Curriculum Sample Template
Max. 8 Pages

Grade Level	Second Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 Days (Assessment on day 6)	**Time of Year**	April
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By April, Vista College Prep Second Grade students will have had almost a full year of "writing workshop" where they have had the opportunity to see writing as a way to communicate meaning, share their own stories, and be fearless spellers. At this point in the year, students have written personal narrative stories, studied the habits and skills of good writers, and studied the craft of revision.		
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.*	The Vista College Prep 45-minute writing block focuses on handwriting practice and then moves into the Writing Workshop modeled off of the Lucy Calkins writing program. With slight adjustments to the order of units, we will follow this model closely and have a clear I do/We do/You do structure to the lesson. There is extensive conferring with students (identified in the lessons) and while this block is taught whole class, the differentiation may also occur when a teacher dismisses students back to their desks for independent practice, and keeps several students for additional practice or modifies their independent practice slightly (this is not included in lessons below, but would be based on student achievement).		
Standard Number and Description *List the Number* and full description for the required Standard.*	**2.W.2**: Write informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.		
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 be able to create a three-chapter All-About Book, a type of informative/explanatory text. Students will first brainstorm possible topics, select one topic (naming what they are writing about), outline their topic, draft, proofread, and finally publish their work. Students will write in complete sentences with complete thoughts and provide at least one illustration for each chapter. Some students will have the option of dictating their work, these students will include those with special needs or those who require additional assistance.		
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 need to complete the following three components of the assessed standard: □ Student chose a topic they are familiar with. (1 point) □ Student wrote or dictated Three Chapters each with an illustration. Chapter 1 Introduces topic, Chapter 2 provides facts, Chapter 3 concludes the book. (4 points) □ Student used C.O.P.S to edit properly (1 point) _____/6 (Students must receive a 5/6 to meet this standard)		

Materials/Resources Needed	pre-printed writing workshop paper (brainstorm paper, outline paper, drafting paper, publishing paper, C.O.P.S paper), pre-written All-About Book on chart paper (outline, draft, published piece) created by the individual teacher, chart paper, markers, *The Pumpkin Book* by Gail Gibbons

* ***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)*

Lesson	Instruction	Student Activities
1	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to define an All-About Book and choose the topic of their own All-About Books.**	Students take out their writing workshop folder, place it on their desks and listen for teacher's instructions.
	3 mins: Teacher explains that the class is beginning a new writing unit on teaching someone about "something." Teacher tells students that they will study the type of writing they are going to do, and explains that students will write All-About Books. Teacher shows students *The Pumpkin Book* by Gail Gibbons and tells students that this is a great example of an All-About Book. Teacher tells students that All-About Books are non-fiction and informational (they teach readers about something).	Students listen to teacher and are encouraged to ask questions and make comments.
	12 mins: Teacher tells students that they are going to listen to *The Pumpkin Book* by Gail Gibbons and poses the following questions to think about while listening: a. *What are some characteristics of Gail Gibbons book?* b. *What type of information does Gail Gibbons provide?* Teacher conducts a read-aloud and stops at certain parts to "think aloud" about certain characteristics of the book (facts that back up statements, pictures, captions, etc.) Teacher all stops to ask students to "turn and talk" to discuss the two questions that were posed above.	Students listen to read-aloud and think about answers to questions. Students turn and talk to a partner and answer the posed questions.
	Teacher and students discuss the two questions above after listening to the read-aloud. Teacher then asks students: *Why do you think Gail Gibbons choose this topic?* Teacher and students will discuss this question and teacher will end discussion by saying that many times, authors write All-About Books about topics they know a lot about. **5 mins:** Teacher tells students that today they are going to make a list of	Students provide responses when solicited and are encouraged to ask questions and make comments.

