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

Grade Level	5	**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 plot elements of a narrative, use of transitional sequence words, text structure sequencing, the different between narrative and expository, how to make a timeline of events in a narrative, how to decide if they have used a variety of transitional phrases.		
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.*	5.W.3-Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Colored Highlighters, Colored Pencils, Doc Camera, Computer, Projector, Internet, Speakers 25 copies of this list of transitions. 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 (TW) read aloud objective on the board and instruct students to copy in notebooks. Students will be able to (SWBAT) make narrative on an imagined experience more interesting by: • Including dialogue • Pacing to keep the story interesting • Using description to describe something in the narrative **Anticipatory Set:** TW have students read the following narrative and talk about the possibilities. The Cafeteria Surprise The principal quietly came into our classroom to tell us there was a surprise in the cafeteria. We lined up and our teacher, with a wide smile on her face, led us to the cafeteria. Rosie, waving her hand wildly, asked what the surprise was. First, the teacher was quiet. Next, she stopped to tell us that the president of the United states was visiting us today. WOW! **Teacher Model:** TW orally read the passage. TW model their metacognition about how to make it more interested for the reader. TW write down the three steps for including dialogue into your narrative 1. Look for places when the character are talking 2. Write down exactly what the character said. 3. Put it in quotation marks. TW model deciding which character in <u>The Cafeteria Surprise</u> need dialogue. Teacher will identify the principal. SW identify the other two characters. TW model with metacognition inserting the dialogue for the principal which is: "Boys and girls there is a special guest waiting for you in the cafeteria." TW will have students in collaborative groups of two decide and insert the dialogue for the two other characters. TW model including elements of pacing to keep the story interesting. TW writing a flashback to be inserted after sentence 1. The flashback will mentioned that the last time the principal came to the room it was because some of the boys got in trouble during recess, however that was not the reason today. TW model adding description to the passage to describe the appearance and attributes of the President. **Guided Instruction:** 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:** TW ask multiple CFU's (call on non-volunteer to restate steps, ask students summarize learning, ask student share with their neighbor) to ensure sufficient progress.	**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 read the narrative. SW talk about the story. **Teacher Model: 1.** SW listen to the teacher. SW write down the three steps to including dialogue into their narrative in the notebook. SW tell their partner the three steps in their own words. SW will insert the dialogue for the principal from the model. SW copy the teacher's example for pacing using a flashback. SW will copy down the teacher descriptive details on the appearance and attributes of the President. **Guided Instruction:** SW identify the additional characters (teacher modeled finding the principal) from <u>The Cafeteria Surprise.</u> SW will identify Rosie and teacher. In groups of two, SW create dialogue for Rosie and the teachers and insert it into the narrative passage. SW will insert another flashback after sentence two. The flashback will be about the last time they went to the cafeteria. SW write descriptive statement to describe the appearance and attributes of the students in the cafeteria (especially the surprise that the President is at their school). **Check for Understanding:** SW answer CFU's questions when call on. SW will share with neighbor. **Independent Practice:** SW select a narrative from the online prompt generator. SW write the narrative. SW need to get a 3 average from the rubric to be considered at mastery. **Closure**: SW summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. **Small Group Intervention:** SW attend a small group with teacher. SW orally tell each other the dialogue, description, and pacing strategies to include in their short narrative. SW use graphic organizer and act out the narrative. **Extension**: SW participate in online learning extension through a Study Island extension activity on dialoguing.

