Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**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 in words, sentences, and phrases to convey ideas. Students will be able to draw pictures to convey ideas. Students will be able to form letters to write words. Students will understand that letters make sounds, and sounds form words. Students will be able to identify the basic parts of a plant, including roots, stem, branches, leaves, flower, and seed.		
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 "Plants" will be concurrently taught in Reading, Writing, and Science at the Kindergarten 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.*	K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.		
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: "Think of your favorite plant that we've learned about this unit. Draw, dictate, or write about the plant and provide at least three pieces of information about the plant's parts. Your teacher will ask you what you were writing about." The teacher will go to each student and ask the following questions: "What plant did you write about today?" The student will have three minutes to respond, and the teacher will take notes on the student's response.		
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 that addresses drawing, dictating, and writing to compose informative/explanatory texts in which students name what they are writing about and supply some information about the topic will be used to score the summative assessment. The teacher will review students' work. The Grading Scale is as follows: 0-1=Not Mastered 2=Mastered. A score of 80% or above indicates mastery of the standard; the only score that will indicate mastery based on this criterion is a 2.		
Materials/Resources Needed	Core Knowledge Language Arts text on Plants, examples of nonfiction texts, chart paper, idea webs, samples of fiction and nonfiction texts, matching worksheet, student writing paper		

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:** Teacher will (TW) show students a picture of a plant, from the Core Knowledge Language Arts Listening and Learning book. TW give students 30 seconds to Think, Pair, Share about one thing they know about that plant. **Objective:** Students will be able to identify informational text. **Introduction to New Material (INM):** Key Points: 1. Informational text gives us facts. 2. Informational text usually includes real-life pictures. 3. Informational text usually includes labels for the pictures. TW check for understanding by asking relevant questions according to Bloom's Taxonomy. **Modeling:** TW explain that in order to reach our objective today, she'll show the class how to look at different books and identify the ones that are information, and how she can tell. TW write the key points on chart paper. TW look at five different books, and model how to sort what is and is not informational text, using the 3 key points. Check for understanding (CFU): TW ask, how do I know if a piece of writing is informational? **Guided Practice (GP):** TW direct students to work in their pre-assigned small groups. Each group will have one pile of 5 different books on their table, which they need to work together to sort. TW check for understanding **Independent practice (IP):** SW complete a matching worksheet, matching pictures of informational/non-informational text with their correct genre. **Assessment:** TW meet with each student individually. TW have two books on the table. S must identify which one is Informational, and explain how they know.	SW TPS with a neighbor about what they already know about plants. SW share out facts they already know about the plant. (i.e.: it has roots, its leaves are green, it needs sunlight, water and air to grow). SW repeat today's objective, and explain how it will help them reach their Big Goal in writing. SW listen and watch as teacher describes the key points and writes them on the chart paper. SW actively listen and participate as teacher shows examples of Informational text, and adds to the chart. SW work with their pre-assigned small groups. SW look at each book in their pile. If they decide that the book is Informational text, they will place it in one basket. If they decide it's not, they'll place it in the other basket. Each group will share their work. SW whisper answers to questions to a neighbor, then out loud. SW complete worksheet. Each S will meet with T individually

	Closing: TW close the lesson by asking students what they learned about in writing today. TW explain what the class will do tomorrow.	SW Think, Pair, Share what they learned in today's lesson.
2	**Activation of Prior Knowledge:** TW review "Key Points" from yesterday. **Objective:** SWBAT brainstorm ideas about plants. **INM:** Key Points: 1. Brainstorming is the first thing we do when we write. It helps us get our ideas from our brains onto our papers. 2. When we brainstorm for Informational text, we can draw pictures, write words, and discuss our ideas. 3. Plants can be very different, but we know that they all have the same parts: roots, a stem, branch, leaves, flower, fruit and seed. **Modeling:** TW read aloud an informational text on plants, stopping at designated points to point out key components. TW explain that great authors, like the one who wrote this book, begin writing by brainstorming. TW explain that using an "Idea Web" helps us brainstorm. TW model how to write the topic in the middle of the web. TW add two parts of a plant (roots, stem) to the web, in both pictures and words. CFU: TW check for understanding by asking questions according to Bloom's Taxonomy. **Guided practice:** TW call on students to assist in filling out the remainder of the brainstorming web. TW select one student to write the word "branch" on the web. TW call another to draw the picture for the branch. TW continue this with the leaves, flower, fruit, and seeds. CFU: Teacher will ask questions to ensure understanding. **Independent practice:** Each student will receive a blank copy of the idea web. TW direct students to begin brainstorming their ideas for their writing. TW direct students to think about what plant they are going to write about, what parts it has, and what it looks like. **Assessment:** TW use the independent practice as an assessment of student understanding. TW conference with students one by one, to review their brainstorming web. TW will add to her checklist with a checkmark, minus	SW repeat today's objective: "We will be able to brainstorm ideas about plants." SW actively listen as teacher brainstorms ideas. SW answer questions when prompted. SW answer questions in a Think, Pair, Share structure. SW assist in filling out the idea web. SW show thumbs up when each portion of the web is completed correctly. SW answer questions in Think, Pair, share format. SW receive a blank copy of the idea web. Students will write the topic in the middle of the web, and draw pictures with labels on each branch of the web. SW conference with the teacher one on one. SW explain each component of

