Curriculum Sample Template
Max. 8 Pages

Grade Level	4th grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Length of Unit	7 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 express ideas by writing, drawing, and speaking. Students will understand the purpose of writing informational text. Students will understand the concept of main idea. Students will understand and apply writing conventions to their own work. Students will understand the process of research and recording facts from various resources. Students will know the parts of the water cycle, and the different types of clouds.		
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 "Meteorology" will be concurrently taught in Reading, Writing, and Science at the Fourth 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.*	4.W.2.Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; 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 categories of information using words and phrases (e.g., another, for example, also, because). 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.*	At the end of this unit, students will be given the following writing prompt, which they will respond to independently: "Write an informative report about the types of clouds we've learned in Science: cirrus, stratus, and cumulus. Use your Science book as a resource. Be sure to include facts, definitions, illustrations, quotations, and vocabulary to develop your topic. You must show evidence of each part of the writing process."		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded,*	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 five areas: Topic introduction, topic development, use of linking words and phrases,		

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.	precise language/domain vocabulary, 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: Grading Scale: 0-13 points=Falls Far Below; 14-15 points=Approaches; 16-17 points=Meets; 18-20 points=Exceeds
Materials/Resources Needed	Chart paper, graphic organizers, outline 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 ask, "What do we know about pre-writing? Why is it important to pre-write?" **Objective:** SW use a graphic organizer to record information about the water cycle **INM:** Key Points: 1. It is important to brainstorm ideas and information for writing; 2. Using a graphic organizer aids us in preparing to write an informational report; 3. Pre-writing is the first step towards writing excellent informational reports. **Modeling:** TW explain that the class is going to use the facts and information learned in Science to write an informational report. TW use a graphic organizer, with appropriate section headings (ie: topic, fact #1, vocabulary word #1, definition #1) and begin writing facts and information, using the Science book as a resource, and writing in the appropriate section of the template. TW Check for understanding by asking questions. **Guided Practice: TW** direct S to work in pairs. Each pair will complete a graphic organizer together, researching facts and information in the Science book. TW monitor each group, ensure all students are practicing the skill, and modify instruction as needed. **Independent Practice:** SW complete a graphic organizer independently. This will be their pre-writing for the individual water cycle report. SW find facts and information using their Science textbook as a resource.	SW work in pairs to discuss their answers. SW repeat today's objective, and explain how it will help them reach their Big Goal in writing. SW actively listen as teacher presents key points and models how to record information into the graphic organizer. SW work in pairs, and complete an example graphic organizer together. SW ask questions to teacher, and share their work with the class. SW use their Science texts as a resource to find and record information into their graphic organizers.

	Assessment: TW use the IP as an assessment. TW use a checklist to track student progress toward the objective. **Closure:** TW direct S to share their graphic organizers with a partner, and discuss.	SW share their graphic organizers with a partner.
2	**Activation of Prior Knowledge:** TW direct students to review their graphic organizers from yesterday. **Objective:** SW create an outline to organize information about the water cycle, indicating the topic; headings; facts, definitions, details, content vocabulary; and a conclusion sentence or section. **INM:** Key Points: 1. Writing an outline is a great way to organize information and prepare to write a report. 2. The outline must include these sections: Introduction/topic sentence; headings; supporting facts and details; a conclusion. TW model how to write a strong outline that addresses each of the components in the standard. **Guided Practice:** TW project a blank outline template using the document camera. TW guide students through filling out the sample outline. TW emphasize the organization of the outline, and where each section belongs. **Independent Practice: TW** direct students to use their pre-writing from yesterday to complete an outline on a pre-made outline template. **Assessment:** TW use the IP as an assessment of today's objective. TW track student progress using a checklist. **Closure:** TW direct S to summarize what today's objective was.	SW review their graphic organizers from yesterday, examining all of the facts and information they recorded about the water cycle. SW repeat today's objective, and explain to a neighbor how it will help them reach their Big Goals in writing. SW actively listen as teacher presents key points, and models how to write an outline. SW participate in completing the practice outline. SW offer suggestions and ideas, while the teacher acts as scribel SW create their own individual outlines, using the outline template, and their graphic organizers from yesterday. SW share today's objective with a neighbor. They will discuss whether they reached it, or still need some practice.
3	**Activation of Prior Knowledge:** TW ask students to identify each section of their outline, and share with their partner. **Objective:** SW write a draft of an introductory paragraph for their water cycle report.	SW share the parts of the outline with their partner. SW repeat today's objective, and explain how it will help them reach their big goal in writing, and why that goal is important.

