Curriculum Sample Template

Grade Level	10th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Composition & Literature II		
Length of Unit	10 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(10.W.4). They have demonstrated use of appropriate voice in formal style writing and have used vocabulary appropriate for a particular audience and topic(10.W.4). Students have utilized all the steps in the writing process, including revision and editing, to produce a written text(10.W.10). They have used graphic organizers as prewriting tools to visually organize ideas (10.W.5)They have self-evaluated their own and others' written work using 6-trait rubrics and other evaluation instruments (10.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 10.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. *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. Formative assessment opportunities provide avenues for extensive feedback from T. *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 influential people from other cultures.		
Standard Number and Description *List the Number* and full description for the required Standard.*	**10.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 by writing a biographical essay about a Nobel Peace Prize recipient.
Scoring Scale and Mastery Level	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, **Handouts:** Sample Biographical essays written by teacher and former students, "MLA Guidelines and Format," *Informative/Explanatory Texts Rubric(Grades 9-10),* "What's the Score?" worksheet, Editing Checklist, "Self-Reflection: What I Learned"

	Instruction	Student Activities
1	Objective: Understand how the thesis, main ideas and information from research are integrated and organized within a biographical essay. (written on board) 1.) T. explains objective and tells Sts. they will be writing 2 biographical essays – one about Alfred Nobel (guided instruction) and one about a Nobel Peace Prize Recipient of their choosing(summative assessment). T. reads aloud sample biographical essay to class as students read along. (RTI 3: Thesis statement, main ideas and supporting details are highlighted on students' copies) 2.) T. guides students through identifying thesis statement, main ideas and types of supporting details from research (e.g., direct quote, statistic/fact) . Sts colorcode essay (underline thesis in green, circle intro and conclusion in red, highlight main ideas in yellow, quote highlighted in pink, etc.) and then write this information from the essay in outline form. T. uses overhead projector for visual. 3.) T. asks students to read another biographical essay and then colorcode it	1.) Listen and 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 biographical essay 3.) Read biographical essay aloud with partner. Identify components of essay, including supporting details conveyed through direct quotes, facts, or examples. 4.) Organize thesis, main ideas and supporting details of sample essay in an outline.

	independently. (RTI Tier 3: some components may be colorcoded already.) 4.) T. assigns homework: Put information in outline form to show how the thesis, main ideas and supporting details relate to each other and are organized in a biographical essay (RTI Tiers 2 and 3: Outline may be partially completed at various levels.)	
2	Objective: Understand how internal citations and Works Cited page add reliability to information presented in a text and help reader see where the information came from. 1. T. explains day's objective and tells Sts. they will be information detectives to see if one writer actually got his information from reliable sources. T. and class read short 1 page biographical essay with internal citations and Works Cited page. T. also explains how other writers' Work Cited pages can help them locate information in their research too 2. T. models on overhead how to use internal citation to find article with the information paraphrased in the research paper. T. then goes to article and highlights the source text to determine that the citation was done correctly and the information was reliable. 3. T. hands out 2 articles listed in Works Cited page of the sample biographical essay and tells Sts. to work in pairs to locate and highlight where the writer got his information in the articles, using the writer's citations to do so. T. warns Sts that one piece of information may not be from a reliable source and is not cited correctly. Sts. must identify which one. 4. T. and Sts. discuss which info was not cited properly and may not come from a reliable source and where other information is located. Ticket Out the Door: Why is it important to use internal citation when incorporating research in your writing? What do you need to remember about research, notetaking and citing your sources when you write your paper?	1.) Listen and read along with T. or other St. 2.) Listen, observe T. and ask clarifying questions 3.) Working with a partner, locate information provided in sample essay using internal citation to find the source article and page where the info can be found. Highlight source information. Identify which information from the sample essay is not cited correctly and as a result, may not come from a reliable source. 4.) Discuss answers from Activity 3 with T. and class. Explain why it's important to use internal citation in research writing. Self-reflect on what is important information for one to remember when writing a paper with research information.
3	Objective: Identify important or relevant information in research and take notes. 1. T explains day's objective and tells Sts. they will go to computer lab to research life of Alfred Nobel for their biographical essay. 2. On overhead projector, T. does think aloud to model how he reads through research articles, determines what is important or relevant to topic of his paper and then records information in his notes. T. also models how to record	1. Listen and observe. Ask clarifying questions if necessary. 2. Listen and observe. Ask clarifying questions if necessary. 3. Research life of Alfred Nobel in computer

