Curriculum Sample Template
Max. 8 Pages

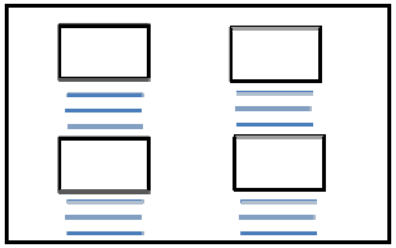
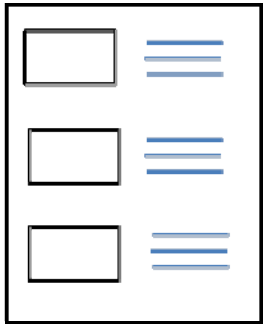
Grade Level	First Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	4 Days (assessment on day 5)	**Time of Year**	April
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	By April, Vista College Prep first grade students will be very familiar with the writing workshop, understand the importance of revision, have exposure to non-fiction in reading and in writing, as well as completed several how-to books within the non-fiction writing unit. Students are also studying non-fiction in the reading block, so students understand the genre that they are writing about. Students have been exposed to the difference between fact and opinion.		
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.*	**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 complete three things on the last day of this unit: 1. Students will add a chapter to their All About Book by listing it on the table of contents (name a topic) 2. Students will write a new chapter that includes at least two facts. 3. Students will reread to make sure they have a strong ending.		
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.*	**Student must receive a 3/3 to meet this standard** _____/3 □ Student names a topic □ Student supplies at least two facts about the topic □ Students provides a concluding sentence		

Materials/Resources Needed	All-about books created by the teacher, post-it notes, table of contents pages, two different styles of writing paper

* ***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 (add as needed)	Instruction	Student Activities
1	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to list the features of an all-about book**. **I do:** Teacher has students on the carpet and reminds writers that they are starting a new unit where they will be teacher readers "all about" a subject." Teacher reminds students that when they start a new writing unit, it is helpful to study examples of the type of writing that they are about to create. Teacher pulls out an All-About story that s/he has created, there is one page with a How-to (students just completed that unit), but the whole book that the teacher created is All About Sandwiches. Teacher models how s/he is going through the book and thinking out loud about everything s/he notices. Teacher lists them: - The title "All About Sandwiches" tells the reader what the book is about—it is about a big topic (teacher creates a separate list that says "All About Books Often Have…") - Books are divided into parts, sections or parts like a how-to page (teacher adds a how-to page, and chapters/sections) **I do/we do:** Teacher passes out all about books that she has created to pairs of students and small post-it notes. Teacher instructs students to look back at their list and put a post-it on a part of the book that is on their list. Teacher confers with each group and convenes the class back together. Teacher elicits responses from class about their observations. **You do:** Teacher reminds students of the list they have created, and says students are going to spend most of writing workshop looking over	Students come to the carpet and sit in their writing spot. Students listen as the teacher reads them an all-about book. Students observe how the teacher is listing the various characteristics of the all-about books. Students work with a partner as they turn the pages of the all-about books, placing a post-it any time they see one of the characteristics that the teacher has mentioned. Students share out their observations. Students spend the rest of the writing workshop looking at other "expert" texts so they have a strong sense of the consistency with which these characteristics appear (even if they can't read all of the books provided).

