Curriculum Sample Template

Grade Level	11th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Composition & Literature III		
Length of Unit	9 Class Periods	**Time of Year**	3rd 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 functional and narrative writing and have written routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (11.W.4a; 11.W.3; 11.W.10) In their writing, they have developed a thesis statement and provided main ideas and supporting details to support it, producing clear and coherent writing in which organization and style are appropriate to task, purpose and audience(11.W.4) Students have planned, drafted, revised and edited written work(11.W.5). Students have written literary analysis in short answer responses to specific questions about diverse American literary works(11.RL.1) and have demonstrated understanding of literary terms related to poetry (e.g., theme, sonnet, figurative language, tone, quatrain, rhyme scheme etc.)(11.L.6) In reading, students have demonstrated comprehension of diverse American literary works, including "Letter to Her Daughter from the New White House" by Abigail Adams and excerpts from *Roots* by Alex Haley and *Letters from an American Farmer* by Michel-Guillaume Jean de Crevecoeur and have produced analytic writing about these works in short answer responses (11.RL.1) Students have also demonstrated understanding of literary terms in class discussions(e.g., antagonist/protagonist, theme, resolution/denouement, plot, etc.)(11.L.6)		
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.*	***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 edit student work or write out Revision Plan for Tier 3. Tier 3 students may write final drafts on the computer. **Research-based Instructional 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 board. Cooperative learning used in lessons. Homework is assigned for independent practice. Tickets Out the Door and other formative assessments provide avenues for teacher feedback. **SIOP:** Students work with partners. Scaffolding involves a lot 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. Students given numerous examples of written text before writing it. **Culturally Relevant Pedagogy:** Students create own understanding of literary analysis and develop the list:"Traits of Literary Analysis Essay" guided by T. (involving students in construction of knowledge). Multicultural literature helps students examine curriculum from multiple perspectives.		
Standard Number and Description *List the Number* and full description*	**11.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		

for the required Standard.	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 by writing an analytic essay in which they explain how three authors might answer the question, What is an American? and then support their descriptions with sufficient evidence from the authors' work.
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 11-12*, 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	**Handouts and Materials:** Sample Literary Analysis Essays, Butcher paper and markers, Post-it notes, Laminated "Big Message Graphic Organizer Board" for each student with felt for erasing and dry erase markers for writing*; Informative/Explanatory Text Rubric(Grades 11-12),* "What's the Score?" worksheet, Editing Checklist, "Self-Reflection: What I Learned" Textbook: *Prentice Hall Literature: The American Experience*, 2002, by Pearson Education, Inc.

	Instruction	Student Activities
1	Objective: Evaluate quality of literary analysis essay. 1.) T. explains objective and explains to students that they will write a literary analysis essay within the next couple of weeks. 2.) T. and students read aloud sample literary analysis essay that he has written. (RTI: Highlight thesis and main ideas for Tier 3) 3.)T. gives Sts. Informative/Explanatory Text Rubric(Grades 11-12) Think-Pair-Share: T. instructs students to use evaluation instrument to score essay independently. Then asks partners to share scores and discuss quality of essay. 3.) T. asks class: "What works in this essay? What needs to be improved?" Calls on	1.) Listen to objective 2.) Read along as essay is read aloud 3.) After thinking independently, answer T. questions (Instruction Act. 3) on notebook paper 4.) Listen to classmates respond and teacher lecture. Underline key ideas in rubric. 5.) Evaluate 2 sample essays. Write evaluation of essay on paper, providing support for evaluation using language of the rubric.

