Grade Level	4th	**Content Area**	Writing
Course Title (grades 9-12 Only)	N/A		
Expected Prior Knowledge *List the knowledge/skills mastered earlier in the year that are foundational to the mastery of the Required Standard(s).*	Prior to this unit, the scholars will demonstrate a working knowledge of the steps of the writing process (4.W.5). The scholar will have mastered writing a paragraph on one idea or topic that is appropriate to their task and audience (4.W.4 & AZ4.L.1). Scholars will have mastered standard writing conventions (4.L.2) and have knowledge of language and it's conventions (4.L.3). Scholars will have prior experience working with Thinking Maps. This lesson will be part of a larger unit in which scholars will write a personal narrative- a story from their own life experiences. At the point in the unit where these lesson occur, the scholars will have already selected an event to write about, brainstormed ideas and drafted their story. This series of lessons will be a part of the revising process. The teacher has been completing her own personal narrative story to model all techniques as the scholars progress through the unit.		
Alignment to Program of Instruction *Describe how the methods of instruction found in this sequence of lessons align to the Program of Instruction described in the application package.*	For this unit, scholars will use novels from Core Knowledge as exemplar text for writing. They will use Thinking Maps to develop their ideas and strengthen their writing. The teacher will begin each day with whole group instruction, which will incorporate elements of Madeline Hunter's lesson model including the anticipatory set, instructional delivery and teacher modeling. The teacher will then have the scholars engage in guided practice and a check for understanding before they are released to independent practice with their own writing. During the independent practice time, the teacher will be able to pull a small group of scholars for reteach as need is indicated on the check for understanding piece.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**4.W. 3** *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.* *c. Use a variety of transitional words and phrases to manage the sequence of events.* *e. Provide a conclusion that follows from the narrated experiences or events.*		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Scholar Writing Notebooks Teacher model of a Personal Narrative Story Core Knowledge Novels as exemplar text: Robin Hood and Pollyanna Shortened versions of 3 familiar fairy tales that use a variety of transitional words (1 page limit)		

	"The Three Little Pigs" story Classroom White Board and Marker Individual Scholar White Boards and Markers Projector/Document Camera Rubric for Solid Conclusion Rubric for Transitional Words Rubric for Narrative Writing Paragraph

* ***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, Cluster, Standard (e.g., 6.EE.B.7). For HS Math, use Conceptual Category-Domain, Cluster, Standard (e.g., A-REI.C.6).*

Lesson (add as needed)	**Instructional Strategies -** *List and describe teacher actions, lesson by lesson, which will provide students with opportunities to engage the grade-level rigor defined by the Required Standard(s). Indicate alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	**Student Activities -** *Describe the activities, lesson by lesson, in which students will engage to allow them to master the grade-level rigor defined by the Required Standard(s). Indicate alignment of student activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Anticipatory Set (5 minutes):** In a whole group class setting, the teacher will ask the scholars to think back to the novels they have read together so far this year. The teacher will ask: How did you feel at the end of those books? What did the author do in their writing at the end of the story to give you a sense of closure or finality?	The scholars will actively listen to the teacher. The scholars will discuss the question with a partner then the teacher will pepper call on (technique 24- Teach Like a Champion) scholars to share their thoughts. At the end of the share, the teacher will randomly call on a scholar to summarize the discussion.
	Objective and Purpose: The scholar will select a writing technique and apply it as they draft a solid conclusion.	The scholars will write down the objective in their writing notebook.
	Instructional Delivery (10 minutes): The teacher will tell the scholars that good writers give their story a solid conclusion at the end of their writing. There are many different ways an author can create this. The teacher will project excerpts from the endings of Robin Hood and Pollyanna and talk the scholars through the specific techniques the authors use. The teacher will generate a list of strategies an author can use to wrap up their writing. Scholars will copy that list into their Writing Notebook. The list will include: 1) Add a final lasting thought, 2) Include a look ahead to the future, 3) Summarize any lessons learned in the story.	The teacher will pull sticks to cold call on (technique 22- Teach Like a Champion) scholars to answer questions about the techniques used in each novel. The scholars will take notes on the techniques for a solid conclusion in their Writing Notebook.
	Modeling (5 minutes): The teacher will model the thought process of selecting one of the three strategies to apply to her own personal narrative. The teacher will think aloud through out this so the scholars can hear the criteria the teacher uses to make her selection. The teacher will then model revising her own story's conclusion to include the new technique.	Scholars will actively listen to the modeling.
	Check for Understanding: The teacher will have the scholars rate her model of revising a conclusion using the criteria she has provided.	Exit Ticket (technique 20- Teach Like a Champion): Scholars will use the given criteria to write a summary of how to revise the conclusion of their story.

