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

Grade Level	7	**Content Area**	Writing
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Student know the elements of a story plot: exposition, rising action, climax, falling action, and conclusion.,the graphic organizer for identifying the elements of a story plot., how to identify the elements of the plot, that a narrative essay averages 5 paragraphs, engage and orient the reader by establishing a context and introducing a narrator and/or characters, organize an event sequence that unfolds logically and naturally, use a variety of transition words, phrases, and clauses to convey sequence and signal shifts.		
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.*	Pensar Academy utilizes a Blended Learning (BL) educational model that includes Direct Instruction (DI), Small Group Intervention, and Projects Based Learning (PBL) for students to achieve mastery of the Arizona College and Career Readiness Standards (ACCRS). Lessons are comprised of the 21st century skills of critical thinking, collaboration, communication, and creativity. Pensar Academy ensures that all students can reach mastery through the use of Universal Design for Learning (UDL) in the preparation of lessons that incorporate multiple learning styles, such as visual, auditory, tactile and kinesthetic. Pensar Academy's rotational model has embedded Response to Intervention (RTI) logistics to ensure that students who did not meet mastery are provided intervention immediately following the lesson to increase their understanding of the material. Students who are at the mastery level (a minimum of 80%) after the direct instruction will have the opportunity for enrichment through the use of Study Island and teacher constructed online learning activities. All students will apply learned content and skills learned through this rotational model in PBL extension periods. These components ensure that, at Pensar Academy, will students receive an individualized education comprised of 21st century skill building and optimal success in surpassing the ACCRS.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	7.W.3 Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events. e. Provide a conclusion that follows from and reflects on the narrated experiences or events.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Colored Copies, Doc Camera, Computer, Projector		

* ***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:** Teacher will (TW) read objective on the board: "SWBAT embed sensory language to capture the action and convey experiences and events into a narrative paragraph by: • Defining sensory language. • Identifying examples of sensory language in text. • Constructing sentences with sensory language." **Anticipatory Set:** 1. TW give students 5 minutes to write a 5 sentence setting to the prompt: "I stepped into the cafeteria…" 2. TW state to students "We will be re-writing this paragraph at the end of the lesson to include sensory language. Sensory language will allow the reader to read through his/her senses. What are the five human senses?" TW call on students and list the 5 senses on the whiteboard. TW instruct students to copy down senses. **Teacher Model:**1. TW define sensory language using PowerPoint presentation as visual. TW instruct students to copy teacher definition in notebooks. 2. TW show on PowerPoint sentence #1 that does not use sensory language. TW change the sentence to include sensory language under the doc camera using think-aloud strategy. **Guided Practice:** 1. TW show on PowerPoint sentence #2 that does not use sensory language. TW instruct student to work with should-partner to construct a new sentence that uses sensory language on a sticky note. 2. TW collect the sticky notes and read aloud. After reading each sticky note, TW ask class to display a thumbs up if agree or thumbs down if disagree that the sentence includes sensory language.**Independent Practice:** TW instruct students to edit the 5 sentence paragraph they wrote in the anticipatory set to include sensory language. Mastery is determined by 80% or a minimum of 4/5 sentences containing sensory language.**Small Group Intervention:** If a student does not achieve mastery, TW place him/her in small group teaching. TW instruct students on sentence frames that can be used to embed sensory language into a narrative paragraph. TW re-assess students by having them use the sentence frames to edit the 5 sentence paragraph they wrote in the anticipatory set.	**Objective:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook. **Anticipatory Set:** 1. SW follow teacher direction and write paragraph to the prompt. 2. SW brainstorm 5 senses and answer if called upon. SW listen to peers share. SW copy down 5 senses. **Teacher Model:** 1. SW listen to teacher lecture and copy teacher definition in notebooks. 2. SW watch teacher. **Guided Practice:** 1. SW with should-partner to construct a new sentence that uses sensory language on a sticky note. 2. SW turn in sticky note to teacher. SW listen to read responses and display a thumbs up if agree or thumbs down if disagree that the sentence includes sensory language. **Independent Practice:** SW complete end of lesson assessment. **Small Group Intervention:** If a student does not achieve mastery, SW partake in small group intervention led by teacher. SW listen to the teacher lecture. SW use sentence frames to embed sensory language into the narrative paragraph they wrote in the anticipatory set. **Extension**: Student will use the computer program Study Island to answer additional questions pertaining to the standard.
2	**Objective:** Teacher will (TW) read objective on the board: "SWBAT utilize precise language to capture the action and convey experiences and events in a narrative paragraph by:	**Objective:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook.

