Curriculum Sample: 9th Writing
Max. 8 Pages

Grade Level	9	**Content Area**	Language Arts – Writing: Text Types and Purposes
Course Title (grades 9-12 Only)	Honors World Literature		
Length of Unit	Four 55-minute periods	**Time of Year**	Second Semester
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students will have mastered writing a five-paragraph essay including thesis statement, supporting details, transitions. Students will have mastered researching credible sources for information, in-text citations, and works cited page. Students have been exposed to the principles of the Six-Trait Analytic Writing Assessment; this unit will help students move toward mastery of it.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The school's program of instruction stresses alignment with research-supported instruction techniques: Hunter's Essential Elements of Instruction (EEI) and Bloom's Taxonomy Revised. To align with EEI, the lesson will have the following: a lesson title, a list of materials needed, curriculum standards listed on the board, an anticipatory set, student learning objectives listed on the board, alignment of instructional input with learning objectives/assessment, checks for understanding throughout the lesson, guided practice, closure, and extended practice/homework. To align with Bloom's Taxonomy Revised, the teacher will identify the highest level of cognition required by the students in the lesson: remembering, understanding, applying, analyzing, evaluating, or creating. For writing, all courses will employ the Six-Trait Analytic Writing Assessment Rubric.		
Standard Number and Description *List the Number* and full description for the required Standard.*	9.W.2 Text Types and Purposes #2 - Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary to manage the complexity of the topic. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		

	f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	Students will answer the following questions by writing a five-paragraph essay that meets all the criteria of the Six-Trait Analytic Writing Assessment Rubric: Describe and explain the process of researching and writing a historical research paper.
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	The Six-Trait Analytic Writing Assessment Rubric will be used to score the summative assessment. The rubric has six categories: Ideas, Organization, Voice, Word Choice, Sentence Fluency, and Conventions. Each category is scored, based on the rubric criteria, on a 1-6 score. Each category is equally weighted. The highest possible score is 36, and grades are as follow: A=32-36; B=29-31; C= 25-28; D=21-24; F= Below 21. Mastery will be set at 80% (29/36) or higher.
Materials/Resources Needed	Student notebooks, history textbooks, trip to library for library resources, Six-Trait Analytic Writing Assessment Rubric

* ***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, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed	**Instruction**	**Student Activities**
1	**Lesson Title (on board):** Dividing Topics into Subtopics **List of Materials:** student notebooks **Curriculum Standards (on board):** 9.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **Learning Objectives (on board):** Students will demonstrate understanding of how to divide topics into component subtopics by writing about the parts of a car and by, in writing, taking the topics of immigration and dividing them into subtopics. **Anticipatory Set:** Students respond in writing to this prompt: List as many parts (subtopics) of a car (the topic) that you can in two minutes. Have students share answers. Have students explain the relationship between topics and subtopics. Teacher summarizes discussion and fills in any gaps. **Instructional Input/Guided Practice:** Teacher provides instruction on how to limit scope of a broad topic. Using "Immigration" as an example on the board, students identify subtopics within the broad topic of immigration. Emphasis will be placed on identifying subtopics that can be supported with researchable details. **Independent Practice:** Students are divided into groups of four. Each group will be assigned one of the specific topics. Groups will then brainstorm and identify what they already know and what information they need to know specific to their assigned topic. Each group will identify three subtopics. Each group will share their results. Key objective: subtopics must be able to be backed up by facts, not opinions. **Closure:** Teacher summarizes the day's lesson and previews the next lesson.	Students respond in writing to this prompt: List as many parts (subtopics) of a car (the topic) that you can in two minutes. Students take notes during instructional input/guided practice. Students are divided into groups of four. Each group will be assigned one of the specific topics that arose during the instructional input/guided practice. Groups will then brainstorm and identify what they already know and what information they need to know specific to their assigned topic. Each group will identify three subtopics. Each group will share their results.
2	**Lesson Title (on board):** Choosing a Topic for Research **List of Materials:** student notebooks, history textbooks	Students respond in writing to this prompt: List five subtopics (parts) of the World War I (topic).