	Independent Practice: 1. TW pull up a webpage with a random narrative story with dialogue, pacing, and descriptive with the prompt starter: http://writingfix.com/right_brain/Serendipitous_Dialogue_Scene1.htm. TW grade the short narrative on the rubric (located in the summative assessment section.) **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:** TW instruct students to use a graphic organizer of a thinking man to help the student visualize the dialogue. TW have students act out the narratives with each other to understand the when and what the characters are saying to each other.	
2	**Objective:** Teacher will (TW) read objective on the board. SWBAT narratives of imagined experiences by: • Making a timeline of the events of the imaginary narrative • Using a variety of transitional words, phrases, and clauses to manage the sequence of events **Teacher Model:** Using the narrative from section1 The Cafeteria Surprise that the teacher and students added dialogue, pacing, and descriptive elements. TW create visual timeline of the events from the imagined narrative with help from the students. TW hand out a list of transitional words, phrases, and clauses. TW will explain that using transitional words, phrases, and clauses is a strategy to manage the sequence of events in a narrative story. TW model inserting transitional words, phrases, and clauses to for the first two events in the timeline to enhance the narrative. TW will have students add transitional elements to the reminding events of the imagine experience in guided practice. **Guided Instruction:** Teacher will give directions mentioned in student actions. Teacher will walk around and monitor progress. Teacher will ask clarifying questions as needed. After students have finished the guided practice, the TW call on non-volunteers to share which transitional words, phrases, and/or clauses they used. TW keep track on the board the variety that is being used to show students all the different options. TW will call on non-volunteers for justification statements. **Check for Understanding:** TW select three groups to show their imagine experience narrative under the document camera. TW have student use thumb up/down to decide if a variety of transition words, phrases, and/or clauses were used to manage the sequence of events in the narrative. TW will call on non-volunteers for justification statements. **Independent Practice:** TW have students revisit the narrative written during section 1. TW meet with student to grade the writing use of a variety of transitional words, phrases, and clauses to manage the sequence of events in the imagine narrative. Students will need to get a 3 on the rubric to be considered at mastery.	**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**.** **Teacher Model:** SW copy and help the teacher create the timeline for the events in the imagine experience from The Cafeteria Surprise. SW copy the insertions of transitions of the teacher's model. **Guided Instruction:** SW will work in groups of two insert transitional words, phrases, and clauses into the remaining events from the timeline. SW share with groups the transitions words, phrases, and clauses they used. SW will hear the variety that their classmates used. **Check for Understanding:** SW read the narrative that are under the document camera. SW put thumb up if they agree that there is a variety of transitional words, phrases, and clauses to manage the events in the narrative. Thumb down if they do not agree. SW give justification statements. **Independent Practice:** Using the imagine narrative that was written during independent practice of section 1. SW add a variety of transition phrases, words, and clauses that manage the sequence of events in the narrative. **Closure**: SW summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. SW will tell their partner what they wrote for their summarization of learning. **Small Group Intervention:** SW use a flow-map graphic organizer and write each event from the timeline in it. SW look through cut out transitional words, phrases, and clauses and place appropriate one in the flow-map. **Extension:** SW partake in online learning through a Study Island extension activity on pacing.

	Closure: TW have students summarize today's learning in their notebook. TW have students share with their partner. TW will call on the non-volunteer to share with the group. **Small Group Intervention:** TW model placing the events from the timeline into a flow map with the written portion. TW model finding appropriate transitions.	
	Project Based Learning	**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.*	The S.A. includes items students demonstrate their understanding of writing narratives on imagined experiences using narrative techniques and transitional words, phrases, and clauses. The three summative assessment items are worth a total of 20 points. Item #1 a multiple choice question is worth 4 points. Items #2 and #3 are written responses graded on a rubric each worth 8 points. Students will need to get 16 out 20 points to be considered 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: Read the narrative below, written by a student, to answer the following questions. (4 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.

How does the dialogue in the story help develop the plot?

a. It explains why Jonah joined the baseball team.
b. It describes Jonah's relationship with his coach.
c. It describes Jonah's feelings towards the other team.
d. It explains why Jonah is so worried about the game.
   Answer: d

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

Directions: Write an imagine experience narrative using: narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Narratives will be graded using the rubric. Total of 8 points possible.
Prompts: You wake up on December 25 and realize it is 100 years in the future.

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

Directions: Write an imagine experience narrative using: narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events. Narratives will be graded using the rubric. Total of 8 points possible
Prompts: You won a school contest that allowed you to be teacher-for-a-day. Write about your experience as teacher-for-a-day.

The rubric below is used to grade both summative assessment items #2 and 3.

	4	3	2	1
Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events in the imagine experience narrative	All characters have interesting dialogue Descriptions of characters, places, and/or things in the narrative include appearance and attributes are fully described for the reader Pacing is used as a strategy to keep the reader interested narrative has at least two	Most characters have interesting dialogue Descriptions of characters, places, and/or things in the narrative include either appearance or attributes are described for the reader Pacing is used as a strategy to keep the reader interested narrative has one	Some characters have interesting dialogue Descriptions of characters, places, and/or things in the narrative do not include appearance or attributes Pacing is attempted by not executed	Only one character has dialogue Description is attempted but not executed correctly Pacing not attempted

Use a variety of transition words, phrases, and clauses to convey sequence to manage a sequence of events in the imagine experience 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 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 _____