Curriculum Sample Template
Max. 8 Pages

Grade Level	Grade Three	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Length of Unit	4 days (Assessment on day 5)	**Time of Year**	December
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By this point in the year, third grade students will have already spent significant amounts of time during writing workshop developing various pieces of writing. In these pieces of writing, students will have learned how to write introductions and conclusions and edit for punctuation, capitalization, spelling, and sentence structure. Additionally, they will know how to use transition words and phrases within their writing. Students will also be familiar with identifying main idea and details from reading instruction. In this unit, students will build upon their knowledge of main idea and details as they write their informative/explanatory texts that explore topics and convey ideas and information clearly.		
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.*	**3.W.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.*	For the summative assessment, students will be asked to respond to an open-ended prompt asking them to develop a topic of their choice informing the reader about that topic. In the assessment, students will be required to include an introduction, facts, definitions, and/or details supporting the topic, linking words and phrases, and a concluding section or statement. Please see specific prompt below.		

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	Exemplar pieces of writing/books that demonstrate the given objective at a high level, writing notebooks, pencils

* ***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 select a topic and brainstorm/find information about the topic using a graphic organizer.** **Intro to New Material (8 min.):** Teacher tells students that this week we'll be learning how to write a piece that informs or explains a topic to the reader. Teacher says that to begin, we are going to listen to an excellent example of what students will know how to write by the end of the week! Teacher reads sample exemplar piece of writing/book that explains/informs. As teacher reads, she points out specifics that illustrate this genre of writing so that students begin to become aware of what they'll be writing. **I do/We Do (7 min.):** Teacher brainstorms topics that explain/inform using input from students. Teacher selects a topic and models how to brainstorm information about the topic using a web to organize ideas. Teacher models the first few examples, then asks students for their input. **We do (10 min.):** Teacher asks students to actively think about the topic and what information should be conveyed to the reader. Teacher and students brainstorm information about the topic and add information to their graphic organizers.	Students will listen actively and respond to the teacher when appropriate. Students offer suggestions for topics by raising their hands. Students contribute ideas about the topic chosen by the teacher. Students copy the teacher's writing into their own graphic organizers. Students think actively about the topic. Students contribute ideas about the topic as directed by the teacher. Students add information to their graphic organizers. Students listen to the teacher's directions. Then students select a topic

	You Do (15 min.): Teacher tells students that today they will get to choose their own topic of writing and brainstorm information about that topic into their own graphic organizer. Teacher informs students that the topic chosen today will be used for the remainder of the week as we travel through the steps of the writing process. Teacher tells students to choose a topic and begin brainstorming their ideas into a graphic organizer. Teacher circulates to monitor student progress and assist students as necessary. At the conclusion of the "You do," the teacher brings the class back together. The teacher asks two students who have developed exemplar webs to share their brainstorms with the class. The teacher tells the class she is so proud of their hard work today and that tomorrow they'll get to continue developing their topics by writing their own rough drafts!	and write the topic in the center of their web. Students brainstorm information about their topics and write it in the appropriate places in their graphic organizers. Students share their webs as directed by the teacher. Students demonstrate active listening as other students share their work.
2	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: Students will be able to develop the topic in writing by first identifying the topic using a topic sentence and then using facts, definitions, and/or supporting details to support the topic.** **Intro to New Material (5 min.):** Teacher tells students that today they'll get to use all of their great ideas from yesterday to create a rough draft of their piece of writing! Teacher shares an example piece to give students an idea of what their pieces will sound like when they're finished writing. **I do/We Do (20 min.):** Teacher models how to write a topic sentence using the main idea from her web from yesterday. Teacher and students practice writing topic sentences using several of the other topics they brainstormed from yesterday. Teacher has students work with a partner at first and gradually has students doing more and more of the work on their own. Teacher checks for understanding by having each student write his/her own topic sentence and write it on his/her whiteboard. Teacher then models how to pull examples of details, facts, and definitions from the class web from yesterday to help write the rough draft. As the teacher models, she gradually asks for more and more input from the students. Teacher has students practice writing	Students listen actively. Students copy the teacher's topic sentence. Then students practice writing topic sentences using the topics from yesterday. Students work with partners and then on their own. Students write topic sentences on their whiteboards and hold them up so teacher can check for understanding. Students listen actively and copy the teacher's writing. Students contribute ideas for supporting sentences using the ideas from the web at teacher's direction. Students write supporting sentences with their partners and share their ideas with the class as directed by the teacher.

