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

Grade Level	6	**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).*	Students know the element of plot and narratives. Students can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students can establish a situation and introduce the narrator and characters. Use signal words to organize a sequence of events in a narrative with transitional words and/or phrase. Students know how to write a conclusion to a narrative.. Students will know the plot diagram graphic organizer (expository, rising action, climax, falling action, and resolution) for a narrative.		
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.*	6.W.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. a. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Computers, projector, document camera, capability to short video on the projector 25 copies of a list of 6th grade transitional words, phrases, and clause connectors http://homepage.usask.ca/~dul381/uprep/writing/wtng-packet/1Transitions&Punctuation.pdf		

* ***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 state the objective orally to the students Student be able to (SWBAT) write a personal narratives of a real experience by: • Using a timeline to list the important details • Eliminating the parts of the story that are not important • Add parts that may be missing from the timeline **Anticipatory Set (AS)**: Teacher will have students in groups of two use a cooperative structure (Rally Robin) to generate a list of real experiences for a narrative. Such as: A times when I made tough choice… The best day of my life was…After the activity, the teacher will ask the students using a popcorn to state an idea. Teacher will write a list of correct narrative ideas on the board. **Teacher Model/Inquiry:** Teacher will model selecting one of the real experiences topic from the board (the students who originally stated it will assist the teacher since it is their experience). TW have the student orally tell the events of the real experience The teacher will model metacognitive (out loud thinking) to orally state the real experience narrative with a series of events. Teacher will model listing the events (at least 10) on a timeline. Once the timeline is complete the TW model with metacognition the removal of event from the timeline that are not important. TW have the students who is assisting, tell the real experience narrative again orally. TW model adding additional events to the timeline if they are significate to the development of the narrative. **Guided Practice:** Teacher will give directions mentioned in student actions. Teacher will walk around and monitor progress. Teacher will ask clarifying questions as needed. **Check for Understanding**: Teacher will randomly chose three timelines show under the document camera. Teacher will have students use thumb up and down to show understanding if the it is completed correctly. **Independent Practice:** TW meet with students in a writing conference. TW quickly assess if the students real experience timeline has sufficient details. TW have students who did not have enough significant details attend a small group re-teaching to make improvement to their timeline. **Closure:** Teacher will put 3 cognitive closure questions of the overhead. 1. How does using a timeline visual connect to previous learning? 2.How can I use this learning? 3. How would I teach this lesson to a friend? **Small group re-teaching:** Students who do not reach mastery will receive re-teaching with in a small group. TW have the students watch	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **AS:** In groups of two students will generate a list of real experience for narrative topics. Student will take turns writing their real experience narrative idea on the piece of paper. Students will orally tell teacher a narrative idea when called upon. **Teacher Model/Inquiry:** Students will listen to teacher and student. Students will copy the teacher's model of placing the events from the real experience for the narrative into the timeline. Students will answer teacher's clarifying questions as called upon. **Guided Practice:** Independently student will select a real experience of their own. SW create a timeline with at least 10 events from the real experience. Once completed SW tell their neighbor the real experience orally. The neighbor will give suggestion of what details can be removed and if there are details from the timeline missing. SW make changes to their timeline by making removals and additions. **Check for Understanding:** Students who timeline is under the document camera will orally tell their real experience. SW decide if the timeline coupled with the orally narrative it appropriate. Thumb up if agree/ thumb down if disagree. **Independent Practice:** Meet with teacher for writing conference **Closure:** Students will select one of three posted cognitive closure to answer. They will write their answer on a post-it note. Teacher will call on two or three random students to orally share their written response. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group. SW will watch video. SW write the events from their real life experience on post-it notes. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.

