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Grade Level	First	**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).*	At this point of the year scholars are will have prior knowledge and understanding with the following vocabulary: event, reaction, order/sequence detail, and topic. Scholars will have a solid understanding of beginning/middle/end and how to describe these events in sequence, Scholars will know what an author, and Illustrator do. Scholars have mastery in knowing what a setting and character are as well as the writers Eye of capitalization, spacing, and punctuation. Scholars have mastery writing a single narrative sentence. Thinking maps such as Flow Maps are introduced in Kindergarten as part of progressive skills that build stronger organizations of information from year to year. Write from The Beginning is also introduced at the Kindergarten level and includes a "Writer's Workshop." Scholars will be familiar with a writing process (pre-writing, drafting, revising, editing, and publishing. The focus of these lessons will be for scholars to present a recounting of sequential events, some details, and some sense of closure.		
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 a writing block with Write From The Beginning and Thinking Maps. This curriculum ensures scholars will learn a variety of texts 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 across the curriculum enables scholars to become better at organizing information.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	**1. W. 3** *Write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure.*		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	*Chart paper *tomato plant *guitar * bubble map	*flow map * emotions/feelings chart *clip boards *lined writing paper with story box on top	* Writing Process Poster * Writer's Eye Poster * pictures of various plants * temporal words chart

* ***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: "Writer's Workshop"** Teacher will (TW) post large bubble map on board with a tomato plant, labeled pictures of various plants, and guitar in front of carpet area where scholars will meet for imaginative narrative writing with clipboards and bubble maps. "Scholars we just completed our read aloud, Jack and The Beanstalk from the Core Knowledge Fairytales Domain. In the story, Jack and The Beanstalk what if things were a little different and what if you were Jack? Or what if Spider Man was Jack? TW model teacher name in middle of bubble map: What if the trade was tomato seeds? TW write tomato plant. What if the golden harp was actually a golden guitar; would you be a rock star? TW write guitar. Today we are going to find some strategies to help us stretch our imagination in narrative writing. Be thinking about "What if, with your partners and complete your bubble maps with any substitution you like. It's your narrative story, Remember, sketch the important events." **Objective and Purpose**: Scholars will use strategies for gathering story ideas, narrowing focus, and examine strong examples of flow maps using substitutions of choice for other details. **Instructional Delivery: Whole Group "Writer's Workshop" Sequencing** TW model Five Finger Story Planning with Jack in The Beanstalk flow map on mimeo as scholars are asked to hold up their hands and say show me your thumb! "Who was the story about? Scholars respond Jack. "Where does it take place and what happened at the beginning?" Scholars will respond at his house, on his at way to trade the cow. TW continue until the pinky finger for closing and feeling. TW say show me your pinky finger, close your eyes and imagine how you would feel with what happened at the end of the story. TW points to feelings chart and says, "How did you feel?" TW elicit	**Anticipatory Set: "Writer's Workshop"** Scholars will sit at carpet as they arrive for a Writer's Workshop. Scholars will observe teacher modeling bubble map on the board and think about substitutions in Jack and the Beanstalk. Scholars will partner up and make substitutions in their own bubble maps sketching important events. **Objective and Purpose:** Scholars will use strategies for gathering story ideas, narrowing focus, and examine strong examples of flow maps using substitutions of choice. **Instructional Delivery: Whole Group "Writer's Workshop"** Scholars show teacher their thumb. Scholars respond Jack. Scholars will respond at his house, on his way to trade the cow. Scholars show teacher pointer finger. Scholars respond Jack traded the cow for magic beans first, continuing until they reach their pinky. Scholars will close eyes, show pinky and respond to how they feel. Scholars will echo "feelings help us use our imaginations to become better narrative writers and flow maps assist us with sequence to show every story has sequence and closure.," **Key Points:** *narratives tell a story(non-fictitious as true or fake) *feelings and imaginations often go together **Modeling:** Scholars will substitute themselves and things from the story Jack in The Beanstalk. Scholars will model with finger story organization on their hand after teacher demonstrates flow of story. **Check for Understanding:** Scholar will show teacher thumb and say what happened first and continue to end of story with pinky.