	supporting sentences with partners and then asks different students to share their sentences with the class. Teacher models how to write the draft using input from the students. **You Do (15 min.):** Teacher tells students that now they'll get to use the topics they picked for their writing and begin writing their own rough drafts. Teacher instructs students to write a topic sentence about their chosen topic. Teacher checks students' topic sentences. Teacher instructs students to write their rough drafts using ideas from their webs. As students work, teacher circulates to assist as needed. At the conclusion of the independent practice, the teacher brings the class back together. Teacher asks students who have exemplar rough drafts to share their drafts aloud with the class. Teacher tells the class that they'll continue working on their writing pieces tomorrow!	Students copy the draft as the teacher writes. Students write their topic sentences using their topics from their webs from yesterday. Students then write their rough drafts using the supporting details from their webs to help develop their ideas. Students share with the class as directed by the teacher. Students listen actively to one another.
3	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: Students will be able to write a concluding statement or section that links back to the topic sentence. Students will be able to revise their writing by adding linking words and phrases.** **Intro to New Material (3 min.):** Teacher tells students that today they'll get to finish writing their drafts by writing a concluding section. Teacher says that after writing the conclusion, students will revise their writing by adding in linking words and phrases that we've already learned about this year. Teacher reads a short example of a concluding section and asks students to share what they notice with a partner. **I do/We Do (22 min.):** Teacher and students re-read the class draft from yesterday. Teacher thinks aloud as she writes a concluding section for the piece of writing, making sure to tie the conclusion back to the topic sentence. Teacher shows students a different topic sentence they had written as an example yesterday and a corresponding rough draft. Teacher instructs students to work with a partner to write a concluding section for the given draft. As students work, teacher circulates to check for understanding. Teacher then models how to revise the class draft by adding in linking words and phrases in appropriate places. Teacher asks for student input as appropriate. Teacher asks students to work with their partners to add	Students listen actively. Students think-pair-share what they notice about the concluding section at the direction of the teacher. Students read the class draft from yesterday aloud with the teacher. Students listen actively as the teacher models how to write a conclusion and copy the teacher's writing. Students work with partners to write concluding sections for the given draft. Students listen actively and write what the teacher is writing on their papers. Students contribute ideas as directed by the teacher. Students