	https://learnzillion.com/lessons/1829-create-a-timeline-of-an-important-event-in-your-life TW model the example from the video. TW will have the events written on post-it notes for a concrete representation.	
2	**Objective:** Teacher will state the objective orally to the students. Student be able to (SWBAT) write an introduction paragraph that engages and orient the reader by establishing a context and introducing a narrator and/or characters by: • Describing the setting of the real experience narrative • Descriptions and introduction of the main characters • Describing the time period of the real experience narrative **Anticipatory Set (AS)**: TW will have students revisit the timeline from section 1. TW have students brainstorm the setting, characters, and time period of the timeline of the real experience. **Teacher Model/Inquiry:** TW model writing the introduction paragraph for the timeline they used in section 1. TW models metacognition to provide imagery and sensory details to describe the setting. TW model uses a graphic organizer to address the five senses in the written introduction to engage and orient the reading to the setting of the real life experience. TW will model using a graphic organizer to describe the main character. The information from the graphic organizer will be used to introduce the main characters in the written introduction. TW model describing the time period of the real experience narrative. **Guided Practice:** Teacher will give directions mentioned in student actions. Teacher will walk around and monitor progress. Teacher will ask clarifying questions as needed. **Check for Understanding**: After the guided practice the teacher will collect three paragraphs from random students. Teacher will put each one under the document camera. TW ask students if the paragraph engages and orients the reader through having the components of setting with imagery and sensory details, descriptions of the main character and/or narrator, and describing the time period of the real experience narrative. TW will have students use thumb up/ down to agree or disagree. TW have students give suggestions for additions if they disagree. **Independent Practice:** TW meet with students in a writing conference. TW read the student's introduction to determine if they included the components. TW discuss the writing with the students and give suggestions. TW tell students if the introduction paragraph meets criteria. If student's writing needs assistant, they will attend a small group re-teaching session with teacher. **Closure:** TW have students summarize their learning to their partner. TW will select non-volunteers to share whole group.	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **AS:** Students will have two minutes to visit their timeline from section 1. They will brainstorm in their notebook the setting, description of characters and the time period. SW will share with their partner. **Teacher Model/Inquiry:** Students will listen to teacher. Students will copy the paragraph for that the teacher is writing under the document camera. **Guided Practice:** Using the timeline from the section 1. SW complete the graphic organizers for setting (sensory 5 senses) and description of main characters. SW write an introduction paragraph for their narrative that describes the setting using imagery and the sensory detail to orient the reader. SW include in the introduction paragraph the description to introduce the main characters and/or narrative to the reader. SW include a description of the time period to engage and orient the reader. SW read their introduction to their partner to see if they are engaged and oriented in the real experience narrative. SW coach each other if changes need to be made. **Check for Understanding:** Students will look at the paragraphs under the document. They will decide if the real experience narrative met the components of engaging and orienting the reader. Students will put thumbs up for yes and thumbs down for no when directed by teacher. **Independent Practice:** Meet with teacher **Closure:** SW share with partner and whole group if selected. **Small group re-teaching:** Students who need assistance on creating the introduction for their narrative will meet with the teacher in a small group. They will bring their graphic organizers for the setting and characters. SW use sentence stems and closed paragraphs (if needed) to complete the introduction paragraph that engages and orient the reader. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to writing imaginary narratives.

	Small group re-teaching: TW work with students to write the introduction paragraph. TW provide scaffold sentence stems and closed paragraph (level of support will depend on student's needs) to assist students in writing an introduction paragraph for the real experience narrative that engages and orients the reader.	
3	**Objective:** Teacher will state the objective orally to the students Student be able to (SWBAT) write a real experience narrative from the events in a timeline by: • Using a variety of transition words, phrases, and causes to convey sequence • Using a variety of transition words, phrases, and causes to convey a shift from one setting to another **Anticipatory Set (AS)**: TW have student brainstorm list of transition words and phrases. **Teacher Model/Inquiry:** TW do a mini lesson on introducing transitional clause connector. TW will explain using their timeline from section 1 that these clauses our beneficial to use to show transition between settings, character focus, and timeframes. TW show their timeline of a real experience they created in section 1. TW model creating a written narrative to tell the events as a story. TW model metacognition to for choosing the transitional words, phrases, and clauses. TW model using clause connector such as "in the still darkness of the night" to show that the events have now transition in the night. TW will verify that a variety of transitional words, phrases, and clauses have been used. **Guided Practice:** Teacher will walk around and monitor student's progress. Teacher will be available for questions and will ask clarifying questions as needed. **Check for Understanding**: After the guided practice the teacher will collect three narratives from random students. Teacher will put each one under the document camera. TW have students read the narrative and decide if appropriate transition were used appropriately. TW will have students use thumb up/ down to agree or disagree. TW have students give suggestions for additions if they disagree. **Independent Practice:** TW meet with students in a writing conference. TW grade the student's narrative with the student using the rubric from the assessment section. Mastery will be considered if the student got a 3 or 4 in for the **Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another** from the rubric. **Closure:** Teacher will have student summarize today's learning on a post-it note.	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **AS:** Students have two minutes to list in their notebook with their partner as many transitional words and phrases. After the two minutes the teacher will find out who listed the most. **Teacher Model/Inquiry:** Students will listen to teacher. **Guided Practice:** Using their timeline from section one. SW will develop the events into a written narrative. SW will use the transitional handout to include a variety of words, phrases and clause connectors through their narrative to engage their reader in the experience. SW read their completed narrative to their partner. The partner will give advice if there are natural transitional to show sequence and shift in setting. **Check for Understanding:** Students will look at the paragraphs under the document. They will decide if the real experience narrative used a variety of transitional words, phrases, and clauses. Students will put thumbs up for yes and thumbs down for no when directed by teacher. **Independent Practice:** Meet with teacher and grade their narrative with teacher. SW discuss with teacher strength and weaknesses. **Closure:** Students will write on a post-it note a summary of their learning for the day. Students will read their summary aloud when call on by the teacher. **Small group re-teaching:** Students who do not reach a 3 or 4 on the rubric will attend a small group re-teaching. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.

