

This curriculum is intended to be led by a facilitator and teacher leader during a half-day training.

<b>Activity 1</b>	
<b>Purpose</b>	Reconnecting the community of learners
<b>Activity</b>	Welcome, introductions and review of agenda
<b>Approximate time</b>	10 minutes
<b>Facilitation</b>	<ul style="list-style-type: none"><li>• Facilitators introduce themselves and welcome participants back to the Unit Design work, asking them to sit in grade level groups</li><li>• Review the agenda and outcomes from Day 1</li><li>• Review today’s agenda</li><li>• Review Regie Routman’s quote on being a teacher-researcher: <i>“Assessment needs to be an integral part of instruction...The highest goal in assessment is to have students and teachers able to reflectively appraise their own work and set new directions for teaching and learning.”</i></li><li>• Lead a short discussion with teachers on the importance of assessment and reflection for teachers</li></ul>

<b>Activity 2</b>	
<b>Purpose</b>	
Celebrating our students' learning	
<b>Activity</b>	
Teachers share student writing	
<b>Approximate time</b>	10 minutes
<b>Facilitation</b>	
<ul style="list-style-type: none"><li>• Ask teachers to take out their students' published pieces and have them read aloud the writing in partnerships or small groups. Remind teachers that this is not the time to discuss the unit or lessons that you taught, but a time to celebrate the actual work that the students produced.</li><li>• Based on the number of people in the audience, you may want to have teachers read one whole piece or share excerpts of several pieces.</li></ul>	

<b>Activity 3</b>	
<b>Purpose</b>	Reflecting on our students' learning
<b>Activity</b>	Teacher leader models how to reflect on the writing process Teacher participants reflect on their unit of study
<b>Approximate time</b>	90 minutes
<b>Facilitation</b>	<ul style="list-style-type: none"><li>• This part of the day reflects the writing process.</li><li>• The teacher leader gives a brief overview of her unit of study calendar before the work begins. She will need an overhead projector or LCD projector in order to show her work to the group.</li><li>• The facilitator reminds the group about the purpose for Immersion and Collecting.</li><li>• The teacher leader shares her lessons, reflective teaching notes, student work, classroom artifacts and books for Immersion and Collecting that she thinks help explain her teaching. Reflection should include what went well and what she would do differently (based on observed student learning).</li><li>• The facilitator gives teachers time to follow the same process—look at student writing and reflective teaching notes for the Immersion and Collecting stages of the writing process.</li><li>• The facilitator continues the same process for each stage of the writing process: state the purpose, teacher leader models, teachers reflect on their teaching.</li><li>• The facilitator may choose to group the stages accordingly: Choosing a topic/Planning; Drafting; Revising/Editing; Publishing/Celebrating/Reflecting</li><li>• If different grade levels make up the audience, each grade level should create a chart of successful minilessons throughout the writing process.</li></ul>

<b>Activity 4</b>	
<b>Purpose</b>	Student work analysis
<b>Activity</b>	Scoring student writing with a rubric
<b>Approximate time</b>	30 minutes
<b>Facilitation</b>	<ul style="list-style-type: none"><li>• The facilitator introduces the rubric used by reviewing its components depending on the teachers' experience with it.</li><li>• Review student work that meets standard from Day 1. Model using the rubric to analyze the writing.</li><li>• The teacher leader models how to score student writing using 1-2 of her own pieces alongside the rubric the teachers were given.</li><li>• The teachers will then score their own pieces, individually or in pairs, depending of the group.</li><li>• Teachers share what they noticed about the scores their students received.</li></ul>

<b>Activity 5</b>	
<b>Purpose</b>	Cross-grade level articulation
<b>Activity</b>	Gallery Walk
<b>Approximate time</b>	10 minutes
<b>Facilitation</b>	<ul style="list-style-type: none"><li>• Teachers walk around the room to view the charts that each grade level created stating their noticings across the writing process.</li><li>• Stress the importance of articulation between the grade levels at the school site level.</li></ul>

<b>Activity 6</b>	
<b>Purpose</b>	Planning for a second Narrative unit of study
<b>Activity</b>	Using today's work to plan for the future
<b>Approximate time</b>	10 minutes
<b>Facilitation</b>	<ul style="list-style-type: none"><li>• Teachers reflect on their learning today and throughout the unit. Based on what they saw in student work, what did the students learn? What do they need to learn in the next Narrative unit?</li><li>• Use this information and the standards to plan the big ideas that will be focused on in the next unit.</li></ul>