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

Grade Level	9	**Content Area**	Writing
Course Title (grades 9-12 Only)	English 9		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Students will already be familiar with the writing process. They have been reading The House on Mango Street and are familiar with narrative structure through this reading as well the structure of a "vignette" as opposed to a traditional chapter in a novel. They are also familiar with figurative language.		
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.*	9.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. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 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)*	Copies of *The House on Mango Street*, PowerPoint presentation on the elements of narrative writing, graphic organizer on the elements of narrative writing to use with vignettes, W-3 exit ticket, digital presentation on the narrative writing assignment (including rubric), "chapter" exit ticket, revision strategies and editor's marks handouts, paragraph practice revision and editing, Sensory Detail Word Bank, Sophisticated Transition Word Bank, Narrative Self-Check, Plot Structure Outline, revision strategies quiz.		

* ***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** pose the instructional question: "How might the titles of the vignettes or chapters of *The House on Mango Street* reflect Esperanza's personal development? How do we know? Explain." **Teacher will** ask students to develop ideas in partners/small groups then discuss as a class **Objective:** Students will understand narrative writing and relate it to *The House on Mango Street*. **Introduction of New Material: Teacher will** share the required elements of narrative writing as stated in Writing Standard 3 through a PowerPoint that links the narrative elements to the story the students just read, "House on Mango Street" [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. **Modeling: Teacher will** complete a Think-Aloud where the teacher completes an analysis of a narrative "My Favorite Mistake". The **teacher will** annotate the events of the article. For example, the teacher will annotate the exposition and the elements reflected in it such as character and setting establishment. The **teacher will** further identify the climax and the narrative techniques and cues the author provides to reveal the transition. The **teacher will** further demonstrate where the author employs non-linear story techniques such as flashback. With flashback, the **teacher will** reveal how the narrator describes something in the present that is related to a past event. Then, the author shifts the narrative to the past, and then returns to present as if time never stopped. The **teacher will** finally reveal how the author provides a conclusion that follows from and reflects on what is experienced, observed or resolved over the course of the narrative. **Guided Practice: Teacher will** ask students in groups of 2-3 to create a story about a character that makes a terrible mistake but learns the value of their lesson. The **teacher will** ask the students to reflect on a mistake they have seen someone make or one that they themselves experienced**. Teacher will** give students questions that will help develop their plot such as what are the character's motivations or to develop the setting. **Teacher will** ask students to collaborate on the answers and discuss them amongst their group members. The questions will also ask students to consider how the setting will impact their character. The questions will allow the student to develop a plot that is character-driven.	**Students will** discuss and develop ideas in partners/small groups, and be prepared to discuss these with the whole class. **Students will** be required to dig deep into the story and the narrative elements to explain their choices. **Students will** take notes on narrative writing elements and annotate in their books where the elements of narratives are specifically modeled. **Students will** follow the teacher's modeling by making notes and additional annotations in their text of "My favorite mistake" book and on how elements of *House on Mango* meet the requirements of W-3. **Students will** work in groups of 2-3, complete a questionnaire and discuss their responses to each question. The **students may** jigsaw the questions or the questions may have been assigned by the teacher. **Students will** complete an organizer (the same one they used in guided practice) that is partially filled out as their independent practice. **Students will** complete the exit ticket evaluating if "*The House on Mango Street*" is a good example of narrative elements. **Students will** explain and give examples.

