Curriculum Sample Template
Max. 8 Pages

Grade Level	3rd Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Length of Unit	4 days	**Time of Year**	3rd 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 should have prior knowledge about using sources to find information and how to record information found. Writing skills: know how to construct a complete sentence using correct grammar for third grade. Third graders can write an introductory and concluding paragraph. They are able to supply supporting details to support a topic.		
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 will bring the community to the classroom. Each scholar will take field trip to the local Hero Museum. Each scholar will comprehend that every choice made defines the person you are going to be and how each choice will impact the community. Students will work in small differentiate learning groups to share and collaborate with their peers for brainstorming and peer editing. Students will define citizenship and apply characteristics to real world heroes.		
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; 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 summative assessment must be attached to the curriculum sample.*	The summative assessment will determine if the scholars have mastered the standard of writing an informative/explanatory text that will include: Introducing a topic (Organization), developing with facts, definitions and details (ideas and content, organization), the use of linking words and phrases (word choice) and a concluding statement (organization). The six trait writing rubric will be used to evaluate the scholar's text.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include*	The 6 point six-trait writing rubric will be used to evaluate each text to determine the scholar's mastery		

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.	of the standard. A score of A score of 80% will demonstrate mastery of the standard. A score of 6 = 100%, A score of 5.0-5.9 = 90-98%, A score of 4.0-4.9 = 80=89%, A score of 3.0-3.9 = 70-79%, A score of 2.0-2.9 = 60-69%
Materials/Resources Needed	Teacher: Various print books and magazines, dictionary, computer and internet, projector, parent permission slips, and bus rules. Student materials; paper for notes, paper to record data, and pencils.

* ***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	**Opening Question**: What do you think life would be like in the Mohave Desert? **Lesson** Teach students to locate facts and information about a specific topic. Explain to the student that they will interview each other to find out what their life would be like. Inform them that they will interview a partner and write their comments on an index cards. Divide the students into groups of two to begin their interviews After the interviews are complete the students will present their findings to the class Teacher will post responses on the chart paper with the question at the top of the paper. Instruct scholars that they will be identifying plants and animals and their relationship to the Mohave Desert. Each student will pick a topic strip from the teacher's basket with the name of a plant or animal unique to the Mohave Desert. The students will search the internet or classroom books to find facts about their topic. Instruct students to get into their learning groups to find facts and then teach their group members about their topic. **Closure:** Discuss author's purpose in writing informational text.	1. Participate in the class discussion about life in the Mohave Desert. 2. Each scholar will interview each other about what it is like to live in the desert. The comments of the partner will be recorded onto notebook cards. 3. Share responses and findings with the class. 4. Each scholar will select a topic of an animal or plant of the Mohave Desert to begin a search of facts and information. 5. Conduct a search of information about a plant or animal. 6. Record the information and teach the peers in the small group about the animal or plant they have chosen.

2	**Opening Question:** What does informative or explanatory text mean to you? Journal activity **Lesson:** Review with the students what informative or explanatory text is. Practice writing informative text about a topic using details to support the topic. Ask students to get into their learning groups and discuss what informative and explanatory text is. Call on each group to summarize their group discussion. Teacher will record answers on the white board. Instruct the students that they will be creating power point presentations about various plants and animals of the Mohave Desert, their relationship of the plants and animals in their environment, and adaptations to the environment of the Mohave Desert. Ask scholars to get into their learning groups to conduct research and prepare the power point presentation. The teacher will move from group to group re-teaching and providing enrichment activities to appropriate students. Review and provide support to groups about introducing the power point and writing a concluding statement or section. An extra lesson may be needed if students are not finished with gathering information and preparing the power point presentation. **Closure:** Teacher will review the component of the informative writing lesson: Introduce the topic, write supporting facts and details to support the topic and write a concluding statement or paragraph.	1. Write a response to the question: What does informative or explanatory text mean to you. 2. Discuss what informative and explanatory text is and give examples. 3. Select a spokesperson to communicate group answers to the class. 4. Scholars will conduct research on plants and animals of the Mohave Desert to gather information for their power point presentation. 5. Each scholar will write two slides about their plant or animal and insert a picture. 6. Select one student in the group to write the introduction and a second student to write a concluding statement for the presentation. 7. Present the power point to the class
3	**Lesson Objective**: **Students will take a 90 minute tour of the War Hero Museum in Fort Mohave, AZ to observe and record information learned.** Teacher will pass out the information sheet that each student will	**Museum tour**: 1. Students will take a small notebook on the tour. They are to record three facts about three different exhibits they

	complete while touring the War Hero Museum. Instruct students to record facts and as much information from the museum for each question on the information sheet. Direct the students that the information sheet will be used in the next lesson to take the assessment on writing an informative / explanatory text.	observe. Students will be assigned to tour in pairs. 2. Each group of two students will complete the information sheet given to them by the teacher.
4	Lesson Objective: Students will take the writing assessment. They are to write a multi-paragraph informative text about a war hero featured in the War Museum tour.	Complete the writing assessment and turn into the teacher.

Paste Summative Assessment Here:

3rd Grade Writing Assessment

Name_____

My Hero Is…

Directions: Gather information about someone you consider a hero. The hero can be a famous person or someone whom you respect or admire. Use the materials in class to find the answers to the following questions. Write a brief summary about your hero on a separate sheet of paper.

1. What is the name of your hero? _____

2. When were they born? _____
3. Where were they born? _____
4. List two facts about their family. A._____

B. _____

5. List three interesting facts. A. _____

B. _____

C. _____

6. What is your hero famous for? _____
7. Is your hero still living? _____ Yes _____ No When did he/she die? _____

Paste Answer Key/Scoring Rubric Here:

Scoring Rubric 3rd Grade Informative / Explanatory Writing

Writing Trait	Criteria	F F Below 1-2 points	Approaches 3 points	Meets 4 points	Exceeds 5-6 points	Score
Ideas and Content	1. The topic is clearly introduced. 2. The topic is developed using relevant facts, definitions, concrete details, quotations or other information used as examples					
Organization	3. Related information is grouped in paragraphs and sections 4. Uses appropriate transitions to clarify relationships among the ideas and content 5. Essay is formatted for easy reading and understanding by using headings / title, and multimedia resources 6. There is a recognizable concluding sentence or statement that summarizes the text					
Voice	7. Establishes and maintains a formal style					
Word Choice	8. Correct use of linking words where appropriate					
Sentence Fluency	9. Uses precise language and domain specific vocabulary to inform about or explain the topic 10. Sentences convey ideas and information smoothly and clearly					
Conventions	11. Uses punctuation and capitalization correctly.					

Total Score: _____/ 6

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