Curriculum Sample Template
Max. 8 Pages

Grade Level	5th 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 identify informational text, and determine the main idea or topic; students will be able to express ideas clearly through writing, drawing, and speaking; students will know the major conventions of writing, and be able to create sentences and paragraphs using them; students will understand the process of photosynthesis; students will know the structure of both plant and animal cells.		
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 "Plant Structures and Processes" will be concurrently taught in Reading, Writing, and Science at the fifth 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.*	5.W.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). 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: "We've learned in Science that cells are made up of the cell membrane, nucleus, and cytoplasm. Choose one of these structures that you've learned the most about. Write a 5-paragraph informational report on the structure. Be sure to include all of the components we've learned about in this writing unit."		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include*	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,		

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.	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: 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, student writing paper, writing utensils, document camera, Science textbooks

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 direct S to work in cooperative learning groups to discuss what they know about writing informational text. **Objective:** SW use a graphic organizer to record information about photosynthesis. **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 we're going to use the facts and information we've learned in Science to write an informational report. TW use a graphic organizer, with appropriate section headings (ie: topic, fact #1, vocabulary word #1, quotation, etc) and begin recording 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 photosynthesis report.	SW work in groups to discuss ideas. SW repeat today's objective, and explain how it will help them reach their Big Goal in writing. SW actively listen to today's key points. SW listen, watch, and participate in the teacher's modeling of adding information to the graphic organizer. SW work with a partner to complete a shared graphic organizer. SW use their Science books to finds relevant facts, information, quotations, vocabulary words, definitions, and illustrations that relate to photosynthesis. SW complete their own graphic organizer. SW use their text books as a resources to find relevant information, and record facts onto their graphic

	SW find facts and information using their Science textbook as a resource. **Assessment:** TW use the IP as an assessment. TW meet with each student individually to review his/her work. TW use a checklist to track student progress toward the objective.	organizers. SW meet one on one with the teacher to review his/her graphic organizer. SW explain each fact he/she chose to write and why.
2	**Activation of Prior Knowledge:** TW direct S to work in a cooperative learning structure to review what they did yesterday in writing, and why it's important. **Objective:** SW create an outline to organize information about photosynthesis, 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 and topic sentence; at least three headings; supporting facts and details; and 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 what information belongs in each section. TW ask for student input, and modify instruction as needed. **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 meet with individual students to review his/her outline, and TW track student progress using a checklist.	SW work in groups to discuss ideas. SW repeat today's objective, and discuss how it will help them achieve their Big Goal in writing. SW listen to today's key points. SW listen and watch as teacher models how to write an outline. SW aid teacher in completing the outline. SW offer ideas and suggestions, and answer questions asked by the teacher and fellow classmates. SW use their pre-writing to complete their outline. SW conference with teacher to review their outline. SW share their outlines with a partner.
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 photosynthesis 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: it should start with a general statement, and then get more specific. TW model writing an introduction paragraph. TW use the outline from yesterday as a guide. TW "think aloud" about her thought process. TW ask questions to check for understanding. **Guided Practice:** TW direct students to work in pre-assigned groups of three. TW give directions for "Round Robin" writing, a cooperative learning structure that allows S to take turns writing. TW monitor each group. TW ask each group to share 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 use 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.	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 three. 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 write a beginning broad statement, then proceed to write more specific sentences to introduce the report. 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 the process of photosynthesis. **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 a 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 paragraph. 6. We can include pictures and diagrams in the body of the report, if they are relevant and help the reader understand.	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.

	Modeling: TW model how to write a clear heading and body paragraph about the role of energy from sunlight in photosynthesis. TW use the outline from a previous lesson to ensure all the information is included under the heading "Role of Sunlight." 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 "Chlorophyll," and "Glucose." TW ask questions and monitor instruction as needed. **Independent Practice:** TW direct S to work independently on writing three to five 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.	SW listen and watch as the teacher shows them how to write a heading and body paragraph about the role of sunlight in photosynthesis. SW answer questions to demonstrate understanding. SW aid teacher in writing the remaining two body paragraphs about "Chlorophyll and "Glucose." SW give suggestions for the headings, main idea sentence, and supporting details, which teacher acts as scribe. SW find specific quotations in their Science texts to add to the paragraphs. SW also help in drawing relevant diagrams. SW use their outlines, and what they just learned from the teacher, to write three to five body paragraphs about the various aspects of photosynthesis. S must include at least two direct quotations in their writing, taken from a Science text. SW meet one on one with the teacher to review their headings and paragraphs.
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 process of photosynthesis. **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 Think, Pair, Share their answers to the questions. SW work in pairs to draft a sample conclusion sentence. SW use their

	Guided Practice: TW direct students to work in pre-assigned partners to create a sample conclusion paragraph about photosynthesis. 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.	outlines, as well as what they just learned, to write 3-5 concluding 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 refer to the introduction, body, and conclusion paragraphs written in previous lessons. TW ask students what they've learned so far about each of these components of an informational report. **Objective:** SW use an "Informational Writer's Checklist" to edit their rough drafts **INM:** Key Points: 1. We use our Informational 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.5.2, to ensure mastery of these specific skills). TW ask questions to check for understanding. **Guided Practice:** TW project an anonymous rough draft, using the document camera. TW give each student a Writer's Checklist, and students will aid teacher in editing the draft. TW ask targeted questions, focused on students' particular needs. **Independent Practice:** SW work independently to edit their rough drafts. SW use the Writer's checklist to ensure quality work, aligned to the standard. **Assessment:** TW meet individually with each student to review their	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 Informational Writer's Checklist to edit the rough draft. SW answer questions to demonstrate understanding. SW aid teacher in editing the draft, according to the informational writer's checklist. SW look for organization, at least two direct quotations, 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

	edits, aligned with the Writer's Checklist. TW track students' mastery using a checklist.	made to their writing.
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 photosynthesis 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 photosynthesis 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.	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 photosynthesis report. SW answer questions to demonstrate understanding. SW aid teacher in writing the remainder of the final copy. SW refer to their Informational 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 photosynthesis 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

Arizona State Standard: 5.W.2. **Directions:** We've learned in Science that cells are made up of the cell membrane, nucleus, and cytoplasm. Choose one of these structures that you've learned the most about. Write a 5-paragraph informational report on the structure. Be sure to include all of the components we've learned about in this writing unit.

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 related facts, definitions, details, vocabulary words, and quotes for each subtopic. Headings and illustrations are provided, which aid comprehension.	Five or more supporting facts are given for each body paragraph. There is evidence of each type of supporting detail (quotes, definitions, facts, etc.) in each body paragraph. Headings and illustrations are clear, concise, 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 or phrase is used to connect each paragraph to the previous one. Linking words make sense, and aid in sentence fluency.	More that one linking word or phrase is written in each paragraph, connecting relevant information between and within paragraphs. The words allow the reader to connect information easily.
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 to two precise, domain-specific vocabulary words, with definitions and illustrations when necessary.	Each body paragraph contains three or more domain-specific vocabulary words, with definitions and illustrations.
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 to other topics.

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