Curriculum Sample Template

Max. 8 Pages

Grade Level	Fourth Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days (assessment on Day 6)	**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.*	By February, Vista College Prep fourth grade students should understand the writing process, including organizational structure, supporting facts with text-based evidence, and the incorporation of a strong introduction and conclusion. Students have experience with non-fiction writing and revision. Students have just completed a unit on historical fiction and we start this unit off with a review to make a stark distinction between the two types of genres. For the purposes of this lesson, we assume students are very familiar with life on the Oregon Trail (as learned in their concurrent Social Studies lesson), understanding key vocabulary like pioneers, etc. And, we assume the class has taken a field trip to the South Mountain Community Library where they were able to check out books on this time period (free).		
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 focuses on a daily edit and grammar, and writing conventions 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.*	**4.W.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly and group related information in paragraphs and sections; 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 categories of information using words and phrases (e.g., another, for example, also, because). d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Provide a concluding statement		
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*	Students will produce an informative text about life on the Oregon Trail (also connecting to a concurrent Social Studies unit discussing "how communities in North America varied long ago") that includes the following: • Clearly stated topic with a "hook" • 4 paragraphs		

curriculum sample.	• At least two pieces of text-based evidence per paragraph • At least one quote • Linkage of ideas between sentences and paragraphs (using words such as *another* or *for example*) • Strong 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.*	This objective will be graded using a rubric that aligns closely with each of the specific requirements for the piece (see rubric below). To show mastery of this objective, students must earn an average of 3's and 4's ("Meets" and "Exceeds") when rated on the various categories included on the rubric.
Materials/Resources Needed	Books from South Mountain Community College, graphic organizers, revision checklist

* ***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 write a story of historical fiction and use linking words.** Teacher refers back to the Social Studies lesson asking students what they know about pioneers, the period of history, where they were headed, why they were headed there, and the challenges they faced. Teacher defines historical fiction for students.	Students are seated at their desk and brainstorming what they remember about life as a pioneer. Some students are taking their book from the library out and referencing it for answers.
	Teachers and students brainstorm a list and teacher records it.	Students list ideas and teacher records them.
	Teacher explains that they are going to be writing historical fiction. Teacher reads a self-created historical fiction. Teacher asks students *What makes this story historical fiction rather than non-fiction?*	Students respond by saying that historical fiction tells a story that is set in the past, contains real events, but usually the main characters are fictional.
	Teacher then re-reads a paragraph minus the "linking" words s/he originally included. Teacher asks if that sounds funny to students.	Students listen as teacher moves to second teaching point of the lesson—students listen for the choppy sound when the teacher re-reads the story a second time.
	Teacher passes out the story that s/he created and asks students to circle words that help connect ideas. Teacher asks *What words did I use to*	Students circle words like another, for example, also, and because.

	make this story read smoothly? Teacher lists these words on the board. Teacher reminds students that when they start writing they need to ensure that any transition includes these words. Teacher instructs students to take out their writing notebook and get started. Teacher goes around and conferences with individual students, reminding them about the linking words needed to make their story strong. When there is five minutes left of the 40 minute block, teacher has students share with a partner.	Students list these words to the teacher. Students take out their writing notebook and start independently writing. Students share with a partner, commenting on their use of strong linking words. Students turn in writing notebooks to teacher. Homework: 5 sentences of free response to a prompt using linking words.
2	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: Students will be able to revise a piece of historical fiction to ensure a strong opening and every paragraph has a topic.** Teacher explains that today students are going to edit their opening paragraph to ensure the topic is clear and remaining paragraphs only include information related to the topic sentence. Teacher has created another story of historical fiction. In this example the text does not introduce the topic clearly and each paragraph does not have a topic. Teacher passes out a copy of his/her story and students follow along as the teacher makes edits. Teacher asks students to define a topic sentence. Teacher explains how important it is for every paragraph to have a strong topic sentence. Teacher starts with the first sentence and reads a "boring" sentence. Teacher explains that the topic sentence for the first paragraph is so important because it grabs the reader. The teacher brainstorms ideas out loud and then uses his/her red pen to make the edit. The teacher continues by going through the remaining three paragraphs and explaining the purpose of a strong topic sentence. The teacher continues this process with a student example of writing that the class will edit together. The entire time ideas are suggested the teacher asks *Would this be a good topic sentence? Does this sentence tell us what the paragraph will be about*? Teacher passes out red pens and has the students re-read their writing to	Students are seated at their desk with their writing notebook. Students follow along with the teacher as s/he reads the poor example. Students raise their hands to define a topic sentence (they have heard the definition before). Students listen and observe as the teacher continues the "I do" portion of the lesson. Students have a new piece of writing this time and this is an example of another student who struggled with their topic sentences (anonymous and from another class). Students brainstorm ideas together about better topic sentences once they read the whole paragraph. Students think about what makes a good topic sentence before they give an idea. Students take out their writing journal, students re-read their writing asking themselves, *Does this sentence tell me what the paragraph will be*

