Grade Level	2nd	**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.*	The scholars are able to use a combination of drawing, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in the order in which they occurred, and provide a reaction to what happened. The scholars have previously written narratives in which they had to recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal even order, and provide some sense of closure. Thinking maps such as Flow Maps are expected to be introduced in Kindergarten as part of progressive skills that build stronger organizations of information from year to year.		
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 charter contract.*	The Arizona College and Career English Language standards will serve as the basis for The Grande Innovation Academy's writing curriculum using Write From The Beginning and Thinking Maps. This curriculum ensures scholars will learn a variety of text types and purposes, how to produce writing, and how to conduct research. Thinking Maps will be used in every subject as a way for scholars to organize their thinking. The eight maps are visual representations of thinking skills used by scholars. Consistently using them will across the curriculum enables scholars to become better at organizing information.		
Standard Number* and Description *The standard number and description (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample*	**2.W.3** *Write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure.*		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	* Copies of narratives * Clipboards * Highlighters * Chart Paper * Temporal Words Poster * Tree maps * Brown Paper Sack		

- ***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:** Teacher will (TW) write the word STORY on the board. TW ask scholars to think about what comes to mind when they see the word story. TW call on a few scholars to share their thoughts. **Objective and Purpose:** The scholars will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Direct Instruction:** TW explain that every narrative story should include 5 parts: *who, what, where, why, when.* **Key Points:** • Narratives tell a story (fiction (made-up) or nonfiction (true) • Temporal words such as *first, second, third, next, last, etc.* are used to show sequencing in a story • Narratives include detail which describes feeling, thoughts, and actions **Guided Practice:** TW tell scholars that today we will be reading other narrative pieces and highlighting the 5 parts of the stories as we find them. TW hand out the same narrative on clipboards with a highlighter to each scholar and will have this narrative displayed on the mimeo. TW tell scholars to whisper read the narrative before we begin. TW ask scholars to name one part of a narrative we need to look for. TW then call on a scholar to identify where that specific part is in the story. TW highlight on mimeo and direct scholars to highlight on their paper copy. TW tell scholars to name another part to look for in a narrative. TW cold call another scholar to	**Anticipatory Set:** The scholars will be seated on the carpet as they view the word STORY. The scholars will share what comes to mind when they see the word story. **Objective and Purpose:** The scholars will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Direct Instruction:** The scholars will echo the 5 parts of a narrative as well as the key points. **Key Points:** • Narratives tell a story (fiction (made-up) or nonfiction (true) • Temporal words such as *first, second, third, next, last, etc.* are used to show sequencing in a story • Narratives include detail which describes feeling, thoughts, and actions **Guided Practice:** The scholars will whisper read the narrative. When called upon, scholars will name either a part of the narrative or identify the corresponding part in the narrative they have in front of them. For example, one scholar might identify "who" as a part of a narrative. Once the parts in the story have been found, the scholars will highlight them on their paper copy as the teacher models on the mimeo. **Independent Practice:** The scholars will independently read and code another narrative writing. Once completed, teacher will partner scholars to check their work. The

	identify the corresponding part in the story, and so on until complete. TW highlight each one and direct scholars to do the same on their copy. **Independent Practice:** TW pass out new narrative writings to read and code for independent practice. TW direct scholars to complete activity independently first. TW then partner scholars to check their work and discuss: if you were able to find all 5 parts? Did you and your partner highlight the same parts of the story? **Closure/Exit Ticket:** TW bring the class back together and ask the following questions: Why would identifying the 5 parts of a narrative be important?" TW call on scholars one at a time to share their responses and call on other scholars to echo those reasons.	scholars will discuss the 5 parts of a narrative, whether they were able to find all 5 parts, and if what they highlighted matched their partner's highlighted sections. **Closure/Exit Ticket:** The scholars will answer question or echo responses as prompted by teacher. Scholars will actively listen to their peers.
2	**Anticipatory Set:** TW write on the board, "Last summer, I went to the carnival and saw something I just had to have." TW direct scholars to read the sentence on the board and ask what they think about the sentence. **Objective and Purpose:** The scholars will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Direct Instruction:** TW discuss that a narrative should always begin with a sentence that catches the reader's attention, something that will make the reader want to continue reading. TW remind scholars of key points. **Key Points:** • Narratives tell a story (fiction (made-up) or nonfiction (true) • Temporal words such as *first, second, third, next, last, etc.* are used to show sequencing in a story • Narratives include detail which describes feeling, thoughts, and actions	**Anticipatory Set:** The scholars will be seated on the carpet and read the sentence on the board. The scholars will share their thoughts about the sentence as called upon: "What did the author want to get? Did the author get what they wanted? How did the author get what they wanted?" **Objective and Purpose:** The scholars will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Direct Instruction:** The scholars will be seated on the carpet actively listening on how to begin a narrative writing. The scholars will echo the key points. **Key Points:** • Narratives tell a story (fiction (made-up) or nonfiction (true) • Temporal words such as *first, second, third, next, last, etc.* are used to show sequencing in a story • Narratives include detail which describes feeling, thoughts, and actions

