Grade Level	3rd	**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 (3.W.5). The scholar will have mastered writing a paragraph on one idea or topic that is appropriate to their task and audience (3.W.4) Scholars will have mastered standard writing conventions (3.L.2) and have knowledge of language and it's conventions (3.L.3). Scholars will have prior experience working with Thinking Maps. They will have learned the elements of plot in 2nd grade (2.RL.7). This lesson will be part of a larger unit in which scholars will write a fiction story. At the point in the unit where these lessons occur, the scholars will have already generated several possible ideas for a fiction story and narrowed in on the idea they will use. This series of lessons will be a part of the brainstorming and drafting process. The teacher will complete her own fiction story to model all strategies 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.*	**3.W.3** *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.* *a. Establish a situation and introduce a narrator and or characters; organize an event sequence that unfolds naturally.* *c. Use temporal words and phrases to signal event order.*		
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 Fiction Story Core Knowledge Novels as exemplar text: Alice in Wonderland Classroom White Board and Marker Individual Scholar White Boards and Markers Projector/Document Camera Rubric for Story Opening Rubric for Chronological Flow Map Rubric for Temporal Words and Phrases		

* ***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 the author begin the story? How did they introduce you to the main characters? **Objective and Purpose:** The scholars will draft an opening paragraph for their story that introduces their main character. **Instructional Delivery (10 minutes):** The teacher will tell the scholars that stories need strong lead characters. The lead character is how the reader connects to the story and the person through which the story events are reveled. At the beginning of a story, the author must introduce their main character and set up the situation of the story. For example, the teacher will project excerpts from the beginning of Alice in Wonderland and talk the scholars through the introduction of Alice and the set up of the story situation. The teacher will explain that before writing begins, an author must plan out what the situation in a story will be and how they will introduce the main character. **Modeling (5 minutes):** The teacher will model the thought process of brainstorming the story situation and how to introduce the main character using a Bubble Map. The teacher will think aloud through out this so the scholars can hear the teacher get her ideas out and how they will be connected in the story. As the teacher is working through the model she will make her thinking apparent by generating a bullet point list of elements to include off to the side of the Bubble Map. The teacher will then model drafting the introductory paragraph for her fictional story, pulling elements from the brainstorm on the Bubble Map. **Check for Understanding:** The teacher will ask the scholars to list the elements they should include on their Bubble Map. **Guided Practice (10 minutes):** The teacher will guide scholars through the process of creating their Bubble Map. She will talk them through the creation of the map, then call on scholars to remind the class of each element to include. The scholars will be given time to address that element before the class moves on to the next.	The scholars will actively listen to the teacher. The scholars will discuss the question with a partner and then the teacher will use the pepper technique (technique 24- Teach Like a Champion) to call on scholars to share their thoughts. At the end of the share, the teacher will randomly call on a scholar to summarize the discussion. The scholars will write down the objective in their writing notebook. The teacher will cold call (technique 22- Teach Like a Champion) on scholars to answer questions about the elements of literature in the novel. Scholars will actively listen to the modeling. In their Writing Notebooks, the scholars will take bullet point notes on what elements need to be addressed in the brainstorm. Scholars will respond chorally with call and response (technique 23- Teach Like Champion) by reading their bullet point list. The scholars will make create their Bubble Map in their Writing Notebook. When the teacher asks for the elements to include, scholars will answer chorally- call and response (technique 23- Teach Like a Champion) or by names pulled at random- pepper (technique 24- Teach like a Champion). As