	• Defining precise language in his/her own words. • Identifying what is and is not precise language in a series of sentences. • Re-writing a paragraph independently using precise language." **Anticipatory Set:** 1. TW give students 5 minutes to write a 5 sentence paragraph about "what they did last night." 2. TW state to students "We will be re-writing this paragraph at the end of the lesson to include precise language. Precise language will allow the reader to understand specific details of the topic." **Teacher Model:** 1. TW define precise language using PowerPoint presentation as visual. TW instruct students to copy teacher definition in notebooks. TW explain the 4 steps to determining precise language. TW instruct students to write steps in notebooks.2. TW show on PowerPoint sentence #1 that does not use precise language. TW change the sentence to include precise language under the doc camera using think-aloud strategy. **Guided Practice:** 1. TW show on PowerPoint sentence #2 that does not use precise language. TW instruct student to work with should-partner to construct a new sentence that uses precise language on a sticky note. 2. TW collect the sticky notes and read aloud. After reading each sticky note, TW ask class to display a thumbs up if agree or thumbs down if disagree that the sentence includes precise language. **Independent Practice:** TW instruct students to edit the 5 sentence paragraph they wrote in the anticipatory set to include precise language. Mastery is determined by 80% or a minimum of 4/5 sentences containing precise language.**Small Group Intervention:** If a student does not achieve mastery, TW place him/her in small group teaching. TW instruct students on sentence frames that can be used to include precise language. TW re-assess students by having them use the sentence frames to edit the 5 sentence paragraph they wrote in the anticipatory set. **Closure:** TW instruct students to summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks.	**Anticipatory Set:** 1. SW write a 5 sentence paragraph about "what they did last night". 2. SW listen to teacher. **Teacher Model:** 1. SW copy teacher definition in notebooks and to write steps in notebooks. 2. SW listen to teacher lecture. **Guided Practice:** 1. SW listen to teacher. SW work with should-partner to construct a new sentence on a sticky note. 2. SW turn in the sticky note to teacher. SW give thumbs up or down for read responses of classmates. **Independent Practice:** SW write end of lesson assessment. **Small Group Intervention:** If not mastered, SW partake in small group intervention. SW use sentence frames to edit end of lesson assessment. **Extension**: TW instruct students who display mastery (80%) will move to the online learning through a Study Island extension activity on precise language.
3	**Objective:** Teacher will (TW) read objective on the board: "SWBAT utilize reflection in a conclusion that follows from and reflects on the narrated experiences or events of a narrative essay by: • Defining the meaning of reflection in writing his/her own words. • Identifying what is and is not an example of reflection in a series of sentences.	**Objective:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook. **Anticipatory Set:** 1. SW listen to the teacher and think about question. SW brainstorm with shoulder partner.

