

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

### RECONNECTING THE COMMUNITY

<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>Facilitator</b>	<ul style="list-style-type: none"><li>• Welcome participants back to the Unit Design work, asking them to sit in grade level groups.</li><li>• Review the outcomes from Day 1.</li><li>• Review the 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>

## CELEBRATING

<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>Facilitator</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, decide whether teachers read one whole piece or share excerpts of several pieces.</li></ul>

## REFLECTING

<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>Facilitator</b>	<ul style="list-style-type: none"><li>• Explain to participants that this portion of the day will be spent reflecting on the student learning that was done in the unit of study. The teacher leader will reflect on her students' learning by following the writing process from Immersion to Publication.</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>• Reminds the group about the purpose for Immersion and Collecting and refer to the handout <i>Consolidating our Understanding of the Writing Process</i> (see Narrative K-1 Appendix) throughout the session.</li><li>• The teacher leader shares her lessons, reflective teaching notes, student work, classroom artifacts and books for Immersion and Collecting that help explain her teaching. Reflection should include what went well and what she would do differently (based on observed student learning).</li><li>• Give 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>• Continue the same procedure for each stage of the writing process, or group the stages as follows: Choosing a topic/Planning; Drafting; Revising/Editing; Publishing/Celebrating/Reflecting. For each stage, the facilitator states the purpose, the teacher leader models, then teachers copy the process in table groups and reflect on their teaching.</li><li>• Each grade level group or table group should create a chart of successful minilessons throughout the writing process and then share those minilessons with other grades or tables.</li></ul>

## ARTICULATING

<b>Activity 4</b>	
<b>Purpose</b>	
Cross-grade level articulation	
<b>Activity</b>	
Gallery Walk	
<b>Approximate time</b>	10 minutes
<b>Facilitator</b>	
<ul style="list-style-type: none"><li>• Invite teachers to walk around the room to view the charts that each group created.</li><li>• Stress the importance of articulation between the grade levels at the school site level.</li></ul>	

## ANALYZING THE WORK

<b>Activity 5</b>	
<b>Purpose</b> Teachers will experience a strategy for analyzing the student writing.	
<b>Activity</b> Scoring student writing with a rubric	
<b>Approximate time</b>	30 minutes
<b>Facilitator</b> <ul style="list-style-type: none"><li>• Decide in advance whether the ECRW Narrative rubric or a district rubric is the most appropriate means of evaluation.</li><li>• Introduce 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 or from the Assessment Tools CD. Model using the rubric to analyze the writing.</li><li>• The teacher leader models how to score student writing using 1 or 2 of her own pieces alongside the rubric.</li><li>• Direct teachers to score their own students' final pieces, individually or in pairs, depending on the group.</li><li>• Ask teachers to share what they learned about the scores their students received.</li></ul>	

## FUTURE PLANNING

<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>Facilitator</b> <ul style="list-style-type: none"><li>• Lead teachers reflect on their learning today and throughout the unit. Ask them to answer the following questions, based on what they saw in the student work: What did the students learn? What do they need to learn in the next Narrative unit?</li><li>• Guide teachers to use this information and their grade level standards to plan the big ideas that will be focused on in the next unit.</li></ul>	