Grade Level	Kindergarten	**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.*	At this point of the year, Kindergarteners will have learned all letters and letter sounds. The scholars understand that letters make up words. They also know that words make up sentences. They know that writing sentences is another way to express their thoughts. They will have been introduced to capitalization, ending marks, and spacing between words although this will not be mastered at this point in time.		
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.*	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*	**K.W.3** *Use a combination of drawings, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened.*		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	* Chart paper * Bubble Maps * Flow Maps * Clipboards * High Frequency Word Wall		

****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	**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*	**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*

needed)	*alignment of instructional strategies to specific component(s) or content/skill(s) of the Required Standard/component.*	*activities to specific component(s) or content/skill(s) of the Required Standard/component.*
1	**Anticipatory Set "Writer's Workshop":** Teacher will (TW) post the following picture on the mimeo and ask, "What do you notice in this picture?" **Objective and Purpose:** Scholars will be able to use a combination of drawings, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. **Instructional Delivery:** TW explain, "over the next few days we are going to write a narrative beginning with this picture. Today we are going to discuss what you think these monkeys are doing. Then we are going to add our own pictures to tell more about what happened. We will be using a bubble map to draw out our story." **Key Points:** • Narratives tell a story (non-fictitious or true) • Non-fictitious means false or not true • Stories have a beginning, middle, and end **Guided Practice (Whole Group):** TW distribute a bubble map attached to a clipboard to each scholar with the monkey picture in the center. TW ask scholars what they think the monkeys are doing and will cold-call scholars for answers. TW respond, "we need to draw, the monkey going to the grocery story, in our bubble map ". TW model this on the mimeo. TW allow a few minutes for scholars to draw each picture as we move along through the story. TW prompt, "What do you think the monkeys were going to the grocery store to get?" TW call on a scholar and reply, "great idea. Now we need to draw the monkeys at the store getting bananas." TW model this on the mimeo and give the scholars a few minutes to complete their drawing.	**Anticipatory Set:** The scholars will be seated on the carpet looking at the picture on the mimeo. **Objective and Purpose:** Scholars will be able to use a combination of drawings, dictating, and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. **Instructional Delivery:** The scholars will be seated on the carpet actively listening to directions and will echo key points. **Key Points:** • Narratives tell a story (non-fictitious or true) • Non-fictitious means false or not true • Stories have a beginning, middle, and end **Guided Practice (Whole Group):** The scholars will raise their hands and wait to be called upon for each question. "I think the monkeys are going to the grocery store." As directed, the scholars will draw a picture of the monkeys at the grocery story, in their bubble map. "The monkey went to buy bananas." The scholars will add a drawing to their bubble map of the monkeys getting bananas from the grocery story. **Independent Practice:** The scholars will work with a partner to come up with a problem that the monkeys encounter at the store and how the problem is solved. They will draw two separate pictures into their bubble maps to show their story. For example, "the monkeys knock over some milk and it spills on the floor" and "two cats come and drink it up". The scholars will have 20 minutes to work on finishing their stories. The scholars will conference

	Independent Practice (Small Group): To finish the story, you will work in pairs answering two more questions through your drawings: "what problem do the monkeys run into at the store?" and "who helps solve the problem?" TW conference with scholars during this time to ensure that each group has a problem and solution. **Closure/Exit Ticket:** TW bring the class back together for author share. TW ask three scholars who created exemplar drawings to share their stories.	with teacher to verify the problem and solution. **Closure/Exit Ticket:** The scholars will share their stories as called upon by teacher. The rest of the scholars will actively listen to find out what trouble the monkeys got into and who helped them.
2	**Anticipatory Set:** TW display bubble map from yesterday's lesson on the mimeo and say, "I heard some great story endings yesterday. Today we are going to complete another bubble map but this time you get to narrate the story on your own. What if we had a different animal besides monkeys? What if they were going somewhere else rather than the store? Would the problem they run into be different and who would help them this time?" **Objective and Purpose:** Scholars will be able to use a combination of drawings, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. **Instructional Delivery:** TW explain, "I've made a 4 column chart to show the changes we can make to our story. The first column will show other animals we can use. The second column will display where our animals are going. The third column will be any problems they might encounter. The last column will show who can help them. Be ready to give me ideas for our new stories." **Key Points:** • Narratives tell a story (non-fictitious or true) • Non-fictitious means false or not true • Stories have a beginning, middle, and end	**Anticipatory Set:** The scholars will be seated in a semi-circle on the carpet, recalling in their minds, the stories they wrote yesterday about the two monkeys going to the store. **Objective and Purpose:** Scholars will be able to use a combination of drawings, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. **Instructional Delivery:** The scholars will be seated on the carpet thinking about what ways their story can change today. **Key Points:** • Narratives tell a story (non-fictitious or true) • Non-fictitious means false or not true • Stories have a beginning, middle, and end **Guided Practice: Whole Group** The scholars will begin sharing their ideas as the ball is rolled to them, "cats, dogs, lions, bears"/ "park, house, McDonald's, library"/ "got stuck in a slide, made a mess of toys, spilled chicken nuggets, knocked over a book shelf"/ "chicken, a person, mouse, tigers"

