A.5. Curriculum Sample for Kindergarten Writing

Grade Level	**Content Area**	**Course Title** *(For 9-12 Samples Only)*	**Unit Title**
Kindergarten	Writing	N/A	Seasons
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
5 days	3st Quarter	Listening and social skills in a whole group setting and use of hands on manipulative such as drawing, pencils and coloring supplies. Students need an understanding of beginning and ending letter sounds	
Unit Description: Students will continuously be exposed to material that will provide various opportunities to understand the seasons. Students will write and illustrate a "seasons" book.			
Standards: Common Core Standards for ELA W. K.2	W.K.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 the topic.		
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will write the final page of their "Seasons" book. The students will use pictures and text in which they name what they are writing about and supply some information about the topic.		
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.*	Students will be individually evaluated by the teacher using the rubric which is attached. Students need to score *10 out of 12 to demonstrate master (set at 80%).*		
Materials/Resources Needed *Include all items for the entire unit.*	*Changing Seasons.* Dry erase marker, pencils, writing paper, chart paper crayons, or colored marker Internet for additional support materials and activities Http://www.eduplace.com/rdg/hme		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Time line (Discovery, Cooperative, and demonstration teaching styles)	In a whole group setting the teacher will read *Changing Seasons*. The teacher will display a chart separated in 4 columns. Winter, Spring, Summer or Fall will be written across the top, one word for each column. The teacher will lead a discussion of the seasons including the temperature, rain/snow, activities people do during that each season etc. The teacher will chart the students' responses. The teacher will display a new chart with the prompt: *During the summer the weather is_____., I like summer because ____., In the summer my favorite activity is to_____.* Next, using the charted information the teacher will demonstrate how fill in the writing prompts. The teacher will emphasize the beginning and ending letter sounds in the words used. The teacher will explain that each one of them is going to write a book about the seasons this week and that each day they will add a new page.	In a whole group setting the teacher will revisit the story Changing Seasons. The teacher will display the chart that has the seasons and the descriptions provided by the students the day before. The teacher will remind the students about each season. The teacher will ask the students to describe Fall. The teacher will ask the students about the weather, activities, etc. Next the teacher will display a chart with the following prompts: *During the fall kids go to_____.* *During the fall the weather is _____.* *During the fall my favorite activity is to _____.* Next, using the charted information the teacher will demonstrate how fill in the writing prompts. The teacher will emphasize the beginning and ending letter sounds in the words used. The teacher will explain that the students are going to add a new page to their "seasons" book today.	In a whole group setting the teacher will revisit the story Changing Seasons. The teacher will display the chart that has the seasons and the descriptions provided by the students the day before. The teacher will remind the students about each seasons and what they have learned the previous two days. The teacher will tell the class that today we are going to talk about winter. The teacher will ask the students about winter, weather, activities etc. Next the teacher will display a chart with the following prompts: *During winter the weather is _____.* *During winter I like to _____.* *My favorite activity during the winter is to _____.* Next, using the chart the teacher will demonstrate how to fill in the writing prompt. The teacher will emphasize the beginning and ending letter sounds in the words used. The teacher will explain that the students are going to add a new page to their "seasons" book today.	In a whole group setting the teacher will revisit the story Changing Seasons. The teacher will display the chart that has the seasons and the descriptions provided by the students the day before. The teacher will remind the students about each seasons and what they have learned the previous three days. The teacher will tell the class that today we are going to talk about spring. The teacher will ask the students about spring weather, activities etc. Next the teacher will display a chart with the following prompts: *During spring the weather is _____.* *During spring I like to _____.* *My favorite activity during the spring _____.* Next using the chart the teacher will demonstrate how to fill in the writing prompt. The teacher will emphasize the beginning and ending letter sounds of the words used. The teacher will explain that the students are going to add a new page to their "seasons" book today.	In a whole group setting the teacher will review Changing Seasons. The whole class will review the different seasons. The teacher will review the words on the charts. The teacher will lead a discussion of the students' favorite seasons and why. The teacher will ask the students to describe how they could illustrate their favorite time of the year. The teacher will explain that during center time the students are going to write the final page of their "Seasons" book. The teacher will further explain that they are to illustrate their writing just as they have done all week.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson**
