Curriculum Sample Template
Max. 8 Pages

Grade Level	Second	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Length of Unit	5 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 speak and write in words, sentences, and phrases to convey ideas. Students will be able to identify different genres of text, including informational text. Students will understand that most text has a topic sentence, or main idea. Students will understand and be able to apply the conventions of writing. Students will understand life cycles in nature, specifically the life cycles of plants and butterflies.		
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 "Cycles in Nature" will be concurrently taught in Reading, Writing, and Science at the second grade level. The skill of writing informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). 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 students' current knowledge, 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.*	2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and 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 an entire class period to respond to the following writing prompt: "Write a three paragraph informational essay about the life cycle of a butterfly. You must show evidence of pre-writing, drafting, editing, and revising to create your final copy."		
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.*	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 the three areas: Topic, supporting information, and conclusion, according to the rubric descriptions. The total number of possible points will be twelve. 80% will be considered mastery of this standard. Grading will be based on the following scale: 0-7 points=Falls Far Below; 8-9 points=Approaches; 10 points=Meets; 11-12 points=Exceeds		

Materials/Resources Needed	Plants, recording sheets for note-taking, graphic organizers, nonfiction text on life cycles of plants, 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 refer to class science project, in which students planted seeds and cared for plants to experience the life cycle of plants.	SW share what they already know about life cycles of plants, from seed to seed.
	Objective: SW record observations of plants to collect information for writing.	SW repeat today's objective, and explain how it will help them reach their Big Goal.
	INM: Key Points: 1. Excellent writers use facts and definitions to develop their ideas 2. Writing informational text requires doing research first**;** 3. When we research, we observe and write about our subject	SW listen to today's key points.
	Modeling: TW show three plants from the class's Science Project. TW model how to observe the plants and pick out key information that will make her writing stronger. TW use the "Think Aloud" method to show her thought process. TW record information on a sample recording sheet. TW use examples and non-examples to display what students should and should not record.	SW listen and watch as teacher models how to record observations of plants at different stages of the life cycle.
	TW Check for understanding by asking questions.	SW Think, Pair, Share to display their level of understanding.
	Guided Practice: TW direct S to work in pre-assigned groups. Each group will have one recording sheet, and S will practice making observations and recording facts. TW spend time with each group to ensure students are practicing necessary skills. TW answer any questions and modify instruction as needed.	SW fulfill their role in their groups: one student will dictate, one will write, and one will share out with the class. All students will ask questions if needed.
	TW direct each group to share observation notes.	
	Independent Practice: TW supply each student with a recording sheet. TW direct students to make and record their own observations of the class's plants, at different stages in the life cycle.	SW observe the plants that the class has been growing in Science. SW record what they see and know on their recording sheets.

	Assessment: TW use IP as today's assessment. TW review each recording sheet, and use checklist to track student understanding. **Closure:** TW direct class to TPS what was learned today. TW share what class will work on in writing tomorrow.	SW Think, Pair, Share with their partner about today's key points.
2	**Activation of Prior Knowledge:** TW direct students to review their recording sheets from yesterday with a partner. **Objective:** SW pre-write, using a graphic organizer. **INM:** Key Points: 1. In order to write clear informational text, authors must organize their ideas and observations. 2. We can use graphic organizers to ensure we have a clear topic sentence, supporting facts, and a closing. 3. Supporting facts will come from our observations. We should use definitions to explain our facts. **Modeling:** TW first lead a read-aloud of a nonfiction text about the life cycles of plants. TW "Think Aloud" to point out how the author had clear organization, and gave facts and definitions. Then, TW use her recording sheet from yesterday to model how to complete the graphic organizer, writing a topic sentence, facts and details that support it, and a solid closing paragraph. TW check for understanding by asking relevant questions. **Guided Practice:** TW use an anonymous recording sheet from yesterday. TW project this sheet, and a graphic organizer, using the document camera. TW elicit students' help in completing the graphic organizer. TW answer questions and adjust instruction as necessary. **Independent Practice:** SW use their own recording sheets from yesterday, and complete an individual graphic organizer. **Assessment:** TW use the IP as an assessment. TW use a checklist to assess student mastery of today's objective. TW consult with students one on one to address any misunderstandings.	SW work in pairs to review one another's recording sheets from previous day. SW repeat today's objective, and explain how it will help them reach their Big Goal. SW listen to today's key points. SW listen as teacher reads a nonfiction text aloud. SW listen and watch as teacher completes the graphic organizer. SW Think, Pair, Share to answer the teacher's questions. SW ask questions as needed. SW review the sample observations on the recording sheet. SW aid teacher in using the observations to complete the graphic organizer. SW ask questions as needed. SW review their observations as recorded yesterday. SW use this information to fill out their own graphic organizer. SW meet with the teacher to review any misunderstandings. SW Think, Pair, Share what they learned today with a partner.

