Grade Level	5th	**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 (5.W.5). The scholar will have demonstrated the ability to create a cohesive paragraph on one idea or topic that is appropriate to their task and audience (5.W.4). They will also have mastered standard language conventions including constructing a solid paragraph (5.L.1f) and editing their work for meaning and reader interest (5.L.3a). Scholars will have mastery of punctuating dialogue with quotation marks (5.L.2d). Scholars will have an understanding of Narrator's Point of View and be able to explain first person narration (5.RL.6). Scholars will have prior experience working with Thinking Maps. This lesson will be part of a larger unit where scholars write a narrative of imagined events based on what they have learned during their Core Knowledge study of European Exploration and Trade. Scholars will be tasked with imagining they are a person who lived during the European Exploration Era from the 1400s to the 1600s. They will create a narrative of their experiences as this person, using their historical knowledge of the time. At the point of this lesson within the unit, the scholars will have selected their main character and created a Bubble Map to describe that character and determine their character attributes. Scholars will have also have created a Circle Map to generate ideas about what events may take place in their story.		
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.*	This lesson will integrate Core Knowledge studies with writing skills. Scholars 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.*	**5. W. 3** *Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.* *b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.* *c. Use a variety of transitional words, phrases, and clauses to manage the sequence of 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 Example of Bubble Map Example of Flow Map Teacher Examples of Bubble Map, Flow map and Paragraph Classroom White Board and Marker Individual Scholar White Boards and Markers Rubric for Descriptive Paragraph Rubric for Flow Map Rubric for Writing Draft

** **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:** In a whole group setting the teacher will open the lesson by stating the objective. The teacher will tell the scholars that today they will begin work on the writing assignment they have been hearing about during humanities- an imagined story based on what they learned in their European Exploration study. The teacher will ask scholars to think-pair-share three things they learned during their European Exploration unit. **Objective and Purpose:** The scholars will develop an opening paragraph to their narrative story that establishes a detailed setting. **Instructional Delivery:** The teacher will tell the scholars that in order to be great writers they need to use details to develop great characters for their story. The teacher will explain that the scholars will write from a first person perspective and can choose to be anyone in the time period, from a king to an explorer to a cook on a boat. Once they decide who they will be, they will need to determine physical and personality traits for their character. They must decide what type of person that character is. The more details they have established about the character, the more descriptive their writing will be. **Modeling:** The teacher will model selecting a character, by creating a Bubble Map about herself. The teacher will then model writing a descriptive paragraph about her character, using details from the Bubble Map. **Check for Understanding:** The teacher will ask the scholars to write 3 categories of details that will help them develop great characters on their white board. **Guided Practice:** The teacher will give the scholars an opportunity to brainstorm potential characters at their table. Each table will create a list and share it out with the class to contribute to	The scholars will actively listen to the teacher. The scholars will share ideas with a partner at their table and be prepared to share out ideas with the class as the teacher calls on them. The teacher will use the pepper technique (technique 24- Teach Like a Champion) to call on at least one partner group from each table to share ideas. 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 scholars will listen actively. The scholars will take notes on how to develop great characters using board=paper (technique 14- Teach Like a Champion). . The teacher will pull sticks to randomly cold call on (technique 22- Teach Like a Champion) scholars to answer questions about the purpose and construction of a Bubble Map. Exit Ticket (technique 20- Teach Like a Champion): Scholars will write their answer on their white board and show the teacher so the answer can be checked. The scholars will brainstorm and record ideas for characters as a table group. The teacher will call on each table group to share out one idea, this share will continue around the room with each group