	possible topics for their own All-About Books. Teacher tells students that the topic should be about something they know a lot about (maybe your neighborhood, you city/town, your family, your favorite sport, hobbies). Teacher models brainstorming topics s/he knows a lot about, that s/he might write an All-About Book on. Teacher makes a list on a piece of chart paper ("I do). Teacher asks a few students to share possible topics with the group before students begin making lists independently ("We do"). **10 mins:** Teacher sends students back to their desk with an All-About Topic Idea worksheet: **All-About Topic Ideas** 1. _____ 2. _____ 3. _____ 4. _____ 5. _____ Teacher walks around to confer with students and helps students choose topics they are familiar with ("You do"). **5 mins:** At the end of the lesson, teacher brings students back together to share their ideas with a partner. Partners help one another decide on a topic for their books. Teacher ends lesson by going around and asking students to share their topics. Teacher charts responses.	Students take worksheets and begin making lists of possible topics. Students share ideas with their partner, asking questions/comments like, "Do you know a lot about that topic?" or "That sounds like a great idea and I can't wait to read about that." Students share their topics when teacher calls on them each individually.
2	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to create an outline for their own All-About Books.** **3 mins:** Teacher brings students together and reviews characteristics of All-About Books. Teacher reminds students that they are going to be writing their own All-About Books and asks them to take out their All-About Topics sheet and review the topic they choose from the previous lesson. **12 mins:** Teacher shows students a teacher created All-About Book (All-About Cooking). Teacher reads the book aloud and points out important characteristics of the book: *three chapters, chapter titles, complete sentences, pictures that match words, introduction, conclusion.* Teacher tells students that after brainstorming topics, the next step is to	Students take out their writing workshop folder, place it on their desks and listen for teacher's instructions. Students silently review their chosen topics. Students listen to teacher and are encouraged to ask questions and make comments. Students provide comments when solicited by teacher. Students watch as teacher charts ideas.

	create an outline. Teacher and students discuss: *What is an outline? How can it help us as writers?* Teacher recorder student responses on chart paper. Teacher shows students outline for All-About Cooking. Teacher and students read the outline together and note important aspects. Teacher answers any questions ("I do"). Teacher leaves the end of the All-About Cooking outline blank and asks students to help fill it in after re-reading the end of the published book together ("We do"). **17 mins:** Teacher hands out blank outlines to each student as students independently begin working ("You do"). Teacher conferences with students who need extra support. Teacher will stress the fact that spelling is not the most important thing at this stage in the writing process and that getting your ideas down is the most important thing. (Teacher may anticipate that some students will need extra information for their writing and therefore, teacher will have resources ready for those students after looking over their topics the night before.) **3 mins:** At the end of class, teacher and students review the purpose of an outline and teacher says they will begin to write their books next class.	Students listen to teacher and are encouraged to ask questions and make comments. Students provide comments when solicited by teacher. Students independently begin writing outlines. They are encouraged to use teacher's example for support and are encouraged to ask questions. Students will use work attack strategies when spelling tough words, but will not get stuck up on spelling. Students listen to teacher and provide responses when solicited by teacher.
3	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to complete a rough draft of an All-About Book.** **2 mins:** Teacher reviews work from previous session on outlines and tells students that today they will be given time to begin drafting their All-About Books. **5 mins:** Teacher and students discuss: *What is the purpose of drafting? How is a draft different from a published piece of work?* Teacher records student responses on chart paper. Teacher will then write the words *Introduction* and *Conclusion* on the board and ask students to turn and talk to a partner and discuss the meanings of these two words. **13 mins:** Teacher and students come back together and discuss the definitions of each word. Teacher charts definitions. Teacher then poses the question: *What comes after the introduction and before the*	Students take out their writing workshop folder, place it on their desks and listen for teacher's instructions. Students listen to teacher and are encouraged to ask questions and make comments. Students provide comments when solicited by teacher. Students watch as teacher charts ideas. Students discuss definitions with their partners. Students provide comments when solicited by teacher and watch as teacher charts responses.

	conclusion? Teacher reads aloud All-About Cooking and asks students to listen carefully to the part after the introduction and before the conclusion. Students and teacher discuss the posed question and by the end of the whole group discussion, teacher will be sure that students understand that: *1. The* introduction is the part of a book that leads up to and explains what will be found in the main part. *2. The conclusion comes at the end of your book and sums up everything you wrote. 3. In between your introduction and your conclusion, you should further explain facts that you mention in your introduction* ("We do"). **10 mins:** Teacher hands out All-About drafting paper and students begin to draft. Teacher walks around the room supporting students and asking questions. Teacher posts a conference sign-up sheet on the board and asks students to come and write their names on the sheet if they need help. Teacher makes sure to meet with every student who signs up for a conference ("You do"). If students finish early and are waiting for a conference, they will be encouraged to sketch possible illustrations for their books. **5 mins:** At the end of class, teacher and students review the purpose of a draft.	Students listen to teacher and are encouraged to ask questions and make comments. Students provide comments when solicited by teacher Students independently begin writing drafts. They are encouraged to use teacher's example for support and are encouraged to sign up for conferences. Students will use work attack strategies when spelling tough words. Students will sketch possible illustrations for their books. Students listen to teacher and provide responses when solicited by teacher.
4	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to use editing strategies to check their writing for clarity.** **2 mins**: Teacher reviews work from previous session and tells students that today they will continue to work on their drafts. **Did you proofread your work using C.O.P.S?** o **C**apitalization o **O**rganization o **P**unctuation o **S**pelling **10 mins:** Teacher posts the following on the board: Teacher and students go through each part of C.O.P.S and teacher models proofreading by posting the following on the board: ("I do") *this bok will tell you all about cooking Cooking is preparing food*	Students take out their writing workshop folder, place it on their desks and listen for teacher's instructions. Students listen to teacher and are encouraged to ask questions and make comments. Students provide answers when solicited by teacher.