	INM: Key Points: 1. The introduction tells the reader what the report will be about. 2. The introduction will introduce what your "headings" will be. Do not provide your details in the introduction. 3. The introduction should be about five sentences long: an attention grabbing sentence, a topic sentence, and three sentences summarizing the headings. **Modeling:** TW model writing an introduction paragraph. TW use the outline from yesterday as a guide. TW "think aloud" about her thought process, and use examples and non-examples of what she will include in the introduction. TW ask questions to check for understanding. **Guided Practice:** TW direct students to work in pre-assigned groups of five. TW give directions for "Round Robin" writing. TW monitor each group as they work together to write an introduction. TW ask each group to read their paragraph aloud. TW adjust instruction as needed. **Independent Practice:** TW direct students to use their outlines from yesterday and begin writing their introductions independently. **Assessment:** TW the IP as an assessment of today's objective. TW meet with each student individually, review the paragraph, and track student progress using a checklist. **Closure:** TW direct S to partner read their introduction paragraphs.	SW listen to today's key points. SW listen and watch as the teacher models writing an introduction. SW answer questions to display understanding. SW work in groups of 5. Each student will take a turn writing a sentence. The team members will discuss what should be written. SW share their work with the class, and give feedback to each other. SW use their outlines and begin drafting their introduction paragraphs. SW meet with teacher for an individual conference. SW work with pre-assigned partners to read their introduction paragraphs.
4	**Activation of Prior Knowledge:** TW direct students to summarize what they included in their introduction paragraphs yesterday. **Objective:** SW write a draft of three body paragraphs, using facts and details to describe evaporation, condensation, and precipitation. **INM:** Key Points: 1. Each of our body paragraphs should be about one thing—a subtopic—and include details about that subtopic. 2. Each of the body paragraphs should have heading. A heading is a word or phrase that summarizes what that paragraph is about. 3. Everything in the paragraph must be about that subtopic. If it's not, it doesn't belong there. 4. Each body paragraph must include facts, details, vocabulary words, definitions, and linking words. 5. Each body paragraph should be at least five sentences. It should begin with the main idea of that	SW work in pairs to summarize their introduction paragraphs. SW repeat today's objective, and explain how it will help them reach their Big Goal in writing, and why that goal is important. SW listen to today's key points.

