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

Grade Level	10	**Content Area**	Writing
Course Title (grades 9-12 Only)	English 10		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Students are familiar with the writing process, figurative language, and elements of a story.		
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 course is aligned to Arizona College and Career Ready State Standards. Students are engaged in experiences that require them to write, speak, listen, and read high-level text with rigor and complexity. Students who are engaged in small group lessons will benefit from the type of instruction described here. During this unit SDAIE strategies are being employed to engage English learners, but also for the general benefit of the entire student population. Some SDAIE strategies in reading: special attention to vocabulary; heterogeneous grouping; pair-shares to verbalize new learning; student friendly objectives; etc. Class, group, and individual discussions are throughout the lesson as well ensuring deeper understanding and that the teacher is not simply a "purveyor of knowledge." Finally, students are engaged in higher levels of cognitive thought in accordance with Bloom's Taxonomy.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	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 *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	PowerPoint presentation on W-3, images and synopsizes of fairy tales for gallery walk, copies of "The Three Little Pigs," copies of different classic fairy tales (amount varies with class size), exit ticket on narrative writing, writing prompt and rubric for assessment, modeled narrative writing example, exit ticket for students' writing, PowerPoint on revision and editing, copies of editor's marks, paragraph to demonstrate editing, Plot Structure Outline graphic organizer, exit quiz on revision and editing.		

* ***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	**Activation of Prior Knowledge: Teacher will** ask students to write a journal entry: "What do you know about fairy tales? Where has most of your exposure to them come from? What is your favorite fairy tale? Why?" **Objective**: Students will understand elements of narrative writing and their application in fiction. **Introduction of New Materials: Teacher will** share the required elements of narrative writing as stated in Writing Standard 3 [engaging and orienting the reader through exposition; establishing point of view, a narrator, and characters; creating sequence; dialogue; pacing; descriptive and figurative language; sensory detail; reflective conclusions] through a PowerPoint. The teacher will introduce each element and give an example. **Modeling: Teacher will** instruct students to complete a gallery walk of different fairy tales. There will be characters and brief synopses of each tale for students to take notes on. **Teacher will** then take "The Three Little Pigs" and analyze it for narrative structure, to demonstrate how it is a narrative. **Guided Practice: Teacher will** group students in groups of 2-3 and give each group a classic fairy tale. TW instruct the groups to annotate the fairy tale for the elements of narrative they learned earlier in class. **Assessment: Teacher will** give students an exit ticket, asking them to list the narrative elements that you can remember by order of importance. The students are expected to analyze the elements and decide what is imperative to a narrative and what is not as they create an order.	**Students will** complete the journal entry to activate their knowledge of fairy tales. The format of a fairy tale highlights the main points of a imagined narrative. **Students will** take notes two-column notes on the required elements of the state standard. (Engaging and orienting the reader through exposition; establishing point of view, a narrator, and characters; creating sequence; dialogue; pacing; descriptive and figurative language; sensory detail; reflective conclusions) Students will write the elements on the left side of the chart and the examples on the right side. **Students will** complete the gallery walk and tale note of each fairy tale. If they aren't familiar with the tale, they have the opportunity to read it now. **Students will** follow along with the teacher as they analyze "The Three Little Pigs" for narrative structure and elements. They will annotate their own copies of the story. **Students will** work in their groups to annotate their assigned classic fairy tale for exposition, point of view, a narrator, characters, sequence, dialogue, pacing, descriptive and figurative language, sensory detail and a conclusion. **Students will** complete the exit ticket. This ticket will require them to analyze which narrative element is the most important. Students will share their thoughts with classmates.
2	**Activation of Prior Knowledge: Teacher will** review the elements of W-3 with the class. **Objective:** Students begin drafting a narrative essay, using the structure of a Fairy Tale.	**Students will** follow along with the teacher's review and take any additional notes they need. **Students will** take notes on their writing assignment and follow along with the assignment paper and rubric, asking questions where necessary.

