Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	9	**Content Area**	Writing
Course Title (grades 9-12 Only)	English 101		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Prior to this lesson, students are expected to have mastered the following skills: Students should have mastered the writing process, grammar, and rhetoric.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	This unit strengthens writing skills so that learners read and comprehend expository articles in Science, Technology, Engineering, and Math texts and other subjects. Specifically, this unit's instruction includes objective-driven instruction and daily formative assessments for the following standard. Nonfiction writing is the backbone of a successful literacy and student achievement strategy. Narrative techniques should be used to add voice to informational writing pieces.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	Grade 9.W.3 Writing Standards (W) Text Types and Purposes 9. W.3 – Write narratives to develop rigor or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. **b**. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. **c.** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Model essays will be used to give students examples of a final product and the scoring rubric used to score the essay. Computers and internet connection.		

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Objective:** Students will (SW) plan a narrative piece by creating plotlines, experiences, events, and character(s) **Key points:** 1.) Stories are based around a conflict; start by creating the problem (s) 2.) Characters (s) of the story 3.) List multiple plotlines, experiences, or events. 4.) add well-chosen sensory details, setting, point of view **Activation of prior knowledge:** TW have students read some examples of a narrative. TW lead discussion of why the examples are narratives. TW write important information about narratives. TW lead the discussion about why one story is better than another. **Introduction to new material:** TW model how plan a narrative piece by beginning with the conflict. TW think aloud a variety interesting conflicts then choose one. TW brainstorm and list multiple plotlines to develop experiences or events. TW will add well-chosen details to develop the experiences. TW then think aloud what character, setting, and point of view can be added to strengthen our story. **Guided Practice and Exploration:** TW instruct students to individually brainstorm a conflict and other story components (characters, setting point of view, etc. TW put students in groups of three to brainstorm how they can TW then instruct students to brainstorm a list of multiple plotlines to develop experiences or events. TW then instruct students to add well-chosen details to develop the character, setting, and point of view. **Independent practice:** TW facilitate, monitor, and support students as they individually plan their narrative assignment. **Assessment:** TW read the student narrative plan and provide feedback.	**Students W**ill (SW) read and write the objective in their notes. **SW** write the key points and discuss with their partner the underlined words. **SW read with a partner and actively** discuss why the examples are narratives. SW participate in the discussion and take notes. **SW** actively listen and follow along with the modeling. **SW** brainstorm conflict in their notes. SW create their characters, point of view, setting and other details for the conflict. SW develop events, experiences, events, and characters. SW add well-chosen details, and to multiple plot lines to make stories interesting. SW share their stories in their groups and the class. **SW** individually create their conflict, characters, and other main components for their narrative. **SW** submit their plans.
2	**Objective:** TSW plan their narrative by developing plot lines, points of view, and character development. . **Key points:** 1.) Plan narrative piece using a plot map. Use a plot map for each plot/experience/ or event. 2.) Write out a rough sketch of each	**SW** write the objective in their notes. **SW** write down the key points and circle words they do not understand for discussion.

