A.5. Curriculum Sample for 1st Grade Writing

Grade Level	**Content Area**	**Course Title** *(For 9-12 Samples Only)*	**Unit Title**
First	Writing	N/A	Writing a Short Book
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
3 days	2nd Quarter	Students are expected to know basic principles of sentence structure. Use of the internet, writing and, cutting abilities.	
Unit Description Students will learn will choose a topic and write an informative / explanatory text about the topic.			
Standards: W. 1.2	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 *In addition to the description, include a copy of the summative assessment in the application package.*	Students will write a, short informative/explanatory text. (The Important Thing About Pets). The students will use the strategies learned earlier in the week to write a book. Student will name the topic, supply some facts about the topic and provide some sense of closure.		
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The book will be assessed on a 16 point rubric (attached). Studentes need to score 13 points out of 16 to demonstrate mastery (set at 80%).		
Materials/Resources Needed *Include all items for the entire unit.*	*The Important Book*, Workbook Plus, Unit 2, Students Acquiring English Practice Book, Unit 2 Transparencies/Overhead Projector, Teachers Resource Book and CD Disk, Audiotapes/Cd Try It Out Activities Optional, Computer/Internet Access, Scissors, Pencil, Paper, Glue and, Magazines.		

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	
Instruction and Time line	In a whole group setting the teacher will read *The Important Book.* The teacher asks students to make predictions and will lead a discussion about what makes the book entertaining. The teacher will have the students pay attention to the rich vocabulary and chart new words. Next the teacher will remind students that good stories have a beginning, middle and an end and that good writers include details and use descriptive words to keep the audience interested. The teacher will tell the students that they are going to make their own "important book" about family. The teacher will draw a circle in the middle of the chart paper and write the word family in the center of the	In a whole group setting the teacher will review *The Important Book.* The teacher will remind the students that they are writing their own "Important Family" book. The teacher will display the class "Family" chart and review the important aspects of family. The teacher will tell students that they will be adding several pages to their books today. The teacher will model how again how to write using the prompt: *The important thing about family is…* The teacher will remind the student that details make stories more interesting. The teacher will model expanding the prompt into more than one sentence by adding details (e.g. Family is	In a whole group setting the teacher will review *The Important Book.* The teacher will remind the students that they are writing their own "Important Family" book. The teacher will display the class "Family" chart and review the important aspects of family. The teacher will tell students that they will be adding the final page to their books today. The teacher will explain that good writers include a closing statement(s) to their stories. The teacher will ask if anyone can think of some ways authors sum up common fairy tales (eg. They live happily ever after…) Next the teacher explains that the concluding statement says something very		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	
	circle. Then the teacher will have students brainstorm important facts about families. The teacher will write each response on the chart paper creating a "web." Next the teacher will lead the class, by modeling how, to write the first: *The important thing about family is…* The teacher will chart one of the responses.	important because they teach us things. My brother taught me how to play football and my older sister taught me how to read.)	similar to the beginning sentence but says it using different words. The teacher asks the students to think of sentences that would sum up the Important Family books. The teacher charts the responses. Next the teacher models writing a closing statement, using one of the suggestions, (e.g. Families are truly amazing.)		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Time line	The student will return to their seats. The teacher will hand out writing paper that has writing lines on the bottom half of the paper and a large blank top section for illustrations. The students will use the class "family" chart to write their first page of their book. Students will be encouraged to sound out words and us inventive spelling will be accepted. Students will illustrate their work. Students will share what they have written to the whole class.	The students will return to their seats and will be given writing paper that has writing lines on the bottom half of the paper and a large blank top section for illustrations. The students will use the class "family" chart to write their second and third pages of their books. Students will be encouraged to sound out words and us inventive spelling will be accepted. Students will illustrate their work. Students will share what they have written to the whole class.	The students will return to their seats and will be given writing paper that has writing lines on the bottom half of the paper and a large blank top section for illustrations. The students use the chart of closing statements or make up new one to add to their books. Students will be encouraged to sound out words and inventive spelling will be accepted. Students will illustrate their last page and share with the whole class. *Summative Assessment*: Students will write a new book, on their own. The student is told to write, *The important thing about pets…* Students will use the strategies they have learned throughout the week, including using details, information and a closing statement. The assessment will be assessed using a 12 point rubric.		

1st Grade Writing Assessment:

Directions: Write a new book, on your own: *The important thing about pets…* Use the strategies you have learned throughout the week, including using details, information and a closing statement.

1st Grade Writing Assessment Rubric

Criteria/Skills	**4**	**3**	**2**	**1**	**Score**
Introduction	Has a clear topic.	Has a topic	Attempts a topic.	Unclear topic	
Topic Development	Includes several facts about the topic.	Includes some facts about the topic.	Includes one fact about the topic	Does not include facts about the topic	
Concluding statement	Provides a sense of closure.	Provides some sense of closure.	Provides little sense of closure.	Does not provide closure.	
Conventions	Book contained appropriate grammar and punctuation.	Uses mostly proper spelling and punctuation errors are noted.	Few spelling and punctuation errors are noted.	Many spelling, grammar, and punctuation errors are noted.	
					____/16

Table : 1st Grade Writing Assessment Grading

Grade	**Percentage**
A	90-100%
B	80-89%
C	70-79%
D	60-69%
F	Below 60%

Mastery is at 80% and above.