	Guided Practice (10 minutes): The teacher will give the scholars an opportunity think about which of the three strategies might fit best with the personal narrative story they have crafted. Then the teacher will have the scholar circle the strategy they have selected in their notebook. **Independent Practice (10 minutes):** Scholars will revise their story to include the strategy they have selected in their conclusion. **Closure/Exit Ticket (5 minutes):** The teacher will have the scholar share their paragraph with a partner. Each partner will respond to the other partner's reading using the following prompt: The technique you selected was _____.	The scholars will make notes in their Writing Notebook about which technique they think will best fit their story using everybody writes (technique 26- Teach Like a Champion). They will share their thoughts with another student. Scholars will circle the idea they decide to try in their own writing. The scholars will work independently to revise their writing. They will take out anything that no longer fits and add in the new technique. Scholar will share their paragraph with a partner and respond to what they hear using the teacher given prompt.
2	**Anticipatory Set (5 minutes):** Working in a whole group setting the teacher open by asking the scholars what type of signal words they have seen to help them determine the order of the action in a story. **Objective and Purpose:** The scholars will generate a bank of transitional words to use in their writing. **Instructional Delivery (5 minutes):** Then the teacher will explain to the scholars that another important aspect of a narrative story is using transitional words to help the reader keep track of the sequence of events. The teacher will write the definition of transitional words in her Writing Notebook as the scholars write the definition in theirs. **Modeling (10 minutes):** The teacher will project a copy of a shortened familiar fairy tale and read it aloud to the class. The teacher will use a highlighter to circle all of the transitional words in the story. The teacher will explain how these words help manage the sequence of events. The teacher will begin a word bank of these words in her Writing Notebook as the scholars do the same in theirs.	The scholars will discuss the teacher prompt with a partner to be ready to answer if called on. The teacher will teacher will pepper call on (technique 24- Teach Like a Champion) scholars at random to share out. The scholars will write down the objective in their writing notebook. The scholars will actively listen to the teacher. The scholars will take notes on the definition of transitional words using board=paper (technique 14- Teach Like a Champion). The scholars will take a stand (technique 21- Teach Like a Champion) by signaling thumbs up/thumbs down when the teacher asks if a word is in fact a transitional word. The scholars will begin to generate a word bank of transitional words.

	Check for Understanding: The teacher will save the final example from the fairy tale as a check for understanding. When the teacher reads the final paragraph, she will ask scholars to write the final transitional word on their white board and show it to the teacher. **Guided Practice (10 minutes):** The teacher will then pass out copies of the other 2 shortened familiar fairy tales to the class. The class will work on the first one together, identifying the transitional words and recording them in the word bank in their Writing Notebook. **Independent Practice (10 minutes):** Scholars will now read the final familiar fairy tale on their own, highlight all the transitional words they find and adding them to their transitional word bank in their Writing Notebook. **Closure/Exit Ticket (5 minutes):** The teacher will ask scholars to think of any other transitional words they know that they should add to their word bank. The teacher will then do a whip around to have the scholars list all of the transitional words they have found that day.	Exit Ticket (technique 20- Teach Like a Champion): Scholars will identify the final transitional word and write it on their white board then display it for the teacher to check. The teacher will cold call (technique 22- Teach Like a Champion) on scholars at random to identify transitional words as they come up in the reading. The scholars will record the transitional word bank in their Writing Notebook. The scholars will work independently to find the transitional words in the final story. Scholar will write any additional transitional words in their notebook. The scholars will participate in the whip around- each scholar taking a turn to contribute one idea until all ideas have been exhausted.
3	**Anticipatory Set (5 minutes):** The teacher will have the scholars get out their transitional word bank from the previous days work. Scholars will review their bank to refresh their memory of transitional words. **Objective and Purpose:** The scholars will revise their personal narrative draft to include transitional words. **Instructional Delivery (5 minutes):** The teacher will explain to the whole group class that now that they know transitional words, it is time to apply them to their writing.	The scholars will actively listen to the teacher. Scholars will review their word bank from the previous day. The scholars will write down the objective in their writing notebook. Scholars will actively listen to the instruction.

