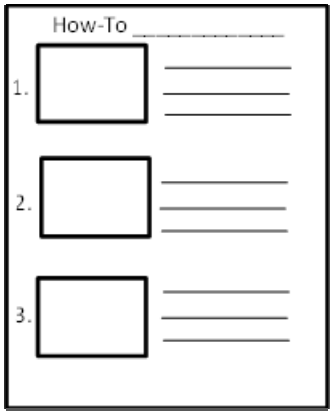
Curriculum Sample Template
Max. 8 Pages

Grade Level	Kindergarten	**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 kindergarten 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, have exposure to features of non-fiction text through reading instruction, 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 (with teacher support).		
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 each lesson. There is extensive conferring with students (identified in the lessons) and while this block is taught whole class, the differentiation will occur when a teacher dismisses students back to their desks for independent practice, and keeps several students on the carpet for additional practice or modifies their independent practice slightly (this is not included in lessons below, but would be based on student achievement as noted on the assessment checklist on the last page). The teacher will also differentiate support during individual writing conferences.		
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 be able to create a how-to book, a type of informative/explanatory text. Students will first brainstorm possible topics, select one topic (naming what they are writing about), and then supply the steps need to accomplish the task they have identified. The paper used will be paper that students have been practicing on all week. Students will draw, dictate (though we expect at this stage of the year all students to be able to write, we include this option for any students who have special needs, or need additional assistance) and write the steps needed to explain their how-to.		
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*	Students need to complete the following two components of the assessed standard: □ Student names topic of how-to book □ Student lists at least 3 logical steps for completion of the how-to through a combination of drawing, dictating, and writing. _____/2 (Students must receive a 2/2 to meet this standard)		

sample.	
Materials/Resources Needed	Lucy Calkins Units of Study for Primary Writing, pre-printed writing workshop paper, pre-written how-to "books" on chart paper, created by the individual teacher, examples of published how-to books.

* ***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 define a How-to book and choose the topic of their own how-to book.** **Intro to New Material (3 mins):** Teacher explains to students that they are ready to move to the next level where they will be teachers and writers. Teacher explains that this unit will focus on teaching someone about "something." To do this, teacher begins by explaining that students will study the type of writing they are going to do, and explains that students will write How-to books. **I do/We Do (12 mins):** Teacher shows and explains How-to book that s/he wrote the night before (How to Make Cinnamon Toast). Explains that s/he first listed all of the topics she could write about. Then teacher took the How-to paper and planned what to write by sketching one step, etc. Then s/he began to write. Teacher lists remaining steps. Teacher picks topics that students may pick. Teacher reads how-to book. Teacher then asks students to pretend they are writing a how-to book on "How to Write a How-To Book" and explain it to their partner. Teacher provides support and notes who understands and who needs additional help. Teacher asks a couple students to retell the list and records it with 	Students take out their writing workshop folder, place it on their desk and move to the carpet. Students are seated on the carpet and listening to the teacher. Students listen to the list of steps as the teacher retells it and then shares with a partner. Teacher instructs them to switch partners and the other partner has a turn. Students are using their hands to count and remember the steps. Several students help the teacher create the final list that goes on the board that the teacher is writing. Students give each other a shout-out for getting the list recorded.

	the class. **We do (5 mins):** Teacher explains that today they are going to do the first step today and come up with a list of ideas for their How –To book. Teacher starts and lists one idea and then asks students to brainstorm ideas of what they can teach someone. Teacher records ideas. **You Do (15 minutes):** Teacher sends students back to their desk with a blank piece of paper that asks for ideas. Teacher walks around to confer with students and ensure that the ideas they select are something that they know about, using the Doug Lemov taxonomy strategy of *Right is Right*. Teacher stops the independent work to share some ideas. At the end of the lesson, teacher brings students back to carpet to share their ideas with their partner and think about an idea that they will write about later in the week. Teacher encourages students to have a conversation based on some of the habits of discussion they have been learning. The teacher then does a final check for understanding as s/he asks for a choral response on what the next steps are in writing a how-to book.	Students begin brainstorming ideas for what they can write about as the teacher records their ideas. Students go to the writing center in their classroom, pick up a piece of paper and begin writing ideas. If a student is stuck they know that they can sound out a word and rely on all of their word solving strategies that they have learned over the last year. If a student finishes their list early, they can read one of the how-to books that they teacher has left on all of their desks. Students return to the carpet and 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 also respond to the teacher when s/he asks for a choral response about what the next steps are in writing a how-to book. Students return the page to their writing folder.
2	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to write how-to book on the same topic with teacher support.** **Intro to New Material (3 mins):** Teacher reminds students that they are writing how-to books all week. Today they will write a book together. Teacher reads the how-to book from yesterday that was about How-to Make Cinnamon Toast. **I do/We Do (12 mins):** Teacher asks students to read along with him/her and go through each step. Teacher has a blank large paper that looks like the writing paper each student will be using. Teacher starts by going back to her list and thinking about what topic s/he will write about—selects how to make a peanut butter and jelly sandwich. Teacher circles the topic and then thinks aloud and plans out what will go in each box. Teacher lists them by verbally pointing to each box. Teacher stops close to the end and cold calls a student to help finish the brainstorm. Teacher then says that the next step is to sketch the steps. Teacher does that while asking the class for help in remembering what step comes next.	Students take out their writing workshop folder, place it on their desk and move to the carpet. Students are seated on the carpet and listening to the teacher. Students read together all of the steps in writing a how-to book. One student who is cold called replies to the teacher in a full sentence stating, "The next step is to…" Students help the teacher think about the next steps and provide suggestions on what to draw.