	sign, or dash, to reflect students' current level of mastery. **Closure:** TW ask: "What did we do in writing today?" TW direct students to play "Stand Up, Hand Up, Pair Up," a Cooperative learning strategy.	their idea web with her, beginning with the topic. S requiring extra remediation will meet with the teacher at another time in the day, to ensure they are ready for the following day. SW play "Stand Up, Hand Up, Pair Up," and discuss what they did in writing today with their partner. SW share out with the whole class.
3	**Activation of prior knowledge:** TW display the idea web from yesterday's brainstorming lesson. TW direct students to four separate corners of the classroom. TW direct students to discuss with their groups what we did in writing yesterday. **Objective:** SWBAT write a rough draft of informational text about plants. TW direct S to repeat today's objective. **INM:** Key Points: 1. We use our ideas from our brainstorming web to begin writing our informational text. 2. A rough draft is the first time we write something; it doesn't have to be perfect yet. 3. Our rough draft will show a picture and words about our topic. TW show the book that's been used for read-alouds the past two days. TW also show the brainstorming web from yesterday. TW explain today's key points, explaining that we don't go straight from our web to our final published copy. First, we need to take our ideas from our web and put them onto writing paper. This is what we call a rough draft. **Modeling:** TW show template of writing paper, with a section for a picture, labels, and lines for writing. TW think aloud as she takes the ideas from the brainstorming web and turns them into pictures and text on the writing paper. TW explain that the picture needs to be realistic. TW draw a realistic illustration of a flower and all its parts. TW label each part of the drawing: roots, stem, branches, leaves, flower, and seeds. **CFU:** TW check for understanding by asking questions: "Can I draw a picture of a teddy bear right here in my picture box? Why not?" and "Once I draw the picture, am I done with my writing? What else do I need?" TW explain that after the picture and the labels are done, most authors try to write a sentence about the picture. T will think aloud as she writes: *This plant has many parts. It has roots, a stem, branches, leaves, a flower, and*	W get in their 4 Corners groups. Each group will talk about how they brainstormed ideas about the parts of a plants, and completed their idea webs. SW repeat today's objective. SW listen as teacher explains how to move from the idea web to the rough draft. W answer questions in a Think, Pair, Share format. They will explain that the picture needs to match what we're writing about. They will explain that the picture needs to include labels.

	seeds. Each part does a job and helps the plant grow. CFU: Teacher will ask what three things we need when we write our informational text. **Guided practice:** TW show a blank template of the writing paper using a document camera. Each student will have his or her own copy of the paper. For guided practice, the picture of a plant will already be drawn on the paper. A sentence starter will also be provided. TW guide the students through labeling each part of the plant. TW guide students in completing the sentences below the picture. TW direct S to tell a neighbor what they are writing about. Before moving on to independent practice, teacher will check each student's guided practice paper. TW modify and adjust instruction to ensure that each student is prepared to move on to independent practice. **Independent practice:** TW direct students that now it is their turn to use their idea webs to write their rough drafts. They must draw a picture of their plant in the illustration box, label it, and write at least one sentence to describe it. **Assessment:** TW conference with individual students to review their rough draft. TW provide feedback to students to aid them in writing a clear sentence. **Closure:** TW summarize that today, the authors took a big step from their brainstorming to writing their rough draft. TW call on multiple students to sit in the "Author's Chair" to show the class their rough draft, and explain it to the class. Students in the audience may ask questions for the author.	SW respond, first to a partner, and then aloud. SW say informational text needs a picture, labels, and sentences to give facts. SW follow along with the teacher as she labels each part of the picture. SW label their own papers. SW provide ideas about what to write in the sentences. SW write the sentences that the teacher writes on the projected paper. SW label each part of the plant. SW write sentences to describe the parts of the plant. SW share their ideas with a neighbor. SW complete their rough drafts independently. They will draw a picture of their plant in the illustration box. They will label each part they've learned about in Reading, and they will write at least one sentence to describe it. (Some students may be at different levels in their writing: teacher will provide necessary modifications to ensure each child is challenged at an appropriate level. An example of a modification may be a sentence starter for some students; or a completed sentence that the student must trace. It is assumed that the teacher will ensure the correct level of rigor based on the student's current ability). Several students will share their rough drafts. Others will listen, and ask questions.
4	**Activation of prior knowledge:** TW refer to the rough draft she drew and wrote yesterday. TW say: "Turn to your partner and tell them the three parts of a good informational text." **Objective:** SWBAT edit their rough drafts. **INM:**	SW turn to a partner and share: "Pictures, labels, and a sentences to give the facts." SW repeat today's objective, and explain how it will help them reach their Big Goal in Writing.