	Independent Practice (10 minutes): Scholars will draft an introductory paragraph for their fiction story pulling elements from their Bubble Map. The teacher will walk the room to assist as needed. **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 with one positive observation.	the teacher gives writing time between each prompt, scholars will record ideas for that element on their individual map. The scholars will work independently to create their paragraph. They will incorporate elements from their map in their writing. 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 to recall how the sequence of events unfolded in the novel Alice in Wonderland. The teacher will have the scholars list and sequence 7 events as a table group. Each table group will share out their sequence. **Objective and Purpose:** The scholars will organize the sequence of events in their story. **Instructional Delivery (5 minutes):** Then the teacher will explain to the scholars that, like in Alice in Wonderland, the way that the events are sequenced is a very important part of writing. The sequence of events drives the reader forward. Teacher will ask scholars to take a stand to show if they agree or disagree with this statement. **Modeling (10 minutes):** The teacher will project a copy of her bubble map from the day before. The teacher will explain that they are now going to take these ideas and sequence them in a way that tells the story using a Flow Map. The teacher will define chronological order of events, and the scholars will take notes on the definition. The teacher will model pulling ideas off of the Bubble Map and sequencing them chronologically into the Flow Map. **Check for Understanding:** The teacher will use the activities of the class that morning as a check for understanding of chronological order. The teacher will randomly list 4 events the class experienced that day and ask the scholars to write them in chronological order on their whiteboard and show it to the teacher. **Guided Practice (10 minutes):** The teacher will then lead the class through the creation of their own Flow Map sequence of events. The teacher will ask prompting questions to help the scholars put down what happened first, next and last in their story. **Independent Practice (10 minutes):** Scholars will now work independently on writing the events into the draft of their story.	The scholars will discuss the teacher prompt with their table group. The teacher will pepper call (technique 24- Teach Like a Champion) scholar from each table to share the ideas of the group. The scholars will write down the objective in their writing notebook. The scholars will actively listen to the teacher. Scholars will take a stand (technique 21- Teach Like a Champion) to show if they agree or disagree that the sequence of a story is an important element of writing. The scholars will write the definition of chronological order in their Writing Notebook. The scholars will answer the teacher's questions about building a Flow Map when cold called on (technique 22- Teach Like a Champion). Exit Ticket (technique 20- Teach Like a Champion): Scholars will order the events chronologically and write it on their white board then display it for the teacher to check. The scholars will follow the teacher's prompts to create a Flow Map of a chronological sequence of events for their story. The scholars will work independently to draft the events into their story.

	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 with one positive observation.	Scholar will share their paragraph with a partner and respond to what they hear using the teacher given prompt.
3	**Anticipatory Set (5 minutes):** Working in a whole group setting the teacher open by asking the scholars: What type of words signal time? **Objective and Purpose:** The scholars will generate a bank of temporal words and phrases 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 temporal words to help the reader keep track of the sequence of events. The teacher will write the definition of temporal words in her Writing Notebook as the scholars write the definition in theirs. The teacher will begin a word bank of exemplar temporal words and ask the scholars to add to it. Both the teacher and the scholars will write the word bank in their Writing Notebook. **Modeling (10 minutes):** The teacher will project a copy of her fictional story and read it aloud to the class. As the teacher reads she will think aloud about places where the addition of a temporal word or phrase could enhance the writing. She will model adding temporal words and phrases to her story. **Check for Understanding:** The teacher will save the final example from her fiction story as a check for understanding. When the teacher reads the final paragraph, she will ask scholars to write an appropriate temporal word to add on their white board and show it to the teacher. **Guided Practice (10 minutes):** The teacher will then guide the scholars through revising the first portion of their fictional story to include temporal words and phrases. She will provide prompts to help scholars recognize where they are in the story and what type of temporal words are appropriate to that portion of the story. **Independent Practice (10 minutes):** Scholars will now finish revising their story independently to include temporal words. **Closure/Exit Ticket (5 minutes):** Scholars will share their favorite revised sentence which now includes a temporal word with a partner.	The scholars will discuss the teacher prompt with a partner to be ready to answer if called on. The teacher will pepper call (technique 24- Teach Like a Champion) on 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 temporal words using board=paper (technique 14- Teach Like a Champion). The scholars will volunteer suggestions for temporal words to add to the class generated word bank. The scholars will record the word bank in their Writing Notebook. The scholars will take a stand (technique 21- Teach Like a Champion) by signaling thumbs up/thumbs down when the teacher asks if a temporal word is a good fit for a particular location in the story. Exit Ticket (technique 20- Teach Like a Champion): Scholars will identify the final temporal word and write it on their white board then display it for the teacher to check. Scholars will follow along with teacher prompts to edit the first portion of their story to include temporal words. The scholars will work independently to revise their fiction story to include temporal words and phrases throughout. Scholars will share their revisions with a partner.

