Curriculum Sample Template
Max. 8 Pages

Grade Level	1st 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 write, draw, and speak to share ideas. Students will be able to read grade level text fluently. Students will be able to apply the basic conventions of writing, including spelling, capitalization, and punctuation. Students will understand that sentences are composed of a subject and a verb, and use this knowledge to write fluent sentences. SW have knowledge of major habitats, including oceans and forests.		
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 "Habitats" will be concurrently taught in Reading, Writing, and Science at the first grade level. The skill of writing informational/explanatory text is revisited at increasingly higher levels of rigor as set forth in the 2010 Arizona ELA Standards (CCSS + Arizona additions); 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.*	1.W.2: Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
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 one full class period to respond to a writing prompt. The prompt will read: "We are going to create another class book on a habitat we've learned about in Science: the forest. Write a 5-sentence report on the forest that will be included as a page in the book. You must include an introduction, at least three supporting facts, and a conclusion."		
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; A score of 80% or		

	higher = Mastery
Materials/Resources Needed	Chart paper, Science textbooks, nonfiction texts on the Arctic Ocean, slips of paper for Guided Practice on Day 1, highlighters, graphic organizer templates, list templates, Writer's Checklist, 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 use a KWL chart to show what students know, want to know, and learn about nonfiction writing.	SW participate in filling out the KWL chart.
	Objective: Students will identify the topic sentence, details, and conclusion in nonfiction text.	SW repeat today's objective, and discuss how it will help them reach their Big Goal in writing.
	INM: Key Points: 1. Informational text teaches the audience something, or informs them on a topic; 2. Informational text must include three parts: an introduction, supporting facts, and a conclusion; 3. The introduction lets the audience know what the book will be about; 4. The supporting facts are sentences that tell the reader information about the topic; 5. The concluding sentence is a summary of what the book is about.	SW actively listen to today's key points.
	Modeling: TW show a graphic organizer, indicating "Introduction, Supporting facts, and Conclusion." TW read aloud a nonfiction book about the Arctic Ocean. TW use "think aloud" strategy to identify the introduction, supporting facts, and conclusion. TW record these sentences on the graphic organizer.	SW listen to the read aloud, and watch as the teacher identifies the opening sentence, supporting facts, and closing sentence.
	Guided Practice: TW direct students to work in pre-assigned groups of three. TW provide each group with three slips of paper: one with an introduction sentence, one with supporting details, and one with a conclusion sentence. TW direct students to arrange the sentences how they would be written in a non-fiction text.	SW work in groups of three. SW read the text on the slips of paper, and then work together to arrange the sentences in order.
	Independent Practice: TW provide a typed version of a nonfiction text to each student. TW read the text aloud with students. TW direct students to highlight the introduction in yellow, the supporting details in green, and the conclusion in pink.	SW read the nonfiction text aloud. SW highlight each section of the paper, to indicate the introduction, supporting details, and conclusion.

	Assessment: SW complete an "exit ticket" on which they must match each section of a nonfiction text to its correct label: introduction, supporting details, and conclusion. **Closure:** TW summarize what today's objective was	SW complete the exit ticket. They will read a short text, and then match each section of the text to its appropriate label.
2	**Activation of Prior Knowledge:** TW direct class to whisper the three parts of a nonfiction report to a neighbor. **Objective:** SW research and create a list of facts about the Arctic Ocean. **INM**: Key Points: 1. Excellent nonfiction writers do research before they write. 2. To research means to use resources, like books, to find facts. 3. We can organize the facts we find by making a list **Modeling:** TW demonstrate reading the "Arctic Ocean" section of the Science textbook and recording facts in a list format. TW use the "Think Aloud" method to show students her thought process in finding three key facts to add to her writing. TW check for understanding by asking relevant questions, according to Bloom's Taxonomy. **Guided Practice:** TW direct students to work in pre-assigned groups of three. The groups will examine a nonfiction text on the Arctic Ocean, and compile a list of five facts. **Independent Practice:** TW provide one science textbook and one blank list template paper to each student. SW research and list three facts about the Arctic Ocean. **Assessment:** TW use the IP as an assessment. TW review each student's list, and document student mastery of today's objective. **Closure:** TW summarize what today's lesson entailed.	SW whisper to a neighbor. SW repeat today's objective, and discuss how it will help them reach their Big Goal in writing. SW actively listen to today's key points. SW watch as the teacher models how to research facts in the Science book. SW ask questions as needed. SW answer questions to demonstrate understanding. SW work in groups of three to read a text about the Arctic Ocean. SW work together to list five facts on the topic. SW read the "Arctic Oceans" section of the Science textbook, and record at least three facts about the topic in a list format.
3	**Activation of Prior Knowledge:** TW direct students to TPS about the facts they wrote yesterday. **Objective:** SW develop a topic sentence, three supporting sentences, and	SW Think, Pair, Share with a neighbor about the lists they wrote yesterday. SW repeat today's objective, and discuss how it will help them reach

