Grade Level	**5**	**Content Area**	**English Language Arts-Writing**
Course Title (grades 9-12 only)			
Length of Unit	5 days	**Time of Year**	2nd 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 have had experience with 5.W.7 – conducting short research projects using several sources, and 5.W.6 – using technology, with support, to produce and publish writing. They also have notes taking skills, can identify and extract meaningful quotes from text, use a variety of graphic organizers, construct and follow an outline, write a report and use a rubric to self-check.		
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.*	Methods of Instruction: Direct Instruction, Mastery-based Instruction, whole group, small group/partner work, class discussion and one on one instruction, intervention for struggling students Gifted, At Risk, Special Ed. and Physically Impaired - instruction aligned to approved IEP		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 5 Strand: 5.W.2 - Writing Standards (W) Cluster: Text Types and Purposes Standard: #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 topics 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 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*	Student will write an informative text about George Washington as a role model. Their compositions will be assessed according to the Six Traits Holistic Rubric. (See attached) Students will use correct grammar and spelling and a broad vocabulary to produce a well-organized report that informs about the topic.		

copy of the summative assessment must be attached to the curriculum sample	
Scoring Scale and Mastery Level	Scoring rubric: 6/6=100%, 5/6=83%, 4/6=67%, 3/6=50%, 2/6=33%, 1/6=17% **(Mastery at 80% = at least 4 points on the rubric)** School grading scale as follows: 94% - 100% = A 87% - 93% = B 80% - 86% = C 70% – 79% = D 69% - 0% = Needs remediation
Materials/Resources Needed	Copies of 110 Rules of Civility, computer projection equipment, teacher prepared, partially completed Cornell Notes for video, note-taking sheet for George Washington's life, Holistic Scoring Rubric, nice writing paper for final report

Lesson (add as needed)	**Instruction**	Student Activities
1	**Lesson 1 Objective:** ***This week we will be writing informative/ explanatory texts to examine a topic and convey ideas and information clearly.*** 1. Teacher welcomes students and thanks them for attending class.	*All students have been pre-assessed and ability grouped.
	2. Teacher introduces the standard's objective and leads a class discussion about skills students will need to apply to meet this standard.	Students provide input on skills (such as note taking, finding facts, definitions, determining main idea/details, quoting text, organizing ideas, using vocabulary specific to the topic, providing an interesting introduction and conclusion and using good grammar and mechanic, etc.). (10 min.)
	3. The teacher alerts the class that their final project will be about George Washington and they will begin by learning about something he wrote called the 110 Rules of Civility and Decent Behavior in Company and Conversation. Teacher asks the students what they already know about Washington.	Students offer input while a class scribe records responses on the whiteboard. (10 min.)
We Do	4. The teacher distributes partially completed Cornell Notes pages aligned to the YouTube video on George Washington	

	found at http://www.americanthinker.com/blog/2012/03/ george_washington_barack_obama_and_civility.html 5. The teacher instructs students to take notes while viewing the 13.5minute video on Washington's life. 6. The teacher has students meet with a partner to compare/complete any missing notes. 7. The teacher alerts the class that they will be collecting information on Washington all week and asks them to read the objective to determine the reason for this work. Class is dismissed.	Students complete partially filled in Cornell Notes while watching the video. (15 min.) Students work with partners. (10 min.) Students read the objective as closure.
2 We Do I Do We Do You Do	**Lesson 2 Objective:** ***We will learn about and gather information related to George Washington so we can write informative/explanatory texts about him.*** 1. Teacher welcomes students and thanks them for attending class. 2. Teacher asks students to share this week's objective with each other using their own words. 3. Teacher numbers students 1-7, passes out and jigsaws the reading of George Washington's Rules of Civility by page. 4. Teacher calls each group together (by number) to meet and discuss any rule they found to be confusing. 5. Teacher models the 5th Rule as a rule we still use today. 6. Teacher asks each group to identify with a star 3 rules that still apply today. 7. Teacher leads a group sharing/discussion session about rules that still apply today with the class. 8. Teacher assigns students to find additional background material on George Washington before class tomorrow. 9. Teacher restates the objective. Class is dismissed.	Students share the objective with a partner. (2 min.) Students read their assigned page of rules. (10 min.) Students meet with others who read the same page to discuss and clarify. (10 min.) Student groups add a star to 3 rules that are still relevant today. (5 min.) Students follow along in their "Rules of Civility" handout and add stars for rules other groups identified. (30 min.) Students use computer searches and/or reference materials to find information on Washington to bring to class tomorrow.
3	**Lesson 3 Objective:** ***We will continue independently researching George Washington and organizing notes using a topic worksheet.***	

	1. Teacher welcomes students and thanks them for attending class. 2. Teacher asks students to share this week's objective with each other using their own words. 3. Teacher provides a note-taking sheet for students to record details related to George Washington as a youth, military leader, and politician. Teacher alerts students to watch for quotes by or about Washington as they read their texts. 4. Teacher instructs students to begin their research by finding basic information. The teacher circulates around the room to guide/support students during the note-taking process and to assess student proficiency in locating information and taking notes from text. (Formative Assessment) 5. Teacher instructs students to complete reading and note taking from their reference material seeking out additional source information, if necessary, as homework. 6. Teacher repeats the objective and tells students tomorrow they will be writing a report about how George Washington served as a role model in his time and continuing into today. Class dismissed.	Students share objective with a partner. (2 min.) Students skim materials they brought in as homework looking for specific, basic information on Washington to complete their note-taking sheet. (45 min.) Students discuss tomorrow's objective with a partner as a mindset for the report. (2 min.)
4 **We Do** **You Do**	**Lesson 4 Objective:** ***We will review the scoring rubric criteria we need to meet to master the standard of writing informative/explanatory texts to examine a topic and convey ideas and information clearly.*** 1. Teacher welcomes students and thanks them for attending class. 2. Teacher and students read the objective in unison. 3. Teacher distributes the Scoring Rubric informing students that their writing must score a 5 or 6 to reach mastery on this standard. 4. Teacher leads students in reading the descriptors for scores of 5 and 6. 5. Teacher directs students to write a first draft of their report.	Students read objective with the teacher. (1 min.) Students read with the teacher. (4 min.) Students work independently on first drafts using note sheet and scoring rubric to guide their work. (50 min.)

