Curriculum Sample Template
Max. 8 Pages

Grade Level	KINDERGARTEN	**Content Area**	WRITING
Course Title (grades 9-12 Only)			
Length of Unit	2 days	**Time of Year**	1st Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students understand that an informational text tells facts. Students understand that pictures help us understand the writing better. Students are able to write their name and spell phonetically.		
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.*	This lesson is part of the thematic unit "All About Me". Teachers will incorporate the Writing Workshop approach with students. The teacher will begin with a mini lesson on the targeted standard. Students will engage in the planning, drafting and revising portions of the workshop. The teacher will conference with individuals or small groups, focused on the rubric and intended outcomes of the lesson. The students will publish and share their piece. Language: Spanish and Mandarin classes will teach the same process with a modified sentence structure.		
Standard Number and Description *List the Number* and full description for the required Standard.*	K.W.2-Use a combination of drawing, dictating, and writing to compose informative and explanatory texts in which they name what they are "writing" about and supply some information about the topic.		
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.*	The students will create a class book, *All About Me*. Each child will have a page in the book with a chosen body part they want to write about. Students will use a graphic organizer for their portion of the book. Score will be based on rubric criteria.		
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.*	Rubric grading scale: 11-12 exceeds 8-10 meets 5-7 approaches 0-4 falls far below		

Materials/Resources Needed	Writer's checklist, graphic organizer (writing A-Z), text: *My Body* from reading lesson

* ***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	The teacher will remind students about the book *My Body* previously read as well as their labeled bodies. (mini-lesson)The teacher will demonstrate physical activities with the students and introduce the sentence frame: This is my _____ it helps me _____. **Spanish and Mandarin will only use: "This is my ____"*** The teacher will model 1-2 actions and fill in sentence frame. The teacher will introduce the class book they will create and discuss the body parts that will be included. The teacher will list the body parts on the board. (ie. Eyes, fingers, nose, etc.) The teacher will chose a body part and model how to illustrate and write a sentence using the frame: This is my _____ it helps me_____. Before students begin writing independently, the teacher will go over the writing checklist as well as the scoring rubric so students are clear on expectations. While students complete their graphic organizers, the teacher will circulate and conference with students or small groups as needed to provide support.	Students will respond to teacher's prompt to complete sentence frames. Students will fill in the sentence frame with other examples. Students will write their name next to the body part they want to write about. After the teacher has modeled how to illustrate and write a sentence, students will complete their graphic organizers with their identified body part. Students will only use pencil and sketch a picture. ***Spanish and Mandarin will only be required to write "This is my ____"
2	The teacher will continue to circulate and conference with students or small groups as needed to provide support for revision. The teacher will compile all pages and put book into the classroom library.	Students will make necessary revisions and write a final copy. Students will use their neatest handwriting and color their illustration. Students will take turns in the "author's chair" and present their portion of the book to the class.

Paste Summative Assessment Here:

Student checklist

- ☐ **I have a drawing**
- ☐ **My words match my picture**
- ☐ **I used the sentence frame to write my sentence**
- ☐ **I have a capital letter at the beginning and a period at the end.**

Paste Answer Key/Scoring Rubric Here:

Scoring Rubric

Standard	1	2	3	4
Illustration	No illustration	Illustration does not directly match text	Illustration matches the text and lacks details	Illustration matches the text and is detailed
Sentence	Sentence is not legible	Sentence only has body part	Sentence includes body part and non-correlating purpose.	Sentence includes body part and its purpose
Conventions	Sentence is not legible	Has only one of the following: capital letter, period, spaces between each word	Has two of the following: capital letter, period, spaces between each word	Has all of the following: Capital letter, period and spaces between each word.
Teacher Comments			Total Mark	

Graphic organizer:

Writing a-z

Stage 1

STUDENT WRITING TEMPLATE 3

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