Curriculum Sample Template

Grade Level	9th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Composition & Literature I		
Length of Unit	8 Class Periods	**Time of Year**	2nd Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students have mastered writing main ideas and supporting details to support those ideas in paragraphs, introducing a topic and organizing ideas through a beginning, middle and end text structure(9.W.4). They have demonstrated use of appropriate voice in formal style writing and have used vocabulary appropriate for a particular audience and topic(9.W.4). Students have utilized all the steps in the writing process, including revision and editing, to produce a written text(9.W.10). They have used graphic organizers as prewriting tools to visually organize ideas (9.W.5)They have self-evaluated their own and others' written work using 6-trait rubrics and other evaluation instruments (9.W.5).		
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.*	*Arizona's Common Core Standards:* Instruction aligned with 9.W.2 *RTI:* Main ideas in reading materials are highlighted for Tier 3 students. Graphic organizers are partially completed for Tiers 2 and 3 if needed. Teacher may organize small group guided instruction for students who need it. Teacher may write in ideas of Tier 3 students after they verbalize them. Teacher may edit student work for Tier 3. Tier 3 students may write final drafts on the computer. *What Works* Strategies: Graphic organizers used throughout unit and assessment. Student self-reflection taught in writing process. Objectives are clearly communicated to students at the beginning of every lesson and written on the board. Cooperative learning used in lessons. Homework is assigned for independent practice. *SIOP:* Students work with partners. Scaffolding involves lots of teacher modeling and guided practice. Reading, writing, speaking and listening are integrated throughout unit and lessons. In instruction, students always speak their ideas before writing them. *Culturally Relevant Pedagogy:* Students write about issues in their community and school; the topic is relevant to them, builds on their knowledge and taps into their community resources.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**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. 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	Students will demonstrate synthesis of ideas and information in an informative/explanatory text by writing a problem-solution essay in which they describe a problem they see in their school and explain solutions for solving it.
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 essay will be evaluated using a 5-point rubric entitled *Informative/Explanatory Text Rubric, Grades 9-10,* which is attached. A score of 4 or above is mastery. The grading scale will be as follows: 5 = 100%, 4 = 85%, 3 = 70%, 2 = 55%, 1 = 40%
Materials/Resources Needed	**Materials and Technology:** Computers with Internet access, Portable headset-type microphone with USB cord, Chart paper and markers, Overhead projector and transparencies, transparencies of sample problem-solution essays. **Handouts:** Sample Problem-Solution Essays, Problem-Solution Graphic Organizer worksheet, *Informative/Explanatory Texts Rubric(Grades 9-10)*, "What's the Score?" worksheet, Editing Checklist, "Self-Reflection: What I Learned" **Podcasting Resources:** *Learning in Hand: Create Podcasts* **http://learninginhand.com/creating-podcasts/** *Podcasting in Plain English* video **http://www.commoncraft.com/podcasting**

	Instruction	Student Activities
1	Objective: Understand the concepts and organizational structure in a problem-solution essay. (written on board) 1.) T. explains objective and tells Sts. they will be writing a problem-solution essay over the following two weeks, which will then be their scripts for recording a podcast. T. reads aloud a problem-solution essay to class as students read along. (RTI 3: Thesis statement, main ideas and supporting details are highlighted on students' copies)	1.) Read along with teacher and/or other students during read aloud. 2.) Identify and record the thesis statement, main ideas and supporting details of a problem-solution essay 3.) Read problem-solution essay aloud with partner. Then discuss content and ideas upon teacher prompt. Write thesis statement of essay in graphic

	2.) T. guides students through identifying thesis statement, main ideas and supporting details and then writing this information in the Problem-Solution Graphic Organizer. T. uses overhead projector for visual. 3.) T. organizes Think-Pair-Share for students to read another problem-solution essay and then complete the Problem-Solution Graphic Organizer. (See Activity 3 in "Student Activities") (RTI Tiers 2 and 3: Graphic Organizer is partially completed.) 4.) T. will assign homework: Read Problem-Solution Essay and then complete the Problem-Solution Graphic Organizer independently. (RTI Tiers 2 and 3: Graphic Organizer is partially completed for various levels.)	organizer; then check with partner after teacher prompt. Write main ideas and supporting details of essay, sharing and checking intermittently with partner upon teacher prompt. 4.) Independently read essay. Identify thesis, main ideas and supporting details and record in graphic organizer.
2	Objective: Identify a topic for one's own problem-solution essay (podcast), analyze the problem and determine appropriate solutions. (written on board) 1. T. explains that students will have opportunity to create a podcast to describe a problem they see in their community and explain solution(s) for the problem. Student will first write an essay, which will serve as their script for the podcast. T. then explains the objective for the day. 2. On overhead projector, T. models brainstorming a list of community problems he would like to see solved. 3. After students create their lists, T. organizes students into diverse ability groups to share their list. Each group must then select one problem they would like to analyze together and solve. Groups present to class their problem and solutions using butcher paper. 4. T. Models how he takes his problem and solutions and creates the thesis, main ideas and supporting details for his essay by writing them in the Problem Solution Graphic Organizer. 5. T. assigns homework: Identify and analyze a problem for your problem-solution essay. Develop solutions for your problem. Then use the information to complete the Problem Solution Graphic Organizer for your essay(podcast). (Possible RTI accommodations/modifications: Teacher provides graphic organizer with thesis already written out. Teacher records theis after student provides idea verbally.) 6. Ticket out the door: T. ask students to rate their ability to do the objective on 1-5 scale (5 = "I totally get it!" 1 = "Help!")	1.) Listen and observe as teacher models brainstorming topics for the problem-solution essay 2.) Brainstorm topics for the essay. 3.) Discuss the problems they see in their communities and possible solutions. Analyze one problem with peers for possible solutions. Record and present ideas. 4.) Listen and observe as teacher models analysis of problem and writing thesis, main ideas and supporting details in a graphic organizer. 5.) Complete the Problem Solution Graphic Organizer for one's own essay. 6.) Self-reflect and evaluate one's own learning
3	Objective: Write a problem-solution essay rough draft.	1. Listen and observe as teacher models using the

