Grade Level	8th	**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).*	Scholars will have mastered how to write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences using precise words and phrases, relevant descriptive details and sensory language. Scholars will have also mastered how to produce conclusions that follow form and reflect on narrated experiences.		
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.*	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.*	**8.W.3** *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.* *b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.* *c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationship among experiences and events.*		
Materials/Resources Needed *List all items the teacher and scholars will need for the entire sequence of instruction (excluding common consumables)*	Writing notebooks Mimio		

* ***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 scholars 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 scholars 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:** Teacher will (TW) ask scholars to think about an experience or event that has led to a change in how they think about or do something. TW ask the scholars how they know that the event or experience led to the change. TW ask scholars for volunteers to describe such an experience or event. TW guide a class discussion on reflection, and how it is an important narrative technique in establishing meaning, both in the first person and the third person, as in a biography. **Objective and Purpose:** TW post objective for scholars to write in their writing notebooks: SW apply their knowledge of reflection to write a reflective narrative. **Instructional Delivery Whole Group:** TW inform scholars that that they will be conducting interviews of each other, asking about impactful experiences and why they were important. TW instruct scholars to write five questions they will ask a peer as if they were interviewing them. TW give scholars time to create five questions and write them down. TW clarify as needed. **Key Points:** • Meaningful questions inspiring reflection • On grade level questions **Modeling:** TW call a scholar up randomly to interview. TW sit down with student and introduce herself/himself as an interviewer. TW model interview, concentrating on taking notes. TW then outline the reflective responses onto the board as an example. TW allow scholars give input on how the reflective narrative should be set up clarifying as needed.	**Anticipatory Set:** Scholars will (SW) answer the question and engage in discussion related to impactful events/experiences. SW engage in the discussion by volunteering to describe an experience that led to a change in them. **Objective and Purpose:** SW write the objective in their writing notebooks for the day's assignment. **Instructional Delivery Whole Group:** SW create five questions to ask a peer. SW ask questions if needed for clarification. **Modeling:** SW watch and ask questions as needed when called upon.

	Check for Understanding: TW ask scholars to tell a neighbor what the assignment is and listen for any inconsistencies. **Guided Practice:** TW instruct scholars to meet with a peer and begin their interviews of each other. **Independent Practice:** TW direct scholars to begin writing their reflective narrative correctly on their own once their interviews are complete. **Closure/Exit Ticket:** TW chose scholars at random to share their interview information.	**Check for Understanding:** SW give instructions to a peer. **Guided Practice:** SW begin interviews of peers and vice versa. **Independent Practice:** SW write outline of reflective narrative after interviews are complete. **Closure/Exit Ticket:** SW share interview information.
2	**Anticipatory Set:** TW ask scholars to shout out any transition words/phrases/clauses they know in writing while writing them down on the board. TW then direct discussion as who which transition words/phrases/clauses from the list might help establish relationships between experiences and events. TW go through the list to have students consider which transitions would be effective in showing relationships (with Teacher guidance). **Objective and Purpose:** TW introduce assignment and write objective on the board. TW direct scholars to write the objective on a new page in their writing notebooks: SW practice using transitional words/phrases/clauses to establish the relationship among experiences and events. **Instructional Delivery Whole Group:** TW give the following prompt: "I can't believe what happened at the mall the other day..." TW inform scholars that the will begin the story on their own then they will pass their notebooks to the left and the next scholar will continue to write using the transition words on the board from the Anticipatory Set. TW give instruction that scholar will write three complete sentences using the transition words as or if needed. TW also instruct that when transition words are used they must be	**Anticipatory Set:** SW verbalize any and all transition words they know. SW engage in discussion on transition words. **Objective and Purpose:** SW write the objective for the day in their writing notebooks. **Instructional Delivery Whole Group:** SW write the prompt in their writing notebooks.