	Independent Practice: The teacher will ask the students will then work independently to complete a graphic organizer divided into an exposition, rising action, flashback, climax and a resolution. The teacher will explain how the plot structure in the graphic organizer follows the plot structure in the text "My Favorite Mistake". The graphic organizer will organize events and ask students to think of how their character would react to each event. The character's reaction to the event will create a sequence of events that creates a coherent narrative. The organizer will further require students to consider how their story will be resolved. In our narrative, students should have their character reflect on the lesson they learned from their mistake and thus create a reflective conclusion. **Teacher will** finish the same graphic organizer they used in guided practice that is partially filled out. The teacher will ask students to turn in their graphic organizer and formatively assess it. **Assessment: Teacher will** give out an exit ticket asking students to evaluate if "*The House on Mango Street*" is a good example of narrative elements. Students will explain and give examples.	
2	**Activation of Prior Knowledge: Teacher will** review the elements of W-3 with the class as students share their exit tickets from the previous lesson. **Teacher will** also review any misconceptions students may have had from the graphic organizer such as an incorrect use of flashback. **Objective:** Students will understand how to begin drafting a narrative essay with elements of their life. **Modeling: Teacher will** continue the narrative writing assignment, including writing prompt and rubric. The **teacher will** return the feedback from the graphic organizer Formative Assessment to the student. The teacher will ask students to create the revisions to their narrative in their outline. The **Teacher will** review the outline for the final assessment and the expectations for it. The **Teacher will** compare this outline to the organizer from the previous lesson. The **Teacher will** make the comparison of narrative elements from text-to-text clear to students. In addition to the outline, **Teacher will** model a method known as Prove-Its. **Teacher will** begin with a claim, "The witch is ugly". The **Teacher will** analyze an example from Harry Potter and the Scorer's Stone. The **Teacher will** illustrate how the author shows rather than tells with her use of sensory details. The **Teacher will** pass out students a word bank of verbs and adjectives that describe sensory details. Students will additionally be given a claim such as" my brother is mean" or "Johnny likes to run". The **Teacher will** instruct students to consider which descriptive phrases from the word bank would prove their claim. The **Teacher will** further instruct students to consider how each sense can help to create a clearer mental picture. For example, the **teacher will** write, "*the witch is ugly. Her stringy hair looks like the wet, dirty mop propped against the wall in my garage…Her chin is pointy and hairy, her nose is bumpy and snotty, and her neck looks like limp crepe paper*." **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	**Students will** share their exit tickets and listen to the tickets written by other students. **Students will** follow along with the teacher's introduction of the narrative writing assignment, including an outline that contains the same type of information as the organizer from the previous lesson contained. **Students will** review the feedback from the teacher and incorporate the feedback into their outline**. Students will** ask questions for clarification if necessary. Students will observe teacher directions regarding the Prove –it technique. **Students** will additionally be given a claim such as" my brother is mean" or "Johnny likes to run". **Students will** have to construct sensory details that illustrate the claim. Each group member will have their own sense to write about. **Students will** use the outline how they would meet the requirements of W-3 from at least two of their "chapter titles." **Students will** then choose which one they feel they can most clearly develop with the most detail. **Students will** complete the outline to plan and prepare their writing brainstorm. **Students will** complete the first draft of their narrative with Prove-It examples included.

	"chapter titles" for their life 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 especially in regards to the level of sensory details and sentence-to-sentence coherence. The **Teacher will** ask students have to construct sensory details that illustrate the claim. Each group member will have their own sense to write about. **Independent Practice: Teacher will** ask students to outline how they would meet the requirements of W-3 from at least two of their "chapter titles." After this process, **Teacher will** ask students to pick the "chapter" they would be able to develop with the most detail. Teacher will ask student to include a "Prove-It" **Assessment: Teacher will** give an exit ticket asking students to identify their "chapter" and list 3 ways it will meet the requirements of W-3.	**Students will** complete their exit ticket to reflect on the direction of their first draft to make sure the narrative elements are included.
3	**Activation of Prior Knowledge: Teacher will** ask students what they know about revising and editing essays. **Objective:** Students will understand editing and revising and how it relates to their narratives. **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 when editing. **Modeling: Teacher will** model usage of the graphic organizer from lesson one and the outline from lesson two to make sure that all elements of W-3 are included in the narrative. The **Teacher will** model this process using a mock narrative. After the outline, the Teacher will model process known as "Depth-Charging" so that students can elaborate on the events of their outline. In the activity, the **Teacher will** underline a unique word in a declarative sentence (not an article or infinitive). The word will be circled and a new sentence will be written about the new word. For example, *"Once I won a Toni **doll** [Circle doll]. Dolls were never my thing; I preferred reading or **active** games like hopscotch [circle active]. Reading activated my mind, but games like hopscotch, jacks and ball blocks kept me **moving** [Circle moving] With dolls you dressed them and mostly sat around with them.* (The activity helps writers to develop meaningful details, lexical choice, transition and sentence combining) **Guided Practice: Students are able to revise and work on their narratives.** After 20 minutes of working, the **teacher will** instruct students to switch with a partner and revise the paper against the prewriting organizers. The **Teacher will** monitor student pairs and look for over correction or students missing errors. The **Teacher will** adjust instruction as needed. **Independent Practice: Teacher will** ask students to revise their paragraph after the edits have been made, and continue revising and writing their narratives, 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	**Students will** participate in discussion with students about the value of editing and revising. Students will begin to think about what edits and revisions will be needed for their narrative piece. **Students will** take notes on the review of editor's marks prior to starting to edit. **Student will** observe teachers modeling of "Depth-Charging" **Students will** follow their teacher's directions and complete a first edit of their own copies of the narrative. While constructing their prompt, students will practice Depth charging as well as Prove-its to ensure that they are constructing coherent sentences as well as relevant, effective sensory details. **Students will** watch the teacher modeling the use of the outline and graphic organizer as a checklist to review for the narrative elements that should be included. **Students will** begin revising their paragraph based off the revision process advised. **Students will** continue revising their narrative so that it meets the requirements of the standard. **Students will** switch papers with a partner at some point to get feedback on possible revisions in coordination with their outline and organizer. **Students will** take an exit quiz on revision strategies.

