Curriculum Sample Template
Max. 8 Pages

Grade Level	11th Grade	**Content Area**	English Language Arts (Writing)
Course Title (grades 9-12 Only)	English 5-6		
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: 11.W.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 11.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. 11.L.1a-1b: Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. 11.L.2a-2b: Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. 11.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.*	11.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 and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).		
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: Personal Narrative** Narrative Writing Traits (1) Teacher will present a structured overview of the elements of a personal narrative essay including (a) to describe an incident or set of circumstances (the event); (b) to describe personal feelings or thoughts about the event without the benefit of reflection (the response); and (c) to describe the results of the event after time from a universal perspective (the reflection). (2) Teacher will present a structured overview of the techniques used to sequence events coherently and build toward a certain tone in a personal narrative essay including (a) a sense of mystery; (b) a sense of suspense; or (c) sense of growth.	Narrative Writing Traits (1) Students will prepare Cornell Notes for the elements of a personal narrative essay. (2) Students will prepare Cornell Notes for the personal narrative techniques used to sequence events and build toward a certain tone in a personal narrative essay.
2	Planning/Prewriting (1) Teacher will present a structured overview of the components for planning/prewriting a personal narrative: (a) essential details - 5W's; (b) sequence of events with descriptive details; (c) thoughts and reflections on each event; (d) lessons learned from the experience. (2) Teacher will present a structured overview of a graphic organizer for planning/prewriting a personal narrative.	Planning/Prewriting (1) Students will prepare Cornell Notes for the components for planning/prewriting a personal narrative. (2) Students will work with peer partner to prepare a graphic organizer for a personal narrative on the topic "An experience that confirmed the importance of my education". (3) **Summative Assessment:** Students will prepare a graphic organizer for a personal narrative responding to Writing Prompt #1.
3	Drafting (1) Teacher will present a structured overview of the components for drafting a personal narrative: (a) introduce the experience; (b) order of events with descriptions and reflections; (c) significance to you and relevance to reader.	Drafting (1) Students will prepare Cornell Notes for the components for drafting a personal narrative. (2) Students will work independently to prepare a rough draft for a personal narrative on the topic "An experience that confirmed the importance of my education". (3) **Summative Assessment:** Students will prepare a rough draft for a personal narrative in response to Writing Prompt #1.
4	Revising (1) Teacher will present a structured overview of the strategies for revising a personal narrative.	Revising (1) Students will prepare Cornell Notes for the strategies for revising a personal narrative. (2) Students will work with peer partner to review, revise, and rewrite the rough draft for a personal narrative on the topic "An experience that confirmed the importance of my education".

5	Editing/Finalizing (1) Teacher will present a structured overview of the components for editing/finalizing a personal narrative: (a) grammar; (b) spelling; and (c) punctuation.	Editing/Finalizing (1) Students will prepare Cornell Notes for the components for editing/finalizing a personal narrative. (2) Students will work independently to edit the rough draft and prepare a final draft for a personal narrative on the topic "An experience that confirmed the importance of my education". (3) **Summative Assessment:** Students will revise and edit the rough draft and prepare a final draft for a personal narrative in response to Writing Prompt #1.
6	Write a personal narrative (1) Teacher will review rubric for personal narrative in response to Writing Prompt #1.	Write a personal narrative (1) **Summative Assessment:** Students will prepare a personal narrative 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) **Personal narrative - 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) **Personal narrative - 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) **Personal narrative - 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) **Personal narrative - 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-11th
Personal Narrative - Writing Prompt #1

The school newspaper wants to print students' best memories of high school. Pick an experience you had in high school that was wonderful or humorous. What happened? Why is it a significant memory for you? Write an account of the experience to submit to the newspaper. Be sure to use descriptive details and vivid language to capture your feelings about the experience, both when it happened and now that it is over.

ELA-Writing-11th
Personal Narrative - Writing Prompt #2

Recall a time when you followed your own intuition or inner voice rather than doing what others expected of you. How did it feel to stand alone? How did the experience strengthen you? Write a personal narrative about the experience, discussing your decision and its consequences. Be sure to use descriptive details and vivid language to help your audience feel the same way you do about the experience.