	paragraph. **Modeling:** TW model how to write a clear heading and body paragraph about evaporation. TW use the outline from a previous lesson to ensure all the information is included under the heading "Evaporation." TW emphasize the use of content vocabulary and clear facts and details. TW include a diagram that supports the paragraph. TW check for understanding by asking relevant questions. **Guided Practice:** TW direct students to aid her in writing the remaining two body paragraphs about the subtopics "Condensation," and "Precipitation." TW ask questions and monitor instruction as needed. **Independent Practice:** TW direct S to work independently on writing their three body paragraphs. **Assessment:** TW the IP as an assessment of student of student progress. TW conference with each student, and track mastery of the objective using a checklist. **Closure:** TW ask: "What does each body paragraph need to include?"	SW listen and watch as the teacher shows them how to write a heading and body paragraph about "Evaporation." SW answer questions to demonstrate understanding. SW aid teacher in writing the remaining two body paragraphs about "Condensation," and "Precipitation." SW give suggestions for the headings, main idea sentence, and supporting details, which teacher acts as scribe. SW also help in drawing relevant diagrams. SW use their outlines, and what they just learned from the teacher, to write three body paragraphs. SW meet one on one with the teacher to review their three headings and paragraphs. SW TPS with a partner, and respond: "A heading, details, vocabulary words, definitions, and diagrams or pictures."
5	**Activation of Prior Knowledge:** TW review the three body paragraphs she modeled for the class yesterday. TW point out each component of the body paragraphs, and ask the class to discuss. **Objective:** SW create a concluding paragraph, to summarize the information they've written about the water cycle **INM:** Key Points: 1. The conclusion paragraph summarizes, or restates, what the body paragraphs were about. 2. There should be no new information given in the conclusion. 3. The conclusion should be 3-5 sentences in length. **Modeling:** TW model how to write an excellent concluding paragraph. TW use the "think Aloud" strategy to show students her thought process. TW use examples and non-examples to illustrate what should be included in this section of the report. TW check for understanding by asking relevant questions.	SW discuss each component of the body paragraph with their table group. SW repeat today's objective, and explain how it will help them achieve their goals in writing. SW listen to today's key points. SW listen and watch the teacher as she shows them how to write the conclusion. SW TPS their answers to the questions. SW work in pairs to draft a sample conclusion sentence. SW use their outlines, as well as what they just learned, to write 3-5 concluding

	Guided Practice: TW direct students to work in pre-assigned partners to create a sample conclusion paragraph about the water cycle. TW monitor each pair's work, and modify instruction as needed. **Independent Practice:** TW direct S to use their outlines and drafts thus far to write a concluding paragraph independently. **Assessment:** TW use the IP as an assessment of student mastery of the objective. TW meet with stuents one on one to review their conclusions. TW track student mastery using a checklist. **Closure:** TW direct students to do "Round Robin" reading.	sentences. S will write their conclusion paragraphs independently. SW review their writing with the teacher. Each S will read his or her conclusion aloud to the table group.
6	**Activation of Prior Knowledge:** TW review to the introduction, body, and conclusion paragraphs written in previous lessons. **Objective:** SW edit their rough drafts of the water cycle reports **INM:** Key Points: 1. We use our Writer's Checklist to edit our rough drafts. 2. Editing our drafts will help us improve the quality of our writing. 3. Editing helps us prepare to write our final copy of the report, which will be read by an audience. **Modeling:** TW show how to use the Writer's Checklist to edit the rough draft. TW go through the checklist item by item, reread the draft, and make changes where necessary (the checklist will be aligned to W.4.2, to ensure mastery of these specific skills). TW ask questions to check for understanding. **Guided Practice:** TW project an anonymous rough draft. TW give each student a Writer's Checklist, and students will aid teacher in editing the draft. **Independent Practice:** SW work independently to edit their rough drafts. SW use the Writer's checklist to ensure quality work. **Assessment:** TW meet individually with each student to review their edits, aligned with the Writer's Checklist. TW track students' mastery using a checklist. **Closure:** TW direct students to share one change they made to their reports with their table group.	SW TPS their ideas about they've learned so far in this writing unit. 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 models how to use the Writer's Checklist to edit the rough draft. SW answer questions to demonstrate understanding. SW aid teacher in editing the draft, according to the writer's checklist. SW look for organization, clarity of details, use of vocabulary and definitions, and relevancy of illustrations. SW use the Writer's Checklist to edit their own drafts. SW make changes as necessary. SW conference one on one with the teacher, to review the edits they made to their writing. SW share their changes with their table teams.