	plot/experience/or event to keep them in order and to build on one another to make stories interesting and unforgettable. **Activation of prior knowledge:** TW share strong examples from previous student work. TW read an essay by E.B. White. TW facilitate the discussion of dialogue, pacing, reflection and the description. **Introduction to new material:** TW model how to plan a story on a plot map. TW model how to plan multiple plotlines. TW begin with the conflict and climax, then the falling action, resolution, exposition and rising actions. **Guided Practice and Exploration:** TW post plot maps in various locations around the classroom. TW instruct groups of three to the plot maps and use post-it notes and leave one strength, one weakness, and one interesting feedback to plot map. TW facilitate class discussion after the gallery walk. **Independent Practice:** TW facilitate, monitor, and support students as they create a plot map for their narrative assignment. **Assessment**: TW will go over plot map and provide feedback.	**SW** actively listen to teacher's examples. **SW** actively participate in discussion of character and plot. **SW** actively listen to modeling. **SW** participate in the plot map gallery walk. SW discuss their observations during the class discussion. **SW** individually create the plot map for each plotline (s) for their narrative. SW submit their plot map for feedback.
3	**Objective:** SW create their narrative piece using sensory details-descriptive language, precise wording for tone and using specific narrative techniques such as dialogue, pacing, description, and reflection. **Key points:** 1) The right words create the tone for our story 2) Tone, dialogue, word choice, and sensory details make our stories more interesting. 3.) Focus on showing the reader what is happening. **Activation of prior knowledge:** TW read a text to model tone. TW instruct students to take not of the tone. TW facilitate a discussion of how the tone is conveyed. **Introduction to new material:** TW model how to create tone through deliberate word choice. TW model how adding sensory details and descriptive language and precise wording creates the tone. TW model adding effective dialogue, pacing and reflection. **Guided Practice**: TW share some student narrative examples (without names/volunteers). TW instruct students to rewrite the section to add to the tone, sensory details, descriptive language, and dialogue. **Independent practice:** TW facilitate, monitor and support student work and support struggling students as they draft their narrative for tone	**SW** read and record the objective in their notebooks. **SW** write the key points in their notebooks. **SW** actively listen to text. SW engage in discussion. SW actively listen to modeling. **SW** share and listen to each other's plotlines in groups of three. SW volunteer to share with the class.

	dialogue, use their plot maps to develop multiple plotlines, and adding sensory details. **Assessment:** TW read over first draft and provide feedback.	**SW** individually create the first draft using their plot maps to develop multiple plotlines and adding well-chosen details to their narrative. **SW** submit their draft for feedback.
4	**Objective:** SW improve their narrative by revising for sensory details, well-structured event sequences, narrative techniques such as tone, dialogue, and sensory details. **Key points:** 1.) When editing, check for grammatical errors, spelling, etc. 2) When revising, listen to the tone in the sensory details, dialogue, and word choice, does the sequence of events make sense, 3) Read the final draft to picture your story **Activation of prior knowledge:** TW read a vignette from Sandra Cisnero's House on Mango Street, "Four Skinny Trees." TW have students discuss the precise words that set the tone and note the sensory details that enhance the story. TW share strong student examples from the first drafts. TW ask students about the strengths of the examples, something interesting, and what the writer could improve. **Introduction to new material:** TW will model editing. TW check for spelling, grammar, punctuation, etc. TW model revision. TW add interesting dialogue, and check for work choice. TW model weaknesses noted in the first draft. **Guided Practice:** TW put students in groups of three, and instruct students to read their stories aloud to themselves and ask themselves. What is the tone? What precise words set the tone? What is the significance of these o precise words used to set the tone? What does it say about the character? TW instruct students to read their stories to the group and have the group provide feedback for revision of the story. Students will then switch papers and edit another person's story. TW monitor and facilitate group editing and revision. **Independent practice:** TW instruct students to revise and write their narratives. TW monitor student work and support struggling writers. **Assessment**: TW ask students to reflect on their revisions and edits. TW collect reflection and narratives with group feedback. TW give individual feedback.	**SW** write the objective in their notebook. **SW** write the key points in their notebook. **SW** listen to the vignette and participate in the discussion of their thoughts about the examples from the "Four Skinny Trees" and student examples. **SW** actively listen to modeling. **SW** read their narratives aloud all at once, taking note of what should be improved. SW take turn reading their narrative to the whole group and take notes of feedback on what should be improved. SW exchange papers and edit another group member's narrative. **SW** use the peer feedback to improve their narratives. **SW** submit their reflection, narratives and the peer feedback.

