Grade Level	5th Grade	Content Area	Writing
Course Title (grades 9-12 Only)			
Length of Unit	**7 days**	**Time of Year**	**4nd Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior to this lesson, students have mastered the knowledge/skills described in the following Grade 5 standards: 5.RI.2. Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. 5.RI.6. Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent. 5.RI.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). 5.W.1. (a-d) Write opinion pieces on topics or texts, supporting a point of view with reasons and information. 5.LS.2. (a-e) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. In addition, and as a part of regular instruction, students have practice in the Six Traits of Writing, how to summarize ideas and take notes from a variety of sources, experience using the internet to research information.		
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.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 5.W.2. (2) Direct Instruction: teacher-led and driven instruction. (3) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (4) Differentiated Instruction: small group or one-on-one differentiated instruction used with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).		
Standard Number and Description *List the Number* and full description for the required Standard.*	**5W2.** 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.*	Students will demonstrate synthesis of informative/explanatory text by writing a multi-paragraph essay about the reasons for visiting a selected country.		

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.*	Students will be assessed using a 6-point scoring guide/rubric. A score of 80% will show mastery of the standard. A score of 6 = 100%, A score of 5.0-5.9 = 90-98%, A score of 4.0-4.9 = 80=89% (80% is mastery), A score of 3.0-3.9 = 70-79%, A score of 2.0-2.9 = 60-69%
Materials/Resources Needed	Lined and unlined paper, pencils, map of the countries and a map of the world, transparencies, whiteboards and markers, wall (or other) map of the world, Country Graphic Organizer, a teacher-created worksheet of sentences for using "connecting" words, Self-Check Sheet, Scoring Guide/Rubric, various classroom text about countries, internet access.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Days 1 & 2: Complete the graphic organizer and begin research on a country.** The teacher moves to a wall map of the world and asks the class, "If you could visit any country in the world, where would you like to go? And, why?" Give students five minutes for a quick write. • Allow students to share with a partner. • Choose a few students to share what they have written with the whole class and share your own thoughts. • Explain to the students that they are going to be researching a country for this unit. It may not be the country they are curious about visiting. Tell them they may have the opportunity to learn about their favorite country from someone else at end of the unit presentation. • Have each student draw the name of one country out of a hat. (If possible, have countries represented in the hat that students expressed an interest in.) • Give students five minutes to write down everything they know about the country they have picked. Tell them to put a question mark next to any fact they are unsure of. • Tell the students they must use a minimum of three different resources to complete their research on the country. Students buddy	Students do a quick write about the country they are interested in learning more about, and then share with a partner, and then with the class. Students draw a country name out of a hat for their report. Students write down everything they know about the country they have picked and put a question mark next to any fact they are unsure of. Students buddy check with a partner to discuss what resources they could use to research their country and then share out with the whole class. Guided by the teacher, the students read over the directions of the Country Graphic Organizer and ask questions for clarification. Students watch the teacher model placing information on the Country Graphic Organizer Worksheet transparency and ask clarifying questions when prompted. Students begin their research using classroom text and online resources. Students submit their partially completed organizer to the teacher at the end of the lesson.

