

**FOR ADMINISTRATIVE USE ONLY**

Course Number \_\_\_\_\_ Advisor Signature: \_\_\_\_\_  
Approval Date: \_\_\_\_\_

**WORK PLAN PROPOSAL**

**I. BACKGROUND:**

Name:	Tina Townsend 40 Carriage Rd, #2 Silver Spring, MD 20910	School District:	Silver Springs
		Grade Level:	Primary
		Subject Taught:	General Classroom
Phone:	301/525-5777	Daytime Phone:	301/244-6556
Email:	ttownsend@silverado.net	Faculty Advisor:	M.A. Johnson

<b>Course Title:</b>	Developing a First Grade Writing Curriculum		
<b>No Quarter Cr:</b>	5	<b>Semester Equivalent:</b>	3.33 credits
<b>Credit Level:</b>	500	<b>Discipline:</b>	Social Studies

**II. COURSE DESCRIPTION:**

In a writing study group formed with my first grade team, I will read literature and develop my philosophy about teaching writing. From these studies, I will create a year-long writing curriculum map for my first grade classroom. I will align these to my district and state standards. I will create six model lessons for that curriculum map, implement them, and report on the outcomes of those first model lessons.

**III. GENERAL GOALS:**

1. Identify district and state standards for writing.
2. Through the reading of professional texts, I will become familiar with the authors' philosophies and strategies for teaching writing at the elementary level.
3. Engage in a first-grade team exploration of our mutual philosophies and develop my own philosophy as it grows from reading and discussion.
4. Develop a year-long guide, or curriculum map, for teaching writing in my first-grade classroom.
5. Develop six model writing lesson plans, and implement and evaluate them.

**IV. DETAILS OF LEARNING PLAN**

**A. INFORMATION ACQUISITION** (must include reading) (62 hours)

1. I will read the following books:
  - Calkins, Lucy, *Units of Study for Primary Writing: A Year-Long Curriculum*
  - Jacobs, Heidi Hays, *Mapping the Big Picture: Integrating Curriculum and Assessment K-12*
  - Ray, Katie Wood, *About the Authors: Writing Workshop with Our Youngest Writers*
  - Routman, Reggie *Writing Essentials: Raising Expectations and Results While Simplifying Teaching*
  - I will have collaborative discussions with my peer teaching group.
  - I will conduct on-line research for resources that provide assistance in teaching writing.
  - I will keep a journal of each group discussion, and I will write a one-page summary of each resource telling how the information will be useful in my curriculum development and delivery.
  - I will also write a bibliography of online resources that helped with the development of my curriculum planning.

**B. LEARNING APPLICATION** (55 hours)

I will:

1. Create a list of district and state standards for teaching writing in first grade
2. Generate a basic outline of a year-long writing program including broad topics as well as specific objectives and methods of assessment
3. Create six specific model writing lesson plans for the new program.
4. Implement the six model lessons for fine tuning.

**500 LEVEL ASSIGNMENT** (not required for 400 level) (10 hours)

I will summarize my findings from the Reggie Routman book in a 2-page paper.

**C. SELF REFLECTION** (25 hours)

I will keep a learning portfolio that will include:

1. A journal reflecting thoughts and observations after each peer meeting.
2. A reflection journal of practices implemented in the classroom while teaching the six model lessons. I will reflect what seems to be working, what does not, what I would change as well as the reaction of my peers and other teachers in the primary grades.
3. I will write a summary paper regarding the journaling process and what insights I acquired in that process.

**D. INTEGRATION PAPER** (3 hours)

I will write a 2-3 page paper responding to the following five statements:

1. Summarize what I learned versus what I set out to achieve.
2. Explain which aspects of this course were most helpful and why.
3. Comment on what I would do differently in another similar course.
4. State how I plan to use the learning from this course.
5. Evaluate communication with my advisor.

**V. LIST OF ASSIGNMENTS & ANTICIPATED DATES OF COMPLETION**

List of standards for writing at a first grade level for district and state	10/1
One page description of each resource read	11/20
Summary of on-line resources used	12/20
500 level assignment	1/15
Year-long general outline, or curricular map, for a first grade writing program	2/15
Six model lesson plans written	3/15
Self Reflection Paper based on implementation of six lesson plans	4/15
Integration Paper	4/30

**VI. SUMMARY OF WORK HOURS** (estimated hours I will spend on each phase)

Work Plan Proposal	(automatic)	5 hours
Information Acquisition		62 hours
Learning Application		45 hours
500 Level Assignment		10 hours
Self Reflection		25 hours
<u>Integration Paper</u>		<u>3 hours</u>

**Total: 150 hours**

(150/30 hours/credit = 5 qtr credits)

**VII. DISCLAIMER**

I have never received university credit or hours for the work I am submitting in this work plan.