Curriculum Sample Template
Max. 8 Pages

Grade Level	3rd grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Length of Unit	6 days+ 1 day for assessment	**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 be able to identify different genres of writing, including informational text. Students will understand and be able to apply the basic conventions of writing. Students will be able to convey ideas through writing, drawing, and speaking. Students will understand the differentiating features of major habitats on Earth, and identify how organisms in these habitats survive.		
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 unit aligns to the Core Knowledge Sequence. The domain of "Ecology" will be concurrently taught in Reading, Writing, and Science at the third grade level. The skill of writing informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the Common Core State Standards; and the content knowledge of plants and biological sciences is spiraled throughout the Core Knowledge Sequence from Kindergarten to 8th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment. Prior to beginning instruction, the teacher will administer an aligned pre-test to assess student understanding, and use data from this to target individual students' needs throughout the unit. Students will individually graph their results on both the pre- and post-tests, and keep their final writing samples in an assessment portfolio.		
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.*	At the end of this unit, students will be given a writing prompt, and be expected to write an informational report which includes an introduction, facts, definitions, details, linking words, and a concluding paragraph. The prompt will read: "In Science, we've been learning all about habitats. We know that living organisms with a habitat are interdependent: they rely on one another to survive. Choose one of the habitats we've studied, and write a 5 paragraph essay describing the interdependence of its organisms and their environment."		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points*	A rubric will be used to score the summative assessment. The teacher will assess students' written work, and award 1, 2, 3, or 4 points in each of four areas: Topic introduction, topic development, use of linking words and phrases, and conclusion, according to the rubric descriptions. The total number of possible points will be twelve. A score of		

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.	80% or higher will be considered mastery of this standard. Grading will be based on the following scale: 0-10 points=Falls Far Below; 11-12 points=Approaches; 13-14 points=Meets; 15-16 points=Exceeds
Materials/Resources Needed	Nonfiction text on the desert habitat, chart paper, construction paper, graphic organizers, chart paper, document camera

Lesson (add as needed)	**Instruction** TW= Teacher will; SW = Student will; TPS= Think, Pair, Share; INM = Introduction to new material; CFU = Check for understanding; GP= Guided practice; IP = Independent practice	**Student Activities**
1	**Activation of Prior Knowledge:** TW ask: "What have we been learning about in Science?" **Objective:** SW identify the various components of an excellent informational report. **INM:** Key Points: An excellent informational report includes the following components: 1. An introductory paragraph, explaining the topic and previewing what the purpose of the report is; 2. Illustrations, when they help the reader understand something better; 3. Facts, including definitions and details; 4. Linking words and phrases (also, another, and, more, but, etc.); 5. A conclusion that summarizes the information. TW Check for understanding by asking relevant questions. **Modeling:** TW explain that today, each of the "key points," will be assigned a color, and the class will use the colors to identify where each component belongs in a report. TW read aloud an exemplary nonfiction report about the desert habitat. As she is reading, the TW highlight each section of the paper in its corresponding color (introduction=green; facts/definitions/details=yellow; linking words=blue; conclusion=red). When finished, TW explain that students' reports should follow the same format. **Guided Practice:** TW direct students to work in pre-assigned groups of four. TW explain directions for creating a group "color map" and	SW work in table groups to discuss. SW respond that they've been learning about Ecology, and name the different habitats they've studied. SW repeat today's objective. SW listen to today's key points. SW Think, Pair, Share to answer the questions. SW listen and watch as the teacher models the skill. SW work in groups. SW arrange the color strips in the order they should

	corresponding legend for their report. TW hand each group several pieces of pre-cut construction paper: one green, one yellow, several blue, and one red. As students complete the activity, TW monitor their progress and understanding. **Independent Practice:** TW give each student his or her own blank writing paper and set of colored construction paper. TW give directions for completing the assignment. **Assessment:** TW use the IP for today's assessment. TW keep track of which students showed mastery and which did not. **Closure:** TW direct students to work in groups of three to share what they learned today.	appear in a written report: green on top of the paper to represent the introduction, yellow in the middle to represent the body paragraphs, and red at the end to represent the conclusion. SW place the smaller blue pieces throughout the body of the paper, to represent the linking words. SW ask questions and work with the teacher in groups. SW work individually to create their own "color map" of a report, indicating how a report should be organized. SW take turns sharing with their group members.
2	**Activation of Prior Knowledge:** TW refer to the color map she created for the class the previous day. TW point to each section of the paper, and ask S what belongs in each. **Objective:** SW use a graphic organizer to draft an introductory paragraph. INM: Key Points: 1. We know the structure of our reports. It's also important to know what information goes into each section of the report; 2. The introductory paragraph includes the topic sentence and summary of what the report is about; 3. Illustrations can be helpful, but only if they support what's in your writing and give relevant information, 4. The body of the report includes facts, definitions, and details; 5. Linking words, like also, another, and, etc. are important to include, in the right places; 6. The conclusion must give a clear summary of what you've written. **Modeling:** TW explain that today, we're going to focus on our introductory paragraph. T will refer to the read aloud from yesterday, and reread the introductory paragraph. TW point out and explain the key components of a good introduction: that it has a topic sentence, and it is organized to give a clear idea of what the report is about. TW model writing her own introduction sentence on chart paper. TW use examples and non-examples of what should be written. TW focus the	SW Think, Pair, Share about what belongs in each section of the color map paper. SW repeat today's objective. SW listen to today's key points. SW listen and watch as the teacher reads aloud the introductory paragraph, and models how to write it.