	concluding sentence, using a graphic organizer **INM:** Key Points: 1. Nonfiction reports must include a topic sentence, supporting facts, and a conclusion sentence. 2. We can use a graphic organizer to help us organize our writing. **Modeling:** TW use the "Think Aloud" strategy to demonstrate how to write a good opening topic sentence. TW also demonstrate how to use yesterday's list to write three supporting sentences. TW model how to write a conclusion that summarizes the paper. TW ask questions to check for understanding. **Guided Practice:** TW project a template of the graphic organizer using the document camera. TW facilitate a whole class discussion on what types of sentences to write in each section of the graphic organizer. TW listen to student suggestions, and add text to the graphic organizer as students share. TW ask relevant questions to check for understanding. **Independent Practice:** TW provide students with their own graphic organizer. SW use yesterday's list of facts to complete the graphic organizer. SW write an opening sentence, three supporting details, and a closing sentence. **Assessment:** TW use the IP as an assessment of student understanding. **Closure:** TW ask volunteers to share out the sentences they wrote today.	their Big Goal in writing. SW actively listen to today's key points. SW watch as the teacher models how to write a good topic sentence, supporting sentences, and closing sentence using the graphic organizer. SW ask and answer questions as they arise. SW offer ideas and suggestions as to what the teacher should write in each section of the graphic organizer. SW verbalize a sentence, and the teacher will act as scribe. SW explain why they think certain sentences should and should not be recorded. SW ask and answer questions as needed. SW use their lists to complete a graphic organizer. SW write an opening topic sentence, three supporting sentences, and a closing sentence on the graphic organizer. SW read their work aloud to the class.
4	**Activation of Prior Knowledge:** TW direct class to review their graphic organizers from yesterday's lesson, and discuss with a neighbor. **Objective:** SW write and illustrate a rough draft of a page for the "Arctic Ocean" class book. Each student's paragraph will include a topic **INM:** Key Points: 1. We will use our graphic organizers to help us write a rough draft. 2. In our draft, we must include all of the information that is on our graphic organizer. 3. Our draft is our first attempt at writing our page of the class book; it will be edited before publishing. **Modeling:** TW use the "Think Aloud" strategy to demonstrate writing	SW read their graphic organizers, and share their writing with a neighbor. SW repeat today's objective, and discuss how it will help them reach their Big Goal in writing. SW actively listen to today's key points. SW watch and participate in discussion as the teacher demonstrates how

