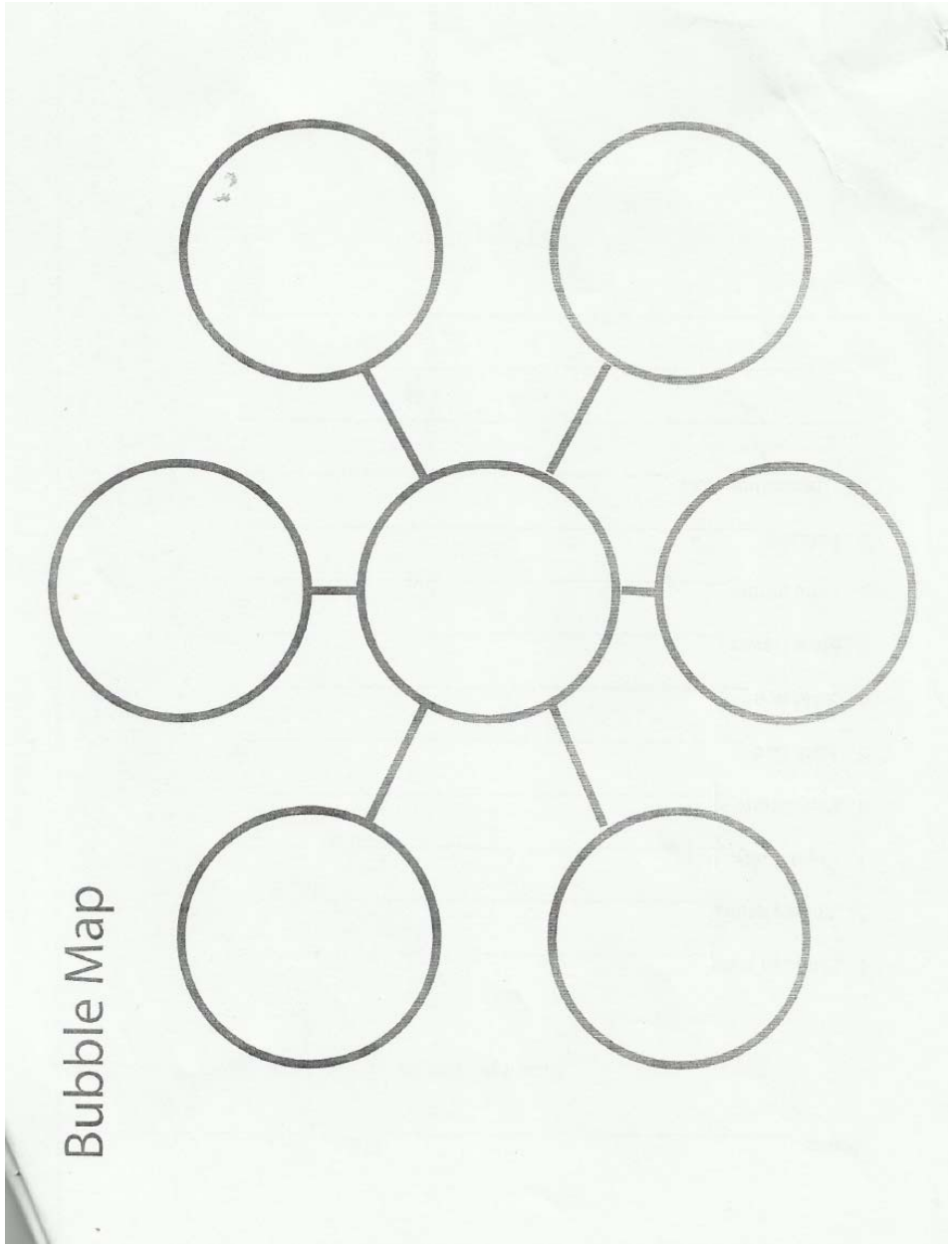
Grade Level	**3**	**Content Area**	**Language Arts - Writing**
Course Title (grades 9-12) Only			
Length of Unit	2 weeks	**Time of Year**	Spring
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Review format for writing an informative composition, completing a bubble map, use of linking words, and how to research a topic. Vocabulary, correct grammar, punctuation and using only relevant information will be discussed. Setting up the paper correctly will be reviewed. The importance of an introduction with a topic sentence and several detail sentences in each paragraph as well as a closing will be reviewed. K.W.2, 1.W.2, 3.W.1a-d		
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.*	Direct instruction, Mastery based instruction, Ability grouping Students will choose a state for their topic. Using various resources including their time in the computer lab, students will find information on their state: dates, current population, industry, climate, resources, famous people, or other interesting facts.		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 3 Strand: 3.W.2 Writing Standard (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 and group related information together; include illustrations when useful to aiding comprehension b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information d. Provide a concluding statement or section		
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 write an informative composition about a state. They will have resources available, a sheet to list pertinent information and a bubble map to define which facts will be used in their composition. A rough draft will be corrected and returned to student so they can write a final draft and create an illustration to go with their composition.		

Scoring Scale and Mastery Level	School grading scale as follows: (Az Standard Holistic Rubric attached) 94% - 100% = A 87% - 93% = B 80% or above = Mastery of standard 3.W.2 80% - 86% = C 70% – 79% = D 69% - 0% = Needs remediation Rubric score point 4 = 80%, point 5 = 90%, point 6 = 100%
Materials/Resources Needed	Hand out sheet for facts, bubble map, resource material, computer

Lesson (add as needed)	**Instruction**	**Student Activities**
1	Review writing an informational text	Students will contribute ideas /list on board
2	Review how to use resources/Info sheet/bubble map	Students can use class library/internet to find info, practice writing on whiteboard
3	Formative Assessment: Teacher will spend time with each student independently with assistance of a paraprofessional (if needed) to visually observe student work, ability to master writing skills required in standard 3.W.2. Teacher will allow opportunities of support with writing student rough draft/correct error (if any)	Students will rewrite final draft making corrections
4	Summative assessment/ Illustration	Students may choose which illustration they would like to create, state bird, tree, flower, or a map of the state

***Standard Number**: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1.).

Summative Assessment:
Students will write an informative composition about a state. They will have resources available, a sheet to list pertinent information and a bubble map to define which facts will be used in their composition. A rough draft will be corrected and returned to student so they can write a final draft and create an illustration to go with their composition.


Bubble Map

Name _____ Date _____

State Information

1. Name of state _____
2. Abbreviation _____
3. Capital city _____
4. Population _____
5. State bird _____
6. State tree _____
7. State flower _____
8. State motto _____
9. Industry _____
10. Interesting facts _____

_____

_____

_____

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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