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

Grade Level	11	**Content Area**	Reading
Course Title (grades 9-12 Only)	English 103		
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 will have experience with constructing a literary analysis paragraph. Students will know how to write a thesis statement, have basic clue skills, figurative language, understand the reading process, and read around grade level.		
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 reading skills so that learners read and comprehend expository articles in Science, Technology, Engineering, and Math texts and other subjects. This unit's instruction includes objective-driven instruction and daily formative assessments for the following standard.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	11th Grade reading standards for Informational text Craft and Structure 11.RI.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how the author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No.10.)		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Teacher will use various texts for modeling and practice.		

* ***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:** Student will (SW) determine the meaning of unknown words and phrases. **Key points:** 1) Some words do not always have the same meaning. 2) Determine the meaning of words by using context clues. 3) Sometimes we need to use many different context clues and compare our thoughts. **Activation of prior knowledge:** TW ask students to list strategies they use when they are reading and they get to a word they don't know. TW make a list of strategies students use when they get to a word they do not know. **Introduction to new material:** TW read and analyze paragraph 10 of "Our Spiritual Strivings" from The Souls of Black Fold by W.E. B. Du Boisr. TW read the text aloud and model how you can use context clues to figure out the meaning of a word. TW think aloud how to define a variety of words and phrases. **Guided Practice and Exploration:** TW give students a passage from "Our Spiritual Strivings". TW instruct students to work in pairs. TW have students read the passage and circle any words they do not know. TW will have student engage in an evidence-based discussion and analyze how DuBois develops and refines the meaning of prejudice throughout the paragraph.. **Flipped classroom/Blended Learning:** Online curriculum has exercises for student practice in developing skills. **Independent practice:** TW provide students with a text in which students receive a worksheet with questions about several words/phrases in the text. TW instruct students to determine the meaning of those words/phrases, citing evidence from the text and record them in their reading journal. **Assessment**: TW instruct students to submit their reading journal for assessment and to provide feedback	**SW** read and write the objective in their notebook. **SW** write the key points in their notes. **SW** list strategies they use when they get to a word they do not know. **SW** actively observe modeling and take the notes as directed by the teacher. **SW** engage in evidence-based discussion of the meaning of prejudice in the paragraph. SW participate in analysis of how the author develops and refines the meaning. Students will use the online practice. **SW** read the text and answer the questions on the given worksheet. SW record the words/phrases in the test in their reading journal. **SW** submit their reading journal with the answers to worksheet questions
2	**Objective:** SW analyze how an author defines and uses terms in the text.	**SW** read write the objective in their notebook.

	Key points: 1) Authors carefully choose words to impact the text's meaning. 2) Authors redefine words for their specific text to add to it significance. 3) Explain your ideas and evidence from the text of words and key terms and cite evidence from the text. **Activation of prior knowledge:** TW go over reading journal assessment. TW address strengths and weaknesses. **Introduction to new material:** TW read "Our Spiritual Strivings" TW model how to use context as a clue to the meaning of a word or phrase. TW then analyze how she defines and uses terms. TW give an explanation of analysis of words and terms and provide evidence for Teacher's analysis. **Guided Practice and Exploration:** TW have students work in pairs to develop interpretations of words and phrases continued reading from "Our Spiritual Strivings" and teacher will have students share their work. TW have students model as they analyze aloud how the author defines and uses terms in the text to develop the tone citing textual evidence to support analysis and inferences drawn from the text. **Flipped classroom/Blended Learning:** Online learning has examples of poems by Emily Dickenson. There is also modeling for students who are struggling. **Independent Practice:** TW instruct students to read the next section of the book. TW instruct students to read and answer the questions about how the author refines a central idea in the section. TW have students write an analysis of the poem and provide evidence for their analysis. **Assessment:** TW collect independent practice and provide student feedback.	**SW** write the key points in their notebook. **SW** write notes provided as strengths and weaknesses in reading journal. **SW** participate by reading and writing notes about the selected poems. **SW** work with a partner to analyze the chapter. **SW** participate in the activity by working in pairs , develop an interpretation of words and phrases, and take notes as the teacher analyzes how the author defines and uses terms citing textual evidence to support analysis and inferences drawn from the text.. S**W** individually answer the questions. **SW** submit their answers to the questions and their analysis.
3	**Objective:** SW read, discuss, and analyze information texts and poetry, focusing on how authors use language, structure and rhetoric to analyze complex ideas and events, develop an argument, convey a point of view, or advance a purpose. **Key points:** 1) A rhetorical analysis contains an explanation of your ideas that support your thesis and offers significant textual evidence and support from the text that support your ideas. 3) Literary analysis contains *textual evidence* consists of *summary, paraphrase, specific details, and direct quotations*.	**SW** read and write the objective in their notebook. **SW** write the key points in their notebook. **SW** participate and write notes regarding the strengths and weaknesses of the analysis of tone and citing the evidence.

