Grade Level	7th	**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 Standard identified as the focus for review.*	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. Mastered how to engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.		
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.*	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 (see instructions) of the Standard being instructed and assessed to mastery in the curriculum sample. If more than one standard is listed for a content area,* ***one is clearly identified as the focus for review*** *by having* ***(M)*** *before the Standard number.*	**7.W. 3** *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.* *d. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.* *e. Provide a conclusion that follows from and reflects on the narrated experiences or events.*		
Materials/Resources Needed *List all items the teacher and scholars will need for the entire sequence of instruction (excluding common consumables)*	Writing notebooks 8 ½ 11 construction paper in various colors		

****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 -** *Describe the Instructional Strategies, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*	**Student Activities -** *Describe the Student Activities, lesson by lesson, that would clearly provide a student with opportunities to engage in the Arizona's College and Career Ready Standard expectations set by the grade-level rigor, defined in the Standard identified for review.*
1	**Anticipatory Set:** Teacher will (TW) write the word "spider" on the whiteboard then ask the scholars to think and about the words that pop into their head when they see that word. Give at least ten seconds of think time and then randomly call them up to the board to write their description. TW read all responses and ask scholars why they believe these words describe a spider so well. TW inform scholars that today's writing lesson will include using our senses and descriptive details to write about various topics or events. **Objective and Purpose:** Scholars will write effective descriptive sentences for various events or topics. TW write this on the board and scholars will be directed to write it in their notebooks. **Instructional Delivery: Whole Group** TW write the words, "Yesterday, during art" on the board informing scholars that all pencils should be down. TW instruct scholars that when the time begins they are allowed to pick up their pencils and write as much of a narrative story as possible in two minutes using the story starter on the board. TW set the timer and instruct the scholars to begin. Allow two minutes for scholars to write then stop them. TW ask for volunteers to share their work with the class. TW then ask scholars to trade papers with a neighbor and instruct their neighbor to include as many other descriptive words as they can into the story for one minute. SW then be instructed to return the papers to their owners. TW inform	**Anticipatory Set:** Scholars will (SW) sit and think about a description before they have their turn to come up to the board and write it. SW answer the question about why these words are accurate when describing a spider. **Objective and Purpose:** SW write the objective into their writing notebooks **Instructional Delivery: Whole Group** SW listen silently for instruction related to the board writing with pencils down. SW being writing upon the instructor prompt to do so. SW stop writing and wait for further instruction. SW trade papers and include descriptive words.

	scholars that their assignment is to create a descriptive word list of ten words, then they will challenge a neighbor to create a story using those words. **Key Points:** • Understanding what descriptive words sound like, feel like • Using effective placement or words into the story • Practicing creativity in writing • Making sense of their words • Knowing when too much is just too much **Modeling:** TW write "my hometown" on the board and model the use of effective descriptors to "think it through" and write a descriptive paragraph about his/her hometown on the board. TW ensure that he/she uses at least 10 descriptive words or phrases in the story. TW make mistakes along the way and model how to think aloud solutions asking scholars for their input. TW will the pull out all of the describing words in the paragraph noting how they were used. **Check for Understanding**: TW ask scholars to describe the assignment to a neighbor, listening for possible inconsistencies. TW ask for any clarification. TW **Guided Practice:** TW give scholars a few minutes to make their list of 10 descriptive words. Then allow them to get with their partners. **Independent Practice:** TW monitor scholar interaction and direct as necessary	**Modeling:** SW write what instructor writes including mistakes, mark outs and corrections. **Check for Understanding**: SW repeat assignment to neighbor. **Guided Practice: Small Groups** SW create and write 10 descriptive words in their writing notebooks then get with their partners. **Independent Practice:** SW work in pairs to complete assignment.

