Curriculum Sample Template
Max. 8 Pages

Grade Level	6th 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 understand the writing process and be able to create sentences and paragraphs to express ideas. Students will be able to identify informational text, including encyclopedias. Students will be familiar with organizational structures of writing, including definition, classification, comparison/contrast, and cause/effect. Students will understand the basic principal of conducting research using sources. Students will understand science content, including classification of Marine Life, and the characteristics of the Atlantic, Pacific, and Indian Oceans.		
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 "Oceans" will be concurrently taught in Reading, Writing, and Science at the sixth 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 science is spiraled throughout the Core Knowledge Sequence from Kindergarten to 8th grade. 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.		
Standard Number and Description *List the Number* and full description for the required Standard.*	6.W.2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from 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.*	Students will respond to the following writing prompt, independently: "You have been asked to write an informational article in an encyclopedia about one of the three major subdivisions of the world ocean: Atlantic, Pacific, and Indian Ocean. The article must include at least five paragraphs. The introduction paragraph must effectively introduce your topic. At least three paragraphs must develop your topic. In these paragraphs, you must include at least facts, concrete details, definitions, and quotations from sources about the selected ocean. You also must include a comparison to at least one of the world's oceans. You must also include a concluding paragraph. In your informational article, you must include correct formatting (headings) and graphics (charts or tables) to aid comprehension, transition words, precise language and domain-specific vocabulary words, and a formal style."		
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 eight areas: introduction of the topic; organization; formatting and graphics; topic development with facts, definitions, concrete details, and quotations; transitions; precise language and domain-specific vocabulary; a formal topic; a concluding section. The total number of possible points will be 32. 80% will be considered mastery of this standard. Grading will be based on the following scale: 0-18=Falls Far Below; 19-29=Approaches; 26=Meets; 27-32=Exceeds. 80%=Mastery.		

Materials/Resources Needed	Assessment rubrics, paper and pens, science books, encyclopedia articles about oceans, document camera, chart paper, graphic organizers

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 students to name the three major subdivisions of the world ocean. **Objective:** SW identify the key components of an exemplar informational encyclopedia article. **INM:** Key Points: 1. Encyclopedia articles are a type of informational text. 2. Excellent encyclopedia articles include the following components: a. an introduction, b. organization; c. formatting and graphics; d. facts, definitions, concrete details, and quotations to develop a topic; e. transitions; f. precise language and domain-specific vocabulary; g. formal style; h. a concluding section that follows from the information or explanation presented. **Modeling:** TW show students the summative assessment rubric and discuss what will be expected of them by the end of this unit. TW conduct a read-aloud of an exemplar encyclopedia article about oceans. While reading, TW create a list of the above listed components titled "Key Ingredients of Excellent Encyclopedia Articles" on chart paper. TW explain what each component is, and why it is necessary to include. TW check for understanding by asking relevant questions. **Guided Practice:** TW direct students to work in groups of three; each group has a graphic organizer, pre-made with "key ingredients" included on it. TW instruct each group to look at the encyclopedia article provided to them, and identify examples of each key ingredient. TW circulate through the room and coach and correct students as they complete the assignment. TW monitor each group's work, and adjust instruction as needed. **Independent Practice:** TW direct students to read and analyze a different article. TW instruct students to complete the graphic organizer, citing examples of each component of an exemplar article. **Assessment:** TW give students a quick "exit ticket," in which they must	SW TPS the three major subdivisions of the world ocean. SW repeat today's objective, and explain to each other how it will help them reach their Big Goal in writing. SW actively listen to today's key points. SW review the end of unit assessment rubric as the teacher explains it. SW listen, watch, and participate as teacher lists the key components of the article. SW answer questions aloud. SW work with their groups. They will examine their article, and identify examples of introductions, organization; formatting and graphics; facts, definitions, concrete details, and quotations; facts, definitions, concrete details, and quotations to develop a topic; transitions; precise language and domain-specific vocabulary; formal style; and a concluding section.. When finished, SW share their work with the other groups. SW work individually to examine another article. They will cite examples of each key component of the article on their graphic organizers.

