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

Grade Level	10	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 102		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Students should be able to identify the main idea of the passage. Students should have basic knowledge on what author is conveying to the reader.		
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.*	This unit strengthens the learners' knowledge of authors' attitude and tone. Specifically, this unit's instruction includes objective-driven instruction and daily formative assessments.		
Standard Number* and Description *List the Number* and the full description for the required standard or science performance objective listed in section A.6.*	Grade 10 Reading Standards for Informational Text (RI) Craft and Structure 10. RI.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	White board, various texts for different segments of the lessons and photo copies of the text "The life of George Washington", highlighters, notebooks.		

* ***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) determine the author's purpose for writing by identifying the words and phrases that describe an author's viewpoint. SW notice how the author addresses an important issue. **Activation of prior knowledge:** Teacher will ("TW") ask students to write the signal words for first person, second person and third person. **Key Points: 1.)** Dialogue 2.) Narration 3.) Signal words 4.) Author's point of view 5.) Author's opinion 6.) Possible issue bias **Introduction to new material:** TW go over questions that help students explore an author's purpose or viewpoint. TW read the text aloud and model out loud questions to explore and identify the author's viewpoint and purpose for writing. TW think aloud how to identify the words and phrases that identify how the author's purpose is stated explicitly or reader may have to infer. **Guided Practice:** TW distribute the copies of the text and highlighters and ask the students to highlight the words or phrases that describe an author's purpose and how the important issue is viewed by the author in the text. TW begin a word wall. **Independent practice:** TW provide students with a photocopy of the text in which several words are highlighted. TW instruct students to read the text and determine the words that describe the author's purpose and identify how the author addresses an important issue. **Assessment**: TW project passages on SmartBoard and ask the students identify the question they used to explore the author's purpose, words in the text that describe the author's purpose, and state author's purpose. TW collect assessment and Independent Practice.	**SW** write the objective. **SW** write the signal words for first person, second person and third person. **SW** write down key points in their notes and actively listen to the explanation. **SW** actively observe modeling and take necessary notes. **SW** engage in highlighting the words that describe an author's purpose. SW share their words with the class. SW will share the author's view on the issue. **SW** individually determine and highlight words that help them determine and the author's purpose, and record their findings and identify how the author perspective on an important issue is identified in the text. **SW** submit their independent work and the assessment.
2	**Objective:** Students will (SW) examine the choice of words the author uses to understand the author's tone. **Activation of prior knowledge:** TW show a passage and ask the students to identify the words or phrases that identify an author's purpose.	**SW** write the objective. **SW** identify the words or phrases and write in their notebooks.

	Key points: 1) While all words have a purpose in a text, some words are used to persuade. 2) Some words are used to talk about positivity and 3) some words are used to talk negativity. 4) or various perspectives on a topic. **Introduction to new material:** TW model how to determine the tone of the text by examining the choice of words for positive or negative thoughts. TW model questions to explore an author's viewpoint. TW model aloud thinking to determine whether or not the words reveal favoritism toward a particular bias.TW focus on helping students ask questions to identify stated and unstated viewpoints. **Guided Practice:** TW put students in groups and provide them with texts and questions to help students explore an author's viewpoint. TW instruct students to work together in order to find the words that talk about positive and negative thoughts. TW guide the students to find the words that reveal favoritism toward a particular point of view. **Independent practice:** TW provide students with a separate text or segment of text. TW instruct students to identify the words that indicate positive or negative thoughts that reveal favoritism toward a particular point of view. **Assessment:** TW collect definitions and will provide feedback in the next class.	**SW** write down key points and listens to the teacher's explanation. **SW** listen to modeling and take notes. **SW** work together to identify the words. SW share group's findings with the class and compare answers. **SW** work independently to identify the words for positive or negative thoughts and that reveal favoritism. **SW** reflect on their work during the independent practice and will submit classwork from independent classwork.
3	**Objective:** SW determine whether the author has fairly presented all the sides of an issue. **Activation of prior knowledge:** TW have the students examine the choice of words to determine the tone of author's work. **Key points:** 1.) Authors choose words certain words to describe the author's tone and attitude. 2.) Citing sufficient evidence 3.) Opposing viewpoints. **Introduction to new material:** TW model questions students may use to examine whether or not sufficient evidence has been given to dispute opposing viewpoints and teacher will give a list of words that can help describe how an author uses rhetoric to advance that point of view or purpose. TW have students correct cite evidence to support point of view.	**SW** write the objective. **SW** determine the tone of author's work by examining the choice of words by the author. **SW** write down the key points in their notebooks. **SW** actively observe modeling and write the list of the words given by the teacher.