	a whole group list generated on the board. Once the ideas have been shared, the teacher will ask the scholars to select either one of these characters or one of their own invention. The teacher will then walk scholars through the creating a Bubble Map to describe their character. The teacher will ask question to guide the scholars and ensure they include enough detail. Questions will include: What type of person is your character? How old is your character? What do they look like? What type of life has your character lived? How does your character feel about exploration? What makes your character unique or interesting? While the scholars are working, the teacher will walk the room to check in on each scholar's work. **Independent Practice:** Scholars will use the information from their Bubble Map to generate a descriptive paragraph about their main character. The teacher can use this time to pull any scholars who had trouble developing their character on their Bubble Map and work with them in a small group setting. **Closure/Exit Ticket:** 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 detail you added that had the greatest impact was_____.	contributing a previously unstated idea until all groups have exhausted their list. The teacher will act as the recorder, generating a whole class list on the board. Scholars will next select a character and write it down in their notebook. Scholars will follow along with the teacher's instructions to build a detailed character map for their own character in their notebook. They will be sure that their map answers the teacher's guiding questions. The scholars will work independently to write a descriptive paragraph about their main character. They will focus on adding details to make their character come to life as they write. Scholar will share their paragraph with a partner and respond to what they hear using the teacher given prompt.
2	**Anticipatory Set**: Working in a whole group setting the teacher open by having the scholars share out answers to the following questions about yesterday's work: Why is it important to develop the main character of a story? **Objective and Purpose:** The scholars will develop a clear sequence of events, which includes transition words, for their narrative story. **Instructional Delivery:** Then the teacher will explain to the scholars that another important aspect of a narrative story is having the events sequenced in a way that moves the story along. One way to do this is to use transitional words to help the reader follow the sequence of events. The teacher will ask the scholars to help generate a list of transition words and record that list on the board. The teacher will fill in any missing words from the list.	They will discuss the teacher prompt with a partner to be ready to answer if called on. The teacher will use the pepper technique (technique 24- Teach Like a Champion) to call 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 first generate ideas for transitional words with their table group then select one representative from the group to share transition words with the class to be added to the class-generated list.

	Modeling: Next the teacher will tell the story of her morning, from the time she got up, to the time she arrived at school. She will explain to the scholars that a common way to organize a sequence of events in a narrative story is chronologically. The teacher will tell the scholars that a Flow Map can help to organize a story in a chronological way. The teacher will model using a flow map to organize the details from the story of her morning. After the map is created, the teacher will model adding transition words between each event.	As the teacher moves through the lesson, she will use sticks to randomly cold call (technique 22- Teach Like a Champion) on scholars to answer questions about how to fill out a Flow Map. The class will be asked to agree or disagree with a given answer by using thumbs up/ thumbs down.
	Check for Understanding: The teacher will ask the scholars to create a quick Flow Map of their morning on their white board sequencing 6 events.	Exit Ticket (technique 20- Teach Like a Champion): Scholars will create their Flow Map on their white board and show the teacher so the sequence can be checked.
	Guided Practice: The teacher will then explain that she will now extend the flow map to represent what happened that morning at school. Since the class was there for these events, they will generate the ideas to add to the flow map and determine the appropriate transition words. The teacher will provide feedback and guidance as needed.	The scholars will share out ideas for events to add to the class Flow Map. The teacher will cold call (technique 22- Teach Like a Champion) on scholars at random to share. Scholars will be asked to take a stand (technique 21- Teach Like a Champion) by determining if an answer is appropriately placed sequentially in the Flow Map by showing thumbs up/thumbs down. They will determine appropriate transition words to move the reader from one event to the next.
	Independent Practice: Scholars will now create their own Flow Map to sequence the events in their personal narrative story. The scholars will add transition words to their map for each event. The teacher will walk the room at this time to assist scholars as needed with the development of their Flow Map.	The scholars will work independently to create their Flow Map. They will focus on adding details to make their character come to life as they write.
	Closure/Exit Ticket: The teacher will have the scholar share their map with a partner. Each partner will respond to the other partner's reading using the following prompt: The transition word you added that I liked the best was_____.	Scholar will share their paragraph with a partner and respond to what they hear using the teacher given prompt.
3	**Anticipatory Set:** The teacher will have the scholars get out their sequence of events from the previous days work. Scholars will review their sequence to ensure it is clear and that they have included transition words.	The scholars will actively listen to the teacher. Scholars will review their Flow Map from the previous day. Scholars will number the events to ensure they are in the correct order.
	Objective and Purpose: The scholars will develop a draft of their narrative story that includes details, description and dialogue.	The scholars will write down the objective in their writing notebook.