	We Do (10 mins): Teacher then looks at their list of steps and asks class what the next step is: Write It! Teacher begins to write the first step, asking the class to help him/her sound out the words. After the teacher writes the first two steps, she asks for only students to help finish the steps. **You Do (10 mins):** Teacher sends students back to desks to create their own How-To Make a Peanut Butter and Jelly Sandwich. Teacher explains that students can use this how-to as a model. Teacher stops student writing to remind students of the steps and to use class model if they need support. Teacher also reminds class that we are not telling a story (and using words like "One time…", but instead writing instructions. Teacher is conferring with students throughout the independent practice and recording observations about writing fluency, rate and areas of additional support needed. When there is about one minute left in the workshop, teacher notices a student who has added extra details and asks him/her to read their how-to to the class.	Students help the teacher think about the words to write that describe the pictures, sounding out the words, and repeating them as a class. Students return to their desk to practice writing their own How-to book on making a peanut butter sandwich. Students who need more support may copy the teacher's model, while other students needing less support may add additional and more detailed steps. One student is selected to read his/her how-to to the class while the teacher comments on the very clear instructions.
3	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to choose their own topic and write a how-to book with support.** **Intro to New Material (3 mins):** Today students will go back to their original list of ideas and begin writing their own how-to book. Teacher will model how s/he goes about the process and then will provide time for students to begin the process on their own. **I do (9 mins):** Teacher says yesterday the writers did a great job writing about the peanut butter and jelly sandwich, but today we get to write about our own idea. Teacher models how s/he went back to the original list (that students created for themselves on day one) and selected a new topic: the day we threw a surprise birthday party for my father. Then teacher pauses and demonstrates to students that it sounds more like a story, where I would start with "One time..." Teacher shows students how s/he thinks about writing the how-to and then changes the title to "How to Give your Father a Surprise Birthday." Teacher writes the title (reminds students that this is an important step), and begins to plan in his/her head the steps to giving a party. Teacher has a student point to each box as s/he retells the steps. Teacher models how to quickly sketch	Students take out their writing workshop folder, place it on their desk and move to the carpet. Students take out the piece of paper that lists their ideas for a how-to book. Students bring the paper to the carpet and are listening to the teacher. One student stands up on the carpet and points to each box as the teacher

	(we can always add more details), and then starts to write. **We Do (10 mins):** Teacher solicits help from individual students and begins to write. Students and teacher practice writing the steps, while the teacher interrupts to remind students about the key points of a how-to (we want to be clear in direction, we want to teach someone, etc.). Teacher asks students to look at their list, circle the topic that they want to write about and turn and talk with their partner to walk them through the steps. Teacher models with one student who stands up and pretends to be a student listening to the partner. Teacher listens and gives feedback to student X about the steps they plan to write. Teacher listens to each group, makes observations on what is heard and sends students to their desk to begin writing. **You Do (13 mins):** Teacher reminds students to once again think about the steps, and then sketch, and then draw. Teacher conferences with individual students who are struggling, and may pull a small group who are having difficulty to the kidney table so they can work together. With about 1 minute left teacher has one student share a completed how-to and comments about the great details in the picture.	reads them aloud. Students help contribute to the writing of the how-to give your father a surprise party. Students then look at the list of topics that they brought with them to the carpet, reread the list and select a topic. One student stands up to model the turn and talk with the teacher. Then all students turn and talk with their partner and retell them verbally what the steps will be in their topic. Students ask each other questions (as modeled by the teacher). Students move back to their desk, stopping at the writing center in the classroom to get how-to paper. Students retell their how-to on the paper by first pointing to each box, then sketch the steps, and then write it. One student shares at the end of class.
4	**[10 minutes of Handwriting practice, then Writing Workshop]** **Objective: Students will be able to reread their how-to books and check for clarity.** **Intro to New Material (3 mins):** Teacher comments on the great writing that students did during their how-to the day before. Today, students will focus on rereading their how-to to make all of the directions will work, and today they will learn one way to do that. **I do/We Do (8 mins):** Teacher explains that the best way to check whether directions work is to read them to a partner who will try to do thing (for pretend) you are teaching. If directions do not work, students will revise, by adding another step. Teacher adds another step to their list of "How To Write a How-To Book." Teacher uses a student's writing from the day before (that is enlarged for the class to read). Teacher has the student come to the front of the rug and have student read the book while teacher tries to follow the steps. Teacher selects a story that is missing several steps and acts this out for the class, and	Students take out their writing workshop folder, place it on their desk and move to the carpet. Students take out their how-to story and place it on their desk. Students then move to the carpet. One student comes to the front of the rug and sits next to teacher while s/he reads the how-to that was written the day before and the teacher acts it out. Student notices that s/he forgot a few steps to make sure that the directions were very clear.