	Closure: TW direct class to TPS what they learned today. TW explain tomorrow's objective.	
3	**Activation of Prior Knowledge:** TW direct class to review their graphic organizers from yesterday. TW call on students to share why it's important to organize ideas and facts in pre-writing. **Objective:** SW create a rough draft of their informational text. **INM:** Key Points: 1. Excellent writers use their pre-writing to draft a version of their paper. 2. The rough draft must include an introduction with the topic sentence, or main idea. 3. The draft must include a body paragraph with at least three facts and definitions. 4. The draft must have a conclusion paragraph. TW check for understanding. **Modeling:** TW model how to use the information from the graphic organizer to draft a copy of the informational text on life cycles of a plant. TW "Think Aloud" to show students her thought process in writing. TW give examples and non-examples for each section of the draft, to ensure student engagement and understanding. TW check for understanding. **Guided Practice:** TW lead students in creating a "class rough draft." TW project an anonymous graphic organizer, and students will aid in creating a rough draft with an opening paragraph, supporting facts and definitions, and a clear conclusion. TW answer questions and monitor instruction as needed. TW check for understanding. **Independent Practice:** TW direct class to use their graphic organizers to create a rough draft on writing paper. **Assessment:** TW use students' rough drafts as the assessment. TW record student mastery on a checklist. TW conference with students one on one to ensure understanding of requirements.	SW review their graphic organizers. SW share their ideas. SW repeat today's objective, and explain how it will help them reach their Big Goal. SW listen to today's key points. SW answer questions to demonstrate understanding. SW listen and watch as teacher shows them how to take the information from the graphic organizer and write a rough draft. SW see that the rough draft must have an introduction with the topic sentence, supporting details, and a conclusion. SW answer questions to demonstrate understanding. SW review the sample graphic organizer. SW aid teacher in using the information on the graphic organizer to create a rough draft with all of the necessary components. SW answer questions to demonstrate level of understanding. SW work individually to create a rough draft of their informational report. SW meet with the teacher individually to review the rough draft. SW Think, Pair, Share

	Closure: TW direct students to TPS about what is needed in an excellent informational paper. TW explain tomorrow's objective.	
4	**Activation of Prior Knowledge:** TW direct S to TPS what components need to be in an informational paper. **Objective:** SW edit and revise their rough drafts **INM:** Key Points: 1. Excellent writers edit and revise their rough draft. 2. When we edit informational text, we must look at our topic sentence and make sure it describes our main idea. 3. When we edit informational text, we must make sure that our facts and definitions are correct and give enough information to our audience. If they don't we need to add more. 4. We must make sure our conclusion is a summary of our facts. We don't add new information in our conclusion. **Modeling:** TW display her rough draft from yesterday. TW read each section of the draft, and "Think Aloud," as she makes changes to each section. TW check for understanding. **Guided Practice:** TW project class's rough draft from yesterday. TW lead the whole group in making the topic sentence, supporting facts, and conclusion clear, accurate, and robust. TW answer questions, and modify instruction as needed based on student responses. TW check for understanding. **Independent Practice:** SW reread and edit their rough drafts individually. **Assessment:** TW conference one on one with students to review their edits. TW keep track of student understanding using her checklist to indicate level of mastery. **Closure:** TW direct class to share one edit they made to their paper today. TW then explain tomorrow's objective.	SW Think, Pair, Share to explain the three parts of writing an informational report. SW repeat today's objective, and explain how it will help them reach their Big Goal. SW listen to today's key points. SW listen and watch as the teacher shows them how to review it and make edits and changes. SW answer questions to demonstrate understanding. SW offer ideas and suggestions for improving the rough draft. SW explain their reason for each edit. SW answer questions to demonstrate understanding. SW work individually to review their rough drafts. SW add information where necessary, and ensure each section of the paper meets the requirements. SW meet with the teacher to review their rough drafts and changes they made. SW explain their reasoning for making the changes. SW share with their class and explain one edit they made to their report.