	Guided Practice: TW review five parts of a narrative writing. TW then ask if any of those parts are identified in the opening sentence of the narrative. TW ask for thumbs up if some of those parts are already identified and a thumbs down if not. TW ask the scholars to identify what parts are already known by calling on scholars. TW then give examples of sentences and ask scholars to show thumbs up/down to show if the opening sentence is an attention grabber, or if the scholars want to continue reading. TW write on the board, "I enjoyed playing with the prize from the carnival." TW explain that another important part of a narrative is the ending, or having closure to the story. "When someone finishes reading a narrative they should feel closure. For example, in this narrative the closure states how the author felt about the experience in which they had written." TW give examples and non-examples of closing sentences. Once reviewing these, TW read more sentences and tell scholars to give thumbs up/down to show if closing sentence actually shows closure. **Independent Practice:** TW tell scholars the prompt they will be writing about for this week: "Write about your best birthday ever. Why was it so special?" TW direct scholars to write two sentences today (a topic sentence and a concluding sentence) about their best birthday ever. TW circulate the room, conferencing with scholars about their sentences checking for an attention grabber and a closing sentence that provides closure with how they felt about their birthday. **Closure/Exit Ticket:** TW bring the class back together and call all scholars to share their topic sentence and closing sentence. TW ask the rest of the scholars to provide feedback.	**Guided Practice:** The scholars will show thumbs up. The scholars will identify the author "I" as *who,* last summer as *when*, and the carnival as *where*. The scholars will show thumbs up/down based on whether the opening sentence grabs their attention; do they want to continue reading the narrative or not? The scholars will give thumbs up/down to show whether the closing sentence actually had closure or not. **Independent Practice:** The scholars will go to their desks and pull out their personal white boards. The scholars will write a topic sentence and concluding sentence on their white board. Scholars will conference with teacher, sharing their sentences and determining whether they have an attention grabber and closure, expressing how they felt. **Closure/Exit Ticket:** The scholars will share their topic sentence and closing sentence with the class if called upon by teacher. The rest of the scholars will actively listen to their peers and provide feedback.
3	**Anticipatory Set:** TW have a brown paper sack of describing words. TW have the scholars pass the bag around the circle on the carpet, each scholar pulling one word out and reading it aloud. TW ask scholars what we would use these words for.	**Anticipatory Set:** The scholars will each pull one word out of a brown paper sack and read it to the class. The scholars will then discuss that these words are used to describe things.

	Objective and Purpose: The scholars will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Direct Instruction:** TW explain, "today we are going work on the middle section of your narrative on the topic, *Write about your best birthday ever. Why was it so special?* We are going to use a tree map to help us with this. **Key Points:** • Narratives tell a story (fiction (made-up) or nonfiction (true) • Temporal words such as *first, second, third, next, last, etc.* are used to show sequencing in a story • Narratives include detail which describes feeling, thoughts, and actions **Guided Practice:** TW state, "yesterday I was writing about something I saw at the carnival last summer. I need to fill in the middle section of my narrative. The middle of our narrative needs to have three supporting details. Our tree map has three sections to fill in." TW hand out tree map to scholars to complete individually as teacher models on mimeo. "I am going to write the word prize in the first box. In the second box I will write games. In the third box I will write winner. Is this enough information to write my narrative? Why not?" TW cold call scholars to explain why this isn't enough information. "What do I need to do next?" TW continue, "very good. I need to add detail. TW add details and ask, "is this enough information to write a narrative? How do you know?" TW cold call scholars for responses. "Excellent points. We also know that when writing a narrative we need to write it in sequential order. Let's think of some temporal words for each sentence. **Independent Practice:** TW hand out tree map for scholars to write 3 details for their narrative about their best birthday ever. Once this is complete, scholars will	**Objective and Purpose:** The scholars will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Direct Instruction:** The scholars will actively listen to teacher instruction and repeat key points. **Key Points:** • Narratives tell a story (fiction (made-up) or nonfiction (true) • Temporal words such as *first, second, third, next, last, etc.* are used to show sequencing in a story • Narratives include detail which describes feeling, thoughts, and actions **Guided Practice:** The scholars will complete tree map individually as teacher models on mimeo. The scholars will answer as called upon that this is not enough information to complete a narrative because it lacks detail. The scholars will state that we can add detail to the tree map. The scholars will be copying information onto their tree maps as teacher models on mimeo. The scholars will answer that we now have enough information to write a narrative. They will point out that the narrative now includes detail: "We now know that the prize is a large, pink bunny. You described the prize." and "we also know that the game you played was the ring toss and you were required to get three rings on the bottles in order to win your prize." as well as "We know you won by focusing and throwing three rings perfectly on the bottles." The scholars will name temporal words that we can use for the class narrative such as: first, next, then, finally, after, last, etc. **Independent Practice:** The scholars will fill in their tree map with details from their favorite birthday ever. Once complete, scholars will transfer information from their tree map to handwriting paper for their rough draft. The scholars will conference with teacher about details showing actions, feelings, and

