Grade Level	6th	**Content Area**	Writing
Course Title (grades 9-12 Only)	NA		
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 writing narratives developed from real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Scholars will also have mastered the use of narrative techniques such as dialogue, description, pacing, use of transitions.		
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.*	For this unit, 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 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.*	**6. W. 3** *Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.* *a. 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.* *c. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.*		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Writing notebooks Construction paper Projector and screen Laminated story element cards (one different set per group) Index cards		

* ***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:** TW say "Don't you wish your cell phones could clean your room for you?" "Did you know the human head weighs eight pounds?" while waiting for reactions from scholars. TW will allow brief discussion on topics mentioned. TW inform scholars that these are ways to open their writing by establishing a context.	**Anticipatory Set:** SW engage in discussion

	Objective and Purpose: TW instruct scholars to write the following objective on the board after he/she recites it: SW apply their knowledge of various methods of establishing a context, and create several of their own correctly. **Instructional Delivery: Whole Group** TW project on the board the following methods to establish a context: Dialogue A question A vivid description An interesting fact Sounds effects. TW hand out five sheets of different colored copy paper to each student. TW ask students what they think each means, what it looks like, sounds like, feels like in writing to have each one done correctly. TW inform scholars that they will create an introduction using each method correctly. TW direct students to label each sheet of paper with one method. TW review each method and direct students to take notes on each sheet of paper. **Key Point to review:** • Context is the situation in which the narrative will develop, or the reason for the events or experiences to occur. It could include identifying a setting, a time, an event, or more than one of those. **Modeling:** TW begin to model using the dialogue method by asking students to come up with a conversation between himself/herself and the principal. TW use student ideas and think aloud strategy to begin a dialogue which establishes a context. **Check for Understanding**: TW create a Plus, Minus, Delta chart on the board. SW take turns writing one thing on the chart about the assignment. TW clarify as needed. **Guided Practice:** TW direct scholars to complete the "Dialogue" sheet while monitoring and clarifying. **Independent Practice:** TW instruct scholars to complete the other methods on their own. TW inform students that he/she will randomly chose them to contribute their read aloud of a method.	**Objective and Purpose:** SW write the objective into their writing notebooks **Instructional Delivery: Whole Group** SW engage in the conversation **Modeling:** SW engage in discussion and contribute verbal responses. SW write notes on their "Dialogue" sheet of paper. **Check for Understanding**: SW write their comments on the Plus, Minus, Delta chart on the board. SW ask questions for clarification. **Guided Practice:** SW complete "Dialogue" sheet by taking down the teacher-modeled example of setting context through dialog. **Independent Practice:** SW complete the all of the methods individually, creating examples of setting context and introducing narrator through questions, vivid description, interesting facts, and sound effects..

	Closure/Exit Ticket: TW instruct students to chose their best completed method and share it with a partner.	**Closure/Exit Ticket:** Scholars will share with a partner.
2	**Anticipatory Set:** TW project the following on to the projector screen. "It's hard to imagine how one piece of gum could lead to a $10,000 scholarship. To understand, I'm going to have to take you back to the beginning of the school year.". TW ask scholars how this passage gives them clues about the sequence of the narrative.. TW ask scholars to find the context of the story looking for key words and phrases (gum, scholarship, school year, take you back) TW inform scholars that narratives need to have a logical sequence of events, but not necessarily beginning to middle to end. TW ask scholars to give some examples of other possible event sequences. **Objective and Purpose:** TW inform scholars of the objective, write it on the board an instruct them to write it down: SW apply their knowledge of event sequence in a story by creating narrative beginnings which set up a sequence that will logically and naturally unfold. **Instructional Delivery: Whole Group** TW referrer to the student list of event sequences from the Anticipatory Set. TW then instruct scholars to come up with creative narrative story topics. TW chose three of the topics to use for the lesson. TW reiterate to scholars that the narrative needs to have a logical event sequence and that certain words and phrases (e.g. meanwhile, the next morning, by the end of February) organize the event sequence in a way the reader can follow. TW chose a writing topic and event sequence from the scholar choices. For example: *How my parents met* and *convergent*. TW explain to scholars that they will all help create the event structure for this type of narrative so now is thinking time. TW direct scholars to write down ideas in their writing notebooks. **Key Points:** • Scholar generated topics • Think time **Modeling:** TW remind students of prior lesson relating to setting contexts and chose an example to use for the lesson. "I remember it likes	**Anticipatory Set:** SW engage in discussion **SW:** take notes **SW:** suggest possible event sequences (e.g. end-beginning-middle, convergent, parallel, serial) **Objective and Purpose:** SW write the objective in their writing notebooks. **Instructional Delivery: Whole Group** SW engage in discussion and give narrative story ideas. SW write their for the whole group narrative in their writing notebooks. **Modeling:** SW engage in discussion and assist the instructor with sentence structure and wording.

