Grade Level	3	**Content Area**	**English Language Arts-Writing Types & Purposes—***Goodyear for Kids! Using Brochures to Teach Informational Writing about our town.*
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4-6 weeks (Writer's Workshop cycle)	**Time of Year**	Mar-May (end of year)
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	• To be engaged in a 20-30 minute lesson • Reading skills and decoding skills (k-1) • Basic understanding and experience in various types of reading and writing. (explanatory, informational, persuasive) • Prior lessons using 3 parts cards parts on different topics (e.g., External Parts of a Fish, External Parts of a Flower; 1st Knowledge of Animals and Plants. • Engagement and presentation with materials such as "Who am I?"With the use of plant and animal cards. • Completed Inverted Land & Water Forms lesson • Master the skills of using art materials (e.g., scissors)		
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.*	**OVERVIEW** This sample presents a structured and guided approach within the Writer's Workshop format for continuing to strengthen and develop students' research and composition skills. Written composition skills are taught within the context of cultural presentations and lessons (history, geography, biology, etc.), as well as other areas, including language and mathematics. In order to ensure curricular knowledge as well as structures for learning are taught and practiced, students are presented with concrete models of ways to organize and write about informational/explanatory texts (e.g., the 3-part card materials). Presentations, lessons and follow up practice with the concrete booklets, cut labels and definitions leads the student to master the standards for writing informational compositions. When students learn how to label, define, and compose questions about the topic at hand, they have the necessary skills for putting information together in an organized and well-developed composition. Lessons from other resources that teach other simple graphic organizing strategies are added to the traditional Montessori language program. For example, studies in biology are presented in an interdisciplinary manner so that they support and connect to other areas of our cultural curriculum, such as geography or needs of people. These studies in turn help students orient themselves in the universe, both historically and taxonomically. Studies of history, both past and present, provides an opportunity for students to places themselves in a certain place and time. Initially, students have a great interest in their immediate surroundings, such as their school, town, or state. All communities have their own landmarks, symbols, and people that make them unique places to live. In this unit of lessons 3rd grade students will explore their town, Goodyear, using a variety of printed and non-printed resources. By looking at brochures and other informational structures, like websites, students learn about some of the purposes for which people read and write. They also practice writing for a specific audience, revising their writing, and working collaboratively to create a brochure for new students just moving into town. Students will use an interview template to ask questions about experiences with moving to a new place and to create a brochure aimed at a student who is new to the area. Mastery of the writing standards provides a solid foundation for increasing the depth and complexity of all of the written structures and genres. This includes non-fiction writing that will describe, explain, inform, and summarize ideas and content. When presenting informative or		

	explanatory texts, facts, opinions, terms, and examples must be shown (concrete) to the student. This writing can support the skills needed for research, observations and experiences. Various formats for sharing writing can be explored, such as newspaper articles, brochures, reflective papers or journals. The use of "transition words" helps support the student in the organizational development of the piece. Some of the important ones for this level may include signal: ✓ ***Sequence:*** *at first, first of all, to begin with, in the first place, at the same time, for now, time, in turn, later on, meanwhile, next, then, soon, the* ✓ ***Restatement:*** *in essence, in other words namely, that is, that is to say, in short, in brief, to put differently* ✓ ***Summarizing:*** *after all, all in all, all things considered, briefly, by and large, in any case, the whole, in short, in summary, in the final analysis, in the long run.* Students will also practice self-assessment by evaluating their completed written sample using a rubric for informational writing based on the items that are listed in the standards. For example, "did I include a clearly stated topic sentence?"
Standard Number and Description *List the Number* and full description for the required Standard.*	**3.W.2** Grade: 3 Strand: 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 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.*	In order to meet the objectives of the required standard, students will participate in a Writer's Workshop experience in which they explore the brochure print format, and other similar structures, and use what they learn to compose their own brochure item for the group's brochure, *Goodyear for Kids*. The intended audience for the brochure is a new student who just moved to the city. Brochures will be published and shared with the school community (e.g., copies in the Parent Information area). ✓ Students and teacher will assess written brochure samples using the Rubric for Informational Writing. Ideally, this rubric should be created during earlier Writer's Workshop sessions with student input regarding skills that demonstrate mastery. ✓ Teachers will ensure the student's progress is also rated according to the 3rd Gr. Reading CCS checklist. ✓ Student samples and all assessment information will become part of the student's language & literacy portfolio. **Related Assessment Notes:** Informally assess students' comprehension of the different purposes and audiences of brochures during class discussions in unit's sessions. Circulate while students are working in their groups and observe their participation. Informally assess students' abilities to organize information during the Paragraph Puzzle activity. Interview the groups and ask them to compare their first work with their final work. Ask them to reflect on things that were hard and easy, things that they learned, and what they want to work on next time to improve their writing.

