A.6. Curriculum Sample for 1st Grade Writing

Grade Level	1st	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 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 are expected to know basic principles of sentence structure. Students will know how to use the Internet, how to write, and how to cut. Students will know their sounds. Students will also know the basic elements to a writing piece – beginning, middle, and ending.		
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.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, students will develop their knowledge while practicing problem-based learning & inquiry activities.		
Standard Number and Description *List the Number* and full description for the required Standard.*	1.W.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.*	Students will write a short informative/explanatory text, *The Important Thing About Pets*. 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 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.*	Students will write a new book, on their own: *The Important Thing about Pets…* Students will use the strategies they have learned throughout the week, including using details, information and a closing statement. Students will be assessed in four categories: Introduction; topic development; concluding statement; and conventions. The book will be assessed on a 16-point rubric (attached). Students need to score 13 points out of 16 to demonstrate mastery (set at 80%).		
Materials/Resources Needed	*The Important Book*, Workbook Plus, Unit 2; Student Books: 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 (add as needed)	**Instruction**	**Student Activities**
1	In a whole group setting Teacher will read *The Important Book.* Teacher asks students to make predictions and will lead a discussion about what makes the book entertaining. Teacher will have Students pay attention to the rich vocabulary and chart new words. Next, 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. Teacher will tell Students that they are going to make their own "Important Book" about family. Teacher will draw a circle in the middle of the chart paper and write the word family in the center of the circle. Then Teacher will have students brainstorm important information about families. Teacher will write each response on the chart paper creating a "web." Next Teacher will lead the class, by modeling how, to write the first: *The important thing about family is…* Teacher will chart one of the responses. 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.	Students will brainstorm important information about families. Students will return to their seats. Students will use the class "family" chart to write their first page of their book. Students will be encouraged to sound out words and use of inventive spelling will be accepted. Students will illustrate their work. Students will share what they have written to the whole class.
2	In a whole group setting Teacher will review *The Important Book.* Teacher will remind Students that they are writing their own "Important Family" book.	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.

	Teacher will display the class "Family Chart" and review the important aspects of family. Teacher will tell Students that they will be adding several pages to their books today. Teacher will model how again how to write using the prompt: *The important thing about family is…* Teacher will remind Students that details make stories more interesting. Teacher will model expanding the prompt into more than one sentence by adding details (e.g. Family is important because they teach us things. My brother taught me how to play football and my older sister taught me how to read.)	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.
3	In a whole group setting Teacher will review *The Important Book.* Teacher will remind Students that they are writing their own "Important Family" book. Teacher will display the class "Family Chart" and review the important aspects of family. Teacher will tell students that they will be adding the final page to their books today. Teacher will explain that good writers include a closing statement(s) to their stories. Teacher will ask if anyone can think of some ways authors sum up common fairy tales (e.g. They live happily ever after…). Next, Teacher explains that the concluding statement says something very similar to the beginning sentence but says it using different words. Teacher asks Students to think of sentences that would sum up the Important Family books. Teacher charts the responses. Next Teacher models writing a closing statement, using one of the suggestions, (e.g. Families are truly amazing.)	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. 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.
4	Teacher begins by telling Students they are going to write a collaborative story. Teacher defines the word "collaborative." Teacher calls of one volunteer to start the story. Teacher calls on a second volunteer to continue the story. This pattern continues until all Students have	Volunteers give sentences to collaborate on a story. Students give at least one sentence each. Students begin by reading their collaborative story and then discuss ways of making changes.

	written a piece of the story and the story is finished. Teacher leads a shared-revising activity to help students consider story content. Then, after revisions have been made, Teacher leads the class in rereading the story as a group. Finally, students come to a consensus on a title for their story.	Students come to a consensus on the title of the story.
5	Teacher instructs Students to write a new book individually. Teacher puts on the board, *The Important Thing about Pets is…* Teacher collects books in order to assess.	*Summative Assessment*: Students will write a new book, on their own. Students are told to write, *The Important Thing about Pets is… St*udents will use the strategies they have learned throughout the week, including using details, information and a closing statement. The assessment will be scored using a 12 point rubric

Summative Assessment:

Directions for Students (To be read by Teacher): "Today you will write and draw a new book on your own entitled, *The Important Thing about Pets is…* Use everything you have learned throughout the week on writing. First, finish writing the title in your own words; second, supply some informative facts about the topic; and third, write a conclusion to the topic. Use pictures to help you with your words. Cut out each page when you are finished and put them in order. "

_____ _____ _____ Page 5	_____ _____ _____ Page 6	_____ _____ _____ Page 7	_____ _____ _____ Page 8
The Important Thing about Pets is… _____ _____ By: _____ _____ Title: Page 1	_____ _____ _____ Page 2	_____ _____ _____ Page 3	_____ _____ _____ Page 4

Answer Key/Scoring 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**
12	75%
13	81% *mastery
14	88% *mastery
15	94% *mastery
16	100% *mastery

Mastery is at 80% and above.