	Guided Practice: TW display the text and guide the students to find the sufficient evidence to dispute opposing viewpoints and guide the students to identify the words that help authors advance their point of view. TW model correct citation of evidence from the text. **Independent practice:** TW provide another segment of the text, or a new text. TW instruct students to identify the evidence to dispute opposing viewpoints and identify the words that help authors to advance their point of view. TW instruct students to correctly cite evidence. **Assessment:** TW collect work from independent practice, evaluating students and providing feedback.	**SW** read a text as a class, under the guidance of teacher students will find the evidence and identify the words that help author to advance their point of view. SW correctly cite evidence in text. **SW** work individually on the given task. **SW** submit their work from the independent practice.
4	**Objective:** SW identify the author's attitude toward the issue. SW analyze how the author uses rhetoric to advance his or her purpose. **Activation of prior knowledge:** TW go over collected work from the previous class, will discuss strengths and weaknesses. **Key points:** 1.) Key phrases 2.) Key words 3.) Opposing viewpoints 4.) Supporting Evidence **Introduction to new material:** TW provide the students with some key questions to ask themselves about the author's attitude. The following are a few. 1. What is the author's purpose in writing? 2. Has the author presented all sides of an argument? 3. Is there enough evidence to support each side? 4. Does the author use words that convey emotion? TW model thinking aloud and analyze how the author uses rhetoric to advance her/his purpose, citing evidence to support their ideas. **Guided Practice:** TW show them a passage and instruct students to answer the questions to identify the author's attitude. TW instruct students to analyze how the author uses rhetoric to advance his/her purpose. TW instruct students to work in pairs to analyze the author's use of rhetoric. TW lead the discussion to analyze text and provide a literary analysis of the text. **Independent practice:** TW provide students with a text and instruct students analyze how the author uses rhetoric to advance his/her	**SW** read and record daily objective. **SW** observe and participate in work reflection. **SW** record key points in their notes. **SW** listen to teacher and copy the questions to ask themselves to determine the author's attitude. S**W** write down notes under the guidance of the teacher. **SW** work with a partner read text and identify the author's attitude. SW work with a partner to analyze the text. SW work with a partner to write their analysis of the author's use of rhetoric. **SW** reflect on work during independent practice.

	purpose. TW instruct students to write the analysis and citing evidence to support their ideas. **Assessment:** TW collect work and provide feedback.	**SW** submit independent practice for feedback.
5	**Objective:** SW improve their literary analysis using the given rubric. **Key points:** 1.) When revising, listen to the tone in the sensory details, dialogue, and word choice. 2) Student response provides an accurate analysis of what the text says explicitly and inferentially. 3) Cite convincing textual evidence to support the analysis. **Activation of prior knowledge:** 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 model revision for literary analysis. TW add interesting dialogue, and check for work choice to determine tone. TW think aloud, "What is the tone? What precise words set the tone? What is the significance of these precise words used to set the tone? What does it say about the author? TW model a response that provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis.TW model weaknesses noted in the first draft. **Guided Practice:** TW put students in groups of three, and instruct students to read text in their group aloud. TW instruct group to provide feedback for revision literary analysis. Students will then use the given rubric to revise. TW monitor revision. TW lead discussion to provide feedback. **Independent practice:** TW instruct students to use the rubric to revise their literary analysis. TW monitor student work and support struggling writers. **Assessment**: TW ask students to reflect on their revision. TW collect reflection and literary analysis. TW give individual feedback.	**SW** write the objective in their notebook. **SW** write the key points in their notebook. **SW** listen to student examples. **SW** actively listen to modeling. **SW** review rubric. SW read the given literary analysis aloud all at once, taking note of what should be improved. SW take turn reading the literary analysis and take notes of feedback for improvement. SW participate in feedback. **SW** revise their literary analysis. **SW** submit their reflection, narratives and the peer feedback.
S.A.	TW instruct the students to complete summative assessment. *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*	SW complete summative assessment. SW analyze the author's purpose for writing by identifying the words and phrases that describe an author's viewpoint. SW analyze the choice of words the author uses to understand the author's tone to identify the author's attitude toward the issue and rhetoric to advance his view or purpose.

	Standard(s)/components, and the context in which the items will be administered.	

Summative Assessment

Directions: Read passage #1 and answer 1-2 questions.