	and serving it to others. Teacher then posts another short passage on the board and students and teacher proofread that passage together: ("We do") *when you prepare hot food you can use a microwave, a toaster, a toaster over, or a regular oven. You can prepare hot and cold food.* **20 mins:** Teacher hands out C.O.P.S checklists to each student and students begin to proofread on their own. Teacher walks around the room supporting students and asking questions. Teacher posts conference sign-up sheet on the board and students sign up when they need to. Teacher makes sure to meet with every student who signs up for a conference. (Teacher will anticipate that some students will still be drafting and provide support as needed) ("You do"). **3 mins:** At the end of class, teacher and students review C.O.P.S and teacher tells students that during the next lesson, they will be publishing their work!	Students independently begin editing their work. They are encouraged to use teacher's example for support and are encouraged to sign up for conferences. Students will use work attack strategies when spelling tough words. If students finish early and are waiting for a conference, they will be able to choose a non-fiction book from the classroom library to read independently. Students listen to teacher and provide responses when solicited by teacher.
5	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to publish informative/explanatory texts in which they introduce a topic, use facts and definitions to develop points, and provide a concluding statement or section.** **5 mins:** Teacher tells students that today they will publish their All-About Books. Teacher reviews each step of the writing process that was completed this week: *Brainstorming, Outlining, Drafting, Editing,* and today *Publishing.* **15 mins**: Teacher posts a rubric on the board and reads it aloud with students. Teacher models using this rubric by scoring All-About Cooking. Teacher tells students that when they are done publishing, before handing their work in, they will be asked to look at the rubric and score it themselves, before scoring it with a teacher ("I do"). **15 mins:** The rest of the class will be used for independent work and student conferences. ("You do") *Eventually, teacher will have a publishing party for students so they can share their hard work with one another.	Students take out their writing workshop folder, place it on their desks and listen for teacher's instructions. Students listen to teacher and are encouraged to ask questions and make comments. Students independently begin publishing their work. When they are done they will complete illustrations for each chapter. Finally, students will receive a rubric and use it to check their work before handing it in. When students are finished, they will hand in their work and wait for a conference. While they wait, they will be able to choose a non-fiction book from the classroom library to read independently.
5	**Assessment: Students will write an informative/explanatory text in which they introduce a topic, use facts and definitions to develop**	

	points, and provide a concluding statement or section. **5 mins:** Teacher reviews the writing process and that they have been working on all week: *Brainstorming, Outlining, Drafting, Editing,* and today *Publishing.* Teacher reminds students of the process they went through all week. **30 mins:** Students will begin the writing process and end the lesson with a completed assessment. If the assessment is not finished the teacher will use some of the next class period.	Students take out their writing workshop folder, place it on their desks and listen for teacher's instructions. Students take their assessment.

Paste Summative Assessment Here:

My All-About_____ Outline

I. INTRODUCE YOUR TOPIC

a. Chapter 1

i. My Topic Is_____

ii. Definition of my topic_____

iii. Possible title for chapter

_____

II. PROVIDE INFORMATION

a. Chapter 2

i. 3-4 Interesting facts about my topic:

1. _____

2. _____

3. _____

ii. ii. Possible title for chapter

_____

All-About _____

By_____

Chapter 1:_____

Chapter 2:_____

Chapter 3:_____

III. CONCLUSION

a. Chapter 3

i. "Now you know about":

_____

ii. Possible title for chapter

_____

Paste Answer Key/Scoring Rubric Here:

Content	Structure	C.O.P.S
□ I wrote about something I knew a lot about. _____/1	I have wrote (or dictated) three chapters: □ Chapter 1 introduces my topic. □ Chapter 2 provides facts about my topic. □ Chapter 3 sums everything up. □ Each chapter includes an illustration. _____/4	□ I used COPS - I used proper *Capitalization* - My work is *Organized* - I used proper *Punctuation* - My *Spelling* is correct _____/1

Grading Scale
Student must receive a 5/6 to meet this standard.