	• Creating a sentence using a transitional word to set up reflection. • Writing a concluding paragraph to an essay that uses reflection."**Anticipatory Set:** 1.TW ask students "Have you ever watched a tv show in which the character speaks directly to the camera about what they thought or felt about an event at the end of the episode? This is called reflection." TW ask students to brainstorm with shoulder partner a list of shows with this format.2. TW randomly call on 3 students to share the shows.3. TW explain that, "Reflection can be embedded in writing also."**Teacher Model:1.** TW define reflection. **2.** TW provide a list of transitional words and phrases to use when writing a reflection.**3.** TW have students watch the short animated film "For the Birds" at https://www.youtube.com/watch?v=3057osZPdZI. TW write a conclusion with reflection from the Dodo Bird's perspective. TW model how to use the transitional words to form the conclusion with reflection.**Guided Practice:1.** TW have students watch a short film "Lifted" at https://www.youtube.com/watch?v=pY1_HrhwaXU. TW have students work with shoulder partner to write a conclusion paragraph with reflection from the Child Alien's perspective. TW instruct students to write a conclusion with a reflection. **2.** TW ask a random students to restate the directions in his/her own words. TW direct students to give thumbs up for yes or thumbs down for no if the student directions were correct. TW instruct students who are unsure to do neither. TW provide 1:1 clarification to the unsure students.**3.** TW read out loud each student pair's conclusions. TW have class give thumbs up or thumbs down if conclusions individually have meet the lesson criteria (have reflection).**Independent Practice: 1.** TW show students a short film Pixar's Presto at https://www.youtube.com/watch?v=q1K9EH90CyA. TW instruct students to independently write a conclusion from the Rabbit's perspective using reflection as the end of lesson assessment. 2. TW assess student learning. Student mastery will be pass or fail on this assessment. A student passes with a 1/1 or 100% if he/she uses a reflection sentence in his/her concluding paragraph. A student who does not use reflection will be given a 0/1 or 0%. This is less than the 80% line for mastery. A student who receives a 0 will go to small group intervention.**Small Group Intervention:** If a student does not achieve mastery, TW place him/her in small group teaching. TW instruct students sentence frames that can be used to embed a reflection in a concluding paragraph. TW re-assess students by having them use the sentence	2. SW share list if called on or listen to list if not called on. 3. SW listen to the teacher. **Teacher Model:** 1. SW listen to the teacher and copy definition in notebooks. 2. SW read list. 3. SW listen to the teacher lecture. **Guided Practice:** 1. SW write a conclusion with a reflection. 2. SW listen to directions or if called on, summarize directions. SW give thumbs up for yes or thumbs down for no, hand up for need help from teacher. 3. SW share written paragraphs with shoulder partner. SW critique the peer work and make changes. SW switch roles with peer. SW get clearance from teacher to move to independent practice. **Independent Practice:** 1. SW take end of lesson assessment. 2. SW will receive grade. Student will either move to small group intervention or extension. **Extension**: TW instruct students who display mastery (80%) will move to the online learning through a Study Island extension activity on conclusions with reflections.

	frames to re-write the concluding paragraph with reflection on the end of lesson assessment.**Closure:** TW instruct students to summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks.	
4	**Objective:** Teacher will (TW) read objective on the board: "SWBAT include relevant details to capture the action and convey experiences and events in a narrative piece by: • Defining relevant and irrelevant details • Identify relevant and irrelevant details in a narrative. • Insert relevant details into a narrative paragraph. **Anticipatory Set:** 1. TW instruct students to read along while he/she reads aloud 3 menu item descriptions (that leave out the relevant detail of what each dish is made of) from a PowerPoint. TW have the students choose one item to order and write choice on paper. 2. TW expose that the items are pig's feet, pig's cheek, and monkey brains. 3. TW state that these items that are missing are relevant details. **Teacher Model:** 1. TW provide students with a definition of "relevant details." 2. TW model how to identify relevant and irrelevant details in a narrative paragraph of a Powerpoint. 3. TW model for students how to break down a new narrative paragraph by reading and highlighting in blue the relevant and in yellow the irrelevant details. TW go over the paragraph on the doc camera with entire class and call on random students for answers. 4. TW model how to write a narrative paragraph to about a favorite food item with relevant details while sharing metacognition out loud with students about a menu item like in the anticipatory set. 5. TW highlight the relevant details in blue while sharing metacognition out loud with students on the doc camera. **Guided Instruction:** **1.** TW instruct students to write a paragraph about a favorite food item with relevant details. **2.** TW instruct students to switch paragraphs with a peer. The peer will highlight the relevant details in blue. **3.** TW monitor student work by circulating around the classroom. **Check for Understanding:** TW randomly select 3 student paragraphs under the doc camera and instruct students give a thumbs up for yes, thumbs down for no, and a hand up for need more help to identify level of understanding on how to incorporate relevant	**Objective:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook. Anticipatory Set: 1. SW watch the Powerpoint and write choice on piece of paper. 2. SW discuss with shoulder partner reasons they are in disbelief that the items are pig's feet, pig's cheek, and monkey brains. SW discuss with shoulder partner what could have been added to the paragraph to figure out what each dish was made of. Teacher Model: 1. SW copy definition in his.her own words into notebooks,. 2. SW listen to the teacher and watch Powerpoint. 3. SW listen to the teacher and highlight as directed. 4. SW listen to the teacher and copy paragraph in notebooks. 5. SW listen to the teacher and highlight the as directed. Guided Instruction: 1. SW independently write a paragraph to the prompt. 2. SW switch paragraph with peer. SW highlight as directed by teacher. 3. SW ask teacher if they need any clarification of relevant details and how to use them in their narrative paragraph. Check for Understanding: 1. SW give paragraph to the teacher if chosen. SW read along while the teacher reads out loud. SW use thumbs up/thumbs down/hand up as directed by teacher. Independent Practice: 1. SW complete end of lesson assessment. SW highlight relevant details. 2. SW receive score. A score of 80% or higher, student mves to extension. A score of 79% or lower, student moves to small group intervention. **Small Group Intervention:** SW listen to teacher lecture. SW use sentence frames and graphic organizer to include relevant details to re-do the end of lesson assessment. **Extension**: TW instruct students who display mastery (80%) will move to the online learning through a Study Island extension activity on relevant details. **Closure:** TW instruct students to summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks.