	Guided Practice: Whole Group TW begin rolling ball to scholars asking what other animals we could use. TW write and draw a small picture next to each for multiple means of understanding on the four-column chart. TW then question where the animals could be going, followed by what kind of trouble they have, and who helped them, or reacted to the problem. **Independent Practice:** TW distribute new bubble maps and direct the scholars to work independently on creating their own narrative, using examples from the four-column chart or their own ideas. TW remind scholars that the center bubble of the bubble map shows who (the animals) the story is about. TW allow 15 minutes for scholars to work on their narratives. Once complete, TW allow 5 minutes for scholars to pair share their narratives. TW circulate the room checking for all four parts of their stories. **Closure/Exit Ticket:** TW bring the class back together for author share. TW ask three scholars who created exemplar drawings to share their stories. TW be sure to call on scholars that did not share their story yesterday.	**Independent Practice:** The scholars will work independently for 15 minutes on their narrative using a bubble map. The scholars will either use the four-column chart for ideas or add their own ideas. Once complete, the scholars will have 5 minutes to share their narratives with a peer. **Closure/Exit Ticket:** The scholars will share their stories as called upon by teacher. The rest of the scholars will actively listen to their peer's stories.
3	**Anticipatory Set:** TW display pictures of many different animals on the mimeo and say, "raise your hand if you wrote a story about one of these animals yesterday? Think about whether your animal was doing something silly, or non-fictitious, or something that could really happen?" **Objective and Purpose:** Scholars will be able to use a combination of drawings, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. **Direct Instruction:** TW say, "Today we are going to transfer our story from a bubble map to a flow map. Remember, a flow map is used to show the sequence, or the order of events, in a story. You will be using the story that you narrated	**Anticipatory Set:** The scholars will be seated on the carpet recalling the stories they wrote the day before. **Objective and Purpose:** Scholars will be able to use a combination of drawings, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. **Direct Instruction:** The scholars will be seated around the carpet listening for today's instructions. **Key Points:** • Narratives tell a story (non-fictitious or true) • Non-fictitious means false or not true

	yesterday for this activity." **Key Points:** • Narratives tell a story (non-fictitious or true) • Non-fictitious means false or not true • Stories have a beginning, middle, and end **Guided Practice:** TW display a blank flow map next to the completed bubble map on the mimeo. TW state, "before we can transfer any information to the flow map, we have to figure out which event happened first in our story. What happened first: "The monkeys spilled the milk, the monkeys went to the grocery store to get bananas, or the cats licked up the milk?" TW chorally call on scholars, "think, think, answer". TW draw monkeys going to grocery store to get bananas in the first spot on flow map. TW ask, "what happened next: the cats licked up the milk or the monkeys spilled the milk?" TW chorally ask scholars using, "think, think, answer". TW then draw monkeys spilling milk in next spot on flow map. TW ask, "what happened last or what was the reaction to the spilt milk?" TW use "think, think, answer" for choral response. TW draw cats licking up milk. **Independent Practice:** TW direct scholars to transfer their narratives from their bubble map to their flow map, remembering that a flow map is used to sequence, or show order of events, of the story. TW allow 15 minutes to transfer stories. TW circulate the room and conference with scholars that need assistance. **Closure/Exit Ticket:** TW bring the class back together for author share. TW ask three scholars to share their narratives using the flow map. TW be sure to call on scholars who have not shared their stories with the class yet.	• Stories have a beginning, middle, and end **Guided Practice:** The scholars will chorally respond that "The monkeys went to the grocery story to get bananas" happened first in the story. The scholars will chorally response that, "The monkeys spilled the milk happened next in the story". The scholars will respond that, "the cats licked up the milk" as a reaction to it being spilled. **Independent Practice:** The scholars will move to their desks and have 15 minutes to transfer their stories from their bubble map to their flow map, keeping in mind that flow maps are used to sequence events of a story. The scholars will conference with teacher about how to show order of events from their story. **Closure/Exit Ticket:** The scholars will share their stories as called upon by teacher. The rest of the scholars will actively listen to their peer's stories.
4	**Anticipatory Set:** TW display the monkeys pushing cart pictures, completed bubble map, and completed flow map on the mimeo and say "look at how far we've come in our narrative writing. We started with just one picture. We added	**Anticipatory Set:** The scholars will look at the three pictures on the mimeo and listen as the teacher explains how much work they've already done while getting them excited to finish their rock star writing.

