Grade Level	**1**	**Content Area**	**English Language Arts-Writing**
Course Title (grades 9-12 only)			
Length of Unit	5 days	**Time of Year**	4th 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 have a solid foundation in "phonics," and have demonstrated skills with 1.W.1 – opinion pieces naming a topic, stating an opinion and providing a sense of closure, and 1.W.3 – narrative writing with details and closure, and 1.W.7 – participated in shared research and writing projects. Students are able to clearly dictate ideas, participate in group drills and projects, and they understand basic sentence structure (noun/verb/adjective/adverb, and punctuation/capitalization rules).		
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.*	Methods of Instruction: Direct Instruction, Mastery-based Instruction, Ability Grouping based on the results of student assessments, Whole Group, Partner Group/Work. Struggling students: Peer group/paraprofessional aides provide one on one instruction with option of after school intervention tutoring when appropriate. At Risk, Special Ed. and Physically Impaired - instruction aligned to approved IEP		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: 1 Strand: 1.W.2 - Writing Standards (W) Cluster: Text Types and Purposes Standard: #2 – Write informative or explanatory texts in which they name a topic, provide some facts about the topic and provided 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*	Student will effectively and independently write informative/explanatory texts relating to their best friend. The student will name the friend and provide information about him/her as well as providing a statement of topic and a statement of closure on the topic. Annotated rubric is attached.		
Scoring Scale and Mastery Level	**Scoring Rubric**: Score total 100 points out of various point valued questions 4 @ 25 points each 100 points=100% / **80 points =80%=Mastery** Scores below 80% require remediation.		

	School grading scale as follows: 94% - 100% = A 87% - 93% = B 80% or above = Mastery of standard 80% - 86% = C 70% – 79% = D 69% - 0% = Needs remediation
Materials/Resources Needed	2 sets of Graphic Organizer Webs per student (one with a circle in the middle/one with a square)

Lesson (add as needed)	**Instruction**	Student Activities
1	**Lesson 1 Objective:** ***I can describe an animal I like by using adjectives.***	*All students have been pre-assessed and ability grouped.
	1. Teacher welcomes students thanking them for attending class. 2. Teacher posts the Lesson Objective in Student Friendly language.	Students echo the objective. (1 min.)
I Do	3. Teacher models describing a favorite animal orally by indicating where the animal's name belongs on a blank graphic organizer. Teacher emphasizes the academic vocabulary "noun" defining it through a chant.	Students write the name of their favorite animal in the **circle** of a graphic organizer web. Students practice verbalizing the academic vocabulary by chanting "Nouns are names of people, places or thing. (5 min.)
I Do	4. Teacher reviews how certain words (adjectives/adjective phrases) describe nouns by telling about their size, shape, color, number etc. Teacher teaches adjective chant.	Students practice verbalizing the academic vocabulary by chanting "Adjectives tell us which one, what kind, how many." (3 min.)
You Do	5. The teacher orally provides numerous examples of adjectives describing his/her favorite animal indicating its attributes on spikes that he/she draws surrounding the **noun circle.** 6. Teacher asks students to do the same for their animal. 7. As the teacher collects student work, he/she verbalizes what is on some of the papers. (Ex. Joanie will be writing about a fuzzy, brown puppy that has four short legs and a white face.) Formative Assessment. Teacher reviews graphic organizers,	Students draw lines radiating from their animals' name and write adjectives or adjective phrases on each spike. (10 min.)

	provides feedback and determines if each student has mastered the concepts of nouns and adjective. 8. Teacher repeats each academic word and asks students to echo the chants he/she taught them for noun and adjective. 9. Teacher restates the Student Friendly version of the day's objective as closure. Class dismissed.	Students echo teacher's chants for noun and adjective. (2 min.) Students repeat the objective. (1 min.)
2	**Lesson 2 Objective:** ***I can describe an animal I like by using verbs, verb phrases and prepositional phrases.***	
	1. Teacher welcomes students thanking them for attending class. 2. Teacher reads the posted Lesson Objective in Student Friendly language. 3. The teacher connects to prior learning by stating that yesterday students picked a favorite animal and described what it looks like. Today they will tell about what the animal likes to do.	Students repeat the objective. (1 min.)
I Do	4. Teacher models describing his/her favorite animal orally by indicating what his/her animals likes to do on square of a graphic organizer. The teacher purposely uses a different shape for the verb/verb phrase phrase to help students when using their organizer for final writings.	
You Do	5. Teacher asks students to fill in a verb/verb phrase on a new organizer.	Students write a behavior of their favorite animal in the **square** of a graphic organizer web. (5 min.) Students practice verbalizing the academic vocabulary by chanting "Verbs tell us about what nouns like to do." (1 min.)
	6. Teacher reviews how certain words (prepositions and prepositional phrases) describe where actions happen.	Students practice verbalizing the academic vocabulary by chanting "Prepositions tell us how, where or when something happens." (3 min.)
I Do	7. The teacher orally provides numerous examples of phrases describing how his/her favorite animal behaves indicating those descriptors on spikes he/she draws surrounding the **verb square**.	Students draw lines radiating from their animal's