	linking words and phrases to the same draft they were working on previously (using the topic sentence from yesterday). As students work, teacher circulates to check for understanding and assist students as necessary. Teacher asks students to share the linking words and phrases that they added to the piece of writing. Teacher adds the appropriate linking words and phrases.	work with partners to add linking words and phrases to the draft from yesterday. Students share their thoughts as directed by the teacher. Students write down any additions they did not have as the teacher writes.
	You Do (15 min.): Teacher tells students that now they'll get to continue working on their own personal drafts from yesterday. Today they'll add their conclusions and then go back to revise their writing by adding linking words and phrases in appropriate places. Teacher walks around to monitor student progress and assist as needed. If teacher notices students who are struggling, teacher may pull a small group of students to continue working on the targeted skills to help students master the daily objective.	Students write their concluding segments. Then students revise their writing by adding linking words and phrases in appropriate places. Students who are struggling work closely with the teacher to improve.
	Teacher brings the class back together. Teacher has two students who have exemplar conclusions share their conclusions with the class by reading them aloud.	Students share their work aloud with the class and/or listen actively to other students' conclusions.
4	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Objective: Students will be able to edit their writing by re-reading and including proper capitalization, punctuation, spelling and sentence structure.**	
	Intro to New Material (3 min.): Teacher tells students they have done a great job writing their drafts this week! Teacher tells students that today they'll work through the editing stage of the writing process to make sure that their writing pieces are ready to publish!	Students listen actively.
	I do/We Do (22 min.): Teacher and students complete TPR for COPS (capitalize, organize, punctuate, space and spell) to refresh students on what they will be looking for as they edit today. Teacher models re-reading the piece of writing and looking for and correcting errors. As teacher proceeds, she asks students to gradually give more and more input. Teacher takes students' suggestions and makes necessary edits. Teacher corrects any errors that students do not notice.	Students complete TPR with teacher. Students make necessary corrections to their papers as modeled by the teacher. Students give suggestions for edits as directed by the teacher.
	Teacher directs students to edit the piece of writing used for the guided practice yesterday with their partners. As students work, teacher	Students edit the piece of writing from the guided practice yesterday with

	circulates to assist as necessary and to check for understanding. Teacher brings students back together and goes over the changes using input from the students. **You Do (15 min.):** Teacher directs students to edit their drafts that they have been working on all week. Teacher circulates and assists students as necessary. Teacher may pull a small group of students who are struggling with editing as necessary. Teacher calls the class back together. Teacher tells students to find one correction they made to their drafts and share that edit with a partner. Teacher directs students to use the sentence frame, "I edited the part where _____ because _____." Teacher asks several students to share their responses whole group. Teacher reminds students why it is so important to be sure that we edit our writing.	a partner. Students share suggestions with the class as directed by the teacher. Students make necessary corrections to their own papers. Students edit their rough drafts. Students share one of the places they edited with their partners using the given sentence frame. Students share responses whole class as directed by the teacher.
5	**[10 minutes – daily edit, grammar, and writing conventions, then Workshop]** **Assessment: Students will be able to 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.** **5 min:** Teacher explains that today students will be writing their own pieces that inform or explain something to the reader. Teacher reads one final exemplar piece of writing to students. Teacher tells students that she is excited to read the wonderful pieces of writing they'll be completing that day. Teacher reminds students to follow the steps that they've been working through all week to help them as they write their pieces. **35 min:** Teacher directs students to complete the assessment. Teacher walks around to monitor student progress but teacher does not assist students with anything related to the objective.	Students listen actively. Students follow the steps of the writing process that they've been practicing all week to complete the assessment.

Paste Summative Assessment Here:

Pick a topic of your choice. Examine the topic and write a piece that informs the reader about your topic. Be sure to include:

- an introduction
- facts, definitions, and/or details that support your topic
- linking words and phrases
- a concluding section or statement

*Students will use blank lined paper to complete the assessment. They may choose a topic on their own or use a topic mentioned (but not written about) earlier in the week.

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 a topic sentence and begins to introduce the topic. Introduction includes 4-5 sentences relevant to the topic.	Introduction includes a topic sentence and begins to introduce the topic. Introduction includes 6 or more sentences relevant to the topic.
Information Grouping	Information in the piece is not grouped in clear and coherent ways.	Information in the piece is sometimes grouped in clear and coherent ways.	Information in the piece is grouped in clear and coherent ways most of the time.	Information in the piece is consistently grouped in clear and coherent ways.
Topic Development	Piece includes 0-2 facts, definitions, and/or details that may be appropriate to the topic.	Piece includes 3-4 facts, definitions, and/or details that are appropriate to the topic.	Piece includes 5-6 facts, definitions, and/or details that are appropriate to the topic.	Piece includes 7 or more facts, definitions, and/or details that are appropriate 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.
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 is included and ties back to the topic sentence. Conclusion consists of 4-5 sentences. Conclusion gives at least one piece of new insight into the topic.