	Modeling (5 minutes): The teacher will model with a think aloud how she selects and adds transitional words to her personal narrative draft. **Check for Understanding:** The teacher will save the final example from her personal narrative to use as a check for understanding. The teacher will give the scholar 3 choices of transitional words for the given selection. Scholar will select the most appropriate choice and signal their answer. **Guided Practice (10 minutes):** The teacher will have the scholars get out their drafts and work on adding transitional words to their first two paragraphs. Then scholars will share their progress with a partner and get feedback on the effectiveness of their transitional word choice. **Independent Practice (15 minutes):** Next, the scholars will independently revise the rest of their draft, adding transitional words where appropriate. **Closure/Exit Ticket (5 minutes):** The teacher will have the scholar share the paragraph that they feel is the strongest with a partner. Each partner will respond to the other partner's reading using the following prompt: The transitional word you used that strengthened your writing was_____.	As the teacher models, scholars will take a stand (technique 21- Teach Like a Champion) by signaling thumbs up/down if they feel a transitional word is a good choice for a given sentence. Exit Ticket (technique 20- Teach Like a Champion): Scholars will signal the teacher their selection. They will use one, two or three fingers to indicate their choice. Scholars will keep their signal close to their chest to keep their answer between the scholar and the teacher. The scholars will add transitional words to the first two paragraphs of their story. Scholars will share their story with a partner. Scholars will give their partner feedback on the effectiveness of the selected transitional words. The scholars will work independently to revise the draft of their personal narrative and add transitional words. Scholars will share their paragraph with a partner and respond to what they hear using the teacher given prompt.
S.A.	*Provide an opportunity for the student to complete the summative assessment items which is clearly separate from instruction and guided or independent practice, and in which the student is assessed independently. In the Student Activities column, provide a brief description of the summative assessment (S.A.) items that will allow students to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	For the assessment, scholars will be asked to complete three tasks. In the first task, scholars will craft a solid conclusion to a familiar story. In the second task, scholars will identify and evaluate the effectiveness of transitional words in a given story. For the third task, scholars will craft a narrative paragraph using transitional words.

Summative Assessment Items and Scoring:

Summative Assessment Item 1: Solid Conclusion
Artifact Prompt: Write a solid conclusion for "The Three Little Pigs." Read the provided version of "The Three Little Pigs" then add a solid conclusion to finish the story. Be sure to use a solid conclusion technique from your Writing Notebook.
Assessment Criteria: There are 60 possible points in the assessment. (See rubric) Scholar mastery is set at 45 points. (75%)

Solid Conclusion Rubric

	0	10	20
Technique	The author does not attempt to use a solid conclusion technique	The author attempts a solid conclusion technique but does not fully execute the strategy.	The author crafts a solid conclusion using one of the given techniques.
Paragraph Construction	The writing is not in paragraph format.	The writing is formatted in a paragraph but sentences may be weak.	The writing is in paragraph form and contains 4-7 well-constructed sentences.
Wrap Up	The reader is unsure the story has ended.	The reader knows the story has ended but is left dissatisfied or with unanswered questions.	The reader feels a sense of finality and satisfaction with the story.

Summative Assessment Item 2: Transitional Words
Artifact Prompt: Highlight the transitional words used in the given story. Write a summary explaining if you think the transitional words were well used to enhance the story.
Assessment Criteria: There are 40 possible points in the assessment. (See rubric) Scholar mastery is set at 30 points. (75%)

Transitional Word Rubric

	0	10	20
Transitional Words	The scholar identified 6 or less of the transitional words.	The scholar identified 7-9 if the transitional words.	Scholar correctly identified all 10 transitional words.
Summary Evaluation	The scholar does not demonstrate an understanding of the use of transitional words in writing.	The scholar demonstrates a limited understanding of the purpose of transitional words.	The scholar demonstrates an understanding of the purpose of transitional words in writing.

Summative Assessment Item 3: Narrative Writing Paragraph
Artifact Prompt: Write a paragraph detailing the events of your day thus far. Use transitional words to manage the sequence of events in your narrative.
Assessment Criteria: There are 60 possible points in the assessment. (See rubric) Scholar mastery is set at 45 points. (75%)

Narrative Writing Paragraph Rubric

	0	10	**20**
Paragraph Construction	The writing is not in paragraph format.	The writing is formatted in a paragraph but sentences may be weak.	The writing is in paragraph form and contains 4-7 well-constructed sentences.
Sequence of Events	The events in the story have no evident sequence.	The events in the story follow a chronological sequence.	The events in the story follow a chronological sequence and are pace to move the reader through the story.
Transitional Words	The writer does not use transitional words.	The writer uses some transitional words but they may feel out of place.	The writer uses transitional words appropriately to manage the sequence of events in the story.