5	**Objective:** SW improve their narrative by focusing on how all the parts come together in writing a conclusion to create a coherent whole. **Key Points**: 1) Conclusions finish your story. 2) In the conclusion you give your take away message, reflection, or a new discovery. 3) All the parts of the narrative essay build toward the conclusion. **Activation of Prior Knowledge**: TW ask students to look at rubric. TW ask have students identify areas, by circling areas on the rubric, they need to work on before they submit their final draft of the narrative. **Introduction to new material**: TW read a text to class and think aloud what makes this narrative strong-giving examples of character(s), multiple plot lines, well-chosen details, and focusing on how all the parts build towards the conclusion to make the story a coherent whole. **Guided practice**: TW put students in groups and give each group a model example of a narrative. TW have students highlight what makes the conclusion in the narrative interesting and strong. TW have groups share group observations for the narratives **Independent Practice**: TW instruct students write a conclusion to their narrative. TW monitor student writing and support struggling student writers. **Assessment:** TW have students score their narratives using the rubric and submit their narrative and score. TW grade final narrative based on the provided rubric. TW give individual feedback.	**SW** write the objective in their notebook. **SW** write the key points in their notes. **SW** listen to the teacher's review of the rubric. SW circle areas they need to work on before they submit their final draft of the narrative. **SW** listen to modeling. **SW** work together, using the provided rubrics, to find strengths of model narratives. SW share and listen to all group observations. **SW** individually complete their conclusion for their narrative assignment. **SW** score their narrative using the rubric and submit with their final draft.
6	**Objective: TW direct students to complete the summative assessment.**	**SW complete the summative assessment.**
S.A	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s) components, and the context in which the items will be administered.*	The SW plan a narrative piece by developing multiple plotlines, to develop experiences, events, and character(s). SW create their narrative using specific techniques such as tone, dialogue, and description and improve their narrative by revising for narrative techniques, well-chosen details-and descriptive language, by using the rubric to write their narratives.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Summative Assessment Item 1---Extended Narrative

1. Write a narrative based on the following prompt: You wake up one morning to realize that you have become an insect. Inside you feel like a teenager. Write a story about your day in an insect's body. What do you do? How will you deal with your future? Write a narrative using well-chosen details and build events to create a coherent whole.

The following rubric will be used to score summative assessment 1.

4 Points	3 Points	2 Point	1 Point
Character The main characters are named and clearly described in the narrative. Descriptions are interesting and detailed.	**Character** The main character is identified and described.	**Character** The main character is named.	**Character** It is hard to tell who the main character is.
Organization of Plots The story is very well organized. It is very easy to understand the problem/conflict and solution of the main character. Well-structured ideas or events follow a logical sequence with well-chosen details. Multiple plotlines are established.	**Organization of Plots** The story is well organized. It is fairly easy to understand the problem/conflict of the main character. Well-structured ideas or scenes follow a logical sequence with some well-chosen details. Some plot lines are established.	**Organization of Plots** The story is hard to follow. It is fairly easy to understand the problem of the main character but it is not clear why it is a problem. The ideas or scenes lack details and sometimes not clear. Plot lines are unclear.	**Organization of Plots** It is not clear what problem the main character faces. Ideas and scenes lack details and seem to be randomly arranged. The plot lines are not clear**.**
Narrative Techniques: Dialogue, Pacing, Descriptions, Events There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking. Pacing is varied but logical. Descriptions are interesting and detailed.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is some dialogue in the story and we get some information about the character. Pacing is varied. The descriptions are detailed.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is very little dialogue and we don't get to know the character. Pacing is not varied. The descriptions are few.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is dialogue but is confusing. There is no pacing. Descriptions are not clear.
Conclusion The conclusion clearly brings all parts of the narrative essay together. The solution to the character's problem is easy to understand and is logical. The conclusion has a takeaway message, a lesson or a reflection.	**Conclusion** The conclusion brings most of the parts of the narrative essay together. The solution to the character's problem is easy to understand. The conclusion has a takeaway message, a lesson or a reflection.	**Conclusion** The solution to the character's problem is a little hard to understand. The conclusion is hard to understand.	**Conclusion** No solution is attempted or it is not understandable. There is no conclusion.

Total: _____ /16 Grading Scale 0- 12 75% and below Reteach/Retest 13=81% 14=88% 15=94% 16=100%

Grading Scale 80% Mastery
Summative Assessment Item 2

2. Create a narrative plot map around the following event: Imagine that after a long and difficult campaign, you have been elected President of the United States. Describe your first day in the white House. What would you experience? What would happen?

The following rubric will be used to score summative assessment 2.