	important source info for internal citation and Works Cited page. 3. Sts. research life of Alfred Nobel in computer lab and take notes.	lab. Take notes.
4	Objective: Synthesize one's ideas and information from notes to write a rough draft of a biographical essay 1. T. explains day's objective. T. does think aloud to show how he takes information from notes to write a thesis statement and then organizes his main ideas and supporting details in an outline. 2. T. asks Sts. to look at notes and write a thesis for their paper. 3. T. asks Sts. to share their thesis in multi-ability groups of 4. T. tells Sts. to discuss what kinds of information each writer will need to develop the thesis and support the main ideas. Sts. are encouraged to share any research information they have that might be helpful. 4. Independent Work Time: Sts. organize their ideas and information in an outline or other graphic organizer. Sts. can also go to lab to do more research. T. checks outlines as sts. work, gives feedback and signs off on each if it is thorough and complete. Homework: Finish the rough draft of your biographical essay.	1. Listen and observe T. Ask clarifying questions. 2. Write a thesis statement for the biographical essay. 3. Working in a cooperative group, share the thesis statement. Discuss with group what information will be needed to support and develop the thesis. Share any research information and source info that will be helpful to each writer in the group. 4. Write an outline to organize thesis, main ideas and supporting details for the biographical essay about Alfred Nobel. Homework: Write the rough draft of the essay.
5	Objective: Evaluate biographical 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 biographical 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.	1. Listen and read along with T. , reading rubric and sample biographical essays. Evaluate essay using rubric and discuss with partner. With partner, score essay with rubric and write score on white board. When prompted by T., hold up score. Share evaluation and thinking with class during discussion. Write evaluation of paper on worksheet. 2. Self-evaluate own paper using rubric. Then evaluate partner's paper with rubric. Discuss evaluations. 3. Listen to T. model and then write plan for revising paper. 4. Get T. feedback and sign off

	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	
6	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. models ways to revise work. T. also reviews Editing Checklist, MLA handout, 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 biographical essay.	1. Listen observe T. instructions and modeling. 2. Revise and edit rough drafts. 3. Write final draft of essay.
7	Objective: Proofread biographical essay and reflect on what was learned in unit. 1. T. explains objective and reads aloud worksheet entitled Self-Reflection: What I Learned. T. reminds students that punctuation and formatting in the Work Cited page can be challenging. Tells them to refer to their MLA handout or even have partner check their Works Cited page. 2. T. provides Sts. with time to proofread and complete self-reflection assignment.	1.Listen to teacher instructions 2. Proofread paper. Reflect on and analyze problem-solution essay writing skills and record thinking on worksheet.
8, 9, 10	T. gives summative assessment. T. collects all work at the end of days 8 & 9 and passes it back out for completion of assessment on day 10. Students may have time at the computer in the lab for research and typing final drafts. **RTI Accomodations/Modifications:** An outline may be partially completed for student after student verbalizes ideas (e.g., T. may write out thesis statement)	Complete summative assessment: Write a biographical essay about a Nobel Peace Prize Repicipient, incorporating research to develop the thesis and providing internal citation and a Works cited page.

Summative Assessment: Writing Informative/Explanatory Texts
Grade 10

You have already researched and written about the life of Alfred Nobel. Now it is time to research the recipients of the Nobel Peace Prize. Write a 2-3 page biographical essay about a Nobel Peace Prize winner. Use the Internet to research the person's life and

accomplishments. Was the award given without conflict? How did this person influence his/her community and the world at large? Explain why this person became a Nobel Peace Prize recipient. As with any formal research paper, cite your sources following MLA guidelines and complete a Works Cited page.

Part I: Prewrite: Look over the list of Nobel Peace Prize winners and research a few of them to determine which one interests you.
1.) On a separate sheet of paper, use Cornell notes to create a short list of topics (Nobel recipients) for your essay, noting their accomplishments and interesting information about their lives. Then, determine which recipient you will research further and write about in your biographical essay.
2.) Write an outline, draw a web or create a graphic organizer that will help you organize your thesis, main ideas and supporting details.

Part II. Draft: Write the rough draft of your biographical 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: Type your paper in the computer lab to complete your final draft. You may use the MLA handout to write your Works Cited page and ensure that you have formatted it correctly.

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%