	students randomly and records key points on whiteboard. T. encourages sts. to use language in rubric. 4.) Based on student responses, teacher points out particular traits in grade 11 rubric that differ from grade 10 rubric: elements that build on previous concepts in order to create a unified whole, selection of the most significant facts and details, appropriate syntax and using literary elements such as metaphor, simile and analogy. Sts underline those components in rubric. 5.) T. assigns homework: Read 2 sample literary essays. Write 1 paragraph explaining which one is better and why. Use language from the rubric to support your opinion.	
2	Objective: Write the thesis, identify support for the thesis in a literary analysis essay and organize ideas in outline. 1. T. asks: Which essay from last night's HW was best? Students hold up answer with fingers all at once for quick assessment. T. randomly selects students to explain their choice, encouraging them to use language of the rubric. *2.* T. explains that class will work on literary analysis essay from prompt: *Write a literary analysis essay that evaluates the success with which the authors in this unit make their cases for personal and/or political freedom.* 3. On overhead projector, T. models writing a possible thesis for the essay by reviewing and analyzing works of various authors (Alex Haley, Abigail Adams, and Michel-Guillaume Jean de Crevecoeur). T. models how to note evidence in literary works using post-it notes and explains how to put information in an outline. 4. Students work independently to write their thesis, find their supporting evidence and organizer their ideas in an outline, or Students receive further instruction in Guided Group (In group, T. asks all students to create one post-it note that shows that Alex Haley values personal freedom. T. calls on sts randomly to share answers, providing assistance to students as needed. After students have 3-5 post-it notes with evidence for their thesis, T. shows how to use notes to create outline.) 5. Ticket Out the Door: Score your current ability to develop your thesis and organize your ideas for writing: 1 being "I totally get this! It's easy!" and 5 being "Help! I'm confused." Explain the score in 2 to 3 sentences.	1.) Evaluate essays, hold up score and explain criteria for evaluation. 2.) and 3.) Listen and observe. 4.) More advanced students may work independently to write thesis, find supporting evidence from literary works, and organize ideas in outline. Students who need additional instruction will work with teacher in guided instruction. (Guided Instruction: Identify literary evidence in one author's work to support thesis given by teacher and write it on post-it note. Then share citations. Discuss the quality of citations with group. Then write outline.) 6.) Self-reflect and explain the level of understanding of the day's objective in writing.
3	Objective: Write rough draft of essay. 1. T. explains objective for the day and gives mini-lesson on ensuring how ideas, concepts, and information must build on one another in order for the essay to be a unified whole. T. presents examples of essays that do so. 2. Writer's Workshop: Students write rough draft. Students who are finished may	1. Students listen to Teacher. *2.* Student write essay rough drafts. When done, they read each other's essays for feedback and receive feedback on their own writing using "*Writing Conference Guide.*"

	request a writing conference with the teacher or another student in order to receive feedback on essay. 3. Ticket Out the Door: Explain where you are in the writing process. What is challenging you? What do you feel you are doing well? Homework: Finish your rough draft if you have not already done so. If you have not had a writing conference, have an adult or trusted friend do the conference with you.	3. Self-reflect and explain progress in written assignment.
4	Objective: Use vocabulary often found in literary analysis essays when explaining authors' works and use techniques such as metaphor, simile, and analogy to communicate more effectively. 1. T. explains objective and gives students sentences with vocabulary for Sts' Vocabulary Journals. (Vocabulary: alludes to, allusion, refers to, foreshadows, depicts, demonstrates, develops, aphorism, anecdote, analogy, concept) and asks sts. to use context clues to infer meaning of vocabulary words. 2. Think-Pair-Share: Sts. share inferences with partner and discuss 3. T. randomly selects sts to share inference with class and gives correct definitions to record in Vocabulary Journals. 4. Using rough drafts, T. instructs students to revise sentences to use 4 vocab words with authors in their literary analysis essay (Example: "Alex Haley <u>depicts</u> the emotional experience that occurs when one loses his personal freedom by . . . "). 5. T. presents examples from essays in which the writers used metaphor, simile and analogy to communicate their ideas more effectively. 6. T. instructs students to revise sentences to add a metaphor, simile or analogy to enhance essay. 7. Cooperative Learning: T. instructs multi-ability groups of 4 sts to read sentences in round robin, then discuss if vocabulary word was used correctly and if literary elements (e.g., metaphor, simile, analogy) improve the essay. After sharing, sts. give themselves a check for every sentence that group members thought was correct or improved. 8. Teacher collects rough drafts.	1. Infer independently the meaning of vocabulary words in sentences and write inferences. 2. Discuss possible definitions of vocabulary words with peer. 3. Share inferences with class. Record correct definition. 4. Revise sentences to improve vocabulary/word choice. (RTI: Guided small group instruction may be necessary for Tiers 2 and 3.) 5. Listen to teacher. 6. Revise sentences to use techniques such as metaphor, simile and analogy. 7. In Roundrobin, share each sentence with peers in multi-ability group. Group members evaluate each sentence for correctness: correct use of vocabulary word and improvement in communicating the complexity of the topic by using metaphor, simile or analogy. 8. Turn in rough draft to T. for formative assessment
5	Objective: Evaluate rough drafts and revise writing. 1. T. explains objective and tells students to evaluate their own rough drafts using "What's the Score Worksheet" and the Informative/Explanatory Text Rubric (Grades 11-12). 2. As students work independently, teacher calls up 5-8 students at a time for feedback loop and mini-lesson. Students in each group all share similar	1. Listen to teacher. 2. Meet with teacher to receive instruction in skill that has not been mastered in rough draft/receive feedback. When not with teacher, work on evaluating the rough draft, creating a plan for revision and revising the work.