	Curriculum Standards (on board): 9.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **Learning Objectives (on board):** Students will demonstrate understanding of how to choose a historical research topic by choosing a general topic and narrowing it down. **Anticipatory Set:** Students respond in writing to this prompt: List five subtopics (parts) of the World War I (topic). Have students share answers. Have students explain the relationship between topics and subtopics. Teacher summarizes discussion and fills in any gaps. **Instructional Input/Guided Practice:** Teacher leads students in guided practice of dividing historical topics into its subtopics. Topics include: slavery, women's history, and industrialization. **Independent Practice:** Each student individually chooses a historical topic and then divides it into subtopics. To help this process, students can refer to history textbooks provided by the teacher. The goal is for the student to find a subtopic on which the student can write a five-paragraph informative essay. Students then partner in pairs to discuss and, if necessary, refine the historical subtopic. **Closure:** Teacher summarizes the day's lesson and previews the next lesson.	Students take notes during instructional input/guided practice. Each student individually chooses a historical topic and then divides it into subtopics. To help this process, students can refer to history textbooks provided by the teacher. The goal is for the student to find a subtopic on which the student can write a five-paragraph informative essay. Students then partner in pairs to discuss and, if necessary, refine the historical subtopic.
3	Class takes trip to nearby public library **Lesson Title (on board):** Researching primary sources **List of Materials:** library resources, student notebooks **Curriculum Standards (on board):** 9.W.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. **Learning Objectives (on board):** Students will demonstrate **Anticipatory Set:** Students respond to this prompt in writing: Explain the difference between a primary source and a secondary sources. Provide three examples of primary sources.	Students respond to this prompt in writing: Explain the difference between a primary source and a secondary sources. Provide three examples of primary sources. Students research their chosen historical event. Students will locate two primary sources that provide information they will use in their essay. Sources may be hard copy texts or via Internet and must be approved by teacher. Students organize information into outline format. Students take notes during instructional input/guided practice. Each student individually chooses a historical topic. Students research

	Have students share answers. Have students explain the relationship between primary and secondary sources. Teacher summarizes discussion and fills in any gaps. **Instructional Input/Guided Practice:** Teacher leads students in guided practice of searching for primary sources on a given historical topic. Review steps for finding primary sources, choosing information or quotes from source for use in essay, in-text citation rules. Students will be instructed to find one source for each opposing side of their chosen historical event. **Independent Practice:** Each student individually chooses a historical topic. Students research their chosen historical event. Students will locate two primary sources that provide information they will use in their essay. Sources may be hard copy texts or via Internet and must be approved by teacher. Students organize information into outline format. Teacher checks each outline. **Closure:** Teacher summarizes the day's lesson and previews the next lesson.	their chosen historical event. Students will locate two primary sources that provide information they will use in their essay. Sources may be hard copy texts or via Internet and must be approved by teacher. Students organize information into outline format.
4	**Lesson Title (on board):** Organizing Ideas for Writing Research Papers **List of Materials:** Student notebooks, Six-Trait Analytic Writing Assessment Rubric **Curriculum Standards (on board):** Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Learning Objectives (on board):** Students will demonstrate in writing recall of the elements of an essay and an outline, and the definition of a thesis statement. Students will demonstrate their understanding of organizing essay writing by using their brainstorming responses to prior lesson's writing prompt to further organize their ideas and formulate an outline for their essay, including determining their thesis statement. Teacher will check students' work. **Anticipatory Set:** Have students answer this prompt in writing: List the elements of an essay. List the elements of an outline. **Instructional Input/Guided Practice/Independent Practice:** Have students refer to their copy of Six-Trait Analytic Writing	Students will answer this prompt in writing: List the elements of an essay. List the elements of an outline. Define a thesis statement. Students will use their brainstorming responses to prior lesson's writing prompt to further organize their ideas and formulate an outline for their essay, including determining their thesis statement. Students take notes during instructional input/guided practice.