4 Points	3 Points	2 Point	1 Point
Character The main characters are named and clearly described in the narrative. Descriptions are interesting and detailed.	**Character** The main character is identified and described.	**Character** The main character is named.	**Character** It is hard to tell who the main character is.
Organization of Plots The story is very well organized. It is very easy to understand the problem/conflict of the main character. Well-structured ideas or scenes follow a logical sequence with well-chosen details. Multiple plotlines are established.	**Organization of Plots** The story is well organized. It is fairly easy to understand the problem/conflict of the main character. Well-structured ideas or scenes follow a logical sequence with some well-chosen details. Some plot lines are established.	**Organization of Plots** The story is hard to follow. It is fairly easy to understand the problem of the main character but it is not clear why it is a problem. The ideas or scenes lack details and sometimes not clear. Plot lines are unclear.	**Organization of Plots** It is not clear what problem the main character faces. Ideas and scenes lack details. Plot lines are not clear.
Narrative Techniques: Dialogue, Pacing, Descriptions, Events There is an appropriate amount of dialogue to bring the characters to life and it is clear which character is speaking. Pacing is varied but logical. Descriptions are interesting and detailed.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is some dialogue in the story and we get some information about the character. Pacing is varied. The descriptions are interesting.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is very little dialogue and we don't get to know the character. Pacing is not varied. The descriptions are few.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is dialogue but is confusing. There is no pacing. Descriptions are not clear**.**
Conclusion The conclusion clearly brings all parts of the narrative essay together. The solution to the character's problem is easy to understand and is logical. The conclusion has a takeaway message, a lesson, or a reflection.	**Conclusion** The conclusion brings most of the parts of the narrative essay together. The solution to the character's problem is easy to understand. The conclusion has a takeaway message, a lesson or a reflection.	**Conclusion** The solution to the character's problem is a little hard to understand. The conclusion is hard to understand.	**Conclusion** No solution is attempted or it is not understandable. There is no conclusion.

Total: _____/16 **0-12=75% Reteach/Retest** **13=81%** **14=88%** **15=94%** **16=100%**
Grading Scale 80% Mastery
Summative Assessment Item 3

3. Create a character description to be used in a narrative that takes place in the year 2020. Be conscious about the rubric.

The following rubric will be used to score summative assessment 3.

4 Points	3 Points	2 Point	1 Point
Character The main characters are named and clearly described in the narrative. Descriptions are interesting and detailed	**Character** The main character is identified and described.	**Character** The main character is named.	**Character** It is hard to tell who the main character is.
Organization of Plots The story is very well organized. It is very easy to understand the problem/conflict of the main character and why it is a problem. Well-structured ideas or scenes follow another in a logical sequence with well-chosen details. Multiple plotlines are established.	**Organization of Plots** The story is well organized. It is fairly to understand the problem/conflict of the main character and why it is a problem. Well-structured ideas or scenes follow a logical sequence and does have well-chosen details. Some plot lines are established.	**Organization of Plots** The story is hard to follow. It is fairly easy to understand the problem of the main character but it is not clear why it is a problem. The ideas or scenes lack details and sometimes not clear. Plot lines are followed.	**Organization of Plots** It is not clear what problem the main character faces. Ideas and scenes lack details and seem to be randomly arranged. Plotlines are not clear.
Narrative Techniques: Dialogue, Pacing, Descriptions, Events There is an appropriate amount of dialogue to bring the characters to life and it is always clear which character is speaking. Pacing is varied but logical. Descriptions are interesting and detailed.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is some dialogue in the story and we get some information about the character. Pacing is varied. The descriptions are interesting.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is very little dialogue and we don't get to know the character. Pacing is not varied. The descriptions are few.	**Narrative Techniques: Dialogue, Pacing, Descriptions, Events** There is dialogue but is confusing. There is no pacing. Descriptions are few**.**

Total: _____/12 **Grading Scale: 0-8= Reteach/Retest** **9=75% Reteach/Retest** **10=83%** **11=92%** **12=100%**

Grading Scale 80 % Mastery

Total 38 Points Possible

38-34=90-100% **33-30=80%-89%** **29-0= Reteach/Retest**