	Activation of prior knowledge: TW go over the strengths and weaknesses of their analysis of how the author defines and uses terms to set the tone from the independent practice. **Introduction to new material:** TW read a poem" The Crying of Water," and box unfamiliar words and using context clues.TW read the passage and underline words that set the tone. TW think aloud the meaning of the words and put it all together for an interpretation of the passage. TW think aloud, write succinct sentences and cite evidence from the text to support the interpretation. TW star important or repeating ideas. TW model how to cite evidence from the text. TW move to next passage and repeat the process. TW do this three times. TW lead whole-class discussion. **Guided Practice and Exploration:** TW provide a poem and instruct students to work with a partner to infer the author's use of poem and what it says about this chapter from the author's choice of epigraph. Analyze how the poem contributes to the overall meaning and tone of "Of Our Spiritual Strivings." TW facilitate class sharing and discussion. **Flipped classroom/Blended Learning:** Online learning program will provide students with practice on literary analysis of a poem. **Independent practice:** TW provide students with a short reading and questions for students to continue to annotate as they read the text independently. TW support struggling learners. **Assessment**: TW collect the answers to questions and provide the student with feedback.	**SW** actively observe modeling and take notes. **SW** work with a partner to write the class analysis of the poem. SW share their analysis and evidence and share with the class. **SW** independently work on reading, annotate, and answer the questions. **SW** submit completed answers to questions.
4	**Objective:** SW write a rhetoric analysis and use a rubric to score their work. **Key points:** 1) Revise by checking your interpretation of each passage. Underline the words led to the ideas for the interpretation. 2) Ensure that your ideas are supported by evidence from the text. 3. Each paragraph should have a topic sentence that supports your thesis statement. **Activation of prior knowledge:** Review of answers to questions from the Independent practice. **Introduction to new material:** TW model revision of the interpretations of the passage. TW think aloud developmental paragraphs which will be the explanations, summaries, paraphrases, specific details, and direct	**SW** write the objective in their notebook. **SW** write the key points in their notebook. **SW** participate in the review. **SW** listen to the modeling of the developmental paragraphs.

	quotations needed to support and develop the topic sentence. TW repeat with three passages. **Guided Practice and Exploration:** TW instruct students to revise and edit their rhetorical analysis from the previous assignment.TW support struggling learners. **Flipped classroom/Blended Learning:** TW provide students with practice for this objective on the computer. **Independent practice:** TW provide students with a rubric to score their developmental paragraphs. . **Assessment:** TW collect the analysis and rubric. TW instruct students to score the body of paragraphs and save the introductory and conclusion until it was completed. TW score the paragraphs and provide feedbac	**SW** revise and edit their analysis. **SW** use the rubric to score their analysis. **SW** submit their essay and the rubric.
5	**Objective:** SW complete analysis of a text. **Key Points**: Rhetorical analysis 1)Analyze how an author of an information text gradually shapes his or her ideas through his or her word and phrase choices and through the arrangement of the sentence, paragraphs 2) Determine how words and phrases especially words with multiple meaning, impacts the meaning a reader derives from informational text3) Determine figurative meaning of words and phrases as the author intended **Activation of prior knowledge:** TW review analysis and rubric of student responses from Independent Practice **Introduction to new material:** The introduction to your analysis should bring immediate focus to your subject. **Guided Practice and Exploration:** TW have students work in pairs. TW instruct students to write the introductory and the conclusion for the literary analysis. **Flipped classroom/Blended Learning:** SW use online review for objective **Independent practice:** TW instruct students to write an introductory and conclusion for their developmental paragraph to complete the literary analysis. TW return the rubric from previous assignment. TW instruct students to score their introductory and conclusion. **Assessment:** TW collect the rhetorical analysis**.**	**SW** write the objective in their notebook. **SW** write the key points in their notebook. **SW** take notes during the review of independent practice. **SW** actively participate in the modeling. **SW** listen and take notes given for the new material.

