here:

5th Grade Writing Assessment

Name_____

Directions: You will be evaluating your essay during the class period. You will be given your completed essay and the scoring rubric. Evaluate your essay based on the criteria listed in the scoring rubric as we have practiced in class. You will have 60 minutes to complete the assignment. Score your essay.

Paste Answer Key/Scoring Rubric Here:

Essay Evaluation

Name _____

CATEGORY	4	3	2	1	Points
Introduction and Organization	Ideas were expressed in a clear and organized fashion. It was easy to figure what the essay was about. Organizational structure was very logical and includes at least two text features that strongly aid comprehension of the topic	Ideas were expressed in a clear and organized fashion. Organizational structure generally logical and includes at least two text features- at least one of which strongly aids comprehension of the topic.	Ideas were somewhat organized, but were not very clear. Organizational structure was generally logical and only contains one text feature that aids in comprehension of the topic.	Ideas were disorganized. Organizational structure was unclear and contains no text features.	
Concrete Details and Examples	The essay contains at least five or more concrete details, examples, or quotes to illustrate the topic	The essay contains three or four concrete details, examples, or quotes to illustrate the topic.	The essay contains one or two concrete details, examples, or quotes to illustrate the topic.	The essay contains no concrete details, examples, or quotes to illustrate the topic.	
Transitions	Students appropriately uses three or more transitions throughout the text	Student has somewhat appropriate use of three or more transitions throughout the text (perhaps a better word could have been substituted).	Student has three transitions-more than one transition is inappropriately used.	Student does not have three transitions.	

Vocabulary	Writer uses precise language and rich, domain-specific vocabulary with flawless word choice and grammar use.	Student has somewhat appropriate use of three or more transitions throughout the text (perhaps a better word could have been substituted).	Writer uses appropriate language and domain-specific vocabulary with appropriate word choice and grammar use that, although incorrect at times, does not significantly distract from the meaning.	Writer does not use appropriate language, vocabulary, or word choice. Grammar does significantly distract from the meaning.	
Conclusion	Student writes a strong conclusion and constantly relates back to information in the essay.	Student writes a conclusion and relates back to information in the essay at least once.	Student writes a conclusion that does not relate back to information in the essay.	Student does not write a conclusion.	
Total points					