	introduction on the topic of desert habitats. TW check for understanding by asking relevant questions. **Guided Practice:** TW lead the class in writing a sample introductory paragraph on projected writing paper. TW ask relevant questions. **Independent Practice:** TW direct S to work individually to draft an introductory paragraph on the "green" portion of their graphic organizer. **Assessment:** TW assess student mastery based on the Independent Practice exercise. TW conference one on one with S, and track student progress using a checklist. **Closure:** TW ask S to share their writing with a partner.	SW Think, Pair, Share to answer the questions and demonstrate understanding. SW participate and offer ideas to aid the teacher in writing the sample introductory paragraph. SW answer questions to show understanding. SW draft an introductory paragraph for their desert report. SW meet with the teacher to review their work. SW share their introduction paragraphs with partners.
3	**Activation of Prior Knowledge:** TW direct class to take out and reread their introductory paragraphs from yesterday. **Objective:** SW use a graphic organizer to draft at least three body paragraphs, using at least three linking words. **INM:** Key Points: 1. The body of a report gives the reader all of the information they need to know; 2. The body should only include information about the topic; no "extra" information should be added; 3. Linking words help the organization of a report. These words should be used often, but not too often. **Modeling:** TW read aloud from the nonfiction report read the previous days. TW focus only on reading the body paragraphs, and emphasize the facts, definitions, details, and linking words. TW refer to the graphic organizer she started yesterday. TW model writing the body of the report, being sure to include several facts and definitions per paragraph. TW model using linking words to transition throughout the body of the report.	SW read their writing from yesterday. SW repeat today's objective. SW listen to today's key points. SW listen and watch, as the teacher shows them how to write the body paragraphs of a report.

	TW check for understanding using relevant questions. **Guided Practice:** TW lead the class in drafting a body for the class sample report. TW write on a projected graphic organizer, in the "yellow" portion. SW aid in offering ideas, and teacher will transcribe. **Independent Practice:** SW work individually on their graphic organizers, drafting three body paragraphs. **Assessment:** TW use IP as a measure of student understanding. TW track mastery using a checklist. **Closure:** TW direct S to TPS what they learned today	SW answer questions to demonstrate understanding. SW offer suggestions to the teacher, on what types of sentences to write. SW work in partners to share ideas. SW use what they've learned about the desert habitat to draft three body paragraphs, to the yellow portion of their graphic organizer. The blue pieces of paper will remind them to use linking words throughout the paragraphs. SW meet individually with the teacher, to review their writing so far. SW TPS with a partner to summarize what they learned today.
4	**Activation of Prior Knowledge:** TW direct S to share with their teammates what they did in writing yesterday. **Objective:** SW use a graphic organizer to draft a conclusion paragraph that summarizes all of the information in the report in a clear and organized way. **INM:** Key Points: 1. The conclusion paragraph is a summary of everything that's in the report; 2. No new information should be introduced in the conclusions paragraph; 3. The conclusion must be organized the same way the entire paper is organized. **Modeling:** TW model how to write an excellent concluding paragraph. TW use examples and non-examples of what should be included. TW check for understanding by asking relevant questions **Guided Practice:** TW project the class sample report on the board. TW ask for student help in drafting a concluding paragraph. TW transcribe as students share ideas. **Independent Practice:** TW direct S to work individually to draft a concluding paragraph for their reports.	SW work with their team to share their thoughts, then share out with the whole class. SW repeat today's objective, and explain how it will help them reach their Big Goals in writing. SW listen to today's key points. SW listen and watch as the teacher drafts a conclusion paragraph, in the "red" portion of the graphic organizer. SW answer questions to demonstrate understanding. SW work with groups to offer ideas to the teacher. SW dictate sentences, and the teacher will transcribe. SW work individually to draft a concluding paragraph that summarizes what the report was about. SW conference one on one with the teacher to review their concluding paragraph.