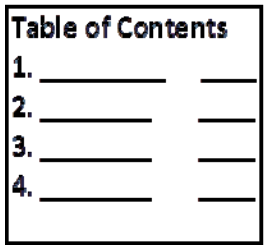
	all-about books. If students have time they can start thinking of topics. Throughout the "you do" portion of the lesson, the teacher has either pulled a small group to work with or is conferencing individually with students.	If a student finishes early, they can start creating a list of possible topics.
2	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will identify a topic and create a table of contents structure the layout of the All About books.** **Intro/I Do:** Teacher starts the lesson by explaining how many ideas s/he has for the All About book they will be creating. Teacher calls on each student to share their ideas for an All About book. Today, teacher explains that students are going to get to "try-on" their topic so that they know if it is a good fit. Teacher shares his/her list of possible topics: Dogs, Training a Dog, the Piano. Teacher "tries on" the piano as a topic, not interested. Teacher "tries on" Dogs. Teacher identifies possible topics/chapters. Teacher does the same for Training a Dog. Both fit. **We Do:** Teacher references that one student named recess before as an option. As a class we are going to "try on" recess. Teacher asks students to turn and talk to a partner about whether this would be an interesting topic. Class comes back together and teacher lists on the chart paper possible chapter ideas. Teacher is listing the ideas on a paper that looks just like the table of contents pages students will be using. Teacher is also modeling how s/he is thinking each chapter idea will fit in the story about recess. **Table of Contents** **1.** _____ ____ **2.** _____ ____ **3.** _____ ____ **4.** _____ ____ **You Do:** Teacher explains that students are going to try on their topics and then start writing their chapter ideas on the table of contents. Students go back to their desk and start writing. If students are finished early they can know that they pick up more all-about books to read or start working on a cover for their book. Throughout the "you do" portion of the lesson, the teacher has either pulled a small group to work with or is conferencing individually with students.	Students come to the carpet and sit in their writing spot. Students share from their brainstorming the day before and everyone lists at least one potential topic. Students turn and talk with a partner about whether recess would make a good all about book and think of possible chapter ideas for the book. Students list out possible ideas as the teacher records them. Students go back to their desk, think about possible topics and then start writing chapter ideas. If students finish writing early they pick up an all about book on their desk and start reading or work on a cover for their book. One student shares their work.

	Teacher asks one student to share.	
3	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will create the structure for their All About book by selecting the right kind of paper** **Intro/I Do:** Teacher rereads some of the "expert" texts that the class has been referring to including one that the teacher created. The teacher asked students what they noticed about how the writing was organized on each page. *Does each page look the same?* Teacher reminds students that when an author writes an All About book the author uses different types of pages. Teacher says that on some pages you may have 3 points you want to make, but on other pages you only have two. Teacher shows examples of how s/he structured her/his book. **I Do/We Do:** Teacher then picks his/her topic of Dogs and models how s/he will think about what kind of paper is needed for each chapter. Teacher says the first chapter is Dog Treats. Teacher says s/he knows of four types of dog treats that s/he is going to talk about, and is going to use the paper with four boxes and room to illustrate and write. Teacher models writing. Teacher continues to model the thought process and then has students interact and help decide the best paper to use and how easy it is to plan out what one is going to write through the example of recess. Teacher lists another chapter that would require only three boxes. Teacher and students plan accordingly.   **You Do:** Have children take out their table of contents and walk through with a partner what type of paper they will need to explain each chapter. Teacher sends students back to their desk and they know that once they have thought through the table of contents they should get started writing.	Students come to the carpet and sit in their writing spot with their table of contents. Students respond to the teacher about how each page does not look the same. Students give ideas about why the pages are different. Students follow along as the teacher models how s/he would structure a story about dogs. Students provide ideas for the recess example and follow along with the teacher as they create a plan for the page structure of an All About book on recess. Students share their paper ideas with a partner as they read down the list of their chapter ideas. Students, armed with ideas, head back to their desk, picking up one piece of writing paper to start their first chapter. Students work on their all about book for the rest of the workshop.

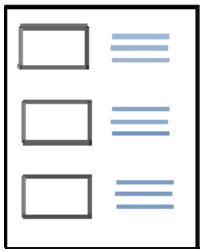
	Throughout the "you do" portion of the lesson, the teacher has either pulled a small group to work with or is conferencing individually with students. Teacher asks one student to share.	One student shares their work.
4	**Objective: Students will make sure their writing has at least two facts per page and a strong ending sentence.** Teacher introduces the lesson by telling a funny story about a time she went to a class about flowers and the teacher "Flowers are pretty, flowers are nice, that's it." Teacher asks students if they think that would be a very interesting class. Teacher explains that s/he is telling this story to show students that it is just like writing—when an author writes a teaching book, it is like the author is teaching a class. It is important for authors of All About books to teach something. **I Do/We Do:** One way we can do that is by adding facts. Facts are things that are 100% true. Teacher gives examples of opinions and facts and asks students to say which of the examples given are facts rather than opinions. Teacher says they are going to use facts as they reread their stories to make sure there are at least two facts per page/chapter. One way we can figure out if we need to add facts is by rereading our All About book to see if there is anything else I can teacher the reader, or anything else I think the reader does not know. Teacher models by looking at the first chapter in the book on recess. Teacher thinks about a fact: Recess lasts for 15 minutes in the morning. Teacher knows that is a fact and thinks other reader may not have known that. Teacher models how s/he can add that fact into the writing. Teacher turns to the next chapter, reads it to the class, and asks the class if there are two facts on this page? Teacher has class brainstorm with a partner ideas of two facts that s/he can add to the story. Teacher also reminds students that at the end of each chapter there is a strong concluding sentence. Teacher defines concluding and has class repeat definition. Teacher models first how s/he would change the concluding sentence in chapter one and then has the class help for chapter two. **We Do/You Do:** Teacher has students return to their seat, take out their	Students are seated around the carpet listening to the introduction to the lesson. Students observe as the teacher models with the All About book on recess. Students turn to a partner to brainstorm other facts that they know about the second chapter of recess. Students share these ideas with the teacher. Students observe teacher make edits to the concluding sentence in chapter one and then help the teacher make the edits to chapter two. Students return to their seat, review instructions with the teacher and