	1. T. explains objective for the day and models how he would write the draft of his essay using the ideas and information in his Problem Solution Graphic Organizer. 2. T. organizes students in partners to discuss and share the information in their graphic organizers. 3. T. checks students' graphic organizers for accuracy and quality of ideas as they begin to write their rough drafts. T. must approve all graphic organizers before students can complete their rough drafts. T. provides feedback on what works in the graphic organizer and what needs to be changed/refined. (Possible RTI accommodation: T. leads small group through completion of graphic organizer if needed) 4. T. assigns homework: Finish the rough draft of the problem-solution essay.	graphic organizer to write the rough draft of the essay. 2. With partner, speak about the community problem one wants to solve and explain solutions. 3. Write rough draft of essay after teacher checks graphic organizer for accuracy and support of thesis.
4	Objective: Evaluate problem-solution essays, including one's own, and revise the rough draft of the essay. 1. T. explains objective and will then read aloud the *Informative/Explanatory Texts Rubric (Grades 9-10)* T. guides students through evaluation of 2-3 problem-solution essays written by unknown, previous students. Class will read each essay aloud. T. will organize Think Pair Share for discussion of key questions: • What score would you give this essay? • What are the strengths of this essay? • What areas of the essay need to be improved or refined? T. prompts partners to hold up score on white boards (everyone at the same time for quick assessment of learning and student engagement). T. leads class through discussion and agreement of scores. T. asks students to answer key questions above on worksheet with partners ("What's the Score?" worksheet). 2. Using rubric, T. will have students self-evaluate their own drafts. Then partners will evaluate each other's essays and compare scores. Partners will discuss what the same questions posed by the T. in #2 above. 3. T. will model how he writes out his plan for revision in 2-3 steps; then has students write out their own plans. (Possible RTI accommodation: T. writes out part or all of revision plan) 4. T. checks & signs off on each student's revision plan	1. Listen as T. reads evaluation instrument 2. Read as T. or student reads essay aloud. Evaluate the essay using the "Writing Standard Evaluation Instrument: Informative/Explanatory Text." Compare and discuss scores with partner. Upon teacher prompt, hold up score that partners agree upon. After T.-led class discussion of appropriate score, analyze the strengths and weaknesses of the essay verbally with partner. Record ideas on worksheet. Share answers with class. 3. Using "Writing Standard Evaluation Instrument: Informative/Explanatory Text," self-evaluate rough draft of essay. Then evaluate and score partner's essay, writing score on evaluation instrument. Partners then share scores and compare. Partners discuss the strengths and weaknesses of each other's essays. 4. Students independently create a plan for revision - writing 2 to 3 steps they need to do to make the essay better.

5	Objective: Revise and edit rough drafts and write final drafts 1. T. explains objective for the day and reviews his revision plan for his own essay. T. also reviews Editing Checklist, rubric and final draft expectations. 2. T. walks around classroom and checks student work as students revise and edit their rough drafts and begin writing their final drafts. (Possible RTI accommodations/modifications: T. guides small group through editing process. T. edits some individual student papers if necessary) 3. T. assigns homework: Complete final draft of problem-solution essay and be ready to do podcast.	1. Listen to teacher instructions 2. Revise and edit rough drafts of paper using Revision Plan and Editing Checklist 3. Write final draft of problem-solution essay.
6	Objective: Proofread problem-solution essay, reflect on what was learned in unit, record podcast *1.* T. explains objective and reads aloud worksheet entitled Self-Reflection: What I Learned. T. also plays video: *Podcasting in Plain English* 2. T. organizes students to do one of 3activities in stations: record podcast; complete Self-Reflection Worksheet; or listen to other students' podcasts at listening stations (Possible RTI accommodations: T. or Behavioral Mentor proofreads student paper. Students may redo paper. Students may have more time to complete assignment) 3. T. asks students to identify which podcast they liked the most and to explain what they liked about it.	1. Listen to teacher instructions 2. Student rotate stations to complete all 3 activities: 1. Reflect on and analyze problem-solution essay writing skills and record thinking on worksheet. 2. Read aloud one's own essay for podcast. 3. Listen to other students' essays.
7 and 8	T. gives summative assessment. T. collects all work at the end of day 7 and passes it back out for completion of assessment on day 8. **RTI Accomodations/Modifications:** Graphic organizer may be partially completed for student after student verbalizes ideas (e.g., T. may write out thesis statement) Student may use computer to type final draft.	Complete summative assessment: Write a problem-solution essay independently.