	quiz on revision strategies. This quiz requires students to read a narrative and annotate the revisions as guided by the W-3 Standard.	
4	**Activation of Prior Knowledge: Teacher will** ask students for descriptions of the terms chronology and dialogue**. Teacher will** also ask students about various scenarios in which they experienced chronology such as, "*when you call a relative who asks how things are going*". **Teacher will** ask students to discuss their answer to a partner. **Objective: Teacher will** ask students to revise their narratives for proper sensory details, coherence, chronology, and relevant dialogue. **Introduction of New Material: Teacher will** share passage with students lacking dialogue. Then the **Teacher will** include the passage with dialogue. The **Teacher will** ask students the differences dialogue provides. The **Teacher will** further analyze the dialogue and how it reveals character traits and motivations. **Modeling: Teacher will** review an example narrative that lacks dialogue. The **Teacher will** then insert dialogue to reveal more about a character motivation and add more depth to their character. The **Teacher will** also review an exemplar from Galileo's Daughter and how the narrative employs more sophisticated chronological transitions words that avoid the overused "first", "second", "next", and "finally". **Guided Practice: Teacher will** instruct students to work in collaborative groups of 2-3 to peer review for chronology, sensory details and relevant dialogue. **Teacher will** instruct students to notate any areas with appropriate sensory details, plot structure elements such as exposition, climax or a resolution that reflects on what is experienced or resolved over the course of the narrative and areas lacking**. Teacher will** instruct students to evaluate chronological transitions and provide suggestions for improved chronological transitions and implement the changes and review their other narratives for more sophisticated transitions and opportunities for dialogue. As a scaffold for struggling students, the teacher may consider first instructing students to identify chronological transitions. Then, the **Teacher will** instruct the students to evaluate if the transitions are considered sophisticated. The Teacher will additionally provide students with a "Sophisticated Chronological Transition Word bank" and exemplar sentence frames for students. **Independent Practice**: **Teacher will** require students to review the comments from their peer reviews and implement the changes. The **Teacher will** monitor student progress in working on their revisions.	**Student will** discuss the terms chronology and dialogue with a partner as well as describe how they would create a chronology in the given scenario. Students will revise their narrative for proper sensory details, coherence, chronology, and relevant dialogue. Students will compare the passages with and without dialogue and discuss the similarities and differences. The **Student will** discover how dialogue reveals character traits and motivations. Students will work together in collaborative groups of 2-3 to peer review for chronology, sensory details, and relevant dialogue. **Student will** annotate their peer's narrative for any areas with appropriate sensory details and areas lacking sensory details, plot structure elements such as exposition, climax, flashback, or a resolution that reflects on what is experienced or resolved over the course of the narrative or opportunities for dialogue. Students will also evaluate the narrative for chronological transitions and provide suggestions. Struggling students will also first identify transition words, then evaluate their sophistication, and provide a sentence frame or word from their "Sophisticated Chronological Transition Word Bank". Students will review comments on their narratives regarding sensory details, dialogues, and chronological transitions and implement the changes and revise their other narratives for these elements