	make edits to their topic sentences. When there is about 3 minutes left in class, the teacher tells students to share their edits with a partner and explain why they made a change to a topic sentence.	*about*? Students share with a partner in the last few minutes of class and explain a decision as to why they changed a topic sentence. Homework: Re-write the historical fiction in a final form.
3	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: Students will be able to define an informative text and create an outline (pre-writing) for a four-paragraph informative text.** Teacher explains that they have had some practice with the topic of pioneers on the Oregon Trail. Today students are going to apply their knowledge and create an informative text. Teacher defines informative text. Teacher asks students what the difference is between an informative text and the historical writing they have done over the last two days. Using a graphic organizer that identifies the topic (teacher and students brainstorm quite a few topics about life on the Oregon Trail, but pick one for the purpose of this text), one introductory paragraph, two paragraphs with a topic sentence, evidence to support the topic sentence and an explanation of how that evidence supports the topic sentence, and one conclusion. Students will be able to create a pre-write using the books they gathered from the library and start drafting the essay if they have time. Teacher explains that creating an outline of what a student wants to write is a critical step in the writing process. Teacher models how s/he selects the class topic: Travel Conditions on the Oregon Trail, then starts to fill in the graphic organizer. Teacher is using a book that the class borrowed from the library. Teacher explains how the outline needs to have the following: introductory paragraph with a topic sentence and one piece of evidence in each "body" paragraph. Teacher completes one paragraph outline on his/her own and then solicits feedback from the class ("we do") for the second paragraph outline. Teacher reminds students how to include a quote in their writing. Teacher models (this is review), and reminds students that they will	Students are seated at their desk with their writing notebook. Students respond to the teacher's question about the difference between informative text and historical writing. Completing the historical writing, but practicing the skill they are about to be assessed on, allows students to have a very clear picture of the differences between the two types of writing. Students observe as the teacher demonstrates how they will be creating their own informative text. Students support the teacher with the second paragraph providing a topic sentence and then finding one piece of evidence to support it, then explaining how that evidence supports the topic sentence. Students are reminded of how to include quotes in their writing and make a note that they need to include at least one quote in their informative text.

	need to include at least one quote in their writing. Teacher points to the wall that lists everything their informative text needs to include. Students are very familiar with the evidence and content as it is also being discussed in Social Studies. Before teacher sends students to work independently, s/he has students turn to a partner and walk through what they thinking the topic sentences are going to be for each paragraph. Two students share out and then the teacher passes out a blank outline and asks students to create an outline on the same topic. Teacher conferences with students, stopping the class to share best practices that s/he is noticing. Teacher stops the class when there are 2 minutes left to have one student share his/her outline.	Students turn to a partner and brainstorm their own ideas for the topic sentences of each paragraph as well as what evidence they need to use for the two "body" paragraphs. Two students share their ideas. One student shares his/her completed outline. Homework: Finish the outline if you did not finish in class.
4	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: Students will write a draft and re-read the opening paragraph to ensure it has a "hook" and re-read the closing to ensure it is reflective of the text.** Teacher explains that after students write a draft of their informative text, they need to go back and re-read their opening paragraph. Teacher explains that some paragraphs are meant to catch the reader's attention – to make them more interested in the text. These paragraphs are usually found in the introduction, or beginning, of the text. Teacher reads the beginning paragraphs from non-fiction texts that they have previously this year. Teacher tells students to pay attention to when they feel the author is trying to "hook" the reader or get the reader's attention. Teacher shows how s/he took the pre-writing outline and wrote out his/her text. Now, the teacher looks back at his/her informative text and decides the topic sentence does not have a strong enough "hook." Teacher brainstorms new ideas and edits. Teacher passes out two introductory paragraphs from students in another class. Teacher and students brainstorm a better topic sentence for the introductory paragraph that has a strong hook. Teacher goes through the same process for the closing (I do then we do) but instead discusses how the concluding statement needs to be related to the information presented. Teacher gives a couple of "silly"	Students are seated at their desk with their writing notebook. Students are observing and following along with the teacher. Students are thinking about past stories they have read when the topic sentence encouraged them to read the story. The students help the teacher brainstorm better opening paragraphs and think of stronger hooks for the topic sentence of each sample draft the teacher has passed out. The students then help the teacher brainstorm stronger concluding