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*	The attached sample rubric divides the writing skills into areas of Purpose, Craft, Research skills, and Mechanics. Parts (skills) of the composition are rated by the student and/or teacher as: N=Not in evidence S=Showing signs M=Mostly N/A=Not applicable The attached sample of our *3rd Grade Writing CCS Student Progress Checklist* also presents standards and skills within designated clusters. The standards rated for the curricular sample are items 2. a-d in the Text Types & Purposes cluster. A student who scores a 3 consistently across 3 separate samples is considered at "mastery" level.	
Materials/Resources Needed	**MATERIALS AND TECHNOLOGY** Chart paper Samples of a variety of travel brochures a variety of resources about towns, cities, and travel A local phonebook and local maps Classroom digital camera(s) Computers with Internet access Publishing software/program Overhead **BOOKS:** *Alphabet City* by Stephen T. Johnson (Puffin, 1995) *City of Numbers* by Stephen T. Johnson (Puffin, 1998) Classroom resource books about cities and towns* --used for read aloud and independent reading experiences	*should be gathered prior to lessons and a list of the books made available to students/parents **STUDENT PRINTOUTS** Paragraph Puzzle Assessment Rubric for Informational Writing City and Town Booklist Sample Our Town Brochure Editing Checklist New Town Interview Questions Brochure Planning Sheet Camera Note **WEBSITES** (have bookmarked prior to unit) Top 10 Tips for Great Pictures (Kodak) ConventionBureaus.com www.goodyearaz.gov--Official Website Three Rivers Historical Society Etc.

* ***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).*

Lesson	Instruction **NOTE: Due to Curricular Sample space requirements some of the lesson descriptions have been summarized to a more brief format.**	Student Activities
1	1. Call students together. Place five pieces of chart paper around the room in a circle. At the top of each one write a category label to guide brainstorming, such as entertainment, restaurants, services, businesses, or historical landmarks. Divide students into 5-6 pairs, or can work individually. Start each group at a different brainstorm chart and give about two min. to brainstorm places in town, or other information about Goodyear. Categorize the list. Rotate the groups so that they get a chance to brainstorm for each category.	40-minute sessions in your school's computer lab visit a mapping website Ongoing read aloud experiences and time for independent reading

	2. Come back together and share an example of a brochure. Explain that a brochure is a great format for presenting information to people using words and photographs. Discuss when and why people might need to use brochures, looking for answers such as "when people go on trips to help them decide what they will do" or "when families move to help them learn about their new home." List responses on the chart. 3. Write the words "All About Brochures" at the top of a piece of chart paper and hang it where everyone can see it. Explain that they will examine some brochures on their own or with a partner. Pass out the brochures and allow some time for students to review. Ask what they notice about the brochures and have them write the characteristics they notice on the chart paper. Each student or pair of students should look at several different brochures. 5. Explain and review the brochure project details & expectations. Students will be photographing and writing about places in their town. 6. Hand out and review the <u>New Town Interview Questions</u> sheet. Explain that because the brochure they will be creating will be aimed at a student who is new to the area, they need to try and figure out what kind of information would be useful to that student. To help them do this, they are going to ask someone in their house about their experiences with moving to a new place. *Note: Parent communication about photograph assignment should go home after this session*	**Group lesson follow up activity:** Gather the students together and review the list of characteristics they have compiled, so far. As you are discussing a characteristic, such as captions, have the students locate an example in their brochure. Use this time to help students identify any important characteristics that have been left off the list. **Homework:** New Town Interview Question sheet completed before next session
2	*Note: May choose to assess students' abilities to write an informational paragraph at the beginning of this session by asking them to write a paragraph about a place they have read about or that they have actually visited.* This session is a group review and discussion of the interview questions & answers. Student attention is drawn back to brainstorming done in the first session. The teacher models how to assess and determine which items and categories to include in the brochure. Some guiding questions: If you knew nothing about Goodyear, what would be most important to share? Why? We have limited space in our brochure, so which are the most important items on our list? What would be helpful and interesting to kids in Goodyear? By the end of the session the final brochure items have been selected & assigned to students.	**Related Writing Activity:** List of book responses for students to work on when as related work & practice. Can submit for review w/the teacher. Can include comparing and contrasting other books about cities & towns to our town, Goodyear. Can make a "city" dictionary, or write a book review. **Computer time:** Schedule an adult volunteer for assistance with writing process and at the computers during open work time.
3	*Note: Students will use computers for part of this session* This session focuses on planning and writing paragraphs. The teacher facilitates and models the process of organizing information for the paragraph and the actual writing of a paragraph related to one of the items on the chart. Discuss important information to include ✓ The purpose of the place ✓ Location ✓ Phone number and address ✓ Why kids need to know about this place ✓ Cost ✓ Hours of operation ✓ Directions and a map At the end of the sessions tips for kinds of information or writing to avoid are shared and Brochure Planning sheets are handed out and assigned.	**Homework (due by Session 5):** Students should complete their Brochure Planning Sheets.
4	*The focus of this session is preparing for the photography assignment.*	**Computer Session:** Visit Top 10 Tips for Great Pictures