	Assessment: Teacher will require students to complete a narrative-checklist to ensure their narratives contain the required elements. The narrative checklist will require students to evaluate their work product in relation to the learning goal.	Students will complete a narrative Self-Checklist to ensure their narratives contain required elements. The narrative checklist will also require students to evaluate their work product in relation the learning goal.
5	**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.** Using your knowledge of the elements of narrative writing, complete this assessment to read, organize, and differentiate between narratives and other styles of writing. **2.** Using your "Favorite Mistake," construct your final draft from your Plot Structure organizer. Your final essay should have an interesting beginning that grabs the reader's attention, and a clear conclusion which directly states (or clearly implies) the significance of this event in your life and in shaping your sense of identity. Your narrative should also put the incident in context—that is, include when and where the event took place and exactly what happened. You must include figurative language (hyperbole, simile, metaphor, etc.) and narrative elements such as dialogue so that your reader can really picture the scenes and situations you are describing. **3.** Using the information provided and what you know about narrative writing, draft a fictional narrative. Consider the scoring rubric to help you develop your writing.

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: Using your knowledge of the elements of narrative writing, complete this assessment.

1. *Differentiate* narrative writing from other forms of writing.
2. *Organize* the following elements into the chart below:
   a. Point of view, analysis, research, narrator, cited evidence, character, formal style, claims, dialogue, logical reasoning, counterclaims, plot lines, researched arguments, sequence, headers and footers, sensory details, figurative language, settings, experience, synthesis of multiple sources of information.

Part of Narrative Writing	Not Part of Narrative Writing

3. Read this exposition to a narrative essay. *Identify* the author's purpose, and *explain* how you came to that conclusion. *Annotate* the excerpt for elements of narrative writing.

> Those who don't understand Arabic or the culture say we are bad people. Those who listen to the news and watch the destruction assume we are terrorists. The walls come crumbling down and so do our lives. They see the dark skin, the dark hair, and the dark eyes and think we are monsters.
> We live our life just as they do. We go to school and go to work; we wear denim designer jeans, but we speak Arabic and all of a

	sudden they think we are plotting against them. Would we come to their country, the country of peace, freedom and opportunity, if we wanted to hurt them? Our hands shake, and we start to cry when we see our people die. Those who don't understand sit next to the crackling fire in the comfort of their own home and they don't hear the crackling screams of women in our country watching their only son die. Our young children stare through eyes cold as the ice that hangs on Vermont houses.	

Answer Key:

1. Answers will vary. Students should note that narratives use sensory details, figurative language, and often incorporate dialogue. Students should also note that expository, argumentative, and informative/explanatory essays require research, claims, counterclaims, particular structures, and/or synthesis. Dependent on student's ability to respond, they should be graded on a scale of 1-4.
2.

Part of Narrative Writing	Not Part of Narrative Writing
Point of view, narrator, character, dialogue, plot lines, sequence, headers and footers, sensory details, figurative language, settings, experience	analysis, research, cited evidence, formal style, claims, logical reasoning, counterclaims, researched arguments, synthesis of multiple sources of information.

Grade on a scale of 1-4: 1: one correct response; 2 – two correct responses; 3: three correct responses; 4: four correct responses 2.8 = mastery

3. Answers will vary in parts. Students should identify the purpose as *inform*, although *persuade* could be an acceptable answer, as long as they explain their reasoning well. Students should annotate for figurative language, sensory details, and repetition.

