Curriculum Sample Template
Max. 8 Pages

Grade Level	10th Grade	**Content Area**	English Language Arts (Writing)
Course Title (grades 9-12 Only)	English 3-4		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students are expected to have prior knowledge of and/or skills mastered to: 10.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 10.W.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. 10.L.1a-1b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 10.L.2a-2c: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 10.L.3a: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.		
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.*	Direct instruction includes lecture (structured overview, review) and small-group (peer partners) learning activities. Formative assessments include Cornell Notes and graphic organizers as well as collaborative activities. Summative assessments designed for student mastery of content.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	10.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.		
Materials/Resources Needed	Dictionary, Thesaurus		

* ***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, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	**Instructional Strategies**	**Student Activities**
1	**Writing Workshop: Narrative Essay** Narrative Writing Traits (1) Teacher will present a structured overview of the elements of exposition (a story's beginning) for a narrative essay including (a) to describe the setting; (b) to introduce the characters and/or the narrator telling the story; (c) to introduce the conflict in the story; and (d) to set the story's plot in motion. (2) Teacher will present a structured overview of the elements of resolution (a story's conclusion) for a narrative essay including (a) to describe the result of the story using supporting details; (b) to describe what you like/dislike and/or how you feel about the result of the story; and (c) to describe what you learned from the story.	Narrative Writing Traits (1) Students will prepare Cornell Notes for the elements of exposition (a story's beginning) for a narrative essay. (2) Students will prepare Cornell Notes for the elements of resolution (a story's conclusion) for a narrative essay.
2	Planning/Prewriting (1) Teacher will present a structured overview of the components for planning/prewriting a narrative essay: (a) setting with descriptive details; (b) main character with descriptive details; (c) other characters; (d) central conflict; (e) sequence of events leading to central conflict; (f) resolution; (g) sequence of events leading to resolution; and (h) message of or lessons learned from the events. (2) Teacher will present a structured overview of a graphic organizer for planning/prewriting a narrative essay.	Planning/Prewriting (1) Students will prepare Cornell Notes for the components for planning/prewriting a narrative essay. (2) Students will work with peer partner to prepare a graphic organizer for a narrative essay on the topic "What would you wish for if you were granted just one wish?". (3) **Summative Assessment:** Students will prepare a graphic organizer for a narrative essay responding to Writing Prompt #1.
3	Drafting (1) Teacher will present a structured overview of the components for drafting a narrative essay: (a) Exposition: introduce setting, introduce characters, introduce conflict, establish point of view or narrator; (b) Rising Action and Climax: order of events, transition between actions, details and dialogue surrounding the conflict; (c) Falling Action and Resolution: solution to the conflict, reflections on events.	Drafting (1) Students will prepare Cornell Notes for the components for drafting a narrative essay. (2) Students will work independently to prepare a rough draft for a narrative essay on the topic "What would you wish for if you were granted just one wish?". (3) **Summative Assessment:** Students will prepare a rough draft for a narrative essay in response to Writing Prompt #1.

4	Revising (1) Teacher will present a structured overview of the strategies for revising a narrative essay.	Revising (1) Students will prepare Cornell Notes for the strategies for revising a narrative essay. (2) Students will work with peer partner to review, revise, and rewrite the rough draft for a narrative essay on the topic "What would you wish for if you were granted just one wish?".
5	Editing/Finalizing (1) Teacher will present a structured overview of the components for editing/finalizing a narrative essay: (a) grammar; (b) spelling; and (c) punctuation.	Editing/Finalizing (1) Students will prepare Cornell Notes for the components for editing/finalizing a narrative essay. (2) Students will work independently to edit the rough draft and prepare a final draft for a narrative essay on the topic "What would you wish for if you were granted just one wish?". (3) **Summative Assessment:** Students will revise and edit the rough draft and prepare a final draft for a narrative essay in response to Writing Prompt #1.
6	Write a narrative essay (1) Teacher will review rubric for narrative essay in response to Writing Prompt #1.	Write a narrative essay (1) **Summative Assessment:** Students will prepare a narrative essay in response to Writing Prompt #2.

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.*

(1) **Narrative essay - Writing Prompt #1 (Graphic Organizer)**: Assessment is scored on a 5-point rubric scale for development of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*
(2) **Narrative essay - Writing Prompt #1 (Rough Draft):** Assessment is scored on a 5-point rubric scale for development of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*
(3) **Narrative essay - Writing Prompt #1 (Final Draft):** Assessment is scored on a 5-point rubric scale for development of ideas. Students will score 4 out of 5 (80%) to demonstrate mastery.*
(4) **Narrative essay - Writing Prompt #2:** Assessment is scored on a 5-point rubric scale for development of ideas, organization of ideas, and language facility and conventions. Students will score 12 out of 15 (80%) to demonstrate mastery.*

*assessment independent from instruction

ELA-Writing-10th
Narrative Essay - Writing Prompt #1

People enjoy going to outdoor carnivals and festivals, with the variety of food, rides, games and merchandise for sale. Think of a time when you went to a fair, carnival, or amusement park. Did anything particularly exciting or unusual happen. Write a narrative essay explaining whom you were with, what you did, and why it was a memorable experience. Be sure to include the sights, smells, sounds, tastes, and textures of the setting. Use vivid descriptions and dialogue to make you story come to life.

