Curriculum Sample Template
Max. 8 Pages

Grade Level	Grade Five	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	4 days (Assessment on Day 5)	**Time of Year**	February
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 need to be able to identify and explain the features of various forms of writing, specifically the expository essay (informative/explanatory texts) before they will be able to write their own. The students will also need to be able to understand the writing process (including peer revision) and be familiar with including linking words and general essay structure (intro, body, and conclusion). Students will also be familiar with the topic of the Declaration of Independence and the Constitution (as learned in the concurrent Social Studies unit).		
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 Vista College Prep 50-minute writing block begins with a daily edit and grammar, and writing convention lesson and then moves into the Writing Workshop modeled off of the Lucy Calkins writing program. With slight adjustments and driven by teacher-created materials as we progress (3-5), we will still have a clear I do/We do/You do structure to the lesson. There is extensive conferring with students (identified in the lessons) and while this block is taught whole class, the differentiation may also occur when a teacher dismisses students back to their desks for independent practice, and keeps several students for additional practice or modifies their independent practice slightly (this is not included in lessons below, but would be based on student achievement).		
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*	Compose an expository essay about two topics that can be compared. Present similarities and differences using compare and contrast words. You must include: - An introduction that will interest your readers - At least three facts/details per paragraph		

curriculum sample.	- Strong linking words - Relevant vocabulary - Wrap up your informative text with a concluding paragraph.
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.*	The assessment will be scored using the attached rubric. A three out of four indicates mastery on the assessment.
Materials/Resources Needed	Writer's notebook, Pencil and red pen, Copies of student writing examples, applicable social studies text

* ***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 (add as needed)	**Instruction**	**Student Activities**
1	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: Students will be able to (SWBAT) identify effective features in an informative essay that compares and contrasts.** **Mini-Lesson:** Teacher explains the features of a Compare/Contrast Informative Essay • It gives information on a topic • It shows how two people, place, events, animals, or other things are similar and different. • It includes details and relevant evidence in a logical order to support main ideas organized in paragraphs. • It includes compare/contrast words to help the reader understand similarities and differences. • It is organized with an introduction, body, and conclusion.	Students observe as the teacher explains the features of a compare/contrast informative essay.

	The teacher will read and display a piece of writing that compares and contrasts two places. He/she models (I Do) how to listen for: • The introduction of the topic • Details that show similarities and differences • The writer's organization of ideas **Guided Practice (We Do):** After reading the students discuss the following questions as a class: • How does the writer introduce the topic? • What similarities and differences does the author note? • Did the writer use point-by-point or item-by-tem organization? **Independent Practice:** Teacher gives students another essay and students are to underline each key characteristic of an informative essay. Teacher pulls struggling students to work in a small group.	Students observe how the teacher identifies each feature in the writing. Students practice responding to the writing using question prompts from the teacher to identify key features of a compare/contrast informative essay. Students work independently as the teacher walks around to confer with a small group of students or individually. **Homework:** Students will begin the pre-writing stage by answering the following questions in their writer's notebooks. • Have you ever made a choice between two things such as what to eat, what to wear, or what movie to see? • Are you interested in nature, sports, or music? What are two things that are alike and different in your area of interest? • Are you curious about the differences between two similar things? Could you do research to learn more about them?
2	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: SWBAT pre-write a compare-and-contrast informative essay using a Venn diagram.** **Mini-Lesson:** A Venn diagram of a "student's" pre-writing plan is displayed for the class. The teacher explains that the student has used it to plan an informative essay that compares and contrasts. These points are made (I do):	Students observe the teacher leading the mini-lesson.

	• The student lists two topics above the ovals. In the middle section, the student lists ways that they two topics are alike. • The student lists differences in the outer ovals. For each item that the student lists for one topic, the student does the same for the other topic. **Guided Practice** (We Do)**:** The teacher leads the students in creating a Venn diagram for an essay comparing the guitar and piano. The teacher elicits response from the class in creating the plan. The teacher has students turn and talk to a partner to decide what they will write an essay comparing. Students share out. **Independent Practice** (You do)**: S**tudents create their own Venn diagrams to plan their compare-and-contrast informative essays. Teacher conferences with individual students. **Think-Pair-Share:** Partners share their diagrams and discuss more ideas that might belong in each section.	The teacher and students create a Venn diagram around a class topic. Students then work with a partner to think about two topics that they want to compare and contrast Students move to independent work and create their own Venn diagram in preparation for creating a draft informative essay. Students think-pair share about their diagrams to decide if they need more ideas for each section. Some students conference with the teacher. **Homework:** Students continue the Venn diagram at home.
3	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: SWBAT draft a compare-and-contrast informative essay.** **Mini-Lesson:** A student draft sample is displayed for the class. The teacher explains: • The student writes a first paragraph that is an introduction to the two things he will compare and contrast. • The student uses the Venn diagram to develop the paragraphs in the body of the essay. He uses relevant evidence in a logical order (at least two facts/detail per paragraph) • The student uses compare/contrast words to point out similarities and differences. Make sure there are strong linking words! • The student ends the essay with a conclusion that is a separate paragraph.	Students observe as the teacher walks through the necessary items to be included in the draft essay with a sample.