	examples and then gives several pieces of writing where students can practice strengthening the concluding paragraphs. Teacher asks a student to remind the class what the steps are when they start independent practice. Teacher conferences with students providing more support as they transition from writing a draft to editing their opening paragraph. Three students are called on to share their strong topic sentences.	paragraphs and think of stronger endings for each concluding paragraph that the teacher has passed out. Students repeat back the steps of first write out the outline into draft form. Then go back and re-read the opening paragraph to determine if a stronger hook is needed for the topic sentence. Three students share they strong hook.
5	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: Students will publish a final informative text.** Students will use their revision checklist to make any edits. Then they will review the requirements for the informative text to create a final informative text: • Clearly stated topic with a "hook" • 4 paragraphs • At least two pieces of text-based evidence per paragraph • At least one quote • Links ideas between sentences and paragraphs (using works like another or for example). • Strong concluding paragraph Teacher explains how in some of their social studies and read aloud books, non-fiction text often have an illustration (this is review), and encourages students to include something if they feel it is appropriate. Students submit an informative text on Travel Conditions on the Oregon Trail.	Students pull out their revision checklist and immediately get started making revisions. Students then double-check they have all required parts and begin writing a final version of an informative text. Some advanced students will include an illustration or graph. Homework: Free response asking which type of writing they prefer: historical fiction or informative.
6	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Assessment: Students will create an independent informative text** Students will pick another topic about the Oregon Trail, create a pre-write and write a draft informative text (steps are written on the board).	

	If students have time, they will use their revision checklist to make any edits. Then they will review the requirements for the informative text to create a final informative text: • Clearly stated topic with a "hook" • 4 paragraphs • At least two pieces of text-based evidence per paragraph • At least one quote • Links ideas between sentences and paragraphs (using works like another or for example). • Strong concluding paragraph Teacher explains how in some of their social studies and read aloud books, non-fiction text often have an illustration (this is review), and encourages students to include something if they feel it is appropriate. Students submit an informative text. If students do not finish this lesson would continue for a second day (students will not complete their assessment for homework).	Students get started selecting a topic, creating a pre-write and completing a draft of an informative text. Students can use numerous books that the class has gathered on the Oregon trail as they identify their text-based evidence.

Paste Summative Assessment Here:

Complete a draft of an informative text, selecting a topic about Life on the Oregon Trail. Make sure your text has the following:

- Clearly stated topic with a "hook"
- 4 paragraphs
- At least two pieces of text-based evidence per paragraph
- At least one quote
- Links ideas between sentences and paragraphs (using works like another or for example).
- Strong concluding paragraph

Paste Answer Key/Scoring Rubric Here:

Students will be ranked on each of the criteria included in the rubric below. Students must earn an average of Meets (3's) or Exceeds (4's) to demonstrate mastery of this objective.

	Falls Far Below (1)	**Approaches (2)**	**Meets (3)**	**Exceeds (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 topic sentence and begins to introduce the topic. Introduction includes 4-5 sentences relevant to topic.	Introduction includes topic sentence and begins to introduce topic. Introduction includes 6 or more sentences relevant to the topic and has hook to grab reader.
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 and includes 2 pieces of evidence and one quote. Includes 4 paragraphs.	Information in the piece is consistently grouped in clear and coherent way and includes 2 pieces of evidence, 1 quote, graph/ illustration & 4 paragraphs.
Topic Development	Piece includes 0 evidence, definitions, and/or details that may be appropriate to the topic.	Piece includes 1-2 pieces of evidence, definitions, and/or detail that are topic appropriate	Piece includes 2-4 pieces of evidence, definitions, and/or details that are topic appropriate.	Piece includes 5 or more pieces of evidence, definitions, and/or details that are topic appropriate.
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.
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.