	label an informational magazine article with its various components (introduction, headings, charts/graphs, quotations, etc.) **Closure:** TW as students to discuss what they learned in today's lesson with their groups.	SW complete the Exit Ticket, by labeling each component of the given article. SW discuss what they learned in today's lesson with their groups.
2	**Activation of Prior Knowledge:** TW display one of the articles shown in previous day's lesson. TW ask students to work with a partner to describe the key ingredients that each article contains. **Objective:** SW select a topic and gather more information for an encyclopedia article. **INM:** Key Points: 1. Informational text focuses on one clear topic. 2. We brainstorm many different topics in order to select our one clear topic that we'd like to examine. 3. Once we have a topic, we gather more information about that topic from different sources. This process is called "prewriting." **Modeling:** TW explain that over the next two weeks, students will be working on an encyclopedia article called "Marine Life" in which they will pick one type of marine life and write an excellent encyclopedia article about it. TW model how to brainstorm different topics using a "Think Aloud" strategy while writing on the board. TW model out how to select a strong topic that is neither too broad nor too narrow that students could write a whole encyclopedia article about. TW model out how to use resources, like science textbooks, to gather more information for a topic. TW CFU by asking relevant questions, such as "What is brainstorming for a topic?" or "How do we select a good topic?" TW clarify any misunderstandings before moving on. **Guided Practice:** TW direct students to an example of a student's incomplete prewriting, which includes several possible topics. TW direct students to work in groups of three to collaboratively complete the brainstorm of topics and gather resources to support their topic. TW CFU by circulating to each group and coaching and correcting responses. **Independent Practice:** TW direct students to brainstorm and look their possible topics and select the best one for the Marine Life article. TW direct students to gather more information for their selected topic. TW circulate throughout the room to clarify misunderstandings. **Assessment:** TW conference with each student to review the brainstorm,	SW discuss with their partners, describing what each key ingredient is, and what they learned about it yesterday. SW repeat today's objective, and describe how it will help them reach their big goal in writing. SW listen as teacher explains today's key points. SW actively listen and copy down what the teacher is writing on the board. SW work collaboratively using resources to complete the incomplete example of a student's prewriting. SW individually brainstorm a topic, select a topic, and gather information for their article. SW explain why they selected their topic and what information they have

	topic selection, and gathered information. TW modify and adjust instruction based on results of this assessment. **Closure**: TW direct students to TPS to describe the prewriting process.	gathered. SW ask any questions they have. SW TPS with a partner to describe the process of prewriting.
3	**Activation of Prior Knowledge:** TW direct students to TPS about what the definition and comparison/contrast organizational strategies are. **Objective:** SW write an organized outline for an encyclopedia article. **INM:** Key Points: 1. Once we have gathered information, we outline information that will develop our topic. This helps us organize our article well. 2. Our organization of ideas, concepts, and information in the outline needs to be strong to lead to a well-organized article. 3. Our outline should include space for definition and comparison/contrast strategies are used strongly to enhance meaning. **Modeling:** TW model how to place and organize information into an outline using gathered information. TW reference the summative assessment rubric as a guide for exemplar organization. TW CFU by asking relevant questions, such as "What is an outline?" or "How do we organize information on our outline?" **Guided Practice:** TW direct students to an example of a student's incomplete outline about a topic. TW direct students to work in groups of three to complete the outline based upon gathered information. TW CFU by circulating to each group and coaching and correcting responses by checking each outline against the summative assessment rubric. **Independent Practice:** TW direct students to write a well-organized outline for their Marine Life article and to check their outlines against the summative assessment rubric to ensure quality. TW circulate throughout the room to clarify misunderstandings. **Assessment:** TW conference with each student to review the organized outline. TW use the summative assessment rubric to assess the outline. TW track student understanding using a checklist. TW modify and adjust instruction based on results of this assessment. **Closure**: TW direct students to TPS and describe what they've learned to do today.	SW TPS about what the definition and comparison/contrast organizational strategies are. SW repeat today's objective, and describe how it will help them reach their big goal in writing. SW listen as teacher explains today's key points. SW actively listen and copy down what the teacher is writing on the board. SW work collaboratively using resources to complete the incomplete example of a student's outline. SW check the outline against the summative assessment rubric. SW write a well-organized outline for their article and check their article against the summative assessment rubric to ensure quality. SW meet with the teacher to examine his/her outline. SW ask questions as needed. SW TPS with a partner and describe what they've learned to do today.
4	**Activation of Prior Knowledge:** TW direct students to review their outlines from the previous day.	SW examine their outline from yesterday.