The latest play at the Westside Community Theater, Orin Hilyard's drama *Crossing the River*, starts out pleasantly enough. Josie, daughter of Ella and Josiah Jones, sits on the edge of the stage, reading aloud from her diary. When the reading goes on and on, the audience understandably begins to fidget. Here is a story, told mostly through these painfully long journal entries, of a pioneer family that endures terrible hardships as they make their way out West. Henrietta Hopkins as Josie does her best with the stilted words, but the playwright has not given her much to work with. Though Hilyard says he did years of research to make the language true to the times, he failed to choose the most compelling bits of the pioneer story to bring to life. Instead, we get humdrum tales of Josie's squabbles with her brothers. I, for one, would have much preferred to know what crossing the plains in a covered wagon was really like for a child of 12—what strange sights and formidable adversaries were met along the way. Even the mundane events described in her journal could have been dramatic in the hands of a more skilled playwright. Hilyard breaks the first rule of good storytelling, and certainly of good drama: He tells us rather than showing us.

Ella Jones, played admirably by veteran actress Lana Barton, has no less daunting a challenge: to make something meaty out of the spare dialogue. Simply grunting under the weight of water pails she's hauling or agreeing to every harebrained idea her husband proposes is not exactly the stuff of great characterizations. Amazingly, even Barton's considerable talent is not enough to make her Ella memorable.

Josiah (Rueben Knowles) has at least been given some moving dialogue, as he struggles to keep his family alive on the grueling journey, but the plot meanders like the rolling river the family tries countless times to cross. What we are left with is a sense that pioneer days were excruciating all right, but only because no one ever had anything interesting to say.

1. Read the following sentence from the passage:

   "Henrietta Hopkins as Josie does her best with the stilted words, but the playwright has not given her much to work with."

How does this sentence help to advance the author's point of view?

A. It praises the playwright for his strong writing and unique plot.
B. It shows that the girl's acting left something to be desired.
C. It conveys that the acting was strong but the writing was weak.
D. It explains why the pioneer family was crossing the plains.

2. The author's primary purpose with this selection is most likely to

A. Explain why all pioneer plays are boring
B. Educate people about pioneer history
C. Persuade readers that the play is weak.
D. Entertain readers with a scathing critique

3. Read passage #1. Write a literary analysis that analyzes the passage and cites textual evidence to support the analysis of how the author uses rhetoric to advance his point of view or purpose. Rubric for #3 below.

	4	3	2	1
Point of view	Student identifies the author's point of view or purpose and supporting details for the given perspective.	Student identifies some of the author's point of view or purpose and supporting details for the given perspective.	Student identifies some of the author's point of view or purpose but does not provide supporting details.	Student identifies an inaccurate point of view.
Literary Analysis	Student response provides an accurate analysis of what the text says explicitly and inferentially and cites convincing textual evidence to support the analysis, showing full comprehension of complex ideas expressed in the text.	Student response provides an accurate analysis of what the text says explicitly and inferentially and cites textual evidence to support the analysis, showing overall comprehension of ideas expressed in the text.	Student response provides a minimally accurate analysis of what the text says explicitly or inferentially and cited textual evidence shows a basic comprehension of ideas.	Student response provides a minimally accurate analysis of what the text says and cited textual evidence shows limited comprehension of ideas expressed in the text.
Tone	Student describes how words affect and form the tone of the piece. Student notes how the tone of the text would be different without these words and phrases.	Student describes how these words affect and form the tone of the piece.	Student identifies the tone, but shows no relationship between word choice and tone.	Student does not analyze how word choice affects tone.

Total: _____ / 12 Grading Scale 12=100% 11=92% 10=83% 9-0=reteach/retake (Mastery 80%)

Read the below passage #2 and answer questions 4 and 5.

Passage #2

Climate change has definitely arrived in the Pacific Northwest. In the first two weeks of June alone, here in Portland, Oregon, we were deluged with 4.21 inches of rain, breaking the 1984 record of 4.06 inches. On June 21, the first official day of summer, it was a chilly 59 degrees, and the sun didn't peek out until 7:30 at night. I've loved living here for the past 20 years, and I've never minded the wet stuff, but this is ridiculous—it's enough to make me want to move to Arizona. There is moss on the north sides of telephone poles and on my car, and a damp chill has invaded my bones. At this rate, we'll be a temperate rainforest in no time, with a groundcover of ferns and lichen.

4. Which of the following words sums up the author's attitude in this selection?

   A. argumentative

   B. unsure

   C. disgruntled

   D. content

5. How does the author support his or her point of view in this selection?

   A. by proving that he or she is an authority on weather
   B. by stating the opinion that so much rain is ridiculous
   C. by providing statistics of the record rainfall
   D. by quoting experts on the subject of climate change

Total Possible for Summative Assessments 16 Points

Answers 1, 2, 4, & 5 (1 point each)

Grading Scale: 15=100% 14=93% 13=87% 12=80% 11-0 Reteach/Retest

1. C
2. C
3. Rubric 12 points possible
4. C
5. C

Mastery 80%