	Instructional Delivery: The teacher will explain to the whole group class that an additional element that makes writing great is including dialogue. Dialogue can help the reader see how characters interact or react to each other. Dialogue can pull the reader in and make them feel as if they are experiencing a situation themselves.	Scholars will be asked questions about how to appropriately punctuate dialogue as a review of the skill. The teacher will ask these questions to the whole group for a call and response (technique 23- Teach Like a Champion), or will model how to do it (sometimes the wrong way) and ask scholars to take a stand (technique 21- Teach Like a Champion) by giving thumbs up or thumbs down if it was done correctly. If the work is done incorrectly, scholars will be asked to offer suggestion for the correction.
	Modeling: The teacher will pull out her Flow Map from yesterday and add notes on where adding dialogue could enhance her writing. Then the teacher will model writing a mini-story that pulls together the pieces of her examples: the character map details, the sequence of events and the addition of dialogue.	The teacher will ask throughout the modeling if an addition of dialogue would be appropriate. Scholars will take a stand (technique 21- Teach Like a Champion) by responding with thumbs up/thumbs down.
	Check for Understanding: The teacher will leave the final dialogue addition for the check for understanding. She will ask scholars to demonstrate on their white board what the final dialogue item will be and how to properly punctuate it.	Exit Ticket (technique 20- Teach Like a Champion): Scholars will write their answer on their white board and show the teacher so the answer can be checked.
	Guided Practice: The teacher will have the scholars get out their Flow Maps and look for places that they could add dialogue. They will make a notation of any place that dialogue might help the reader see what characters are thinking, how they feel or what they are experiencing.	The scholars will add details to their Flow Map, noting good places for the addition of dialogue as a technique to strengthen their writing.
	Independent Practice: Today the scholars will pull together all the pieces they have been working on to create a draft of their story. The draft will follow the sequence of events that they have developed and include the transition words they selected. The draft will also include details from the character map.	The scholars will work independently to create the draft of their narrative story.
	Closure: 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 technique you used that strengthened your writing was_____.	Scholar 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 create a narrative of real events. They will need to respond to develop the three artifacts in response to the following prompt: Tell the story of your favorite field trip. The scholar created artifacts will include a descriptive detailed paragraph about the teacher that lead them on the trip, a flow map for the sequence of events and a draft of their story which includes details, dialogue and transition words.

Summative Assessment Items and Scoring
Summative Assessment Item 1: Descriptive Paragraph of a Character
Artifact Prompt: Write a descriptive paragraph about the teacher who took you on your favorite field trip. You may create a Bubble Map for planning, but be sure to include all of the details in your paragraph. Your paragraph must include at least four traits.
Assessment Criteria: There are 60 points possible in the descriptive paragraph. Scholar mastery is set at 45 points. *(75%)*

Descriptive Paragraph of a Character Rubric

	0	10	20
Description/ Details	The author does not include descriptions of the characters.	The author uses limited character descriptions and details.	The author describes the characters in great detail using both physical and personality traits.
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 4-8 well-constructed sentences.
Topic	The writer veers off topic.	The writer stays mostly on topic but one or two sentences may seem out of place.	The writer stays on topic for the duration of the paragraph.

Summative Assessment Item 2: Flow Map
Artifact Prompt: Create a Flow Map to sequence the events from your favorite field trip. Include transition words between the events. Your Flow Map must include at least 6 events.
Assessment Criteria: There are 40 points possible in the flow map rubric. Scholar mastery is set at 30 points. *(75%)*

Flow Map Rubric

	0	10	20
Sequence of Events	The events in the story have no evident sequence.	The events in the story follow a chronological sequence.	The events follow a chronological sequence and are pace to move the reader through the story. There are at least 6 events.
Transitional Words	The writer does not include 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.

Summative Assessment Item 3: Narrative Writing Draft
Artifact Prompt: Write a draft of the narrative story telling about your favorite field trip. Be sure to sequence your events and use the transition words from your Flow Map. Your draft needs to include detailed descriptions and dialogue.
Assessment Criteria: There are 80 points possible in the narrative writing rubric. Scholar mastery is set at 60 points. *(75%)*

Narrative Writing Draft Rubric

	0	10	20
Description/ Details	The author does not include descriptions of the characters or details about the events.	The author uses limited character descriptions and details.	The author describes the characters in great detail.
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.
Dialogue	The writer does not include dialogue.	The writer uses some dialogue, but it does not enhance the story.	The writer uses well placed dialogue as a tool to develop the story and characters.