	circled. **Key Points:** • Grade level sentences • Correct grammar and conventions • Flow of story **Modeling:** TW verbally add to the story then pretend to switch notebooks, read the next lines and add his/her portion **Check for Understanding:** TW ask for any question then ask scholars to stand, take seven steps in any direction and repeat instruction to the nearest other scholar. **Guided Practice:** TW instruct scholars to begin their portion of the group-write. **Independent Practice:** TW monitor as scholars write their allotted number of sentences and remind them to circle any and all transition words as they are used. TW direct scholars to read their stories making corrections as needed in the writing. **Closure/Exit Ticket:** TW instruct scholars to reflect on the proper usage of transitions and share their stories.	**Modeling:** SW listen as instructor models **Check for Understanding:** SW follow instruction and repeat instructions to another scholar. **Guided Practice:** SW write the first three sentences of the group-write. **Independent Practice:** SW write their portion of the group write each time the notebooks are passed. SW edit their group-write. **Closure/Exit Ticket:** SW decided and give feedback as to the proper use of transitions and share their stories.
3	**Anticipatory Set:** TW ask scholars if they have read the comics from the newspaper and ask scholars who volunteer to describe what they look like. TW call on several scholars to come up to the board and add illustration to the descriptions. TW then ask scholars to character reflection as needed, with transitional words/phrases in the corner to show the relationship between the panels. TW describe reflection. TW inform scholars that today they will create a cartoon panel of themselves about their activities throughout the	**Anticipatory Set:** SW engage in discussion, volunteer to illustrate on the board.

	week. **Objective and Purpose:** TW write the following objective on the board for scholars to copy: SW produce a cartoon panel in which reflection and transitions are used correctly. **Instructional Delivery Whole Group:** TW instruct scholars to write eight highlights or things that happened to them in the last week either at school or at home. TW direct scholars to set up a six panel cartoon box in their writing notebooks. TW inform scholars that they will include have at least three panels of internal dialogue where they are reflecting as a character in their own cartoon. TW also inform scholars that they will use transitions (e.g. meanwhile, the next time he tried, before long). TW inform scholars that they must use proper grammar, conventions and spelling for the assignment. **Key Points:** • Well thought out ideas in the reflection • Deciding when to have the character reflect • Use of appropriate transitions to show relationship between events. **Modeling:** TW create her/his own cartoon panel and begin to think out loud the highlights of the week. TW chose one highlight and model as a reflection, and adds appropriate transitions. TW practice thinking it through as he/she is creating a panel. **Check for Understanding:** TW instruct scholars to turn to a partner and give the instructions for the assignment. **Guided Practice:** TW direct scholars to begin assignment and ask clarifying questions as needed. **Independent Practice:** TW allow scholars to complete assignment	**Objective and Purpose:** SW write the daily objective into their writing notebooks. **Instructional Delivery Whole Group:** SW write eight highlights of their week and draw out a six panel cartoon set up. **Modeling:** SW listen as instructor models thinking it through **Check for Understanding:** SW turn to a partner and give the instructions for the assignment, clarifying as needed. **Guided Practice:** SW begin assignment **Independent Practice:** SW continue with assignment and give input as they are called upon. **Closure/Exit Ticket:** SW share their work as they are called upon, concentrating on dialogue and reflection usage.

	randomly choosing scholars at five minute intervals to share what they have added and how the dialogue and reflection were included. **Closure/Exit Ticket:** TW ask and chose scholars to share how they have used dialogue and reflection properly in their cartoon panel.	
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 scholars to demonstrate mastery of the rigor of the Required Standard(s)/components, and the context in which the items will be administered.*	Following lesson 3, each scholar will independently write a reflective narrative using one of the three prompts.

Summative Assessment Items and Scoring: *Below, provide at least three Summative Assessment Items that together accurately measure student mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard(s). For each assessment item, provide an answer key or scoring rubric which clearly describes how assessment items are to be scored and how points will be awarded, such that mastery of the application of the content and/or skills as defined by the grade-level rigor in the Required Standard is clearly demonstrated by an acceptable score.*

Each scholar will choose one of the following prompts to write a reflective narrative of at least five paragraphs, which will be evaluated using the rubric below. *Mastery will be demonstrated with a score of 3 of 4 (75%).*

Summative Assessment Item #1 Write a reflective narrative based on the following prompt: Describe a somewhat humorous family event or tradition and what it means to you.

Summative Assessment Item #2 Write a reflective narrative based on the following prompt: Describe an event from history that you would have liked to attend, what role you would have wanted to be, and why.

Summative Assessment Item #3 Write a reflective narrative based on the following prompt: Think about the last time you attended a big public event, like a fair or sporting event. Describe the event using sufficient details that the reader will feel he or she is there.

Narrative Rubric

	0	1	2
Uses reflection to develop experiences or events	Scholar does not use reflection to develop experiences or events.	Scholar uses some reflective elements to develop experiences or events to a limited degree.	Scholar uses reflection to effectively develop experiences or events.
Uses a variety of transitions to show the relationship among experiences and events.	Scholar does not use transitions to show the relationship among experiences and events.	Scholar uses limited transitions to partially show the relationship among experiences and events.	Scholar uses a variety of transitions to effectively show the relationship among experiences and events.