	details to support a main topic. **Independent Practice:** 1. TW give students an independent practice activity as an end of lesson assessment. TW instruct students to write a paragraph of 5 sentences using relevant descriptive details about a "favorite game" and highlight relevant details. 2. TW assess student learning. Student mastery will be set at a minimum of 4/5 sentences using relevant details. **Closure:** TW instruct students to summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. **Small Group Intervention:** If a student does not achieve mastery, TW place him/her in small group teaching. TW instruct students to use a graphic organizer with sentence frames to ensure that relevant details are included in a paragraph. TW re-assess students by having them use the sentence frames and graphic organizer to re-write the paragraph on "favorite game" with relevant details on the end of lesson assessment. **Extension**: TW instruct students who display mastery (80%) will move to the online learning through a Study Island extension activity on relevant details.	
5	**Objective:** Teacher will (TW) read objective on the board: "SWBAT: Construct a narrative that captures the action and conveys experiences and events by sensory details, relevant details, precise words and phrases, and a conclusion with reflection by: • Displaying understanding of how to embed these skills into a narrative essay." **Anticipatory Set:** TW ask how many students have seen the movie "The Karate Kid?" TW explain to students that, just like in the movie, all the skills that we have been practicing will be put together to become master writers. **Teacher Model:** TW provide direct instruction of outline that states the components of each paragraph in a narrative essay embedding the skills of using precise words and phrases, including relevant descriptive details, including sensory language to capture the action and convey experiences and events, and providing a conclusion that follows from and reflects on the narrated experiences or events. TW will show students the prompt "A time you were surprised". TW model writing exposition (paragraph 1) using the outline: ties to conclusion. TW model writing the setting (paragraph 2) using the outline: 5 examples sensory language that includes the 5 senses.TW model writing the rising action (paragraph 3) using the outline: precise words and phrases will be a focus in this paragraph. TW model writing the falling action (paragraph 4) using the outline: relevant words and phrases will be a focus. TW model writing the	**Objective:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook. Anticipatory Set: SW listen to the teacher. Teacher Model: SW copy the outline into their notebook on the left hand side. SW write the prompt in the notebook at the top of the right side. SW listen to teacher and copy down teacher model in their notebooks on the right hand side. Guided Practice: SW read the essay and highlight the blank lines.During the teacher facilitated discussion, the students will be asked to state sensory details, relevant details, precise words and phrases, and a conclusion with reflection that can be added to the pre-made narrative. SW write the chosen details into their pre-made narrative.