Student Activities and Time line	2-4 students will rotate to the Writing Center with the teacher. While 2-4 students are at the Writing Center, the balance of the students will rotate to other independent centers. The teacher will provide a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. The students will use the chart created during the whole group setting (*During the summer the weather is_____., I like summer because ____., In the summer my favorite activity is to_____.*,) and with prompting the teacher, write about the summer. The teacher will prompt the students assist with letter sounds and spelling. Students will be encouraged to use the class created charts to assist with spelling. Inventive spelling will be accepted. Next the students will draw a picture of their favorite summer activities.	2-4 students will rotate to the Writing Center with the teacher. While 2-4 students are at the Writing Center, the balance of the students will rotate to other independent centers. The teacher will provide a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. The students will use the chart created during the whole group setting (*During the fall kids go to_____.* *During the fall the weather is _____.* *During the fall my favorite activity is to _____.)* to write about the fall. The teacher will prompt the students and assist with letter sounds and spelling Students will be encouraged to use the class created seasons chart for word recognition spelling. Inventive spelling will be accepted. Students will draw an illustration of their favorite activity during the fall.	2-4 students will rotate to the Writing Center with the teacher. While 2-4 students are at the Writing Center, the balance of the students will rotate to other independent centers. The teacher will provide a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. The students will use the chart created during the whole group setting *(During winter the weather is _____.* *During winter I like to _____.* *My favorite activity during the winter is to _____.)* to write about winter. The teacher will prompt the students and assist with letter sounds. Students will be encouraged to use the charts created earlier in the week for word recognition and spelling. After writing the students will illustrate their favorite activities during the winter.	2-4 students will rotate to the Writing Center with the teacher. While 2-4 students are at the Writing Center, the balance of the students will rotate to other independent centers. The teacher will provide a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. The students will use the chart created during the whole group setting (*During spring the weather is _____.* *During spring I like to _____.* *My favorite activity during the spring _____.)* to write about spring. The teacher will prompt the students and assist with the letter sounds and spelling. Students will be encouraged to use the words on the charts created through out the week to assist with spelling. After writing the students will illustrate their favorite activities during the spring.	2-4 students will rotate to the Writing Center with the teacher. While 2-4 students are at the Writing Center, the balance of the students will rotate to other independent centers. The teacher will provide a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. The teacher will display all of the class charts created during the week. The teacher will ask the students to write and illustrate *My favorite season is _____. I like it best because_____.* The teacher will display the sentence starters on a chart and the students will copy from the chart to their own paper. The teacher will prompt and assist with spelling. Students will illustrate their favorite season.

Summative Assessment: Students will write the final page of their "Seasons" book. The students will use pictures and text in which they name what they are writing about and supply some information about the topic.

Assessment Scoring Rubric for Kindergarten Writing: Mastery is at 80%: Students need to score 10 out of 12 to demonstrate mastery

Criteria/Skills	4	3	2	1	Score
Text Composition	Uses drawing, dictating (if needed) and writing to compose informative/explanatory text	Uses some drawings, dictating and writing to compose informative/explanatory text.	Uses few drawings, dictation and writing to compose informative/explanatory text.	Uses little drawings, dictation and writing to compose informative/explanatory text.	
Develops Topic	Names closely relates to what's being written about	Name relates to what's being written about.	Name somewhat relates to what's being written about.	Name does not relate to what is being written about.	
Supports Topic	Supplies information about the topic.	Supplies some information about the topic.	Supplies little information.	Does not supply information.	
					___/12

Table 1: Kindergarten Writing Assessment Grading

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