	Assessment Rubric In the following review instruction, give students opportunity to access prior knowledge and provide information and/or teach on essay expectations, transition words, key phrases used with specific writing purposes. Teacher can fill in missing information or components as each area is covered. Review expectations for each of the five paragraphs students will write (introduction, thesis statement, body paragraphs and supporting details, conclusion). This is a good time to review any components students have difficulty with, like writing a thesis statement. Review use of transition words. Review examples of phrases or concepts used with each writing purpose. **Closure:** Teacher will summarize the day's lesson and remind students of the procedures for the next day's summative assessment. **Homework:** Students will study the material from this week's lessons in preparation for a summative assessment during the next lesson.	

Paste Summative Assessment Here:

Answer the following questions by writing a five-paragraph essay that meets all the criteria of the Six-Trait Analytic Writing Assessment Rubric: Describe and explain the process of researching and writing a historical research paper.

Paste Answer Key/Scoring Rubric Here:

Six-Trait Analytic Writing Assessment Rubric

Score:

6 Ideas: Clear, focused thesis and topic sentences that stand out and are developed by rich details suitable to audience and purpose.
Organization: Effective introductions, highly-developed body, strong conclusion, and a wide variety of transitions move the reader smoothly through the text.
Voice: The writer seems deeply committed to the topic and shows personality with a strong sense of a specific audience.
Word Choice: A rich, broad use of carefully chosen words conveys the message in an interesting, precise and appropriate manner with a sense of writing to be read.
Sentence Fluency: Sentences have a strong and varied structure with a high degree of craftsmanship and evident flow and rhythm.
Conventions: Writer has exceptionally strong control with few and minor errors.

5 Ideas: Clear focused thesis and topic sentences that stand out and are developed by details suitable to audience and purpose.
Organization: Writer employs a purposeful introduction, well-developed body, unifying conclusion, and a variety of transitions.
Voice: Writer seems committed to the topic and shows personality with a sense of audience.
Word Choice: Carefully chosen words effectively convey the intended message in an interesting, clear, and precise way suitable to audience and purpose.

Sentence Fluency: Varied sentence structure enhances reading enjoyment. Writing has flow and rhythm.
Conventions: Strong control is demonstrated. Few and minor errors do not impede the reader.

4 Ideas: Clear and focused thesis and topic sentences with limited or general support are evident.
Organization: Organization is clear and coherent but may seem formulaic.
Voice: The writing is expressive, engaging, and sincere in places.
Word Choice: A variety of functional words appropriate to the audience and purpose are present with a sense of writing to be read.
Sentence Fluency: Writing flows, but transitions may be inefficiently used. Sentence variety is evident.
Conventions: Control of conventions is demonstrated. Minor errors do not impede readability.

3 Ideas: Main ideas are broad or simplistic. Support is limited, insubstantial, general, or slightly off topic.
Organization: Overall structure is inconsistent and sequencing is unclear. The writer may use expressions such as, "My topic is…." or "In conclusion…."
Voice: Commitment to topic seems inconsistent. Voice is either inappropriately personal or impersonal.
Word Choice: Ordinary language, lacking variety or interest, is used. Word choice may also be inappropriate to the audience and purpose of the assignment.
Sentence Fluency: The writing is mechanical rather than fluid. Occasional awkward sentences force the reader to slow down or re-read.
Conventions: Errors begin to impede readability.

2 Ideas: Main ideas are somewhat unclear and there is only minimal attempt to develop them.
Organization: No clear structure exists in the piece.
Voice: Little sense of the author's commitment to the subject is evident.
Word Choice: The language is monotonous and/or misused.
Sentence Fluency: Sentences are choppy and/or rambling with no clear direction or thought.
Conventions: Frequent and significant errors impede readability.

1 Ideas: The writing lacks a central idea or focus.
Organization: The writing is haphazard and disjointed.
Voice: The writing is flat and lifeless with no sense of involvement from the writer.
Word Choice: The writing shows an extremely limited vocabulary.
Sentence Fluency: The writing is difficult to read aloud because the sentences are incomplete, rambling, or very awkward.
Conventions: Numerous errors in grammar, usage, and spelling are present.