Summative Assessment: Writing Informative/Explanatory Texts
Grade 9

You are a columnist for your school newspaper. Your readers include all the students, staff, administrators and community members involved in your school. For your column, write an essay describing a problem you see at your school and explain multiple solutions for solving the problem. Use the writing steps outlined below to write your essay. Your work will be graded using *Informative/Explanatory Texts Rubric, Grades 9-10*

Part I: Prewrite: On a separate sheet of paper, create a list of possible problems you see in your school that you would like to solve. Then use one of the "Problem-Solution" graphic organizers to organize your ideas. Be sure to include sufficient details and information to support your thesis and main ideas.

Part II. Draft: Write the rough draft of your essay.

Part III. Revise: Use the *Informative/Explanatory Text Rubric, Grades 9-10* to self-evaluate your paper. After scoring your rough draft, decide what you need to revise in order to make your text better. Record your scores and observations below.

Self-Evaluation Score	What Needs to Be Revised?

Part IV. Editing: Edit your work now to ensure that the language and conventions you have used to express your ideas are effective and clear.

Use the checklist below to guide your editing.

- Check for spelling errors, inappropriate abbreviations and/or informal language.
- Ensure that punctuation guides the reader through the text: End-of-sentence punctuation is correct; commas are used correctly and only when necessary (after an introductory phrase, with appositives, in a list, etc.).
- Eliminate any run-on sentences.
- Identify and correct any sentence fragments.
- Verb tenses should be consistent and correct.
- Within a sentence, the subject should agree with the verb.
- Check capitalization. Proper nouns and titles of books, articles, and reports should be capitalized appropriately.

Part V. Creating the Final Draft: Write your final draft in blue or black ink on a separate sheet of notebook paper.

Part VI. Proofreading: Proofread your paper to ensure that you have not overlooked any small errors. Correct errors in grammar and usage, punctuation, capitalization, and spelling. Also check your formatting. You may refer to a dictionary if necessary.

Informative/Explanatory Text Rubric, Grades 9 and 10 Mastery = 4

5 Excellent and Skillful

- Introduces a topic skillfully;
- Organizes complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develops the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
- Uses appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Uses precise language and domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
- Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provides 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).

4 Appropriate and Acceptable

- Introduces a topic adequately
- Organizes complex ideas, concepts, and information to make important connections and distinctions; includes formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- Develops 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.
- Uses appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Uses precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establishes and maintains a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- Provides 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).

3 Inadequate

- Introduces a topic clearly, previewing what is to follow, but introduction may be underdeveloped
- Organizes ideas, concepts and information into broader categories that can be understood but details may not be placed effectively in the writing; includes some degree of formatting (e.g., headings), graphics (e.g., charts, tables) and multimedia when useful to aiding comprehension.
- Develops the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. However, details may be uneven, somewhat predictable or leave information gaps; they may be placed ineffectively in the writing or may be inappropriate to the audience's knowledge of the topic.
- Uses appropriate transitions to create cohesion and clarify the relationships among ideas and concepts, but transitions may be repetitive, ineffective or misplaced at times.
- Uses precise language and domain-specific vocabulary inconsistently to inform about or explain the topic; words may be monotonous or sometimes misused. Writing may contain clichés or overused words that do not communicate an awareness of audience.
- Establishes a formal style but may not maintain it throughout the written work. The norms and conventions of the discipline in which they are writing are not consistently followed.
- Provides a concluding statement or section that follows from the information or explanation presented but is underdeveloped.

2 Poor

- Communicates a simplistic or overly broad topic with unclear ideas that have insufficiently developed details.
- Sequencing of ideas and information may sound like a list with missing or ineffective details that require reader inference to comprehend and follow.
- Misses a beginning and/or ending
- Lacks transitions or transitions may be inappropriate
- Uses language that is simplistic, repetitive, and monotonous; contains misused words
- Does not communicate an awareness of audience

1 Inferior

- Demonstrates a lack of purpose; topic is unclear
- Sequencing of ideas and information obscures the main point
- Offers an attempt that is too short to offer coherent development of an idea, if it is stated.
- Extremely limited vocabulary that shows no commitment to communicating a message

Teacher Feedback (*What works? What could be better?*):

Scoring: 5 = 100%, 4 = 85%, 3 = 70%, 2 = 55%, 1 = 40%