	Key Points: 1. Every great author edits his work. 2. Editing helps us fix mistakes and make our writing better. 3. When we edit, we follow our editing checklist to check for mistakes. **Modeling:** TW model what it looks like to edit her rough draft. TW use a "Writer's Checklist" that has been previously introduced to the class. TW edit for mistakes all areas of the 6 traits rubric. TW use the "Think aloud" method to illustrate to students what they should be looking for when they edit their own paper. **Guided practice:** TW project a sample rough draft using the document camera. TW also project the "Writer's Checklist" to show students how to use it while editing. TW direct students to help her find mistakes on the rough draft, cross them out, and fix them. **Independent practice:** TW facilitate the editing process for students. **Assessment:** TW conference with individual students. TW use the checklist to track which students are mastering the editing phase, and which ones need further assistance. **Closing:** TW summarize that today, the class used their checklist to edit their rough drafts. This is setting them up to publish their work tomorrow. TW randomly select students to share their edits from the "Author's Chair."	SW actively listen and participate as teacher uses the "Writer's Checklist" to edit the rough draft. SW assist the teacher is fixing mistakes on the rough draft. SW direct teacher to make sure the picture is accurate, the labels are accurate, and the sentences below are written correctly. SW edit their rough drafts from the previous day. Students will make sure their picture is accurate and gives enough detail, their labels are accurate and spelled correctly, and their sentence is correct. SW meet with the teacher to show their rough draft and any edits they have made. (Depending on the student's writing level, teacher will remediate and provide accommodations as necessary.) SW share their edits with the class. They will explain what they changed and why. Other students will listen and ask questions of the authors.
5	**Activation of prior knowledge:** TW refer to the edited draft from yesterday. TW direct students to Think, Pair, Share some of the things she edited to make the text better. **Objective:** SWBAT create a final copy of their informational text. **INM:** Key Points: 1. A published copy means that the text is ready to be read by an audience 2. A published copy is our very best work 3.When we publish our informational text, we'll be showing what we know about the parts of a plant. TW show the read aloud text. TW explain that this book has been published; it is the author's absolute best work.	SW Think Pair Share (TPS) their ideas. SW repeat today's objective, and explain how it will help them reach their Big Goal in Writing. SW share their thoughts about why publishing their informational text will help them reach their Big Goal in writing.

	Modeling: TW refer to the edited draft from yesterday. TW show a brand new template of the writing paper. TW model how to take the words and pictures from the draft, and write them in a final copy on the new sheet of paper. TW use the "Think aloud" method to illustrate what students should do when they publish their work. CFU: TW ask, what does it mean to publish? Why do we want to publish our informational text?	SW actively listen to teacher's explanation.
	Guided practice: TW project yesterday's edited draft on the document camera. TW also project a blank template of the writing paper. TW walk students through each step of creating a final copy.	SW watch as the teacher shows them how to write a final copy of the informational text.
	CFU: Teacher will ask questions about the writing process	SW aid the teacher in writing the final copy of the text. SW share ideas like "Make sure the picture has a lot of details," and "make sure your labels are correct."
	Independent Practice: TW explain that it is time for students to write their final copies and publish their work. TW facilitate the writing time, and ensure each student is on task. If any modifications are needed for particular students. TW provide them.	SW answer questions about the writing process aloud. SW write their final copies, and publish their work. They will ensure they have all three components of the informational text: picture, labels, and a describing sentence. Students will add the finishing touches to their work.
	Assessment: TW meet individually with students to review their final copies.	
	Closure: TW facilitate an "Author's Chair" session in which each student gets to share his or her work with the class.	Each student will have the opportunity to share his or her work with the class, from the "Author's Chair." SW describe their picture, labels, and read their sentences aloud. (Teacher will provide necessary modifications to ensure that each child is challenged at the appropriate level of rigor.)

Writing Informational Text Summative Assessment

Name: _____

Arizona State Standard: K.W.2: Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.

Directions: "Think of your favorite plant that we've learned about this unit. Name the plant you are writing about. Draw, dictate, or write about the plant and provide at least three pieces of information about the plant's parts."

The teacher will go to each student and ask the following questions: "What plant did you write about today?" The student will have three minutes to respond, and the teacher will take notes on the student's response.

Plant _____

_____

_____

_____

Scoring Rubric

Skill	0	1
Naming the Topic	The student does not name the plant he/she is writing about.	The student names the plant he/she is writing about.
Providing some information about the Topic	The student does not list three pieces of information about the plant's parts through a combination of drawing, dictating, or writing.	The student lists three pieces of information about the plant's parts through a combination of drawing, dictating, or writing.

Total: _____/2

Grading Scale: 0-1=Not Mastered 2=Mastered. A score of 80% or above indicates mastery of the standard; the only score that will indicate mastery based on that criterion is a 2.