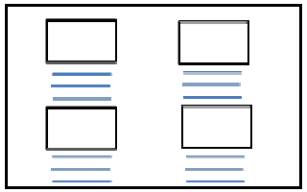
	all-about book, and reread the first chapter. Teacher reminds students that they are looking to make sure they have taught the reader everything they know by having at least two facts per page/chapter and have a strong concluding sentence. Teacher asks for a volunteer to explain what they are going to fix in their story. **You Do:** Teacher lets students work independently as they edit and revise their All About book. Throughout the "you do" portion of the lesson, the teacher has either pulled a small group to work with or is conferencing individually with students. Teacher asks one student to share.	remember that they are working on two things independently: adding two facts and strong concluding sentences. One student reminds the class of their directions. Students work independently as they revise their All About book. One student shares the revisions that s/he made.
5	**Assessment: Students will add one more page to their All About Book that includes another name for a chapter, at least two facts and a strong ending sentence.** Teacher models how s/he may have forgotten something important to add to her story about Dogs (like another page on Types of Food Dogs Eat. Explain to students it is always good to go back and reread. Teacher reminds students what needs to be on the page (there is a chart posted in the front of the classroom).	Students start on the carpet where the teacher explains that they will be adding an additional page to their all about books. Students think about their new chapter idea, take a piece of paper on their way back to the desk and get started. If students finish early they can add another page, or start a new book.

Paste Summative Assessment Here:



1. Students will add a chapter to their All About Book by listing it on the table of contents (name a topic).
2. Students will write a new chapter that includes at least two facts.
3. Students will reread to make sure they have a strong ending.





Paste Answer Key/Scoring Rubric Here:

- ☐ Student names a topic
- ☐ Student supplies at least two facts about the topic
- ☐ Students provides a concluding sentence

_____/3

Grading Scale
Student must receive a 3/3 to meet this standard

*This assessment checklist, modeled off of the Lucy Calkins curriculum, will be used by teachers throughout the unit, so that they can better target individualized instruction. As skills are taught to students, this checklist expands for what we expect to students to know.

USC[1] – SAMPLE Grade 1 Assessment Checklist

	Goals	Student #1	Student #2	Student #3
Attitude	Writer believes she is an authority on a subject and is eager to write.			
Planning	Writer plans topic and organization of the piece and chooses appropriate paper to match the structure and genre.			
Independence	Writer chooses topics, drafts, and revises with independence and initiative.			
	Writer relies on peers for suggestions and offers peers suggestions			
Genre	With help, writer determines which form best fits the subject and writes in the conventions of that genre			
Purpose	Writer approaches writing trying to convey meaning and to write well.			
Productivity	Writer can sustain writing for a period of time.			
Graphophonics	Writer writes in a way that teacher and child can reread the writing.			
	Writer is a fearless and resourceful speller, using strategies to tackle difficult words.			
Writing Process	All-About Books: Writer outlines the entire project in a table of contents, plans each chapter, imagines the form and genre, and chooses appropriate paper.			
Qualities of Good Writing	Writer's prose is clear, explicit, organized and answers readers' questions.			
	Writer's prose teaches something.			
Language	Writer uses vocabulary related to the topic			
Reading	Writer rereads own writing with an eye toward making the work clear.			

[1] USC is a presumptive name of one of the first grade classrooms.