	Read aloud *Alphabet City* or *City by Numbers* by Stephen T. Johnson. Point of interest for the brochure project is the appreciation of the photographs and photography techniques, as well as how they relate to the text. While looking through the book, discuss the different strategies the photographer uses such as close-ups, focus, distance, and lighting, guiding students during this discussion to think about their own brochure. Questions for discussion include: ✓ *What might be most interesting, valuable, or important for them to see about each place that will be in the brochure?* ✓ *What kind of pictures would persuade them to visit the different places mentioned in the brochure? For example, which would be more enticing: A far-off picture of a water park, or a close-up picture of a kid zooming down a waterslide?* Have the students meet with their partners to talk about photos they might take for the brochure of the place they are researching. Questions you might use to guide these discussions include: ✓ *Where does most of the action happen at this place?* ✓ *Is the building architecturally interesting?* ✓ *Does this place have employees that dress up or wear interesting uniforms?* ✓ *What kind of picture would convince the audience that this is a place for them?* ✓ *Is there an interesting mural or artwork that distinguishes this place?*	for photography tips and practice using an online "camera." Use open work time to conduct more research for the brochure. **Photography Assignment & Parent Letter:** The specifics of the photography assignment are reviewed and sent home for parents to review and assist. Picture taking will take 2-3 weeks. Each student will take the camera home for one night (prescheduled) to photograph the place they are researching.
5	The focus of this lesson is on sequence and ordering of information strategies. The teacher models and demonstrates for the group, then the group practices as part of a Writer's Workshop session. Elements to highlight while they are writing: ✓ An interesting or exciting way to open the paragraph & grab people's attention ✓ How they would tell a good friend about their favorite place ✓ Descriptive words they could use to add interest to their writing	
6	Writer's Workshop: editing & revising brochure paragraphs Editing Checklists handed out and used for own or peer's editing. Revising sessions. Teacher meets with individuals and groups to assist as needed.	
7	This session's focus is on choosing pictures and illustrations for the brochure.	Independent computer sessions for previewing & selecting brochure template.
8	1. Work with students to choose a template for your brochure. You may choose to distribute the Sample Our Town Brochure or to have students look at several sample brochures in the program you have elected to use. 2. Once you have chosen a template, set up one computer station with the program you have chosen to create the class brochure. Give each group a turn typing their paragraph and inserting their picture. You may need to be available during this time to help. 3. After each group has had a chance to insert their information, print out the brochure and share the final product with students. Have students look at the "All About Brochures" list you created	**POSSIBLE EXTENSION** Students choose a place (past or present) and make their own travel brochure.

	together in Session 1 and talk about whether your brochure includes all the important elements of a good brochure. Students may want to add new information to the list. 4. Decide as a class what to do with the brochure. You may decide to keep a few brochures for the classroom to give to new students. Another option is to print out brochures for the front office. Put the brochures in a basket so that new families registering can pick up a brochure and read about their new town.	

SAMPLE Summative Assessment:

3rd Grade Writing CCS	
Student Progress Checklist	
Student:	
Date:	
Unit/Lesson:	
Student Sample Description:	
KEY: 1=Emerging 2=Practicing & Developing 3=Proficiency & Mastery	
Text Types and Purposes--*Informative & Explanatory Sample*	RATING
1. The student is able to compose an informative/explanatory texts in which they examine a clearly related topic and convey their ideas and information in a legible and organized manner.	
a. Student's composition inlcudes an introductary statement or section.	
b. Student's composition inlcudes 2-3 topic(s) & additional information	
c. Topics and information are grouped together logically and include illustrations when useful to aiding comprehension.	
d. Topics are developed and supported with facts, definitions, and details.	
e. Student used linking words and phrases (e.g., to signal sequence, restatement, and/or summary) to connect ideas within categories of information.	
f. Student's compostition includes a concluding statement or section. (3.W.2)	
Production and Distribution of Writing	
4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (3.W.4)	
a. With guidance and support from adults, produce functional writing (e.g., friendly and formal letters, recipes experiments, notes/messages, labels, graphs/tables, procedures, invitations, envelopes) in which the development and organization are appropriate to task and purpose. (AZ.3.W.4)	
3. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.) (3.W.5)	
Range of Writing	

6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (3.W.6)	
9. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (3.W.10)	
Research to Build and Present Knowledge	
7. Conduct short research projects that build knowledge about a topic. (3.W.7)	
7. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (3.W.8)	
9. (Begins in grade 4) (3.W.9)	
Observation Notes:	**TOTAL**

Answer Key/Scoring Rubric:

Date: _____

ASSESSMENT RUBRIC FOR INFORMATIONAL WRITING

Brochure title: _____ **Grade awarded:** _____

Purpose	**Student 1** _____	**Student 2** _____	**Student 3** _____
Understands the purpose for writing an informational piece in a brochure			
Craft (structure, features, voice)			
Uses structure appropriate to subject, topic, and audience			
Begins writing with an opening general statement about the subject			
Concludes with a summary statement			
Is able to express ideas using own language as opposed to copying down what others say			
Is able to state information in a unique or surprising manner			
Research Skills			
Is able to locate information from a variety of sources			
Is able to interpret and talk about information found in sources in their own words			
Mechanics			
Handwriting is neat and legible			
Shows improvement in attempts at spelling words			
Uses grammatically correct language			
Shows improvement in use of punctuation			
Uses an appropriate publishing format			
Work is generally well presented			

Key: N= Not in evidence S= Showing Signs M= Mostly N/A= Not applicable