	check with a partner to discuss what resources they could use to research their country. Share out with the whole class so everyone has the benefit of other's ideas. • Explain to the students that recording information in a graphic organizer can often help keep track of information in a meaningful way. • Pass out the Country Graphic Organizer to each student. • Read over the directions and each section of the graphic organizer. Ask if there are any questions. • Explain to students that they will fill out their country Graphic Organizer using three resources. • Model your home country (country you are currently teaching in) information on the Country Graphic Organizer Worksheet transparency using an overhead projector. Show students how to find a few information examples, but do not do the whole sheet. • Have students start their research. • Collect Country Graphic Organizers and other worksheets before students leave. • Use formative assessments to identify at-risk students, and provide them with small groups or one-on-one differentiated instruction and use scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	
2	**Day 3: Research information focused on information others would want to know about the topic.** The teacher had the opportunity to look over the country organizers to check for understanding and returned them to students. • The teacher explains to students that they will be writing an essay to explain why their country would be a good place to visit. Share the scoring rubric with them and clarify each of the criteria outlined for their paper. • Next ask students to buddy with one person in the class for 4 minutes of sharing (teacher times the sharing). Each will tell his/her partner the country they are researching, and then ask, "What information would you like to know about my country?" Partners take turns sharing. Set	Students review the scoring rubric with the teacher and ask clarifying questions. Students buddy with one person in the class and tell his/her partner the country they are researching, and then ask, "What information would you like to know about my country?" Partners take turns sharing. Students continue their research with the question in mind, "Why would anyone want to visit this country? " Students record notes/information on their Country Graphic as necessary to help them organize their thinking.

	the timer one more time, have students switch partners, and repeat the process. Repeat the process one or two more times • Tell students they may research the information their partners want to know about their country if they choose to. Then ask them, "Why would that be a good idea? (It represents information others want to know about the country) • Tell students that today they will be able to continue the research for their country with this specific question in mind (see Country Graphic Organizer): Why would anyone want to visit this country? • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations.	
3	**Day 4: Objective – Practice choosing and using connecting words.** • Tell students, "Now that you have begun writing your rough draft essay about your country, we will take a little break to experiment with words that will help our essay ideas go together clearly. These are called connecting words. They can be found at the beginning of a sentence or in the middle of a sentence." Write all or some of the following words on the board/overhead: *first, next, then, but, compared to, in contrast to, and, especially, for example*, etc.) "Some of these words you have used before. " • Ask students to meet with their buddy and work together to see how many other "connecting" words they can think of and write them in their Writer's Notebook. After a few minutes, allow students an opportunity to share additional words that you write on the board. • Then pass out the Connecting Words activity sheet (NOT ATTACHED – the teacher can use sentences from student reading text or create sentences that reflect the interests of the students). Direct students to work with their buddy to complete part A (underline the connecting words in each sentence) and part B (choose a connecting word for each blank within the sentences and write it on the line provided). • When students have completed the activity, have buddy teams take turns giving the answer for each sentence for the class. Stop to talk about options because in part B not all answers will be the same.	Students meet with their buddy and work together to see how many other "connecting" words they can think of and write them in their Writer's Notebook, and then share with the class when prompted by the teacher. Students work with their buddy to complete part A and part B of the Connecting Words activity. When students have completed the activity, their buddy team takes turns giving the answer for each sentence for the class. As a class, they discuss optional answers with the teacher. Students create an original sentence in the Writer's Notebook for each of the following words: *then, but, compared to, in contrast to, especially, for example.* When students are finished, they volunteer to share their sentences. Students continue working on the draft of their essay.

	• Next, direct students to independently create a sentence in the Writer's Notebook for each of the following words: *then, but, compared to, in contrast to, especially, for example.* Circle the room in case it is necessary to help students with ideas are guide them in the correct direction. When students are finished, let them volunteer to share their sentences. An then say, "I would like to see you use some of these words in your writing to connect ideas. • Give students time to continue working on the draft of their essay. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations.	
4	**Day 5: Objective – Finish research and begin draft essay.** • Tell students that as soon as they are ready, they can begin the Country essay rough draft. Remind them how answering the previous question can provide the focus and topic of their essay. • Provide the rough draft deadline and write it on the board.	Students continue researching and begin the draft of their essay.
5	**Day 6: Objective – Self-edit essay draft and begin final essay.** • Remind students that the rough draft of their country essay is due today. • Tell them to pull out the Student Self-Check to edit their draft. • When they have edited and made corrections/improvements to their rough draft, they may use class time to write the final copy. • Remind them that the final copy of the essay is due on the next day.	Students use their Self-Check to edit their draft. They use class time to write the final copy.
6	**Day 7: Objective – Self-score, publish, and submit essay for scoring.** • Tell students to staple their Country Graphic Organizer and Self-Check sheet to the final copy of their essay. • Give them an opportunity to score their own paper using the Scoring Guide/Rubric. In their Writer's Notebook, have them write the score the score they gave their paper, and WHY they gave the score. • Then, provide class time for student to pass around and take turns reading each other's essays. Collect essays for scoring using the rubric	Students staple their Country Graphic Organizer and Self-Check sheet to the final copy of their essay and then score their paper using the Scoring Guide/Rubric. Under teacher direction, students write the score they have given their paper in their Writer's Notebook, and write why they have given it that score. Students publish their papers by passing them around the room in order to read each other's. Students turn in their papers to the teacher for scoring.