	Objective: SW draft their articles with an introduction, support, formatting, and graphics. **INM:** Key Points: 1. Exemplar encyclopedia articles have introductions that strongly and clearly introduce a single topic. 2. Exemplary informational text includes relevant facts, concrete details, definitions, and quotations thoroughly and in depth explore and develop the topic. 3. Headings and graphics (charts or tables) should be included in exemplary informational text to strongly contribute to comprehension. **Modeling:** TW read out a strong introduction to an exemplar encyclopedia article. TW model how to write a draft of an introduction for an encyclopedia article. TW model using all of the information from her outline to write a draft of an encyclopedia article using details, definitions, facts, quotations, headings, and graphics. TW use the "Think Aloud" strategy to show students her thought process as she is writing. TW model the first two paragraphs, and model how to include all elements above and how to use the summative assessment rubric as a guide for good writing. TW ask students CFU questions such as "What elements should I include in this section?" or "How do we know this is a strong article?" **Guided Practice:** TW show students and example of a student's paper, which is missing an introduction and a final body paragraph. TW direct students, in groups of three, to aid her in writing the remainder of the rough draft body paragraphs. TW circulate around each group and adjust instruction as needed, to ensure each key ingredient is included in the draft. **Independent Practice:** TW direct students to use their own outlines to write a rough draft, with an introduction and well-developed body paragraphs, of their Marine Life article independently. TW direct students to use the summative assessment rubric to assist in their writing. **Assessment:** TW conference with each student to review his/her rough draft. TW provide notes and feedback, based on the summative assessment rubric. **Closure:** TW ask students to TPS about what are the effective components of an informational article that they've learned about so far.	SW repeat today's objective, and describe how it will help them reach their big goals in writing. SW actively listen to today's key points. SW watch as the teacher demonstrates how to use the outline to draft the article. SW ask and answer questions to clarify their understanding. SW write the introduction and final body paragraph of the article in their groups. SW use the summative assessment rubric to aid their writing. SW ask and answer questions as they arise. SW refer to their outlines, and draft their encyclopedia article. SW use their summative assessment rubric to draft the article. SW meet individually with the teacher to review their rough draft. SW TPS with a partner and discuss the effective components of an informational article.
5	**Activation of Prior Knowledge:** TW direct students to discuss what	SW discuss with their partners, sharing what they've learned so far in

	they've learned so far in the writing unit.	this Writing unit.
	Objective: SW draft concluding sections and revise their article to include transitions.	SW repeat today's objective, and describe how it will help them reach their Big Goals in writing.
	INM: Key Points: 1. Exemplary encyclopedia articles have a strong, concluding section that follows from the information presented. 2. Exemplary encyclopedia articles use smooth, appropriate transitions to clarify the relationships among all ideas and concepts.	SW actively listen to today's key points.
	Modeling: TW model how to draft a strong, creative, and clear concluding section. TW use the "Think Aloud" strategy to show students her thought process as she is writing. TW then model how to include effective transitions in a article and how to use the summative assessment rubric as a guide for good writing. TW ask students CFU questions such as "How do we know this is a strong article?"	SW watch as the teacher demonstrates how to use the outline to draft the article. SW ask and answer questions to clarify their understanding.
	Guided Practice: TW project an example of a student's draft using the document camera that is missing a conclusion and transitions. TW direct the class to add a concluding section and transitions and to use the summative assessment rubric as a guide in groups. TW circulate throughout the room to coach and correct students as they work.	SW use their summative assessment rubrics to, in their groups, add a concluding section and transitions. SW ask and answer questions as they arise.
	Independent Practice: TW direct students to use their article and add a concluding section and transitions. TW direct students to use the summative assessment rubric to assist in their writing.	SW write a concluding section and transitions to their article. SW use the summative assessment rubric to assist in their writing.
	Assessment: TW conference with each student to review his/her article. TW provide notes and feedback, based on the summative assessment rubric.	SW meet individually with the teacher to review their rough draft.
	Closure: TW ask students to share their conclusions with a partner.	SW TPS with a partner and share their conclusions.
6	**Activation of Prior Knowledge:** TW direct students to discuss what they've learned so far in the writing unit.	SW discuss with their partners, sharing what they've learned so far in this Writing unit.
	Objective: SW edit their articles to include precise language, domain vocabulary, and a formal style.	SW repeat today's objective, and describe how it will help them reach their Big Goals in writing.
	INM: Key Points: 1. Exemplary encyclopedia articles have specifically and carefully chosen precise language enhances meaning. 2. They include domain-specific vocabulary words are included effectively in the article. 3. Exemplary encyclopedia articles use a formal, professional writing style.	SW actively listen to today's key points.