		SW work in pairs to write an introductory and conclusion for the developmental paragraphs to complete the essay. **SW** write an analysis.. **SW** use the rubric to score their introductory and conclusion. SW submit the essay and rubric to teacher.
S.A	TW instruct students to complete the 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 Standard(s)/components, and the context in which the items will be administered.*	SW complete the summative assessment. SW work individually to determine unknown words, figurative, connotative, and technical language in context to analyze how an author defines and uses terms in the text. SW analyze how the author uses and refines the meaning of a key term or terms over the course of a text.

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

Students will select one of two texts provided and write an analysis and determine the meaning of words and phrases that are underlined in the text.

1. Directions: Please read the text titled "Women Fight for Vote". This historical article was used to win the vote for American women. Write an analysis that provides the author's point of view and identify meanings of words and phrases the author uses over the course of the text to support his point of view.

Content	4	3	2	1
	Student Response provides the authors' point of view or purpose in the text. The student identifies the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. The student response analyzes how the author uses and refines the meaning of a key term or terms over the course of a text.	Student Response provides the author's point of view or purpose in the text. The student identifies the meaning of words and phrases as that are used in a text, and a few figurative, connotative, and technical meanings. The student response analyzes how the author uses and refines the meaning of a key term.	Student Response provides the author's point of view and identifies some of the meaning of words that are used in a text. The student response attempts to analyze the text.	Student Response identifies the meaning of words. The student response does not analyze the text.

Summative Assessment Item 2 (Rubric below will be used to score summative assessment 2 .)

2. The student will analyze how the author in "Women Fight for Vote" uses and refines the meaning of the key term or terms over the course of the argument.

Word Usage	Student response analyzes and defines words used within the text to shape his or her ideas. Student develops the words' definition within the context of the text	Student response analyzes some words used within the text. Student response develops words' definition within the context text.	Student response defines words from the text, but either misses the definition or does not describe the words within the context of the text.	Student response does not identify or define words from the text.

Total Points 4

Summative Assessment Item 3

3. **Directions: Please read and analyze the poem.** In your analysis, determine the meaning of words and phrases as they are used in a poem, including figurative, connotative, and technical meanings and analyze how the author uses and refines the meaning of a key term or terms over the course of the poem.

"On the Death of Dr. Benjamin Franklin"
By Philip Freneau
Thus, some tall tree that long hath stood
The glory of its native wood,
By storms destroyed, or length of years,
Demands the tribute of our tears.
The pile, that took long time to raise,
To dust returns by slow decays:
But, when its destined years are o'er,
We must regret the loss the more.

So long accustomed to your aid,
The world laments your exit made;
So long befriended by your art,
Philosopher, 'tis hard to part!—
When monarchs tumble to the ground,
Successors easily are found:
But, matchless FRANKLIN! what a few
Can hope to rival such as YOU,
Who seized from kings their sceptered pride,
And turned the lightning darts aside.
Freneau, Philip. "On the Death of Dr. Benjamin Franklin." *Poems Written Between the Years 1768 & 1794.* Philadelphia, 1795. Print.
from "On the Death of Dr. Benjamin Franklin"

Rubric	**4**	**3**	**2**	**1**
Content	Student Response provides the authors' point of view or purpose in the text. The student identifies the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. The student response analyzes how the author uses and refines the meaning of a key term or terms over the course of a text..	Student Response provides the author's point of view or purpose in the text. The student identifies the meaning of words and phrases as that are used in a text, and a few figurative, connotative, and technical meanings. The student response analyzes how the author uses and refines the meaning of a key term.	Student Response provides the author's point of view and identifies some of the meaning of words that are used in a text. The student response attempts to analyze the text.	Student Response identifies the meaning of words. The student response does not analyze the text.
Word Usage	Student response analyzes and defines words used within the text to shape his or her ideas. Student develops the words' definition within the context of the text	Student response analyzes some words used within the text. Student response develops words' definition within the context text.	Student response defines words from the text, but either misses the definition or does not describe the words within the context of the text.	Student response does not identify or define words from the text.

Total _____ /8 8=100% 7=89% 6-0=Reteach/Retest

Answer Key Score 100- 80% for Mastery

Total Points 16=100% 16-14 Mastery 13 Mastery 12-0 Reteach/Retest