ELA-Writing-10th
Narrative Essay - Writing Prompt #2

Imagine you are a character from a story or a movie that you especially liked. Choose a character you feel you know well and, as that character, imagine you are attending your current school. Write a narrative essay about what a day in your life would be like as that character. Describe who you are and how you go about your daily life. Make sure the details match the character's traits and personality as defined in the book or movie.

ELA-Writing-10th
Narrative Essay - Writing Prompt #1

Graphic Organizer Rubric

Standard	Score	Description
Development of Ideas (10.W.3a, 10.W.3e)	5	Skillfully introduces, develops, and resolves a conflict, situation, or observation; develops compelling, believable characters; effectively uses dialogue and description.
	4	Effectively introduces, develops, and resolves a conflict, situation, or observation; develops interesting, believable characters; ably uses dialogue and description.
	3	Introduces, develops, and resolves a conflict, situation, or observation; has interesting characters with some believable traits; could use more dialogue or description.
	2	Introduces and resolves a conflict, situation, or observation, but needs more development; has some underdeveloped characters; needs more dialogue or description.
Score: _____	1	Introduces a conflict, situation, or observation but does not develop or resolve it; inadequately develops characters; lacks sufficient dialogue and description.

Rough Draft Rubric

Standard	Score	Description
Structure of Ideas (10.W.3a, 10.W.3e)	5	Has a well-paced, smooth, coherent event sequence that builds to a strong climax and resolution.
	4	Has a coherent event sequence that builds to a climax and satisfactory resolution; uses effective pacing.
	3	Includes some unnecessary events, resulting in uneven pacing.
	2	Has a confusing sequence caused by some extraneous events; has a lagging pace at times.
Score: _____	1	Includes too many events that distract from the plot; has choppy pacing.

Final Draft Rubric

Standard	Score	Description
Use of Language (10.W.3a, 10.W.3e)	5	Consistently maintains a point of view; weaves in sensory language; shows a strong command of conventions.
	4	Maintains a point of view; sentences have a variety of phrasing; includes sensory language; has a few errors in conventions.
	3	Mostly maintains a point of view; uses some sentence variety; needs more sensory language; has a few distracting errors in conventions.
	2	Has a few lapses in point of view; sentence phrasing is repetitious; lacks enough sensory language; has some significant errors in conventions.
Score: _____	1	Uses inconsistent point of view; sentences are simplistic; mostly lacks sensory language; has many distracting errors in conventions.

ELA-Writing-10th
Narrative Essay - Writing Prompt #2

Narrative Essay Rubric

Score	Standard	Description
5	Development of Ideas (10.W.3a, 10.W.3c)	Skillfully introduces, develops, and resolves a conflict; develops compelling, believable characters; effectively uses dialogue and description.
	Structure of Ideas (10.W.3a, 10.W.3e)	Has a well-paced, smooth, coherent event sequence that builds to a strong climax and resolution.
	Use of Language (10.W.3a, 10.W.3e)	Consistently maintains a point of view; weaves in sensory language; shows a strong command of conventions.
4	Development of Ideas (10.W.3a, 10.W.3c)	Effectively introduces, develops, and resolves a conflict; develops interesting, believable characters; ably uses dialogue and description.
	Structure of Ideas (10.W.3a, 10.W.3e)	Has a coherent event sequence that builds to a climax and satisfactory resolution; uses effective pacing.
	Use of Language (10.W.3a, 10.W.3e)	Maintains a point of view; sentences have a variety of phrasing; includes sensory language; has a few errors in conventions.
3	Development of Ideas (10.W.3a, 10.W.3c)	Introduces, develops, and resolves a conflict; has interesting characters with some believable traits; could use more dialogue or description.
	Structure of Ideas (10.W.3a, 10.W.3e)	Includes some unnecessary events, resulting in uneven pacing.
	Use of Language (10.W.3a, 10.W.3e)	Mostly maintains a point of view; uses some sentence variety; needs more sensory language; has a few distracting errors in conventions.
2	Development of Ideas (10.W.3a, 10.W.3c)	Introduces and resolves a conflict, but needs more development; has some underdeveloped characters; needs more dialogue or description.
	Structure of Ideas (10.W.3a, 10.W.3e)	Has a confusing sequence caused by some extraneous events; has a lagging pace at times.
	Use of Language (10.W.3a, 10.W.3e)	Has a few lapses in point of view; sentence phrasing is repetitious; lacks enough sensory language; has some significant errors in conventions.
1	Development of Ideas (10.W.3a, 10.W.3c)	Introduces a conflict but does not develop or resolve it; inadequately develops characters; lacks sufficient dialogue and description.
	Structure of Ideas (10.W.3a, 10.W.3e)	Includes too many events that distract from the plot; has choppy pacing.
	Use of Language (10.W.3a, 10.W.3e)	Uses inconsistent point of view; sentences are simplistic; mostly lacks sensory language; has many distracting errors in conventions.

Score: _____