	Modeling: Teacher will introduce a model of a well written narrative writing assignment (re-write a fairy tale as though it was real life), including the writing prompt and rubric. **Teacher will** talk through how the model narrative piece adheres to the expectations of fulfilling the W-3 writing assignment. **Guided Practice: Teacher will** pair off students so they may complete a Think-Pair-Share. **Teacher will** ask students to think about the top 3 "Real-Life Fairy Tales" they'd like to write about, then pair with their partner to discuss what they would write about, and be prepared to share with the class at least one. **Independent Practice**: **Teacher will** ask students to draft an outline as to how they would meet the requirements of a narrative tale from at least two of their "Real Life Fairy Tales." After this process, **Teacher will** ask students to pick the "Real Life Fairy Tale" they would be able to develop with the most detail. **Assessment: Teacher will** give an exit ticket asking students to identify their "Fairy Tale" and list 3 ways that their draft already meets the requirements of W-3.	**Students will** complete their Think-Pair-Share to brainstorm some ideas for writing. This discussion will produce some topics that each student feels passionately about creatively and skillfully developing. **Students will** outline how they will meet the requirements of W-3 from two of their "Real-Life Fairy Tale or RLFT" ideas, focusing on defining exposition, point of view, a narrator, characters, sequence, dialogue, pacing, descriptive and figurative language, sensory detail and a conclusion, and then will pick the one they are going to write about. Using their two-column notes from Lesson 1, **students will** draft a version of their fairy tale that includes point of view, a narrator, characters, sequence, dialogue, pacing, descriptive and figurative language, sensory detail and a conclusion. **Students will** complete their exit ticket to begin to revise their draft that they have started today.
3	**Activation of Prior Knowledge: Teacher will** ask students what they know about revising and editing essays. How does editing and revising improve writing? **Objective:** Students will understand editing and revising and how it relates to their "Real Life Fairy Tale." **Introduction to New Materials: Teacher will** go over revision strategies and editor's marks with students. **Teacher will** note that correcting every mistake is not necessary, but that students should annotate regular mistakes for their partner. **Modeling: Teacher will** model editor's marks and revision strategies with students on a sample paragraph that the students will have in front of them and be able to follow along with. **Guided Practice: Teacher will** instruct students to switch with a partner and edit the paper. **Teacher will** monitor student pairs and look for over correction or students missing errors. **Teacher will** adjust instruction as needed [review of elements of W-3's definitions and examples, graphic organizers including sentence leads, etc.] **Independent Practice: Teacher will** ask students to revise their paragraph after the edits have been made, and continue writing their	**Students will** participate in discussion regarding their experiences with the process of editing and revising. Reference that the exit ticket for the previous lesson required some revision. **Students will** take notes on revision and editor's marks so they will be able to edit their own work as well as a peer's work for focusing on defining exposition, point of view, a narrator, characters, sequence, dialogue, pacing, descriptive and figurative language, sensory detail and a conclusion. **Students will** follow along on their copy of the paragraph to practice with revision and editor's marks. **Students will** write the edit the first section (first page) of their "RLFT." After 20 minutes, they will switch with a partner and edit another student's work. **Students will** look for proper exposition, including the establishing of point of view, purpose, narrator, setting, and characters. **Students will** revise their paragraph based on feedback, and continue to write. **Students will** have a plot structure outline to help them complete

	RLFT, using a plot structure outline to keep students focused on the required elements to meet the standard. **Assessment: Teacher will** collect peer review sheets and give students an exit quiz on revision strategies.	their writing, which will help focus them on developing exposition, point of view, a narrator, characters, sequence, dialogue, pacing, descriptive and figurative language, sensory detail, and a conclusion. **Students will** complete their exit quiz to help cement the editing and revision marks for future use.
4	**Teacher will** give students the summative assessment.	**Students will** 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.*	**1.** Student narrative should consist of at least two to three written pages. Although not all of the characters included above need to have speaking parts, they all must be mentioned in dialogue. The narrative draft needs to include setting, dialogue, correct use of figurative language, and ample sensory details, along with a reflective conclusion. **2.** Each person has been in trouble at one time or another because he or she did something bad or said something wrong. Write a multi-paragraph narrative describing an instance when you did something you later regretted and the lesson you learned in the process. **3.** Your task is to write a minimum of two pages describing a "first day" in the form of a narrative (if you're *really* struggling to remember your own first day, you may make up the specific details, but try to make it about you!). You must include setting, dialogue, figurative language, tone, and sensory details. See the attached rubric for how you will be graded.

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 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: Imagine what it would it would be like for a hero having to save the world from an invading force. For this project, you will create a narrative about a character who journeys through real or imagined experiences to save the world from an invading force. The protagonist may save humanity from invading aliens, zombies, a natural disaster, or a deadly disease. The event sequences and details are your choice.

The narrative must:

- Introduce a narrator and/or characters with multiple points of view
- Establish a detailed setting (include the use of dialogue, sensory details and figurative language to create a vivid picture for the reader)
- Introduce a problem, situation, or observation for the character/s
- Create a smooth and structured progression of experiences or events

Additional Information: Your version of the narrative should be at least two to three written pages. Although not all of the characters need to have speaking parts, they all must be mentioned in the dialogue.

Assessment Rubric:

	4	3	2	1
Development of Narrative Techniques	The writing – ☐ creatively and skillfully develops imagined experiences or events using well-chosen details ☐ creatively and skillfully uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ creatively and skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters	The writing – ☐ develops imagined experiences or events using well-chosen details ☐ uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters	The writing – ☐ develops imagined experiences or events using insufficient details ☐ inconsistently uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	The writing – ☐ develops imagined experiences or events using little or no detail ☐ uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection. and multiple plot lines) to develop experiences, events, and/or characters ☐ uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
Organization of Narrative	The writing – ☐ With an innovative voice, skillfully engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ creatively and skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ creatively and skillfully creates a smooth progression of experiences or events ☐ creatively and skillfully provides a conclusion that follows from and reflects on what is experienced,	The writing – ☐ engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ creates a smooth progression of experiences or events ☐ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The writing – ☐ inconsistently engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ has a progression of experiences or events that may lack cohesion ☐ provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The writing – ☐ fails to engage and orient the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ fails to sequence events so that they build on one another to create a coherent whole ☐ may lack a clear progression of experiences or events ☐ may lack a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

	observed, or resolved over the course of the narrative			

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.7: C; 2.8-3.7: B; 3.8-4: A. 2.8 is considered Mastery.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score):

Directions: Each person has been in trouble at one time or another because he or she did something bad or said something wrong. Write a multi-paragraph narrative describing an instance when you did something you later regretted and the lesson you learned in the process.