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Personal Narrative - Writing Prompt #1

Graphic Organizer Rubric

Standard	Score	Description
Development of Ideas (11.W.3a, 11.W.3c)	5	Has a memorable introduction; fully orients readers with details about the experience and its significance; skillfully uses dialogue, description, and other narrative techniques; has a powerful conclusion.
	4	Presents an engaging introduction that provides details about the experience and its significance; uses dialogue, description, and other narrative techniques; has a strong conclusion.
	3	Has an introduction that offers some details about the experience and its significance; develops the narrative through some dialogue and description; has an adequate conclusion.
	2	Includes an introduction that describes an experience but does not explain its significance; needs more dialogue and description; has a somewhat weak conclusion.
Score: _____	1	Does not adequately set up the experience or explain its significance; lacks dialogue and description throughout; has a weak conclusion.

Rough Draft Rubric

Standard	Score	Description
Organization of Ideas (11.W.3a, 11.W.3c)	5	Creates coherence and unity by using transitions and structuring the narrative with a clear sequence of events; builds momentum through pacing.
	4	Creates coherence by using transitions and a clear sequence of events; has effective pacing.
	3	Needs a few more transitions to clarify the sequence of events; mostly maintains an appropriate pace.
	2	Sequences events with some transitions but needs more; has a lagging pace at times.
Score: _____	1	Has a confusing sequence of events; needs more transitions; shows little awareness of pacing.

Final Draft Rubric

Standard	Score	Description
Use of Language (11.W.3a, 11.W.3c)	5	Uses vivid sensory language in unexpected ways; shows a strong command of conventions.
	4	Uses sensory language; has a few errors in conventions.
	3	Uses some sensory language; includes a few distracting errors in conventions.
	2	Needs more sensory language in several parts; has several errors in conventions.
Score: _____	1	Has very few examples of sensory language; has many errors in conventions.

ELA-Writing-11th
Personal Narrative - Writing Prompt #2

Personal Narrative Rubric

Score	Standard	Description
5	Development of Ideas (11.W.3a, 11.W.3c)	Has a memorable introduction; fully orients readers with details about the experience and its significance; skillfully uses dialogue, description, and other narrative techniques; has a powerful conclusion.
	Organization of Ideas (11.W.3a, 11.W.3c)	Creates coherence and unity by using transitions and structuring the narrative with a clear sequence of events; builds momentum through pacing.
	Use of Language (11.W.3a, 11.W.3c)	Uses vivid sensory language in unexpected ways; shows a strong command of conventions.

4	Development of Ideas (11.W.3a, 11.W.3c)	Presents an engaging introduction that provides details about the experience and its significance; uses dialogue, description, and other narrative techniques; has a strong conclusion.
	Organization of Ideas (11.W.3a, 11.W.3c)	Creates coherence by using transitions and a clear sequence of events; has effective pacing.
	Use of Language (11.W.3a, 11.W.3c)	Uses sensory language; has a few errors in conventions.
3	Development of Ideas (11.W.3a, 11.W.3c)	Has an introduction that offers some details about the experience and its significance; develops the narrative through some dialogue and description; has an adequate conclusion.
	Organization of Ideas (11.W.3a, 11.W.3c)	Needs a few more transitions to clarify the sequence of events; mostly maintains an appropriate pace.
	Use of Language (11.W.3a, 11.W.3c)	Uses some sensory language; includes a few distracting errors in conventions.
2	Development of Ideas (11.W.3a, 11.W.3c)	Includes an introduction that describes an experience but does not explain its significance; needs more dialogue and description; has a somewhat weak conclusion.
	Organization of Ideas (11.W.3a, 11.W.3c)	Sequences events with some transitions but needs more; has a lagging pace at times.
	Use of Language (11.W.3a, 11.W.3c)	Needs more sensory language in several parts; has several errors in conventions.
1	Development of Ideas (11.W.3a, 11.W.3c)	Does not adequately set up the experience or explain its significance; lacks dialogue and description throughout; has a weak conclusion.
	Organization of Ideas (11.W.3a, 11.W.3c)	Has a confusing sequence of events; needs more transitions; shows little awareness of pacing.
	Use of Language (11.W.3a, 11.W.3c)	Has very few examples of sensory language; has many errors in conventions.

Score: _____