A. 6. Curriculum Sample for Kindergarten Writing

Grade Level	Kindergarten	**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 will need listening and social skills in a whole group setting. Students will be expected to use various artistic tools, e.g. drawing pencils, coloring supplies, etc. Students will be expected to understand the beginning and ending letter sounds. Students will also understand the concepts of "beginnings" and "endings" in writing pieces.		
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. Students will be instructed 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.*	K.W.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 *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 book entitled, *All About*_____. Students will use pictures and text in which they name what they are writing about and provide some information about the topic. Students will acknowledge the name of the book and supply the last piece of information about the topic to conclude their stories.		
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.*	In this assessment, Students will demonstrate their drawing, dictating, and writing abilities to compose an explanatory text. Students will supply information by writing about the topic. Students will be individually assessed by Teacher in the following three categories: Text composition; development of topic; and support of topic. Each category has a possible 4 points. Teacher will be using the attached rubric. There are 12 points possible; 10 points or higher = mastery which is set at 80% or higher.		
Materials/Resources Needed	Book entitled, *Changing Seasons;* Dry erase markers; pencils; writing paper; chart paper crayons; or colored marker; Internet for additional support materials and activities: Http://www.eduplace.com/rdg/hme; magnets; *All About*_____. booklets; Scoring Rubric		

Lesson (add as needed)	**Instruction**	**Student Activities**
1	In a whole group setting Teacher will read *Changing Seasons*. 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. Teacher will lead a discussion of the seasons including the temperature, rain/snow, activities people do during that each season etc. Teacher will chart the students' responses. 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 Teacher will demonstrate how to fill in the writing prompts. Teacher will prompt Students by emphasizing the beginning and ending letter sounds in the words used. 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.	Two to four Students will rotate to the Writing Center with Teacher. While 2-4 Students are at the Writing Center, the balance of Students will rotate to other independent centers. Students will use a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. 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_____.* With prompting, Teacher will write about the summer. Students will feel encouraged to use the class created charts to assist with spelling. Inventive spelling will be accepted. Students will draw a picture of their favorite summer activities.
2	Teacher will explain that Students are going to add a new page to their "Seasons" book today. In a whole group setting, Teacher will revisit the story *Changing Seasons*. Teacher will display the chart that has the seasons and the descriptions provided by Students the day before. Teacher will remind Students about each season. Teacher will ask Students to describe Fall. Teacher will ask Students about the weather, activities, etc. Teacher will then display a chart with the following prompts:	2-4 students will rotate to the Writing Center with the teacher. While 2-4 students are at the Writing Center, the balance of Students will rotate to other independent centers. Students will use a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. Students will use the chart created during the whole group setting in order to write about the fall. *During the fall kids go to_____.* *During the fall the weather is _____.* *During the fall my favorite activity is to_____.*

	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 Teacher will demonstrate how fill in the writing prompts. Teacher will emphasize the beginning and ending letter sounds in the words used.	Students will feel 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.
3	In a whole group setting, Teacher will once again revisit the story *Changing Seasons*. Teacher will display the chart that has the seasons and the descriptions provided by Students the day before. Teacher will remind Students about each seasons and what they have learned the previous two days. Teacher will tell the class that today we are going to talk about winter. Teacher will ask Students about winter, weather, activities etc. Next, 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 Teacher will demonstrate how to fill in the writing prompt. Teacher will emphasize the beginning and ending letter sounds in the words used. Teacher will explain that Students are going to add a new page to their "Seasons" book today.	2-4 students will rotate to the Writing Center with the teacher. While 2-4 students are at the Writing Center, the balance of Students will rotate to other independent centers. Students will use a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. Students will use the chart created during the whole group setting to write about winter. *(During winter the weather is _____.* *During winter I like to _____.* *My favorite activity during the winter is to _____.* Teacher will prompt 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 Students will illustrate their favorite activities during the winter.
4	In a whole group setting Teacher will revisit the story Changing Seasons. Teacher will display the chart that has the seasons and the descriptions provided by Students the day before. Teacher will remind Students about each seasons and what they have learned the previous three days. Teacher will tell the class that today we are going to talk about spring. Teacher will ask Students about spring weather, activities etc. Next Teacher will display a chart with the following prompts:	2-4 students will rotate to the Writing Center with the teacher. While 2-4 students are at the Writing Center, the balance of Students will rotate to other independent centers. Students will use a sheet of paper with 3 "writing" lines at the bottom and a large blank area at the top. Students will use the chart created during the whole group setting to write about spring. *During spring the weather is _____.*