	the rough draft for the class. TW provide examples and non-examples of what should be written in the rough draft. TW ask relevant questions to check for understanding. **Guided Practice:** TW project a sample graphic organizer using the document camera. TW ask students to aid her in using the graphic organizer to write a rough draft with an opening sentence, supporting details, and closing sentence. TW ask relevant questions. **Independent Practice:** TW direct students to use their graphic organizers from yesterday to begin drafting a first copy of their page of the class book. **Assessment:** TW meet with each student individually to review his/her writing. TW take notes to record student progress, and discuss the objective to ensure students are on track to master the skill. **Closure:** TW summarize what today's objective was.	to write a rough draft of the "Arctic Ocean" report. SW ask and answer questions as they arise. SW participate in the class discussion. SW offer ideas and suggestions of what the teacher should write in the sample rough draft, and explain why they think certain sentences should or should not be added to the rough draft. SW use their graphic organizers as a guide to writing their rough draft of the "Arctic Ocean" report. SW include a topic sentence, three supporting details, and a closing sentence. SW meet with the teacher to review their draft.
5	**Activation of Prior Knowledge:** TW direct students to read their rough drafts to their partner. **Objective:** SW edit their writing using a Writer's Checklist **INM**: Key Points: 1. To edit our work means to look for ways to make it better. 2. We can use the "Writer's Checklist" to ensure we have everything we need in our papers, and that it's written correctly. **Modeling**: TW model using the Writer's Checklist as a guide, while she edits her rough draft from yesterday. TW use the "Think Aloud" method to demonstrate to students what types of things they should be looking for as they edit. TW ask relevant questions to check for student understanding. **Guided Practice**: TW project a sample rough draft using the document camera. TW give each group of students a copy of the Writer's Checklist. TW facilitate a discussion about what changes should be made to the sample rough draft. TW ask relevant questions to check for understanding.	SW read their rough drafts to one another. SW repeat today's objective, and discuss how it will help them reach their Big Goal in writing. SW actively listen to today's key points. SW watch as the teacher models how to use the Writer's Checklist to edit a rough draft. SW ask and answer questions as they arise. SW participate as the class discusses how to edit the sample rough draft. SW review the Writer's Checklist, and offer ideas of what to fix, change, add, or delete in the rough draft. SW ask and answer questions.

	Independent Practice: TW direct students to use their Writer's Checklist and edit their rough drafts. **Assessment**: TW conference with students individually to review the edits they made. TW take notes to document student understanding and progress towards mastery. **Closure**: TW summarize what it means to edit, and why it's important to do so.	SW use their own Writer's Checklist and edit their rough drafts. SW meet with the teacher to review the edits they made to their rough draft.
6	**Activation of Prior Knowledge:** TW direct students to share what they learned in writing yesterday. **Objective**: SW create a final copy of their page for the "Arctic Ocean" class book. **INM**: Key Points: 1. A final copy is our best work; it will be read by an audience. 2. We must include our topic sentence, all three supporting facts, and a conclusion sentence in our report. 3. We will each add our final copies to our class book, titled "The Arctic Ocean." **Modeling**: TW demonstrate what it looks like to use the rough draft as a guide to writing a final copy. TW use the "Think Aloud" strategy to demonstrate what students should think about while they write. TW ask questions to check for student understanding. **Guided Practice**: TW project yesterday's edited draft and a final copy template. TW facilitate a group discussion about how to use the rough draft as a guide in writing the final copy. TW emphasize the three sections of the paper that are needed. **Independent Practice:** TW direct students to use their drafts from yesterday to create a final copy of their "Arctic Ocean" report, for the class book. **Assessment**: TW review each student's final copy as an assessment of their understanding. **Closure**: TW direct volunteers to share their page of the "Arctic Ocean	SW share what they learned with a neighbor, then with the class. SW repeat today's objective, and discuss how it will help them reach their Big Goal in writing. SW actively listen to today's key points. SW watch as the teacher demonstrates how to write a final copy. SW ask and answer questions as they arise. SW offer ideas and suggestions as to what the teacher should write in the final copy, and how it should be written. SW summarize that the paper must include an introduction, three supporting facts, and a conclusion. SW ask and answer questions throughout the guided practice. SW use their rough drafts as a guide to writing their final copies. SW ensure that the pages are their best work, and that they include all of the necessary sections. SW add illustrations and prepare the paper to be included in the "Arctic Ocean Class Book."

	Class Book."	SW share their page aloud with their class, and listen as others do so.

Writing Informational Text Summative Assessment

Name: _____

2010 Arizona ELA Standards (CCSS + Arizona additions) 1.W.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.

Directions: We are going to create another class book on a habitat we've learned about in Science: the forest. Write a 5-sentence report on the forest. Use your Science book to research facts. 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 not on topic.	One introduction sentence is written, which tells the reader the topic.	An introduction paragraph is written, explaining what the report is about.
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.	Three supporting facts are given. The sentences are well written, and they provide accurate, relevant information on the topic.	Four or more supporting facts and definitions are written; they develop the topic sentence in a clear and organized way, and provide in depth knowledge on the topic.
Conclusion	No conclusion paragraph is written.	A concluding sentence written, but it doesn't clearly summarize the topic.	The concluding sentence provides some closure to the text. It is on topic, with most key points restated.	A concluding section restates each key point described in the paper. It is accurate, and describes the paper in full.

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