4	**Anticipatory Set (5 minutes):** Working in a whole group setting the teacher open by asking the scholars: What makes a story come alive? **Objective and Purpose:** The scholars will be able to create descriptive details to develop characters, settings, and events. **Instructional Delivery (5 minutes):** Then the teacher will explain to the scholars that another important aspect of a narrative story is using adjectives, adverbs, and other descriptive details to make the basic elements of the story more alive. The teacher will read from Alice in Wonderland and have students identify adjectives, adverbs, and descriptive phrases. **Modeling (10 minutes):** The teacher will project a copy of her fictional story and read it aloud to the class. As the teacher reads she will think aloud about places where the addition of a descriptive detail could enhance the writing. She will model adding descriptive details to her story. **Check for Understanding:** The teacher will save the final example from her fiction story as a check for understanding. When the teacher reads the final paragraph, she will ask scholars to write an appropriate descriptive detail to add on their white board and show it to the teacher. **Guided Practice (10 minutes):** The teacher will then guide the scholars through revising the first portion of their fictional story to include descriptive details. She will provide prompts to help scholars recognize where they are in the story and what type of descriptive details are appropriate to that portion of the story. **Independent Practice (10 minutes):** Scholars will now finish revising their story independently to include descriptive details. **Closure/Exit Ticket (5 minutes):** Scholars will share their favorite revised sentence which now includes a descriptive details with a partner.	The scholars will discuss the teacher prompt with a partner to be ready to answer if called on. The teacher will pepper call (technique 24- Teach Like a Champion) on 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 read, and will identify descriptive details in the text. The scholars will take a stand (technique 21- Teach Like a Champion) by signaling thumbs up/thumbs down when the teacher asks if a descriptive detail is a good fit for a particular location in the story. Exit Ticket (technique 20- Teach Like a Champion): Scholars will identify the final descriptive detail and write it on their white board then display it for the teacher to check. Scholars will follow along with teacher prompts to edit the first portion of their story to include descriptive details. The scholars will work independently to revise their fiction story to include descriptive details throughout. Scholars will share their revisions with a partner.
5	**Anticipatory Set (5 minutes):** Working in a whole group setting the teacher open by asking the scholars: What makes a story hold your interest? **Objective and Purpose:** The scholars will be able to maintain the interest of the reader through effective plot development. **Instructional Delivery (5 minutes):** Then the teacher will explain to the scholars that another important aspect of a narrative story is using techniques such as tension and humor to develop the plot of a story. The teacher will read from Alice	The scholars will discuss the teacher prompt with a partner to be ready to answer if called on. The teacher will pepper call (technique 24- Teach Like a Champion) on 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 read, and will identify phrases that build interest.

	in Wonderland and have students identify phrases that build tension and add humor, and will use the board to trace the development of the plot. **Modeling (10 minutes):** The teacher will project a copy of her fictional story and read it aloud to the class. As the teacher reads she will think aloud about places where the addition of a narrative element could enhance the plot. She will model adding elements of tension and humor to her story, and will trace the development of the plot structure on the board. **Check for Understanding:** The teacher will save the final example from her fiction story as a check for understanding. When the teacher reads the final paragraph, she will ask scholars to write an appropriate narrative element to add on their white board and show it to the teacher. **Guided Practice (10 minutes):** The teacher will then guide the scholars through revising the first portion of their fictional story to include narrative elements and track the development of the plot. She will provide prompts to help scholars recognize where they are in the story and what type of narrative elements are appropriate to that portion of the story, and whether they are sufficiently developing a plot structure. **Independent Practice (10 minutes):** Scholars will now finish revising their story independently to include narrative elements and plot structure. **Closure/Exit Ticket (5 minutes):** Scholars will share their favorite revised sentence which now includes a descriptive details with a partner.	The scholars will take a stand (technique 21- Teach Like a Champion) by signaling thumbs up/thumbs down when the teacher asks if a narrative technique is a good fit for a particular location in the story, and if they help develop the plot. Exit Ticket (technique 20- Teach Like a Champion): Scholars will identify the final narrative and write it on their white board then display it for the teacher to check. Scholars will follow along with teacher prompts to edit the first portion of their story to include narrative elements. They will also create a plot diagram, identifying phrases that build the plot, and identify key elements of the plot structure. The scholars will work independently to revise their fiction story to include narrative elements throughout, and clearly identify the key points in the plot structure. Scholars will share their revisions with a partner.
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 independently complete three tasks. In the first task, scholars will be given a prompt and will be asked to create an opening paragraph to introduce the situation and character from the prompt. In the second task, scholars will create a Flow Map to sequentially order a given sequence of events and show how they create an effective plot structure. For the third task, scholars will revise a given story to include temporal words and phrases, descriptive details, and narrative elements.