	Small group re-teaching: Students who do not reach a 3 or 4 on the rubric for mastery will receive re-teaching with in a small group.	
	Projects Based Learning Component	**Projects Based Learning Component-**The corresponding project will be determined by the curriculum team during the summer of 2016. Please refer to A.5 for essential details of the committee.
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.*	Students will take the summative assessment at the end of the weekly unit. Item #1 is a narrative on a real experience worth 16 points that will be grade on a rubric to assess the student in the ability to sequence events, engage and orient the reader to a sequence of events, engage and orient the reader to the characters, and use a variety of transitions. Item #2 is a multiple choice questions worth 3 points that assess the student's knowledge of the components of the beginning of a narrative. Items #3 is a multiple choice worth 5 points to assess the student's knowledge of sensory language. The assessment is worth a total of 24 points. Students will need at least 20 points to be at mastery.

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):

Directions: Write a narrative about a real experience. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another. Please refer to the rubric for grading criteria. Include your timeline. (total of 16 points from the rubric)

Prompt: Write a narrative (real experience) on the field trip to ASU?

	4	3	2	1
Organized a sequence of events timeline	Student included at least 8 events on the timeline that are essential to the narrative	Student included at least 8 events on the timeline. However 1 or more are not essential to the narrative	Student included at 5 or less events on the timeline. Three or more are essential to the narrative	Student included at 5 or less events on the timeline. Most are not essential for the narrative
Engage and orient the reader by organize an event sequence that unfolds naturally and logically	The sequence made sense and was easy for the reader to follow along.	The sequence made sense and was easy for the reader to follow along.	2 or less events were in the narrative are out of order from the timeline.	3 or less events were in the narrative are out of order from the timeline.

	The events are in the same order as the timeline. All essential events from the timeline are included.	The events are in the same order as the timeline. 1 or more of the events are not essential events	It is difficult for the reader to follow the sequence of events 1 or more of the events in the narrative are not essential events	It is difficult for the reader to follow the sequence of events Most of the events in the narrative are not essentials
Engage and orient the reader by establishing a context and introducing a narrator and/or characters	All settings in the narrative are described using imagery and sensory details. All five senses are address Description of the main character and/or narrator Describes all the time period used in the narrative	Most settings in the narrative are described using imagery and sensory details. At least 3 or the 5 senses are address Description of the main character and/or narrator Describes the time period used in the narrative	Two of the three components are included are used to engage and orient the reader	Only one of the components are used to engage and orient the reader
Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another	Student used a variety of transitional words, phrases, and clauses that create a natural flow for the reader Transitional words, phrases, and clauses are not used more than once. Clauses connect all the settings and time periods in the narrative	Student used a variety of transitional words, phrases, and clauses that create a natural flow for the reader Transitional words, phrases, and clauses are not used more than once. Clauses connect most of the settings and time periods in the narrative	Student used some transitional words and phrases Transitional clauses as connectors are not presents Student repeated transitional words instead of a variety.	Student did not use transitional words or phrases
				Total _____

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

Direction: Read the question and select the multiple choice answer that is correct. (3 points)

Question: You are writing a narrative of a real experience. Which **three** choices below would be **best** to include at the beginning? Pick all the apply.

A. the place where the story happens
B. a description of the main character
C. the time period in which the story takes place
D. the way the story works out
E. the most exciting event in the story
F. A story's climax should follow rising action.

Answer: A B C

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

Read the narrative below, written by a student, to answer the following question. (5 points)

There was a strong ripple in the air, and the sky was like gray flannel. Jonah was afraid that any minute it would open and sheets of rain would fall. He hoped against hope that the rain would wait until the end of the game to fall.

"Don't be nervous, Jonah," his coach told him. "Just do your best out there, and we'll all know that it was a great game."

"But the championship is on line," he replied. "If I hit a home run, we're going to state. If I don't, the whole team will be let down."

"Try not to think of it that way. It's only a game. We're here to have fun, that's all."

But it was tough for Jonah to think of it that way. He stood at the home plate, with his bat in his hand. He swung it over his shoulder as the other team's pitcher released the ball forcefully. Suddenly, the bleachers erupted in cheers. Jonah did not remember hitting the ball, but when he looked up he saw it soaring above the fence and out of the outfielder's grasp. He collected his senses and headed to first base.

Which sentence from the story gives an example of sensory language?
A."Jonah was afraid that any minute it would open and sheets of rain would fall."
B."Try not to think of it that way. It's only a game. We're here to have fun, that's all."
C. "He stood at the home plate, with his bat in his hand."
D. "Jonah did not remember hitting the ball, but when he looked up he saw it soaring above the fence and out of the outfielder's grasp."
Answer: A