	During spring the weather is _____. *During spring I like to _____.* *My favorite activity during the spring _____.* Next using the chart Teacher will demonstrate how to fill in the writing prompt. Teacher will emphasize the beginning and ending letter sounds of the words used. Teacher will explain that Students are going to add two new pages to their "seasons" book today. Teacher will then ask Students to describe how they could illustrate their favorite time of the year. Teacher will explain that during center time Students are going to write the final page of their "Seasons" book. Teacher will prompt Students and assist with the letter sounds and spelling. Teacher will display all of the class charts created during the week. Teacher will instruct Students to write and illustrate: *My Favorite Season is _____. I like it best because_____.* Teacher will display the sentence starters on a chart and Students will copy from the chart to their own paper. Teacher will prompt and assist with spelling. Teacher will encourage Students to share their finished books with a partner.	*During spring I like to _____.* *My favorite activity during the spring _____.* Students will be encouraged to use the words on the charts created throughout the week to assist with spelling. After writing Students will illustrate their favorite activities during the spring. Students will study the Teacher's charts. Students will copy from the chart to their own papers. *My Favorite Season is _____. I like it best because_____.* Students will illustrate the final page in their books. Students will share their books with a partner.
5	In a whole group setting Teacher will hold up a mirror and describe his or her face to Students. As Teacher describes him- or herself, Teacher also draws a picture on the board. Distribute mirrors to students and have them look at themselves	Students look in the mirrors and describe what they see out loud. Students go back to their seats. Students listen and read over the prompts on the board.

	and describe what they see out loud. Teacher instructs Students to go back to their seats. Teacher instructs all Students to draw pictures of themselves. Teacher reminds them to include the details they saw and describe those details with words and pictures. Teacher reads and writes each prompt on the board: “I am a ____. I have a ____. I have a ____. I see myself as ____.” For an example, Teacher writes on the board and states: "I am a woman. I have red hair. I have a nice smile. I see myself as a good teacher. Now it’s your turn!” Teacher distributes writing utensils and paper to the students. Teacher encourages students to write a beginning page, two pages of details, and a concluding page. Teacher roams around room to each Student and has Students dictate their favorite page to the teacher. Teacher writes down the words the Student dictated in Student’s book. Teacher allows Students sufficient time to complete the drawing/writing task. Teachers collect papers to assess.	Students describe themselves on paper in pictures and in words. Students complete four pages of pictures and descriptions. Students dictate one page to Teacher. Students pass in papers.

Summative Assessment

Directions for Students (to be read by teacher orally): "You will now write a new book, on your own entitled, *All About* _____. Use everything you have learned throughout the week (i.e., including information, including details, including a closing statement. You will be drawing a picture on each page and following a prompt: 'I am a_____. I have _____. I have _____. I see myself as _____.' We will go over what each page says again and then you fill in what you want your picture to say. I will come around to listen to you write. Look at the board if you need help."

All About _____			
I am a _____ _____ _____	I have_____ _____ _____	I have _____ _____ _____	I see myself as _____ _____ _____
Page 1	Page 2	Page 3	Page 4

Answer Key/Scoring Rubric

Check to see if Student: Used a combination of drawing, dictating, and writing to compose informative/explanatory texts in which Students named what they were writing about and supplied some information about the topic.

*There are 12 points possible; 10 points or higher = 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 precisely what is being written about	Name closely 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

Total Score _____%

Table 1: Kindergarten Writing Assessment Grading

Points	Percentage
8	67%
9	75%
10	83% *mastery
11	92% *mastery
12	100% *mastery