	demonstrates to students that a step is missing and that student needs to make revisions. **We Do (10 mins):** Teacher now asks students to turn and talk to their partner about ways to revise the original instructions. Teacher asks for suggestions and writes them on the student's enlarged paper. Teacher asks students to read new directions, and acts out the directions. They continue to find additional tweaks to the directions and make those as a class. Teacher then quickly models with another student how they will work in pairs to read their directions and act it out. Teacher explains that each student will give the other person feedback and then they will revise back at their desk. **You Do (14 mins):** Teacher tells students to get their How-to from their desk and teacher will assign each group a spot in the classroom to practice. Throughout each step (of one partner reading and switching to the other partner) the teacher is narrating how long each step should take throughout the twelve minutes stating things like, "Partner 1 should be finished, and partner 2 should start reading." Students are back at their desk within 5 minutes starting on the revisions. At the end teacher comments on how she saw one student who even after working with her partner, she still was rereading the directions to make sure they made sense.	Students brainstorm ideas of what steps were forgotten, and then the student adds them with the support of the teacher and they reread. They notice a few other mistakes and they revise them together. Another student comes up to the front of the rug and models what partnerships will look like when they get to go to a new spot in the classroom and practice retelling their story. Students take their how-to story from their desk and walk with their partner to their assigned spot in the classroom. Partner one starts reading while the other student models. They switch. Each student knows what they need to revise and head back to their desks to make revisions. They reread and reread to make sure that their directions are complete.
5	**[10 minutes of Handwriting practice, then Writing Workshop]** **Assessment: Students will be able to use a combination of drawing, dictating, and writing to compose informative/explanatory texts (how-to book) in which they name what they are writing about and supply some information about the topic.** **5 mins:** Teacher begins by reading another how-to book that s/he has created. Asks students if it is clear, and they agree. **5 mins:** Teacher explains that students get to spend the whole writing workshop creating a how-to book using all of the steps that they have learned. Teacher reminds students of the steps, has two students reference where the list is in the room in case they get stuck as well as have one student read the chart (or paraphrases). Teacher sends students back to their desk with a paper (that they have seen earlier in the week)	Students are seated on the carpet, listening to the How-to book by their teacher. Students tell the teacher if s/he listed all of the steps. Students reference the location of the list of steps for writing a how-to book. One student raises his/her hand to read/paraphrase the list to remind the other students what they need to do when they go back to their desk.

	on “How-To Topic Ideas” as well as a page that they can write their how-to book. Teacher reminds students that if they need an additional page, they know that they can get up and go to the writing center and pick up an additional piece of paper. **25 mins:** Assessment of independent work. Teacher is walking around and helps students with words as needed, but is not providing guidance on the topic selection aside from encouragement.	Students have two pieces of paper on their desk and they begin the assessment by writing down their topic ideas and then choosing one to write a how-to book about.

Kindergarten Writing Summative Assessment

How-To Topic Ideas

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____

How-To _____

1.

2.

3.

Kindergarten Writing Answer Key/Rubric

- □ Student names topic of how-to book.
- □ Student lists at least 3 logical steps, in sequence, for completion of their how-to through a combination of drawing, dictating, and writing

_____/2

Grading Scale

Student must receive a 2/2 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.

Harvard[1] – SAMPLE K 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	How-to Books: Writer rehearses for writing by saying aloud what s/he will write and sketching the steps. S/he rereads text and revises for sequence, clarity, explicitness and any missing steps.			
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] Harvard is a presumptive name of one of the Kindergarten classrooms.