Curriculum Sample Template
Max. 8 Pages

Grade Level	Grade 1	**Content Area**	WRITING
Course Title (grades 9-12 Only)			
Length of Unit	2 days	**Time of Year**	3rd 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 can write simple sentences and read grade level informational text. Students can identify facts in a text.		
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 "My Community". 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 planning, drafting and revising portion 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. In English students will: write pieces that are enjoyable to read, including beginning, middle and end, provide facts about the topic and include a closing/ending sentence. In Spanish and Mandarin students will: create group informative/explanatory text around a topic with a beginning, middle and end, details about the topic and a closing sentence. Technology integration: Google Translate will support language development/vocabulary, Teachertube.com will support concept in the foreign languages, students will type a final copy of their writing, www.safesearchkids.com will be used for student research		
Standard Number and Description *List the Number* and full description for the required Standard.*	W.1.2 Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.		
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.*	In English: Write an informative text including beginning, middle and end, details with facts about the topic, and a concluding sentence. In Spanish and Mandarin: Create a poster with a diagram or picture, 1-2 facts about the topic, and incorporate key vocabulary.		

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.*	In English: 11-12 – exceeds 8-10 – meets 4-8 – approaches 0-3 - falls far below In Spanish/Mandarin 9- exceeds 6-8- meets 4-6 - approaches 0-3 falls far below
Materials/Resources Needed	Writing A-Z graphic organizer and revision checklist, informational texts about varied community helpers, computers

* ***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	("I do")The teacher will write the words "Community Helpers" on the board. Ask students to share anything they know about community helpers and write the information on the board. The teacher will make a connection to the Community Helper lesson from reading. The teacher will write the following as a way to narrow down the idea of community: My community Community helpers (list of helpers) The teacher will create a KWL chart about community helpers and as a class complete the "K" and "W" portions (making a list of what they want to learn). Students will watch video about community helpers on http://www.brainpopjr.com/socialstudies/communities/communityhelpers/preview.weml The class will then fill in the "L" portion of their KWL. The teacher guide students to create two focused questions for their writing: "Who is your community helper?" "How do they serve the community?" The teacher will explain that this is the planning/pre-writing part of writing informational text. ("We do") The teacher will demonstrate and model how to choose a community helper and complete the graphic organizer as a whole group.	The students will choose a community helper ("you do"). Students will choose a text from the classroom and search on www.safesearchkids.com for information on their community helper. Students will use this information to fill out their graphic organizer. The graphic organizer will be the formative assessment for this portion of the lesson. In Spanish and Chinese: The students will work in whole group to complete the graphic organizer (Translated by teacher) and label a decided upon community helper.

	The teacher will circulate through the classroom while students fill out their graphic organizers.	
2	("I do") The teacher will model and demonstrate how to use the whole group graphic organizer to create sentences about the community helper. The teacher will discuss with students the expectations of neatness, conventions, and sentence structure. The teacher will go over the revision checklist and grading rubric with the students.	("You do") The students will use their graphic organizers to write their informational text on their community helper. Students will conference with the teacher and go over the revision checklist. Students will revise their writing as needed. Students have the option to publish their final copy as either a handwritten copy with illustration, typed copy with a visual, or advanced students can do multi-media presentation. In Spanish and Mandarin students will create a poster about the Day 1 community helper by completing the following two sentence frames and drawing and labeling a picture: A _____is a community helper. A _____ helps people _____.

Paste Summative Assessment Here:

English Student checklist

- ☐ **My beginning sentence tells the main topic**
- ☐ **My sentences make sense and are complete**
- ☐ **I have three facts (details) about the topic**
- ☐ **I wrote about the facts in my own words**
- ☐ **My conclusion (ending) tells a feeling about the topic**

Spanish/Mandarin Checklist

My sentence frames make sense.
I used facts to complete the sentences.
I used my own words for the facts.
My picture matches my words.

Paste Answer Key/Scoring Rubric Here:

English Scoring Rubric

Name:…….. Date:……

Grade: …… Teacher……

	0	1	2	3
Beginning	No beginning sentence	Beginning is an incomplete thought/sentence.	Simple beginning sentence.	Complex beginning sentence.
Middle	No facts supporting the topic.	One fact supporting the topic.	Two or three facts supporting the topic in simple sentences.	Two or three facts supporting the topic in complex sentences.
End	No concluding sentence	Conclusion is an incomplete thought/sentence.	Simple conclusion sentence.	Complex conclusion sentence.

Conventions	Text is not legible.	Multiple errors in capitalization, punctuation and spelling.	Limited errors in capitalization, punctuation, and spelling.	Proper capitalization, punctuation and spelling.
Teacher Comments			Total Mark	

Spanish Mandarin Scoring Rubric

Name_____ Grade_____ Date_____ Teacher_____

	0 points	1 point	2 points	3 points
Sentence frames	No sentence frame	Fragments not complete frames	1 complete sentence frame	2 complete sentence frames
Facts Used	No facts	1 fact	2 facts	n/a
Picture	No picture	Illegible picture	Picture does not match words	Picture matches words
			Total Points	

Graphic organizer

Writing a-z

Stage 1

STUDENT WRITING TEMPLATE 3

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