7	**Activation of Prior Knowledge:** TW ask students to review their rough drafts from yesterday. TW call on S at random to share what they've learned so far about writing informational reports. **Objective:** SW create a final copy of their water cycle reports. **INM:** Key Points: 1. The final copy is the published version of your writing; it will be read by an audience. 2. Just like real published nonfiction reports, your final copy must be written neatly, with clear and detailed pictures and absent of any markings. 3. The final copy is your way of showing how much you've learned about writing nonfiction text **Modeling:** TW model using the edited rough draft to write a final copy of the introduction and first body heading and paragraph. TW emphasize each detail of the writing, including the title, pictures, organization, and conventions. TW use the Writer's checklist as a guide. TW check for understanding by asking relevant questions. **Guided Practice:** TW direct students to aid her in writing the remainder of the final copy, using the Writer's checklist as a guide. TW call on students randomly to come to the chart paper and write a portion of the final copy. TW check for understanding by asking relevant questions. TW modify instruction as needed, based on student responses. **Independent Practice:** TW direct student to use their own edited drafts and Writer's checklists to write the final copy of the water cycle report. **Assessment:** TW use the IP as today's assessment. TW conference one on one with students, and use a checklist to track student mastery of the objectives. **Closure:** TW facilitate an author's chair setting, in which each student gets a turn to read his/her report aloud while the class listens.	SW review their rough drafts, and share what they've learned in Writing. SW repeat today's objective, and explain how it will help them achieve their Big Goal in writing. SW listen to today's key points. SW listen and watch as the teacher models how to begin writing the final copy of the water cycle report. SW answer questions to demonstrate understanding. SW aid teacher in writing the remainder of the final copy. SW refer to their Writer's Checklists to ensure that each component of an excellent informational report is present in the sample paper. SW answer questions. SW use their own edited drafts and Writer's checklists to write the final copy of the water cycle report. SW meet individually with the teacher to review their final drafts. SW explain each part of the paper, and why they chose to write what they did. SW read their reports aloud to the class, and listen to others share.

Writing Informational Text Summative Assessment

2010 Arizona ELA Standards (CCSS + Arizona additions) 4.W.2. **Directions:** Write an informative report about the types of clouds we've learned in Science: cirrus, stratus, and cumulus. Use your Science book as a resource. Be sure to include facts, definitions, illustrations, quotations, and vocabulary to develop your topic. You must show evidence of each part of the writing process.

Scoring Rubric

Skill	1	2	3	4
Topic introduction	No introduction is written, or what is written is off topic	An introduction is attempted, it provides limited information on the topic.	An introduction is written, with two to three sentences outlining what the paper will be about.	The topic is clearly introduced, with five sentences organized around a single main idea. The intro starts with a broad statement and narrows to the topic.
Topic Development	No supporting facts or details are given; or the points are not on topic	Some supporting details are given. There are limited vocabulary words, definitions, quotes, etc. No headings are used to organize	Two to four supporting facts and details are given for each body paragraph. There is a variety of facts, definitions, details, vocabulary words, and quotes for each subtopic. Headings and some illustrations are provided.	Five or more supporting facts are given for each body paragraph. There is evidence of each type of supporting detail (quotes, etc.) in each body paragraph. Headings and illustrations are clear and aid comprehension.
Linking Words	No linking words are used.	Some linking words are used, but rarely and inconsistently. The linking words of choice are weak.	At least one strong linking word is used to connect each paragraph to the previous one. Linking words make sense, and aid in sentence fluency.	More that one linking word is written in each paragraph, connecting information between and within paragraphs. The words make the paper flow smoothly.
Precise Language/Domain-specific vocabulary	No precise language/domain specific vocabulary is written, or it does not relate to the topic.	Some attempt at using relevant precise, domain specific vocabulary is made. There are one to two precise vocabulary words.	Each body paragraph contains one precise, domain-specific vocabulary word, with supporting information.	Each body paragraph contains two or more domain-specific vocabulary words, which aid in comprehension and provide extra support for the topic.
Conclusion	No conclusion is written, or the conclusion does not address the topic.	Some attempt at a conclusion is made. It restates some of the information, but not all.	The conclusion section contains three to five sentences that summarize the main points of the paper. It is on topic and organized.	The conclusion sections contains five or more sentences which summarize the paper, and address how the topic connects or relates to other topics studied.

Total: _____/20; Grading Scale: 0-13 points=Falls Far Below; 14-15 points=Approaches; 16-17 points=Meets; 18-20 points=Exceeds