Curriculum Sample Template

Grade Level	12th Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)	Composition & Literature IV		
Length of Unit	9 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 functional writing and have written routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences. (12.W.4a; 12.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(12.W.4) Students have planned, drafted, revised and edited written work(12.W.5). They have analyzed poems from various literary periods and multi-culturally diverse writers (12.RL.7; 12.RL.9) They have identified the speaker, audience, figurative language, imagery, tone and theme of various poems in Poetry Analysis Chart ("Stupid America" by Abelardo Delgado, "I yearn" by Ricardo Sanchez, "Tropics of New York" by Claude McKay, "Richard Cory" by Edwin Arlington Robinson, "To His Coy Mistress" by Andrew Marvel, "To the Virgin, to Make Much of Time" by Robert Herrick)(12.RL.2; 12.RL.4). Students have written literary analysis in short answer responses to specific questions(12.RL.1) and have demonstrated understanding of literary terms related to poetry (e.g., theme, sonnet, figurative language, tone, quatrain, rhyme scheme etc.)(12.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.*	*Arizona's Common Core Standards:* Instruction aligned with 12.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 edit student work or write out Revision Plan for Tier 3. Tier 3 students may write final drafts on the computer. *What Works* Strategies: Students required to put ideas in visual form/create their own graphic organizers. Student self-reflection taught in writing process. Objectives are clearly communicated to students at the beginning of every lesson. Cooperative learning used in lessons. Homework is assigned for independent practice. Tickets Out the Door and other formative assessments provide avenues for teacher feedback. Daily and unit objectives will be written on the board. *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:* Multicultural literature helps students examine curriculum from multiple		

	perspectives.
Standard Number and Description *List the Number* and full description for the required Standard.*	**12.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(textual evidence) by writing an analytic essay comparing and contrasting the specific themes of two poems and the writers' use of poetic techniques.
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 Compare/Contrast Literary Analysis Essays, Construction paper/posters and markers, Poetry Analysis Chart completed previous week for reading, *Informative/Explanatory Text Rubric(Grades 11-12),* "What's the Score?" worksheet, Editing Checklist, "Self-Reflection: What I Learned" **Textbooks for Literature:** *Prentice Hall Literature: The British Tradidion*, 2002, Pearson Education, Inc. *Prentice Hall Literature: The American Experience*, 2002, by Pearson Education, Inc.

	Instruction	Student Activities
1	Objective(on board): Identify different organizational patterns in compare and contrast essays(subject by subject and point by point) . 1.) T. explains objective and tells Sts. they will be writing analytic essays in	1.) Listen to objective 2.) Read along as essays are read aloud 3.) Create 2 original graphic organizers to display

	which they will have to compare and contrast two different literary works. 2.) T. and students read aloud 2 sample compare and contrast essays that he has written with 2 different organizational patterns (subject by subject and point by point) . (RTI: Highlight thesis and main ideas in text for Tier 3.) T. organizes sts. in pairs, shows examples of various graphic organizers that they have used (problem-solution graphic organizer, web, hierarchal organizer, etc.) and instructs sts. to create new graphic organizers for the essays presented, writing out the thesis and only the main ideas within the new graphic/visual on two different posters. 4.) T. organizes Classroom Tour: Partnership display graphic organizer posters. One stays to explain posters to traveling students; one travels to other students' posters. 5.) T. assigns homework: Read sample literary essays. Create graphic organizer that displays the organizational structure of the essay and write in the thesis statement and the main ideas.	organizational structure of essays in visual format. Identify and record on graphic organizers the thesis statements and main ideas in the essays. 4.) 1 of 2 activities: Explain graphic organizers to classmates OR Listen to other students explain their graphic organizers. 5.) Read sample essay, identify organizational structure and create graphic organizer to document structure, thesis statement and main ideas of essay. (Done independently) (RTI Tier 3: Sts. may need thesis sentence and/or main ideas highlighted in sample essay)
2	Objective: Evaluate sample compare and contrast essays that analyze two poems with similar subjects or themes. *1.* T. explains objective and will then read aloud the *Informative/Explanatory Text Rubric (Grades 11-12)* 2. T. guides students through evaluation of 2-3 compare/contrast 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). To highlight rigor of grade 12 rubric, additional questions on worksheet include: How does the writer create a unified, cohesive essay? How does the writer develop the topic thoroughly? Does the syntax improve the essay? If so, how? How does the author use literary techniques such as metaphor, simile and analogy to communicate more effectively? 3. T. shares essay topic for the week: *In a literary analysis essay, compare and contrast two poems from your Poetry Analysis Chart, analyzing the poetic*	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 "What's the score?" worksheet. Share answers with class