As you write, remember your story will be scored based on how well you:

- develop a multi-paragraph response to the assigned topic that clearly communicates the
- purpose of your story to the audience.
- describe the characters, setting, and conflict using meaningful sensory descriptions and
- details that enable the reader to visualize the experiences in your narrative.
- organize your story in a clear and logical manner, including a beginning, middle and end.
- develop a conclusion that resolves the problems set forth throughout the narration.

Assessment Rubric:

	4	3	2	1
Development of Narrative Techniques	The writing – ☐ creatively and skillfully develops imagined experiences or events using well-chosen details ☐ creatively and skillfully uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ creatively and skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters	The writing – ☐ develops imagined experiences or events using well-chosen details ☐ uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters	The writing – ☐ develops imagined experiences or events using insufficient details ☐ inconsistently uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	The writing – ☐ develops imagined experiences or events using little or no detail ☐ uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection. and multiple plot lines) to develop experiences, events, and/or characters ☐ uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters
Organization of Narrative	The writing – ☐ creatively and skillfully engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and,	The writing – ☐ engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and,	The writing – ☐ inconsistently engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and,	The writing – ☐ fails to engage and orient the reader by ineffectively setting out a situation or observation, establishing one or multiple

	when appropriate, introducing a narrator and/or characters ☐ creatively and skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ creatively and skillfully creates a smooth progression of experiences or events ☐ creatively and skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	when appropriate, introducing a narrator and/or characters ☐ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ creates a smooth progression of experiences or events ☐ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	when appropriate, introducing a narrator and/or characters ☐ inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ has a progression of experiences or events that may lack cohesion ☐ provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ fails to sequence events so that they build on one another to create a coherent whole ☐ may lack a clear progression of experiences or events ☐ may lack a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.7: C; 2.8-3.7: B; 3.8-4: A. 2.8 is considered Mastery.

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed):

Directions: Everyone has had a "first day" in their life, whether it is their first day of school, first day of a job, first day being a sibling, or anything else you may have done for the "first time." Often, this is a day that is stressful and full of anxiety, but also exciting because of the new experiences. Your task is to write a minimum of two pages describing a "first day" in the form of a narrative (if you're *really* struggling to remember your own first day, you may make up the specific details, but try to make it about you!). You must include setting, dialogue, figurative language, tone, and sensory details. See the attached rubric for how you will be graded.

Assessment Rubric:

	4	3	2	1
Development of Narrative Techniques	The writing – ☐ creatively and skillfully develops real or imagined experiences or events using well-chosen details ☐ creatively and skillfully uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ creatively and skillfully uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the	The writing – ☐ develops real or imagined experiences or events using well-chosen details ☐ uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/ or characters	The writing – ☐ develops real or imagined experiences or events using insufficient details ☐ inconsistently uses narrative techniques (such as dialogue, pacing, description, reflection, and multiple plot lines) to develop experiences, events, and/or characters ☐ inconsistently uses precise words and phrases, concrete details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters	The writing – ☐ develops real or imagined experiences or events using little or no detail ☐ uses few, if any, narrative techniques (such as dialogue, pacing, description, reflection. and multiple plot lines) to develop experiences, events, and/or characters ☐ uses few, if any, precise words and phrases, concrete details, and sensory language to convey a vivid picture of the

	experiences, events, setting, and/ or characters			experiences, events, setting, and/or characters
Organization of Narrative	The writing – ☐ creatively and skillfully engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ creatively and skillfully uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ creatively and skillfully creates a smooth progression of experiences or events ☐ creatively and skillfully provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The writing – ☐ engages and orients the reader by setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ creates a smooth progression of experiences or events ☐ provides a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The writing – ☐ inconsistently engages and orients the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ inconsistently uses a variety of techniques to sequence events so that they build on one another to create a coherent whole ☐ has a progression of experiences or events that may lack cohesion ☐ provides a conclusion that ineffectively follows from and reflects on what is experienced, observed, or resolved over the course of the narrative	The writing – ☐ fails to engage and orient the reader by ineffectively setting out a situation or observation, establishing one or multiple point(s) of view, and, when appropriate, introducing a narrator and/or characters ☐ fails to sequence events so that they build on one another to create a coherent whole ☐ may lack a clear progression of experiences or events ☐ may lack a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.7: C; 2.8-3.7: B; 3.8-4: A. 2.8 is considered Mastery.

Total: _____/12(average of 3summative scores); Grading Scale: 0-5.7=D, 5.8-8.3=C; 8.4-11.1=B; 11.2-12=A; ***8.4 is considered Mastery***

To achieve mastery of StandardW.10.3, students must receive 8.4 out of 12 or 70% on the summative assessment items.