You Do	8. Teacher asks students to do the same. 9. As the teacher collects student work, he/she verbalizes what is on some papers. (Ex. Jimmy will be writing about something that likes to chew on his shoes.) Formative Assessment- The teacher reviews graphic organizers, gives feedback and determines if each student has mastered the concept of verbs and prepositions. 10. Teacher repeats each academic word and asks students to echo the chants he/she taught them for noun and adjective. 11. Teacher restates the Student Friendly version of the day's objective as closure. Class dismissed.	action/behavior and write prepositions or prepositional phrases on each spike. (10 min.) Students echo teacher's chants for verbs and prepositions. (2 min.) Students repeat the objective. (1 min.)
3	**Lesson 3 Objective:** ***I can write a topic sentence for my animal story.*** 1. Teacher welcomes students thanking them for attending class. 2. Teacher reads the posted Lesson Objective in Student Friendly language (Ex. "I can write about things I like.). 3. The teacher connects to prior learning by stating that students have been making organizers that tell what their favorite animal looks like and how it behaves. Today they will be using their organizers to help them write a story about the animal they chose.	Students repeat the objective. (1 min.)
I Do	4. Teacher orally models writing a topic sentence to tell the reader what this story will be about.	Students take turns telling the class what their stories will be about. Then they write their topic sentence on their paper. (15 min.)
You Do	5. The teacher passes back the noun/adjective graphic organizer and asks students to add a sentence telling about how their favorite animal looks.	Students add description to their story. (7 min.)
We Do	6. Teacher asks students to read the beginning of their story to themselves to see if it makes sense so far. Then they read their beginning to a peer for confirmation and feedback.	Students read silently and then with a peer. (5 min.)

	Teacher and paraprofessional provide feedback as well. 7. Teacher restates the objective. Class is dismissed.	Students repeat the objective. (1 min.)
4	**Lesson 4 Objective: *I can add details and a statement of closure to my animal story.*** 1.Teacher welcomes students thanking them for attending class. 2. Teacher reads the posted Lesson Objective in Student Friendly language. 3. The teacher connects to prior learning by stating that students have begun their animal stories. Today they will be using their other graphic organizer to help them finish writing their story about the animal they chose.	Students repeat the objective. (1 min.)
You Do	4. Teacher passes back the verb/prepositional phrase graphic organizer and instructs students to write one or more sentences about their animal using information from this organizer. Teacher and paraprofessional provide one on one feedback as needed.	Students add more one or more sentences to their story. (10 min.)
I Do	5. Teacher orally models several statements students might use as closure to their writing.	
You Do	6. Teacher asks students to add a statement of closure to their stories.	Students add a closing statement to their story. (5 min.)
We Do	7. Teacher asks students to read their story to themselves to see if it makes sense and says what they want it to say. Then they read their stories to a peer for confirmation and feedback. Teacher and paraprofessional provide feedback as well. 8. Teacher restates the objective and reviews the academic vocabulary chants. Class is dismissed.	Students read silently and then with a peer. (5 min.) Students repeat the objective and chants. (5 min.)

5	**Lesson 5 Objective:** ***I can write an informative story about my best friend providing facts and a statement of closure.***	
	1. Teacher welcomes students thanking them for attending class. 2. Teacher reads the posted Lesson Objective in Student Friendly language (Ex. "I can write about things I like.).	Students read the posted objective. (1 min.)
	3. The teacher connects to prior learning by stating that students have written animal stories. Today they will create graphic organizers and write a story about their best friend. 4. Teacher provides a graphic organizer for the students to complete with the name and descriptive adjectives for the friend.	Students complete graphic organizer (circle center) with the name of a friend and related adjectives. (5 min.)
	5. The teacher provides a graphic organizer for students to complete with verb/verb phrase and prepositions and prepositional phrases relating to their friend.	Students complete graphic organizer (square center) with a verb and prepositions related to their friend. (5 min.)
	6. Teacher reminds students to write a story about their friend that includes topic sentences, details and provides statements of closure. Summative Assessment	Students write a story of four or more sentences including a topic sentence, descriptive sentences and a summation sentence. (15 min.)
	7. Teacher asks students to read their stories to themselves to see if they make sense and say what they want them to say.	Students silently read their story and make adjustments. (5 min.)
	8. Teacher restates the objective and reviews the academic vocabulary chants. Class is dismissed.	Students read the posted objective and repeat the academic vocabulary chants. (5 min.)

Summative Assessment - 1rst Grade Writing 1.W.2
Student Instructions: Please complete the first two practice annotations (no points) then complete the final Summative Assessment annotation (100 points):

Practice: Annotation for 1st Grade Informative/Explanatory Writing for

_____

name

The writer of this piece:

- Tells the reader the name of a favorite person, place or thing in a topic sentence

  _____

- Provides information about the topic

1.

_____

2.

_____

- Provides a sense of closure

_____

Practice: Annotation for 1st Grade Informative/Explanatory Writing for

_____

name

The writer of this piece:

- Tells the reader the name of a favorite person, place or thing in a topic sentence

_____

- Provides information about the topic

1.

_____

2.

_____

- Provides a sense of closure

_____

Summative Assessment: Annotation for 1st Grade Informative/Explanatory Writing for _____

name

The writer of this piece:

- Tells the reader the name of a favorite person, place or thing in a topic sentence (25 points)

- Provides information about the topic (25 points for each of up to 2 details)

1.

2.

- Provides a sense of closure (25 points)

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