	techniques the writers use to communicate their themes. T. reminds student to have Poetry Analysis Chart for next lesson.	
3	Objective(on board): Organize ideas for a compare/contrast essay analyzing literary works. 1. T. explains objective for the day and models how to organize ideas visually for a compare/contrast literary analysis essay, using information from two authors on Poetry Analysis Chart. 2. Think-Pair-Share: T. asks students to do what was modeled and then share their graphic organizers, thesis statement and main ideas with partners and discuss accuracy of organization and information. Partners instructed to read board aloud to partner and explain citations in detail. 3. On overhead projector, T. models writing the introduction of the rough draft using the information and ideas from graphic organizer, with emphasis on finding commonalities among different works. 4. T. checks on students' graphic organizers as they write their essay introductions. All students turn in graphic organizer before leaving for final teacher check and feedback.	1. Listen and observe as teacher models using the graphic organizer to organize thesis and main ideas of essay. 2. With partner, speak the main ideas of the compare/contrast literary analysis essay to be written. Explain information and evidence in texts. 3. Listen and observe as teacher models using the graphic organizer to write the introduction of the rough draft of the essay. 4. Write introduction of essay rough draft. (RTI: Tier 2s and 3s may work with T. for guided small group instruction; Tier 3s may verbalize main ideas and have T. write out on graphic organizer.)
4	Objective: Write rough drafts of literary analysis essay, utilize compare and contrast transitional words, and vary one's syntax to link ideas and create cohesive essay 1. T. explains objective for the day. Reads through compare/contrast transitions word list (e.g., conversely, likewise,in constrast to, etc.) and models using information from graphic organizer and word list to write rough draft. T. also uses think aloud to model how she would vary the transitions and syntax. 2. T. monitors student work and provides feedback when necessary as sts. write rough drafts. (Close monitoring of RTI Tiers 2 & 3) 3. T. collects rough drafts of essay	1. Listen to teacher instructions and modeling. 2. Write rough draft of literary compare/constrast essay. 3. 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 4-8 students at a time for feedback on draft and mini-lesson. Students in each group share similar instructional needs with regard to writing. Guided instruction of each group is	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. 3. Get teacher to check revision plan.

	based on that need. (For example, group 1 instruction: using varied syntax to link major sections of the text and create cohesion; group 2 instruction: developing ideas further with the most significant and relevant facts, details, quotations, etc.; group 3 instruction: using techniques such as metaphor, similar and analogy to manage the complexity of the topic and communicate more effectively.) Some students may be in multiple groups. 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.	Homework: Finish revision process.
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. 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 literary analysis essay.	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.
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.

Summative Assessment: Writing Informative/Explanatory Texts
Grade 12

Read "Sonnet 130" by William Shakespeare and "Sonnet 69" by Pablo Neruda in your textbook. Both poems share expressions of love. After analyzing the poems closely, write a compare and contrast essay about the two works, analyzing the specific theme of each

poem and how the writers use poetic techniques to express those themes. Your work will be graded using *Informative/Explanatory Text Rubric, Grades 11 and 12.*

Part I: Prewrite: On a separate sheet of paper, create your own visual/graphic organizer to organize your ideas and the details you will need to compare and contrast the two poems' poetic techniques and themes.

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

Part III. Revise: Use the Writing Standard Evaluation Instrument and the Holistic 6 Traits rubric 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%