	our own pictures to a bubble map to tell a story. Then we moved our story from bubble map to flow map to show sequence. You even changed the characters, setting, and plot to create a new narrative. You are rock star writers!!!" **Objective and Purpose:** Scholars will be able to use a combination of drawings, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. **Direct Instruction:** TW explain, "today we are going to transfer your stories to lined paper with an illustration box at the top. You will use the flow map to write your narrative in sequential order. You will need one sentence per picture on flow map." **Key Points:** • Narratives tell a story (non-fictitious or true) • Non-fictitious means false or not true • Stories have a beginning, middle, and end **Guided Practice:** TW turn to a new mimeo page that has completed flow map and handwriting template with illustration box at top. TW explain, "today we are going to write our narrative using the pictures from flow map to help sequence story. What does the first picture on flow map show?" TW say, "think, think, answer" for choral response. TW write scholars response on lined paper, asking for help spelling high frequency words and sounding out all other words. TW ask what happens next using "think, think, answer" for choral response and write response on lined paper with help from scholars on spelling/sounding out words. TW repeat for last sentence. TW explain to scholars they will illustrate one picture that shows their story in the box at the top. **Independent Practice:** TW direct scholars to move to their desks and transfer their narratives	**Objective and Purpose:** Scholars will be able to use a combination of drawings, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. **Direct Instruction:** The scholars will be sitting on the carpet listening for instruction for today's writing workshop and echoing key points. **Key Points:** • Narratives tell a story (non-fictitious or true) • Non-fictitious means false or not true • Stories have a beginning, middle, and end **Guided Practice:** The scholars will be seated on the carpet answering teacher questions chorally, "the first picture show the monkeys going to the store to get bananas". The scholars will help with spelling high frequency words and sounding out other words through cold calling. The scholars will chorally respond, "next the monkeys spill the milk". The scholars will help with spelling high frequency words and sounding out other words through cold calling. The scholars will answer chorally, "The cats lick up the milk". The scholars will help with spelling high frequency words and sounding out other words through cold calling. **Independent Practice:** The scholars will work independently at desks to transfer their narrative from flow map to writing paper. The scholars will use the word wall to help with spelling of high frequency words and will sound out to the best of their ability all other words. **Closure/Exit Ticket:** The scholars will share their stories as called upon by teacher. The rest of the scholars will actively listen to their peer's stories.

	from flow map to writing paper. TW circulate room to make sure all scholars are transferring information in sequential order. **Closure/Exit Ticket:** TW bring the class back together for author share. TW call on scholars who have not shared their narratives yet to share theirs with the class.	
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 independently be able to use a combination of drawings, dictating and writing to narrate a single event or several loosely linked events, tell about the events in order in which they occurred, and provide a reaction to what happened. Assessment one requires an oral answer from each scholar on a one-to-one basis. Assessment two and three are done independently at their seats. The teacher will project pictures for the prompt The scholars will listen to the teacher read the directions.

Summative Assessment #1:
The teacher will give an individual oral assessment to each scholar. The scholars will be asked to look around the room and give three different examples of a narrative story. Answers will vary, but may include the names of specific storybooks such as "Jack and the Beanstalk." A total of 3 points is possible for this assessment. (1 for each correctly named narrative). Mastery is set at 3 points. (75% or greater).

Summative Assessment #2:
Given a flow map template, scholars will be asked to narrate a story about how you would make a peanut butter and jelly sandwich for lunch using pictures, words, or a combination of the two. Answers will vary but will include a flow map showing order of getting 2 pieces of bread out, then putting on peanut butter and jelly, then putting pieces of bread together, eating sandwich. There are 8 possible points for this assessment (2 points per box on the flow map). Mastery is set at 6 points. (75%)

Summative Assessment #3: (written & oral)
Given handwriting paper with an illustration box at the top, scholars will be asked to transfer from their flow map a narrative about making a peanut butter and jelly sandwich for lunch. Scholar will dictate story to teacher when finished. Answers will differ, points are assigned as follows: **1 pt** for having a beginning, **1 pt** for having a middle, **1 pt** for having an ending to the story, **1 pt** for including a reaction to what happened (eating the sandwich), **1 pt.** for events being in sequential order, and **1 pt** for illustrating a picture that matches their story. There are 6 possible points, with mastery being set at 5 points. (75% or greater).