Country Graphic Organizer

Name_____ Date_____

Directions: Use a book about your country and at least one other source to fill in the blanks about your country. Your other source may be any one of these: encyclopedia, atlas, or Internet web site.

Name of Country: _____

Capital City: _____

Famous people from the country (at least two)

_____ _____ _____

Interesting facts (at least two)

_____

_____

_____

_____

Why would anyone want to visit this country? (at least three reasons)

_____

_____

_____

_____

What questions will your essay answer about your country?

_____

_____

_____

_____

Informative/Explanatory Essay
Student Self-Check

Ideas

____ ☐ I stated the main idea of my paper (the essay's title does not count).
____ ☐ I developed my topic with details (examples, facts, and concrete details).
____ ☐ I have enough information, but not too much.
____ ☐ My information is engaging and informative.

Organization

____ ☐ I began my paragraphs with a topic sentence.
____ ☐ My introduction begins with an interesting fact, opinion, or question.
____ ☐ My paragraphs end with a concluding sentence that makes sense for the rest of my essay.
____ ☐ I use transitional words or phrases to move my ideas along.

Voice

____ ☐ I used my own words to tell about the topic.
____ ☐ I wrote in a formal voice, not with slang.

Word Choice

____ ☐ I used the best words for describing the details for my topic.
____ ☐ My writing could easily be read aloud.

Sentence Fluency

____ ☐ My sentences begin in different ways.
____ ☐ Some sentences are short and some sentences are long

Conventions

____ ☐ I left spaces between words.
____ ☐ I left margins on the sides and at the bottom of my paper.
____ ☐ I have used capital letters correctly.
____ ☐ Periods, commas, exclamation points, question marks, and quotation marks are in the right places.
____ ☐ Words are spelled correctly.
____ ☐ I remembered to indent each paragraph

Scoring Guide/Rubric for 5th Grade Informative/Explanatory Writing

Outcome: Standard (5.W.2.) The student will demonstrate synthesis of informative/explanatory texts by writing a multi- paragraph essay about a country.

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. The topic is **clearly introduced**.				
	2. The introduction provides a **general observation and focus** for the essay.				
	3. The **topic is developed using relevant facts, definitions, concrete details, quotations, or other information and examples** related to the topic.				
Organization	4. **Related information is grouped logically**, as in paragraphs.				
	5. **Ideas are linked within and across categories of information using words and phrases and clauses**.				
	6. Essay is **formatted for easy reading and understanding by using a heading/title, graphics, and (optional) multi-media.**				
	7. There is a **recognizable concluding statement or paragraph** that makes sense for the information provided about the topic.				
Voice	8. Establishes and maintains a formal style.				
Word Choice	9. Uses **precise language and domain specific vocabulary to inform about or explain the topic**.				
Sentence Fluency	10. Sentences **convey ideas and information smoothly and clearly**.				
Conventions	11. Uses punctuation and capitalization correctly.				

FINAL SCORE:
_____/6_____

A score of 6 = 100%,
A score of 5.0-5.9 = 90-98%
A score of 4.0-4.9 = 80=89%
A score of 3.0-3.9 = 70-79%,
A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6. Mastery is a score of 80%)