	Modeling: TW model how to include precise language and domain-specific vocabulary in the article. TW use the "Think Aloud" strategy to show students her thought process as she is writing. TW include each component necessary for an excellent article, according to the summative assessment rubric. TW then model how to edit a article for a formal, professional writing style. TW ask students CFU questions such as "Does this have a formal style? How do you know?"	SW watch as the teacher demonstrates how to use the outline to draft the article. SW ask and answer questions to clarify their understanding.
	Guided Practice: TW project an example of a student's draft using the document camera that is missing domain-specific vocabulary and is not written in a formal style. TW direct the class to edit the article in groups to include precise language, domain vocabulary, and formal style. TW circulate throughout the room to coach and correct students as they work.	SW use their summative assessment rubrics to aid the teacher in making edits and improvements to the sample rough draft in groups. SW ask and answer questions as they arise.
	Independent Practice: TW direct students to use their article and add precise language, a formal style, and domain vocabulary. TW then direct students to write a final draft of their Marine Life article. TW direct students to use the summative assessment rubric to assist in their writing.	SW edit for language, vocabulary, and style. SW write a final copy of their article. SW use the summative assessment rubric to assist in their writing.
	Assessment: TW conference with each student to review his/her article. TW provide notes and feedback, based on the summative assessment rubric.	SW meet individually with the teacher to review their finished article.
	Closure: TW ask students to share their completed article with a partner.	SW TPS with a partner and share their articles.

Writing Informational Text Summative Assessment

2010 Arizona ELA Standards (CCSS + Arizona additions): 6.W.2. **Directions:** "You have been asked to write an informational article in an encyclopedia about one of the three major subdivisions of the world ocean: Atlantic, Pacific, and Indian Ocean. The article must include at least five paragraphs. The introduction paragraph must effectively introduce your topic. At least three paragraphs must develop your topic. In these paragraphs, you must include at least facts, concrete details, definitions, and quotations from sources about the selected ocean. You also must include a comparison to at least one of the world's oceans. You must also include a concluding paragraph. In your informational article, you must include correct formatting (headings) and graphics (charts or tables) to aid comprehension, transition words, precise language and domain-specific vocabulary words, and a formal style."

Scoring Rubric (based upon Holistic Rubric Based on 6 Traits of Writing)

Skill	1	2	3	4
Introduces the Topic	No introduction is written, or what is written is off topic.	An introduction is attempted, but is unclear.	An effective, clear introduction to the topic is written.	The topic is strongly and clearly introduced, and introduction is organized around a single topic.
Organization of ideas, concepts,	Unclear organization of ideas, concepts, and information; definition and	Attempts organization of ideas, concepts, and information; organization is inconsistent or	Organization of ideas, concepts, and information is apparent; there is a defined structure;	Exceptional organization of ideas, concepts, and information enhances article; definition and

and information	comparison/contrast strategies are not used.	ineffective; definition or comparison/contrast strategies are not used adequately.	definition or comparison/contrast strategies are used to enhance meaning.	comparison/contrast strategies are used strongly to enhance meaning.
Usage of formatting and graphics	There is no usage of formatting or graphics.	There may be headings or graphics (charts or graphs), but they do not contribute to comprehension.	Headings and graphics (charts or tables) are present and make meaning clearer.	Headings and graphics (charts or tables) strongly contribute to comprehension.
Topic Develop-ment	irrelevant supporting facts, concrete details, definitions, or quotations do not develop the main idea; the points may not be on topic; or there are no supporting facts, concrete details, definitions, or quotations.	Occasionally irrelevant facts, unclear details, definitions, or quotations develop the topic; development is ineffective or leaves gaps.	Relevant facts, concrete details, definitions and quotations adequately develop the topic.	Relevant facts, concrete details, definitions, and quotations thoroughly and in depth explore and develop the topic.
Transitions	No transitions are used; usage of inappropriate transitions is ineffective and do not provide clarity between ideas and concepts.	Attempts are made to use appropriate transitions; transitions provide some clarity between some ideas and concepts.	Appropriate transitions are used; overall, transitions may clarify relationships among most ideas and concepts.	Exemplary usage of appropriate transitions clarifies the relationships among all ideas and concepts.
Precise Language/ Domain-specific vocabulary	Language is imprecise; no domain-specific vocabulary words are included in the article; language usage does not inform or explain the topic.	Mostly accurate but occasionally imprecise language; few domain-specific vocabulary words are included in the article to inform or explain the topic.	Effective but not necessarily strong or precise language that contributes to meaning; domain-specific vocabulary words are included in the article to inform or explain the topic.	Precise language; domain-specific vocabulary words strongly inform or explain the topic.
Formal Style	Written in an informal style; no attempt was made towards establishing or maintaining a formal style.	Attempt is made towards establishing a formal style, but is not maintained throughout the article.	Mostly formal style is established and maintained throughout the article, but may slip into informal style in parts.	Formal writing style is established and maintained throughout the article.
Concluding section	No concluding section is written, or what is written does not follow from the information presented.	A concluding section is attempted, and occasionally follows from some information presented.	An effective concluding section largely follows from the information presented.	A strong concluding section follows from the information presented.

Total: _____/32; Grading Scale: 0-18=Falls Far Below; 19-29=Approaches; 26=Meets; 27-32=Exceeds. 80%=Mastery.