Summative Assessment Item 1: Story Opening
Artifact Prompt: Given the following prompt, create an opening paragraph to a story that introduces the main character and sets up the situation. Prompt: Tom is an 8 year old boy from Phoenix. Tom is about to find out that he has the super power of super strength.
Assessment Criteria: The paragraph will be graded according to the following rubric. There are six possible points. Mastery is set at five points. (75% or greater).

Story Opening Rubric

	0	1	2
Character Introduction	The author does not introduce the main character.	The author attempts to introduce the main character, but leaves out important details.	The author introduces the main character and includes details to establish character traits.
Establishment of Situation	The writing does note establish the situation of the story.	The writing begins to establish the situation of the story but may be weak or confusing.	The writing establishes a situation to be developed through the story.
Paragraph Construction	The writing is not in paragraph format.	The writing is formatted in a paragraph but lacks in detail or sentences may be weak.	The writing is in paragraph form and contains 3-6 well-constructed sentences.

Summative Assessment Item 2: Chronological Flow Map and Plot Development
Artifact Prompt: Given a set of story events, create a Flow Map to sequence those events chronologically, and identify which events would fit the plot elements of: exposition, rising action, climax, falling action, and resolution.
Assessment Criteria: There are 6 possible points. Mastery is set at 5 points. (75%)

Chronological Flow Map Rubric

	0	1	2
Chronological Event Sequence	The scholar does not put the events in a chronological sequence.	The scholar orders the events chronologically, with 1-2 mistakes.	Scholar correctly orders all 8 events chronologically.
Flow Map Development	The scholar does not create their sequence in a Flow Map.	The scholar demonstrates a limited understanding of the use of a Flow Map.	The scholar demonstrates an understanding of the purpose of a Flow Map in sequencing story events.
Plot Development	The scholar correctly identifies two or fewer events for their place in a plot structure.	The scholar correctly identifies 3 to 5 events for their place in a plot structure.	The scholar correctly identifies 6 to 8 events for their place in a plot structure.

Summative Assessment Item 3: Temporal Words & Phrases, Descriptive Details, and Narrative Elements
Artifact Prompt: Revise the given story to include appropriate temporal words and phrases, descriptive details, and narrative elements.
Assessment Criteria: There are 12 possible points. Mastery is set at 9 points. (75%)

Temporal Word & Phrases Rubric

	0	1	2
Temporal Word Inclusion	The revision includes 0-2 temporal words or phrases.	The revision includes 3-4 temporal words or phrases.	The revision includes 5 or more temporal words or phrases.
Temporal Word Appropriateness	The included temporal words and phrases are out of place for the context of the story.	The included temporal words and phrases are mostly appropriate with only 1-2 errors.	All temporal words and phrases included in the story are appropriately placed given the context.
Descriptive Detail Inclusion	The revision includes 0-2 descriptive details.	The revision includes 3-4 descriptive details.	The revision includes 5 or more descriptive details.
Descriptive Detail Appropriateness	The included descriptive details are out of place for the context of the story.	The included descriptive details are mostly appropriate with only 1-2 errors.	All descriptive details included in the story are appropriately placed given the context.
Narrative Element Inclusion	The revision includes 0-2 elements that add tension or humor.	The revision includes 3-4 elements that add tension or humor.	The revision includes 5 or more elements that add tension or humor.
Narrative Element Appropriateness	The included elements that add tension or humor are out of place for the context of the story.	The included elements that add tension or humor are mostly appropriate with only 1-2 errors.	All elements that add tension or humo included in the story are appropriately placed given the context.