	6. Teacher asks students to read the objective silently and rate how proficient they feel they are on this objective by recording a number at the top of their rough draft. 7. Teacher collects rough drafts. (No editing is done but teacher checks students' self-assessment ratings.) 8. Teacher remind students that illustrations enhance reports, if they are meaningful to the text, and tells students to consider what illustration they might add to their final report. Class is dismissed.	Students rate themselves on proficiency to mastery of the standard. (2 min.) Students reflect on their rough draft and collect any illustrations they might use in their final report as homework.
5 **You Do** **You Do**	**Lesson 5 Objective:** ***We will write informative/explanatory texts to examine a topic and convey ideas and information clearly.*** 1. Teacher welcomes students and thanks them for attending class. 2. Teacher and students read the objective and the teacher reports the % of students feeling confident with this objective. 3. Teacher returns rough drafts asking students to read what they have written, self-check their work against the scoring rubric and make any editing changes. 4. Teacher takes students to the computer lab to complete their final reports. (Teacher purposely spends time near students who rated themselves as less proficient to provide encouragement and answer questions, if appropriate.) Summative Assessment 5. Teacher asks students who finish early to add illustrations and/or create a title page for their report. 6. Teacher thanks students for their hard work and all chant the objective starting with the words…."We can…". 7. Teacher collects final writings. Class is dismissed.	 Students read the objective. (1 min.) Students reread their rough drafts, self-check and make editing changes. (10 min.) Students complete the final version of their report on computers as a summative assessment. (45 min.) Students chant objective with the teacher. (1 min.)

Topic: George Washington: Role Model
Pertinent Data (birthdate, place, family)
George's Youth
George's Military Years
George's Political Life
George's Death
Quotes by or about George
George's Legacy to us

Official Scoring Guide: Arizona's Instrument to Measure Standards

HOLISTIC RUBRIC BASED ON 6 TRAITS OF WRITING

SCORE POINT 6	SCORE POINT 5	SCORE POINT 4
Response is sophisticated and skillful in written communication, demonstrated by • exceptional clarity, focus, and control in topic development and organization that often show insight. • in-depth and/or creative exploration of the topic using rich, relevant, and credible details. • a strong, perhaps creative, beginning and a satisfying conclusion. • specifically and carefully chosen words that are skillfully crafted into phrases and sentences that enhance meaning. • intentional and committed interaction between the writer and the reader. • effective and/or creative use of a wide range of conventions with few errors.	Response is excellent and skillful in written communication, demonstrated by • clarity, focus, and control in topic development and organization. • a balanced and thorough exploration of the topic using relevant details. • an inviting beginning and a satisfying sense of closure. • a broad range of carefully chosen words crafted into phrases and varied sentences that sound natural. • awareness of the reader and commitment to the audience and topic. • effective use of a wide range of conventions with few errors.	Response is appropriate and acceptable in written communication, demonstrated by • ideas adequately developed with a clear and coherent presentation of ideas with order and structure that can be formulaic. • relevant details that are sometimes general or limited; organization that is clear, but sometimes predictable. • a recognizable beginning and ending, although one or both may be somewhat weak. • effective word choice that is functional and, at times, shows interaction between writer and audience. • somewhat varied sentence structure with good control of simple constructions; a natural sound. • control of standard conventions although a wide range is not used; errors that do not impede readability.
SCORE POINT 3	**SCORE POINT 2**	**SCORE POINT 1**
Response is inadequate in written communication, demonstrated by • broad or simplistic ideas that are understood but often ineffective. • attempts at organizing that are inconsistent or ineffective; beginnings and endings that are underdeveloped; repetitive transitional devices. • developmental details that are uneven, somewhat predictable, or leave information gaps; details not always placed effectively in the writing. • reliance on clichés and overused words that do not connect with the reader; limited audience awareness. • monotonous and sometimes misused words; sentences may sound mechanical, although simple constructions are usually correct. • limited control of standard conventions with significant errors.	Response is poor in written communication, demonstrated by • overly simplistic and sometimes unclear ideas that have insufficiently developed details. • sequencing of ideas that is often just a list; missing or ineffective details that require reader inference to comprehend and follow. • missing beginning and/or ending. • repetitive, monotonous, and often misused words awkwardly strung into sentences that are difficult to read because they are either choppy or rambling; many sentences that begin with repetitive noun + verb pattern. • lack of audience awareness. • little control of basic conventions resulting in errors impeding readability.	Response is inferior in written communication, demonstrated by • lack of purpose or ideas and sequencing. • organization that obscures the main point. • an attempt that is too short to offer coherent development of an idea, if it is stated. • extremely limited vocabulary that shows no commitment to communicating a message. • sentences with confusing word order that may not permit oral reading. • severe and frequent errors in conventions.

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Arizona Department of Education

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