	it was yesterday...” TW explain to scholars that he/she would like to write about playing with his/her cousins when younger. TW think through the sequence of the memory and ask scholars to assist in the wording. TW model creating the beginning of the narrative establishing the sequence of events or experiences and allowing scholars to come up with the majority of the input. TW inform scholars that they will come up with two different narrative beginnings establishing sequence on their own then they will create one with a learning partner. **Check for Understanding**: TW ask scholars to tell a neighbor in their own words why the sequence of a story needs to flow logically and naturally. **Guided Practice:** TW instruct students to start their first narrative beginning. TW monitor and give clarification as needed. TW randomly chose students to state their writing topics and why they are writing about them. **Independent Practice:** TW allow scholars time to complete the assignment. TW direct students to pair up with a learning partner to produce the final beginning paragraph of the assignment. **Closure/Exit Ticket:** TW chose scholar pairs to read their narrative starters.	**Check for Understanding**: SW engage with a neighbor the reasons for sequence in a story. **Guided Practice:** SW begin their first narrative starter. SW give writing topic and reason when chosen to do so. **Independent Practice:** SW complete the assignment. **Closure/Exit Ticket:** SW read their pair activity writing.
3	**Anticipatory Set:** TW ask students to think about how to indicate the passage of time or the relationship between events or setting in a story. TW instruct scholars to write their list of 10 different transitional words, phrases, or clauses related to time or setting in their writing notebooks. TW then instruct students to share their lists with a neighbor. TW ask each student to write one transition on the board, not repeating what has already been written. TW engage students in discussion about how they signal sequence, or shifts in time or setting. **Objective and Purpose:** TW write the objective on the board and direct students to read and write it in their writing notebooks. SW apply their knowledge of transitional words, phrases, and clauses to convey event sequence or signal shifts in time or setting. **Instructional Delivery: Whole Group:** TW hand out construction paper and instruct scholars to draw a comic strip with four panels. TW instruct students to use no words except transitions in the top corner (e.g. meanwhile, the next morning, on the other side of the city). TW engage	**Anticipatory Set:** SW think then write their list. SW write their selected attribute and engage in discussion **Objective and Purpose:** SW write objective in their writing notebooks. **Instructional Delivery: Whole Group** SW draw an outline of themselves on construction paper and add their characteristics. SW engage in discussion

	scholars as to how they would use transitions to guide the reader through the events or experiences of a narrative writing. **Key Points:** In discussion • Transitions conveying sequence • Transitions conveying shifts in time frame • Transitions conveying shifts in setting **Modeling:** TW will project a comic strip with four panels on the screen, and ask students to suggest transitions to convey sequence or shifts in time or setting, TW write appropriate examples on the board. TW will have students narrate the story based on the comic strip panels using the transition suggested by the class.. **Check for Understanding**: TW ask students to give a thumbs up if they understand or down if they are unsure of assignment. TW clarify as needed. **Guided Practice:** TW instruct scholars in groups to begin take a stack of laminated cards containing narrative elements, and use index cards to write down transitions to connect them into a coherent story. **Independent Practice:** TW will switch stacks and have students independently write down the order of the story elements and the transitions used to connect them. **Closure/Exit Ticket:** TW randomly chose students to share their work and engage scholars in discussion on any key points scholars bring up.	**Modeling:** SW engage in discussion and give suggestions **Check for Understanding**: SW give a thumbs up or down and ask for clarification as needed. **Guided Practice:** SW being assignment and ask questions as needed to clarify. **Independent Practice:** SW continue with their assignment. **Closure/Exit Ticket:** SW read their introductions as they are chosen and engage in discussion.
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.*	Following lesson 3, each scholar will independently write a narrative based on one of the three prompts.

Summative Assessment Items and Scoring:

Each scholar will choose one of the following prompts to write a complete narrative, which will be evaluated using the rubric below. *Mastery will be demonstrated with a score of 6 of 8 (75%).*

Summative Assessment Item #1 Write a narrative based on the following prompt: Three students all wound up singing the same song at the school talent show. How did that come to pass?

Summative Assessment Item #2 Write a narrative based on the following prompt: What will you be doing to earn a living in 25 years (classroom appropriate!), and what steps will it take to get you there?

Summative Assessment Item #3 Write a narrative based on the following prompt: What was the most interesting experience you have had in the past year?

Narrative Rubric

	0	**1**	**2**
Event Sequence Structure	Scholar uses an event structure that is not logical, or uses language that makes the event sequence hard to follow.	Scholar creates an event sequence that is generally logical but may have a few confusingly sequenced events.	Scholar creates a well-structured even sequence that unfolds logically and naturally.
Context	Scholar does not establish a context related to the events or experiences of the narrative.	Scholar partially established a context that may not clearly relate to the events or experiences of the narrative.	Scholar establishes a context that orients the reader to the events or experiences of the narrative.
Engaging the Reader	Scholar does not clearly use any techniques to engage the reader by establishing a context for the narrative	Scholar introduces the narrative, but uses techniques that do not effectively engage the reader in the context.	Scholar introduces the narrative by using effective narrative techniques to engage the reader in the context.
Transitions	Scholar does not use transitional words, phrases and clauses to convey sequence and/or signal shifts from one time frame or setting to another.	Scholar uses transitional words, phrases and clauses to convey sequence and/or signal shifts from one time frame or setting to another, but may have errors or unclear examples.	Scholar effectively uses transitional words, phrases and clauses to convey sequence and signal shifts from one time frame or setting to another.