5	**Activation of Prior Knowledge:** TW direct students to share their edited rough drafts with their partner. **Objective:** SW create a final draft of their informational text. **INM:** Key Points: 1. Excellent writers use their rough drafts and edits to write a final copy. 2. The final copy must include all three sections of informational text: the introduction with the topic sentence, the body with the facts and definitions, and the conclusion. 3. The final copy also includes illustrations and a title page so the audience can enjoy reading the paper. **Modeling:** Using the previous day's rough draft and edits, the TW model what it looks like to write the final copy of the informational text, including all three sections of the paper, illustrations, and a title page. TW "Think Aloud," to illustrate her thought process to the class. TW check for understanding using relevant questions. **Guided Practice:** TW project previous day's class edits to the rough draft. With this class copy, TW call on students at random to come up to the board and write a section of the final copy. TW answer any questions and modify instruction as needed. **Independent Practice:** TW direct S to work independently to write their final copies. **Assessment:** TW grade the final copy using the 6+1 Traits Rubric. **Closure:** TW direct S to read their reports aloud, from the author's chair.	SW work with their partner to review their rough drafts and edits. SW read their paper and describe any changes they made. SW repeat today's objective and explain how it will help them reach their Big Goal. SW listen to today's key points. SW listen and watch as the teacher shows them how to use their rough drafts and edits to create a final copy of their report. SW answer questions to demonstrate understanding. SW review the edits the class made to the sample report yesterday. When called upon, SW write a sentence of the final copy on the class paper, being sure to follow all previously learned concepts of writing conventions. SW use their own rough drafts and edits to create a final copy of the informational text. SW read their final copies aloud to their classmates. SW listen as others share their work.

Writing Informational Text Summative Assessment

Name: _____

2010 Arizona ELA Standards (CCSS + Arizona additions) 2.W.2 Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.

Directions: Write a three paragraph informational essay about the life cycle of a butterfly. You must show evidence of pre-writing, drafting, editing, and revising to create your final copy.

Scoring Rubric

Skill	1	2	3	4
Introduction	No introduction is written	An introduction sentence is written, but it is either off topic or vague.	One introduction sentence is written, which tells the reader the topic.	An introduction paragraph is written, starting with a broad statement and narrowing down to a topic sentence.
Supporting information	No supporting facts or details are given; or the points are not on topic	Supporting sentences are given, but they lack factual information; or, only one supporting fact or definition is given.	One to two supporting facts are given. The sentences are well written, and they are focused on the topic.	Three or more supporting facts or definitions are written; they develop the topic sentence in a clear and organized way.
Conclusion	No conclusion paragraph is written; or the paragraph is off topic	A concluding section is written, but it lacks organization and misses key points described in the writing	The concluding section provides some closure to the text. It is on topic, with most key points restated.	The concluding section restates each key point described in the paper; it is organized clearly and provides appropriate closure to the text.

Total: _____/12

Grading Scale: 0-7 points=Falls Far Below; 8-9 points=Approaches; 10 points=Meets; 11-12 points=Exceeds; Mastery= 80% or higher