	Closure/Exit Ticket: TW instruct various groups to share their work	**Closure/Exit Ticket:** SW share work with the class
2	**Anticipatory Set:** TW ask scholars to think about why a conclusion paragraph is necessary in a narrative. TW ask for volunteers to explain. Various answers will be given but TW be looking for "not to leave the reader hanging" or "to close things up" answers along these lines. **Objective and Purpose:** TW write the objective on the board: SW use their knowledge of writing closure methods to create conclusion paragraphs. **Instructional Delivery: Whole Group** TW ask scholars to recall the story of "Goldilocks on the Three Bears" and to write in their notebooks what happened at the end in one sentence. TW ask for volunteers to give their answers. TW look for answers related to a lesson learned, an explanation a decision or something proven. TW inform scholars that their assignment will include writing different conclusion paragraphs for the "Three Billy Goats Gruff". TW direct scholars to draw four columns on their assignment sheet labeling them: Learned, Explained, Decided and Proven. TW review various endings of fairy tales and ask the scholars to put them into each of the categories. TW review with scholars their answers and explanations. TW explain to scholars that they will use the story of the "Three Billy Goats Gruff" to create the four different types of conclusions. **Key Points:** • Understanding the differences between the types of endings • Using descriptive words • Creatively using their prior knowledge of the story	**Anticipatory Set:** SW reflect on why a conclusion is important. SW give their explanations if called upon. **Objective and Purpose:** SW write the objective into their writing notebooks. **Instructional Delivery: Whole Group** Scholars will write the ending of "Goldilocks and the Three Bears" in their notebooks and possibly read their answers. SW create four columns on their assignment paper and label them as directed. SW put each fairy tale into a category of conclusion. SW discuss with class

	• Reflecting on how to write thoroughly and thoughtfully **Modeling:** TW reflect back to "Goldilocks and the Three Bears" from their recall earlier. TW ask for a beginning sentence to a conclusion in each of the same categories they have listed on their assignment sheets. TW ask for volunteers, various answers could come up such as: Lesson: Do not go in someone's house uninvited Explained: Everyone likes or needs something different Decided: It's a really bad idea to use someone else's things Proven: Don't break the law TW extend each statement into a paragraph with student input TW inform scholars that they will do the same with their story the "Three Billy Goats Gruff"	**Modeling:** SW write the same information in their notebooks as the instructor does on the board SW volunteer statements and follow along with the instructor
	Check for Understanding: TW direct scholars to share with a neighbor what each of the categories are and listen to responses for clarity.	**Check for Understanding**: SW share with a neighbor the assignment.
	Guided Practice: Small Groups/Pairs TW instruct scholars to begin TW monitor scholars and clarify if needed.	**Guided Practice: Small Group/Pairs:** SW begin their assignment, receiving clarification if needed.
	Independent Practice: TW monitor while scholars complete assignment, answering questions if needed.	**Independent Practice:** SW complete assignment, asking questions if needed.
	Closure/Exit Ticket: TW will hand out an index card asking scholars to define each of the type of closings in their own words.	**Closure/Exit Ticket:** SW define each of the types of narrative closures on the index card.

SA.	*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.*	Following lesson 2, each scholar will independently write a narrative describing an event based on 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 descriptive 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 descriptive narrative based on the following prompt: Describe a somewhat humorous family event or tradition.

Summative Assessment Item #2 Write a descriptive narrative based on the following prompt: Describe an event from history that you would have liked to attend.

Summative Assessment Item #3 Write a descriptive 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
Captures the action	Scholar does not use sufficiently precise words and phrases, relevant descriptive details, and/or sensory language to give the reader a sense the action of the event.	Scholar uses somewhat vague words and phrases, few relevant descriptive details, and/or limited sensory language to describe the action of the event to a limited degree.	Scholar uses precise words and phrases, relevant descriptive details, and sensory language to effectively capture the action of the event.
Conclusion reflects on the narrated experiences or events	Scholar does not provide a conclusion that reflects on the importance of impact of the event central to the narrative.	Scholar provides a conclusion that reflects on the importance of impact of the event central to the narrative to a limited degree.	Scholar provides a conclusion that thoroughly reflects on the importance or impact of the event central to the narrative.