	transfer information to handwriting paper for their rough draft. TW circulate room and conference with scholars about detail and temporal words. **Closure/Exit Ticket:** TW bring class back together and call three scholars to share their rough drafts. TW direct scholars to provide feedback about amount of details and use of temporal words.	thoughts. **Closure/Exit Ticket:** The scholars will share their rough drafts with the class as called upon by teacher. The rest of the scholars will actively listen, providing feedback about amount of detail and use of temporal words.
4	**Anticipatory Set:** TW post a short narrative on the mimeo that is missing capitalization, ending marks, supporting details, and temporal words. TW have scholars whisper read narrative. TW cold call scholars to come up to mimeo and make corrections. **Objective and Purpose:** The scholars will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Direct Instruction:** TW explain, "today we are going to revise and edit your rough drafts so they are ready to be published." **Key Points:** • Narratives tell a story (fiction (made-up) or nonfiction (true) • Temporal words such as *first, second, third, next, last, etc.* are used to show sequencing in a story • Narratives include detail which describes feeling, thoughts, and actions **Guided Practice:** TW model how to make revisions to previous writing by re-reading the narrative to the scholars. TW then make sure the temporal words used are appropriate and make sense. TW explain that this is also the time to check for capitalization, spacing between words, and ending marks. TW hand out narrative about carnival that's been used all week and direct scholars to work with a partner to revise and edit this narrative together. TW then model revisions that should've been made, asking scholars for help. **Independent Practice:**	**Anticipatory Set:** The scholars will whisper read a narrative displayed on the mimeo, looking at ways to make the narrative sound better. The scholars will make corrections to the narrative on the board. **Objective and Purpose:** The scholars will write narratives in which they recount a well-elaborated event or short sequence of events, include details to describe actions, thoughts, and feelings, use temporal words to signal event order, and provide a sense of closure. **Direct Instruction:** The scholars will listen to teacher instruction for the day's writing lesson. **Key Points:** • Narratives tell a story (fiction (made-up) or nonfiction (true) • Temporal words such as *first, second, third, next, last, etc.* are used to show sequencing in a story • Narratives include detail which describes feeling, thoughts, and actions **Guided Practice:** The scholars will be seated on the carpet with clipboards, listening at the teacher explains the items to check for when revising and editing a rough draft. The scholars will work in pairs to revise and edit the class narrative we've been working on all week about the carnival. The scholars will tell teacher parts that they revised and edited through cold-calling. **Independent Practice:** The scholars will revise and edit their rough drafts they've been working on all week. Scholars will conference with teacher as he/she circulates classroom. **Closure/Exit Ticket:** Scholars will read final drafts to the class. The rest of the scholars will

	TW distribute handwriting paper and prompt scholars to revise and edit their rough drafts that they've been working on all week (Write about your best birthday ever. Why was it so special?). TW circulate room and conference with scholars that require more support. **Closure/Exit Ticket:** TW call on scholars that haven't shared their writing this week to read their final drafts to the class.	actively listen to their peers.
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.*	Scholars will be asked to define a narrative orally, using a tree map, and writing an essay. Scholars will be seated at their tables to complete the assessment.

Summative Assessment #1: (Oral Assessment)
Given the question, "What is a narrative?" Scholars will define a narrative as a story (2 pts), a statement (2 pts) and a words that tell something (2 pts). To receive maximum points (6) the scholars' definition of narrative will include all three definitions clearly stated. Mastery is set at 5 points.
Summative Assessment #2: (Tree Map)
Given a tree map, scholars will pre-write a story with the following prompt: "Picture yourself in a gloomy castle, exploring it with a friend. You find a tunnel and decide to go through. Write about what happens." A total of 10 points is possible: (1 point for topic sentence– main idea (3 pts total), 1 point each – detail (6 pts total)**.** Mastery is set at 8 points. (75% or greater)
Summative Assessment #3: (Narrative Essay)

Given handwriting paper, scholars will draft narrative story utilizing their tree map. There are 12 possible points (see rubric) with mastery being set at 9 points.

W.1.3 Progression of Mastery and Rigor			
1 point	**2 points**	**3 points**	**4 points**
The scholar does not approach the standard:	**The scholar approaches the standards by the following;**	**The scholar meets the standards by the following:**	**The scholar exceeds the standards by the following:**
***Has no appropriately sequenced events**	***Has one appropriately sequenced event**	***Has two appropriately sequenced events**	***Has three appropriately sequenced events**
***Includes no details regarding what happened.**	***Includes little detail regarding what happened**	***Includes some details regarding what happened**	***Includes many details regarding what happened**
***Provides no reaction to what happened**	***Provides little reaction to what happened**	***Provides some reaction to what happened**	***Provides clear reaction to what happened**