Grade on a scale of 1-4: 1: one correct response; 2 – two correct responses; 3: three correct responses; 4: four correct responses 2.8 = mastery

Total: _____/4 (average of three scores divided by 4); Grading Scale: 1-2.3: Incomplete; 2.4-3.4: C; 3.2-3.5: B; 3.6-4: A. 2.8 is considered Mastery

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

Writing directions: Using your "My Favorite Mistake" rough draft narrative construct your final draft from your Plot Structure organizer. Your final narrative should have an interesting beginning that grabs the reader's attention, and a clear conclusion which directly states (or clearly implies) the significance of this event in your life *and* in shaping your sense of identity. Your narrative should also put the incident in context—that is, include when and where the event took place and exactly what happened. *You must include figurative language (hyperbole, simile, metaphor, etc.) and narrative elements such as dialogue so that your reader can really picture the scenes and situations you are describing.*

		4	3	2	1
Narrative Techniques	Dialogue	ๅ The dialogue is a natural part of the story. There is at least one instance of dialogue that adds depth to a character by revealing their motives, past experiences, or their traits.	ๅ The dialogue is unnatural and resembles the voice of the narrator too much. There is at least one section of dialogue that adds to the depth of the character by revealing their motives, past experiences, or their traits	ๅ The dialogue is unnatural and resembles the voice of the narrator too much. There is one section of dialogue that reveals a basic character trait of a flat character.	ๅ The dialogue is missing or the author summarized the conversation.
	Sensory Details	ๅ Several sensory details (4 or more) employing descriptive verbs, adjectives and figurative language are present but unobtrusive, and they create a clear mental picture	ๅ Some sensory details (2-3) are present. The author could have included more sensory details to provide a clear mental picture. The author over relies on one type of sensory detail such as a verb, adjective, or figurative language.	ๅ One sensory detail is present and the author could have provided more descriptive sensory details to convey a clearer mental picture.	ๅ No sensory details are present and the opportunity for sensory details is present and necessary.

Organization	Chronological Sequence	৯	Narrative contains cohesive examples of chronological transition. The author only uses sophisticated transitions and references to time and not basic transitions such as “first”, “second”, etc.	৯	Narrative contains mostly cohesive examples of chronological transitions. The author mostly uses sophisticated transitions and references to time but the narrative may have one or two basic transitions such as “next” or “first”.	৯	Narrative contains some cohesive examples of chronological transitions. The author uses one or two sophisticated transitions and references to time.	৯	Narrative contains no examples of cohesive chronological transitions. The author only uses basic transition and references to time.
	Plot coherence and structure	৯	Narrative contains all elements of a plot such as exposition, climax, and a resolution that reflects on what is experienced or resolved over the course of the narrative. The events of the narrative are coherent, smooth, and natural. The author also correctly infused non-linear elements such as flashback.	৯	Narrative contains all elements of a plot such as exposition, climax, and a resolution that reflects on what is experienced or resolved over the course of the narrative. The events of the narrative are mostly coherent, smooth and natural. The author also attempts a non-linear elements such as flashback; however, the flashback is missing an element such as a smooth transition from present to the past.	৯	Narrative contains all elements of a plot such as exposition, climax, and resolution that reflects on what is experienced or resolved over the course of the narrative. Some of the events of the narrative are coherent, smooth, and natural. The author also attempts a non-linear elements such as flashback; however, the flashback is missing an element such as a smooth transition from present to the past.	৯	The narrative contains some of the elements of a plot such as plot, exposition, climax, and a resolution that reflects on what is experienced or resolved over the course of the narrative. Events in the narrative are not coherent, smooth, and natural. The author lacks non-linear elements such as flashback.

Total: _____/4 (average of both scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 3 is considered Mastery; 2 is passing.

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

Directions: Using the information provided below and what you know about narrative writing, draft a fictional narrative. Consider the scoring rubric to help you develop your writing.

Character: Ronald Donaldson *Occupation*: retail
Conflict: a customer has left their entire wallet behind, with $1200 cash, 3 signed blank checks, and all of their credit cards. Ronald’s best friend at work, Jaime Jameson, is also aware of the wallet.
Assessment Rubric:

Please use the Rubric from Summative Assessment Item

Total:_____/4 (average of scores); Grading Scale: 1-1.9: Incomplete; 2-2.9: C; 3-3.8: B; 3.8-4: A. 2.8 is considered Mastery.

Total:____/12(average of 3 summative scores); Grading Scale: 8-8.3=D; 8.4-9.5=C; 9.6-10.7=B; 10.8-12=A; 8.5 = considered Mastery.

To achieve mastery of Standard 9.W.3, students must receive 8.5 out of 12 or 70% on the summative assessment items.