	The teacher then models beginning his/her own draft using the Venn diagram and following these steps (I Do): • Write an introduction that names the things you will compare and contrast. • Write a separate paragraph for each main idea. Explain each idea with relevant evidence • Because you are writing to inform, you need to include factual details. As you write, decide whether you need additional facts to support an idea. • Write a paragraph at the end that brings the essay to a conclusion. **Guided Practice** (We Do)**:** Teacher leads the students to finish the draft of her essay while guiding the process. She reminds the students that the first draft is an attempt to get main ideas and details down on paper and is meant to be revised later. **Independent Practice** (You Do)**: S**tudents begin drafting their own essays, making sure to follow the steps discussed in the mini-lesson. Teacher conferences with individual students.	Students watch as the teacher creates his/her own draft using the Venn diagram and following specific steps that are posted in the classroom. Students and teacher work on one of the paragraphs together and complete the draft together, so students have practice before beginning their own draft. Students begin independent practice. **Homework:** Students finish their drafts.
4	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: SWBAT proofread and revise a compare-and-contrast essay.** **Mini-Lesson:** A student draft sample that has been revised is displayed for the class. The teacher explains: • The student has added sentences to his introduction to make it more interesting and to state his topic more clearly. • The student has added specific examples and replaces general statements with factual details. He combines two sentences to show their related ideas. • The student has added compare/contrast words to make	Students observe the revised essay that is posted at the front of the classroom. Students observe and listen as the teacher walks through the very revisions that took place.

	similarities and differences clearer. • The student has moved the topic sentence so that it starts the paragraph. The teacher models one additional revision to show how s/he would revise based on the criteria (I Do). The teacher guides the students to revise their own papers by thinking of these questions. This is given to the students: • Do you name the two things you are comparing and contrasting and show readers how they are alike and different? • Does your essay have an introduction, a body, and a conclusion? Are you presenting similarities and differences in a logical order? • Have you included compare/contrast words? • Have you combined related sentences? Are sentences correctly punctuated? **Guided Practice** (We Do)**:** Teacher models with another student how they will begin the peer review. Students begin peer editing with a partner by answering the questions provided. Teacher is occasionally stopping the peer review to model specific strategies. **Independent Practice** (You Do)**:** Students revise their own papers, taking their peer's revisions into account. Teacher confers with several students during both the guided and independent practice.	Students review the guidelines for peer review of compare/contrast essay. One student models with the teacher. Students work with a partner to peer review the essay using the guiding questions as they read. The teacher walks around to observe the peer review process. Students work on revising their own papers during independent practice. **Homework:** Students publish their work by writing fluidly in cursive or typing the final copy.
5	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Assessment: Students will create an informative (compare and contrast) text to examine a topic and convey ideas and information clearly.** Teacher will review the requirements:	

	Compose an expository essay about comparing and contrasting the Declaration of Independence and the Constitution. Students have texts on their desk for reference. Present similarities and differences using compare and contrast words. You must include: - An introduction that will interest your readers - At least two facts/details per paragraph - Strong linking words - Relevant vocabulary - Wrap up your informative text with a concluding paragraph. Teacher reminds students to start with a pre-write Venn Diagram and then begin writing a draft of an essay. [Students will be very familiar with both documents as we will have just concluded a Civics/Government Unit in accordance with AZ State Standards.]	

Paste Summative Assessment Here

Assessment Directions:

Compose an expository essay comparing and contrasting the Declaration of Independence and the Constitution. Students have texts on their desk for reference. Present similarities and differences using compare and contrast words. You must include:

- An introduction that will interest your readers
- At least three facts/details per paragraph
- Strong linking words
- Relevant vocabulary
- Wrap up your informative text with a concluding paragraph.

Paste Answer Key/Scoring Rubric Here - The rubric is as follows. A three out of four indicates mastery on the assessment.

	Unsatisfactory (1)	**Fair (2)**	**Good (3)**	**Excellent (4)**
Introduction	No introduction or a one-sentence introduction is included.	Introduction includes a topic sentence. Introduction includes 2-3 sentences that may be relevant to the topic.	Introduction includes a topic sentence and begins to introduce the topic. Introduction includes 4-5 sentences relevant to the topic.	Introduction includes topic sentence and introduce topic. Introduction includes 6 or more sentences relevant to the topic and has hook to grab reader's attention.
Organizational Structure	Information in the piece is not grouped in clear and coherent ways. Student includes 2 paragraphs.	Information in the piece is sometimes grouped in clear and coherent ways. Student includes 3 paragraphs.	Information in the piece is grouped in clear and coherent way most of the time. Student includes 4 paragraphs.	Information in the piece is consistently grouped in clear and coherent way and includes 4 paragraphs.
Topic Development	There is no developed topic with facts definitions, concrete details, quotations, or other information and examples related to the topic	Developed topic with facts (1 per paragraph), definitions, concrete details, quotations, or other information and examples related to the topic	Developed topic with facts (at least three per paragraph), definitions, concrete details, quotations, or other information and examples related to the topic	Developed topic with facts (three or more per paragraph), definitions, concrete details, quotations, or other information and examples related to the topic
Use of linking words and phrases	Piece includes 0-1 linking words and phrases that appropriately connect ideas within categories of information.	Piece includes 2-3 linking words and phrases that appropriately connect ideas within categories of information.	Piece includes 4-5 linking words and phrases that appropriately connect ideas within categories of information.	Piece includes 6 or more linking words and phrases that appropriately connect ideas within categories of information.
Precise Language	No inclusion of examples of precise language and domain-specific vocabulary to inform about or explain the topic.	Uses 1-2 examples of precise language and domain-specific vocabulary to inform about or explain the topic.	Uses 4 examples of precise language and domain-specific vocabulary to inform about or explain the topic.	Use at least 6 examples of precise language and domain-specific vocabulary to inform about or explain the topic.
Concluding statement or section	Conclusion is not included, is only one sentence long, or consists only of the words "the end." Conclusion, if included, may not tie back to the topic sentence.	Conclusion is included and ties back to the topic sentence. Conclusion consists of 2-3 sentences.	Conclusion is included and ties back to the topic sentence. Conclusion consists of 4-5 sentences.	Conclusion included & ties back to the topic sentence. Conclusion consists of 4-5 sent. Conclusion has at least 1 piece of new insight into topic.