	conclusion (paragraph 5) using the outline: conclusion with reflection. **Guided Practice:** TW hand out a pre-made narrative essay of "A time you were scared" with blanks for sensory details, relevant details, precise words and phrases, and a conclusion with reflection. TW read the essay to students and instruct them tho highlight the blank lines.TW facilitate a discussion of what details, relevant details, precise words and phrases, and a conclusion with reflection should be included. TW call on students for suggested details or ideas to be added to the missing blanks in the essay. **Check for Understanding:** TW ask students a series of questions as to why the details we added are sensory details, relevant details, precise words and phrases, and a conclusion with reflection.**Independent Practice:** TW instruct students to take end of lesson assessment. TW instruct students to write a narrative essay following the outline to the prompt "A time you were proud."**Closure:** TW instruct students to summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. **Small Group Intervention:** If a student does not achieve mastery, TW place him/her in small group teaching. TW attend a small group writer's conference. TW assist students in brainstorming sensory details, relevant details, precise words and phrases, and a conclusion with reflection.	
S.A.		Item #1 assesses the student's written response to develop a real experience with a clear setting, characters, and plot that unfolds naturally with a rubric to determine scoring . Item#2 assesses the student's ability to locate relevant details, sensory details, and reflective statements. Item #3 assesses the student's ability analyze a piece of text and determine the reflective statements. Item #3 Summative assessment items #1-3 are worth a combined total of 34 points. 28 out of 34 points is needed for mastery level of 80% or higher.

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): (add as needed): Narrative Writing Assessment:

Directions: In this writing test, you will respond to the writing task on a lined piece of paper. You will have time to plan your story and write a first draft with edits. Only what you write on the lined pages will be scored. Scoring: Your writing will be scored on how well you: 16 points total

Write narratives to develop real or imagined experiences or events using:

1. Use 5 examples of sensory language in the exposition.

2. Uses 5 examples of precise words and phrases.
3. Provide a conclusion that provides reflection.
4. Use relevant descriptive details.

Read the following writing task. Construct a narrative essay to the following prompt: When was a time that you were extremely proud of yourself? Write a true story that makes sure to introduce a clear setting, characters, and plot that unfolds naturally. 8 points is possible. Points earned will be doubled. For example 6 points is 12 points in the overall score.

	1	2	3	4
CCSS.ELA-Literacy.W.7.3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.	I do not include descriptions, or they do not relate to my narrative My word choice is very basic. I do not include sensory language or precise words.	I include some descriptions related to my narrative. I use some precise words and/or sensory language when describing the action, but I am not consistent.	I provide descriptions that bring my characters and events to life and are related to my narrative. I use precise words and sensory language in my descriptions to create a clear picture of events and capture the action in my narrative.	I include thoughtfully stated descriptions that help develop my narrative. I thoughtfully select precise words and sensory language. The sensory language I select creates a vivid picture that engages readers and fully captures the action.
CCSS.ELA-Literacy.W.7.3e: Provide conclusions that follow from and reflect on narrated experiences or events.	I do not have a clear conclusion to my narrative, or I do have a conclusion, but it does not connect to the rest of the narrative.	I have a conclusion, but it does not show a clear change in the character/narrator, highlight a new realization or insight, or reflect on narrated experiences.	My conclusion provides a sense of closure by showing a change in the character/narrator, by highlighting a new realization or insight, and/or reflecting on narrated experiences.	My conclusion provides a sense of closure by showing a change in the character/narrator, by highlighting a new realization or insight, or by reflecting on narrated experiences in a way that engages readers.

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

Directions: In the narrative you wrote in assessment #1, highlight the relevant details in blue, highlight the sensory details in yellow, and highlight the reflection statements in green. (12 points) Students will receive 4 point if all the relative details are highlighted, 4 points for the sensory details being highlighted, and 4 points for the reflective statements in the conclusion being highlighted for a total of 12 points.

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

Directions: Read the conclusion paragraph below for a narrative. Highlight the reflective statements. (6 points)

I will never forget all the challenging, I faced when learning how to swim. Learning to swim was not easy for me, but in the end my persistence paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about myself. Now when I am faced with a new situation I am not so nervous. I may feel uncomfortable to begin with, but I know that as I practice being in that situation and as my skills get better; I will feel more and more comfortable. It is a wonderful, free feeling when you achieve a goal you have set for yourself.

Answer key: I will never forget all the challenging, I faced when learning how to swim. Learning to swim was not easy for me, but in the end my persistence paid off. Not only did I learn how to swim and to conquer my fear of the water, but I also learned something about myself. Now when I am faced with a new situation I am not so nervous. I may feel uncomfortable to begin with, but I know that as I practice being in that situation and as my skills get better; I will feel more and more comfortable. It is a wonderful, free feeling when you achieve a goal you have set for yourself.

Each highlighted statement is worth 3 points. There are two reflective statements to highlight for a total of 6 points.