Grade Level	**K**	**Content Area**	**English Language Arts-Writing**
Course Title (grades 9-12 only)			
Length of Unit	3 days	**Time of Year**	Mid October – Mid November
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	All knowledge acquired previous to this unit according to standard c.c. sequence. Also prior mastered K.W.1 Prior mastery of foundational standards. Students should be able to: Color and utilize art supplies effectively. Clearly dictate their ideas. Able to participate in group drills, and projects, be able to consider likenesses and differences. Able to follow school rules of behavior and be willing to participate in group activities.		
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.*	Direct Instruction, Mastery based instruction, Ability grouping "Phonics First " foundation developing student		
Standard Number and Description *List the Number* and full description for the required Standard.*	Grade: K Strand: K.W.2 - Writing Standards (W) Cluster: Text Types and Purposes Standard: #2 – Use a combination of drawing dictating and writing to compose informative /explanatory texts in which they name what they are writing about and supply some information about a 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*	Using a combination of a writing, dictating or drawing, student will demonstrate their skill in composing a explanatory /informative text which they name their favorite place to go or animal or pet they like the most and provide some information about them also.		
Scoring Scale and Mastery Level	See rubric and outline. Score 100% points out of various point valued questions 5-20 points each School grading scale as follows: 94% - 100% = A 87% - 93% = B 80% or above = Mastery of standard 80% - 86% = C		

	70% – 79% = D Scoring rubric: Provide name of place or animal = 50 points 69% - 0% = Needs remediation Each Words that provide information about place or animal = 25points/ea Total maximum information words =2x25= 50 points total=100 points 100 points=100% 75points =75% any score below 75% will require remediation 75% or greater will indicate mastery of standard K.W.2
Materials/Resources Needed	Direction packet, index cards, folder, resource material.

Lesson (add as needed)	**Instruction**	Student Activities
1	1-1Introduction, to two and three letter writing and the writing of a basic sentence. 2 - Oral reading of McGuffey pages 3-12. 3 - Identifying words that make a sentence. 4 - Teacher explains the basic parts of a sentence using direct Instruction. 5 - Practice tracing two and three letter words. The students are then asked to trace these common words on a worksheet previously prepared for that purpose. 6 - The students are asked to take some scissors and cut the words out of the worksheet and then place them on the word bowl on the white board. Formative assessment on lesson 1 Class dismissed	Students are provided prompting and support to sit and sound out two and three letter words. Peer tutors are placed with the students to drill and practice reading new words. Students practice reading skills and recognizing two and three letter words. Students practice tracing the letters of a word and identifying words that make sentences. Student begins to draw what they wish to say. Student understands that the words which they speak can be written also.

2	Lesson 2 Review of assessment - With prompting and support, teacher will help students practice selecting words to make a basic sentence on the white board. 8 - Teacher has students compete making sentences on the white board. 9 - Teacher reviews how certain words describe things and other words describe action. 10 - The student begins to see there is a connection between reading words and writing them. 11 - Teacher with prompting and support, teacher will begin to show the students how to make words to say what they wish to communicate. 12- Students begin to select proper words to name what they are writing about and provide some information about the topic(Target learning objective Formative assessment. The teacher provides sufficient prompting and support to help the students identify, recognize and learn the connection between reading a word and writing a word. Class dismiss Homework, trace these words, cut them out, then place them in several different orders until a sentence is made, read, and written. Child takes the sentence to parents and reads the sentence.	Student begins to know the connection between writing and speech and practices and making sentences. Students practice making short stories on paper. Students develop skills in making a basic sentence selecting random given words. Student recognizes there is a link between how words can be spoken. Now they can n be written. Students practice writing words to describe or name tings. Students practice writing words which name things Students practice writing words which describe information about things. Students practice writing words which are names of things and practice writing words which provide information about a topic(Target accomplished)

3	Lesson 3 Review of Lessons 1&2 Practice of learning objective Summative Assessment	

***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.).

Summative Assessment:
Using a combination of a writing, dictating or drawing, student will demonstrate their skill in composing a explanatory /informative text which they name their favorite place to go or animal or pet they like the most and provide some information about them also.

Scoring Rubric:
Score 100% points out of various point valued questions 5-20 points each
School grading scale as follows:
94% - 100% = A
87% - 93% = B 80% or above = Mastery of standard
80% - 86% = C
70% – 79% = D Scoring rubric: Provide name of place or animal = 50 points
69% - 0% = Needs remediation Each Words that provide information about place or animal = 25points/ea
Total maximum information words =2x25= 50 points total=100 points 100 points=100% 75points =75% any score below 75% will require remediation
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