	instructional needs with regard to writing. Guided instruction of each group is based on that need. (For example, group 1 instruction: using varied syntax to link major sections of the text; group 2 instruction: developing ideas further with the most significant and relevant facts, details, quotations, etc.; group 3 instruction: maintaining a formal style or tone) 3. T. checks that all students have completed the worksheet and developed a plan for revision. Homework: Revise essay and be ready to write final draft in next class.	3. Get teacher to check revision plan. Homework: Finish revision process.
6	Objective: Edit rough drafts and write final drafts 1. T. explains objective for the day. T. also reviews Editing Checklist, evaluation instrument and final draft expectations. 2. T. walks around classroom and checks student work as students 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 for tier 3.) 3. T. assigns homework: Complete final draft of literary analysis essay if it is not already completed.	1. Listen to teacher instructions 2. Edit rough drafts of paper using Editing Checklist 3. Write final draft of problem-solution essay.
7	Objective: Proofread final draft of essay and reflect on what was learned. 1. T. explains objective and reads aloud worksheet entitled Self-Reflection: What I Learned. 2. T. monitors student learning, checks on students at random and provides feedback. (Possible RTI accommodations: T. or Behavioral Mentor proofreads student paper. Students may redo paper. Students may have more time to complete assignment)	1. Listen to teacher instructions 2. Reflect on and analyze one's own writing skills in literary analysis essays and record thinking on worksheet.
8/9	T. gives summative assessment. T. collects all work at the end of day 9 and passes it back out for completion of assessment on day 10. **RTI Tier 3:** 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 literary analysis essay independently.

Grade 11 Summative Assessment: Writing Informative/Explanatory Texts

Throughout the year, we have read numerous authors who portray their version of America. Write an analytical essay that describes how two different authors might answer the question, What is an American? Think about the beliefs these authors express about American society and culture, personal or political freedom, and American values. They may have similar or opposing views.

Support your explanations and main ideas with evidence from the writers' works. Your work will be graded using *Informative/Explanatory Text Rubric, Grades 11-12.*

Part I: Prewrite: On a separate sheet of paper, create a list of authors who you think portrayed what it was to be an American. You may want to read through their works. Then complete the graphic organizer below to organize your ideas.

Author	How Author Might Answer "What is an American?"	Evidence from Text

Part II. Draft: Write the rough draft of your essay.
Part III. Revise: Use the *Informative/Explanatory Text Rubric, Grades 11-12* 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 11 and 12

Mastery = 4

5 Excellent and Skillful • Introduces a topic with excellent clarity, focus and control • 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 and skillfully 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; also demonstrates excellent integration of evidence and logic when presenting analysis. • Uses appropriate, varied, and perhaps interesting 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, perhaps in creative ways, and use techniques such as metaphor, simile, and analogy to manage the complexity of the topic while also maintaining an appropriate tone and style. • 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 an excellent 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 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).
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; writing lacks coherence; 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, lack development or leave information gaps; they may not always be placed effectively in the writing. Details may not be appropriate to the audience's knowledge of the topic. • Uses appropriate transitions to 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%