	Assessment: TW use today's IP as an assessment of student progress. TW indicate student mastery using a checklist. **Closure:** TW randomly call on students to share their concluding paragraphs.	SW read their conclusions aloud, and offer feedback to one another.
5	**Activation of Prior Knowledge:** TW direct S to whisper the topic sentence of their writing to their partner. **Objective:** SW edit their rough drafts, using a pre-made, standards-aligned checklist **INM:** Key Points: 1. Excellent writers always edit their work; 2. We use the "Writer's Checklist" to edit our rough drafts. This helps us ensure that we meet our writing goal; 3. We will use our edits and changes to write our final copy **Modeling:** TW display the rough draft from previous days, along with a copy of the "Writer's Checklist." TW model how to go through the checklist item by item, reread the draft, and make necessary changes to make the report better. TW use the "Think Aloud" method during modeling to show students her thought process. TW particularly emphasize the standard here, ensuring that the organization and supporting details are clear. TW check for understanding by asking relevant questions. **Guided Practice:** TW display an anonymous rough draft using the document camera. Each student will have a copy of the Writer's Checklist. TW lead the class in editing the rough draft. TW direct students to Think Pair Share about what changes need to be made to the report. TW emphasize the standard here, highlighting the organization and supporting facts and details that must be present. TW check for understanding by asking relevant questions. **Independent Practice:** SW use their Writer's Checklist to edit and revise their own report. **Assessment:** TW conference one on one with each student to review	SW whisper read their topic sentence to a partner. SW repeat today's objective, and explain how it will help them reach their Big Goal in writing. SW listen to today's key points. SW listen and watch as the teacher shows them how to use their Writer's Checklist to edit their rough drafts. SW ask questions when necessary. SW TPS to answer the teacher's questions. SW review the Writer's Checklist. SW work with their table teams to offer suggestions to the teacher on what to fix in the rough draft. SW answer questions to demonstrate understanding.

	their edits. TW keep a checklist of students who have mastered today's objectives, making necessary edits to their writing. **Closure:** TW direct students to work in pre-assigned pairs, to share the edits they made.	SW work individually to edit their papers according to the Writer's Checklist. SW meet with the teacher to review their edited rough drafts. SW share the changes they made on their reports with their partner.
6	**Activation of Prior Knowledge:** TW direct S to TPS about what components must be present in an informational report. Objective: SW create a final copy of their desert habitat report **INM:** Key Points: 1. We use our rough draft and edits to create a final copy; 2. The final copy is our published work; it is what an audience will read; 3. The final copy should include pictures, where helpful, and a title page. **Modeling:** TW model writing the final copy. TW use examples and non-examples of how to write the final copy. TW use the "Think Aloud" strategy to illustrate her thought process. TW check for understanding by asking relevant questions. **Guided Practice:** TW lead the class through writing a final copy of the class sample report, using the document camera. TW solicit student responses to questions regarding what to include in the final copy, and how to write it. TW check for understanding. **Independent Practice:** TW direct S to write their own final copy of the habitat report. **Assessment:** TW conference one on one with each student. TW keep a checklist to track student mastery of the standard. TW re-teach and modify as needed for students. **Closure:** TW direct each S to share his or her final report with the class.	SW TPS to respond to the questions. SW say: "An introduction with a topic sentence, body paragraphs with facts and details, linking words where they make sense, and a conclusion paragraph." SW repeat today's objective, and explain how it will help them reach their big goal in writing. SW listen to today's key points. SW listen and watch the teacher as she shows them how to write the final copy. SW answer questions to demonstrate understanding. SW aid the teacher in writing the final copy of the sample report. SW share out ideas, in full sentences, as the teacher acts as scribe. SW answer questions to demonstrate understanding. SW work independently to write their final copies of the desert habitat report. SW conference with the teacher to review their final copies. SW share their reports with the class.

Writing Informational Text Summative Assessment

2010 Arizona ELA Standards (CCSS + Arizona additions) 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.

Directions: In Science, we've been learning all about habitats. We know that living organisms with a habitat are interdependent: they rely on one another to survive. Choose one of the habitats we've studied, and write a 5-paragraph essay describing the interdependence of its organisms and their environment.

Scoring Rubric

Skill	1	2	3	4
Topic introduction	No introduction is written, or what is written is off topic	An attempt at a relevant introduction is made. One simple sentence is written to share the topic.	Two to three relevant introduction sentences are written. There is some attempt to organize the introduction from broad to specific.	An introductory paragraph is written, with three to five sentences. The paragraph starts with a broad statement, and narrows to the topic sentence.
Topic Development	No supporting facts or details are given; or the points are not on topic	A limited amount of supporting details are given. Some facts, definitions, and examples are given, but they are vague.	Two to three supporting facts are provided for each subtopic. The facts are relevant, and help support the overall topic.	Three to five supporting facts, details, definitions are written for each body paragraph. These facts support the overall topic, and aid comprehension.
Linking Words	No linking words are used.	A few linking words are written, but they are either overused or under-used.	Each paragraph contains one linking word. The linking words help connect one paragraph to the next.	Each paragraph contains several linking words, connecting thoughts between and within paragraphs in an organized and clear way.
Conclusion	No conclusion is given, or what is written is off topic	A conclusion is attempted. One to two sentences are written, but do not summarize or restate much of the report.	A two to three sentence conclusion is written. It restates most of the information in the report in an organized fashion.	A three to five sentence conclusion is written. It restates all of the key points of the paper, and ties everything together to the topic. It is organized clearly.

Total: _____/16; Grading Scale: 0-10 points=Falls Far Below; 11-12 points=Approaches; 13-14 points=Meets; 15-16 points=Exceeds;