	responses from scholars. TW model and scholars echo "Feelings help us use our imaginations to become better writers and flow maps assist us with sequence to show that every story has sequence and closure. **Key Points:** * narratives tell a story (non-fictitious as true or fake) *feelings and imaginations often go together **Modeling:** TW model consistently in lesson utilizing bubble map, flow map, writing formations, and five finger stories planning for multiple means of engagement. **Check for Understanding: (**Teach Like a Champ**)** TW poll scholars by cold calling, "Get ready scholars." Scholars by showing the thumb what happened first. Scholars by showing me your pointer finger what happened second. Scholars by showing me your middle finger what happened third? "Etc. **Guided Practice: Small Group (pair share)** TW distribute a flow map to go with bubble maps from the anticipatory set. TW direct scholars to complete flow map with using themselves or other characters instead of Jack and other plants and nouns to substitute in their narrative. TW guide scholars to write what happened first in their flow maps after reviewing their bubble map substitutions. TW circulate room to continually check for understanding. **Independent Practice:** TW direct scholars to continue to work on flow map transfer from bubble maps to create a sequence. **Closure/Exit Ticket**: TW confer with scholars to verify bubble map to flow map transfers with new characters, various nouns, and complete sequence.	**Guided Practice: Small Group (pair share)** Scholars will look at their bubble maps and transfer to flow map "who" their story is about. Scholars will identify other types of plants and nouns to substitute in their imaginative narrative. Example… James and the Giant Peach. Scholars will write what happened first in their narrative after looking at their bubble map substitutions and transfer to flow map. **Independent Practice**: Scholars will transfer substitutions from bubble map to flow map to create sequenced narrative. **Closure/Exit Ticket:** Scholars will confer with teacher to verify bubble map to flow map transfer with new characters, various nouns and complete sequence.
2	**Anticipatory Set: (Writer's Workshop)** TW post writing process poster, temporal words, and "Writer's Eye Poster on board.TW direct scholars to bring clipboards, flow maps, and bubble maps to	**Anticipatory Set: (Writer's Workshop)** Scholars will tell teacher their new characters, plants, and various nouns in story as teacher call on.

	carpet and says," Scholars I noticed everyone worked very hard yesterday on their imaginative narratives. How many different characters we have by sharing**?"** TW call on scholars and write who their character is on chart paper. TW say "Wonderful, today I am going to show you how we can use more descriptive words in our flow maps so that we can share feelings and thoughts and write our rough drafts today. **Objective and Purpose:** Scholars will utilize sequenced flow maps making substitutions of nouns and verbs to create more descriptive feeling in their narrative writing. **Instructional Delivery: Whole Group** TW have flow map on mimeo with teacher example of story substitution from yesterday with example of Teacher and the Tomato Plant. TW write next sequence in the flow map box**, I walked to the fair to sell a cow**. Silently think about some synonyms or different verb and noun words that we can use instead of walked, fair, sell, and cow that might show feeling. TW elicit scholars and write different verb and noun word substitutions in four column chart paper. TW say, "these are wonderful examples now let's look at a new sentence using one of each word. **I hopped to the zoo to lend my orangutan**. When I see the word hopped it makes me think of being happier than the word walked. What if we used the word stomped, you think you would be happy or angry?" Scholars continue to use your flow maps for your stories to substitute different verbs and nouns. At the end of the day I expect at least two sentences. **Key Points:** * narratives tell a story (non-fictitious as true or fake) * narratives have chronological organization * narratives share significant events with thoughts and feelings **Modeling:** TW model consistently in lesson utilizing word substitutions in flow map and sentence writing formations. **Check for Understanding: (**Teach Like a Champ)	**Objective and Purpose:** Scholars will utilize sequenced flow maps making substitutions of nouns and verbs to create more descriptive feeling in their narrative writing. **Instructional Delivery: Whole Group** Scholars are actively engaged in participating with word substitutions of verbs and nouns as teacher writes on a four column chart different substitutions of verbs and nouns to describe feelings with descriptive substitutions. Scholars are substituting verbs and nouns on flow maps. **Key Points:** * narratives tell a story (non-fictitious as true or fake) * narratives have chronological organization * narratives share significant events with thoughts and feelings **Modeling:** Scholars will observe teacher modeling word substitutions in flow map and sentence writing. **Check for Understanding (Teach** Like a Champ) Scholars will respond to teacher prompts after teacher throws a wadded paper at them: "Who did you replace Jack with?" "What plant do you have?" "What instrument did you substitute? **Guided Practice:** TW distribute lined paper with picture box at

	TW throw a wadded piece of paper up at scholars and with prompt, With wait time for 5 seconds for scholar to respond. "Who did you replace Jack with?" "What plant do you have?" "What instrument did you substitute? **Guided Practice: (small group- pair share)** TW distribute lined paper with illustration box at top. TW direct scholars to draw a picture from their flow maps and write two narrative sentences to share in pair share chair to get feedback from peers. **Independent Practice:** TW direct students to return to their seats and review bubble maps from yesterday and flow maps from today. TW prompt scholars to come up with rough draft sentences using maps and fingers to help. TW direct students to begin writing their rough draft. TW circulates and take notes of mastery of key points while coaching and pressing student thinking. **Closure/Exit Ticket:** TW call three students with exemplary rough drafts to share with other scholars to prompt thinking skills of why it's an exemplary rough draft,	top. TW direct scholars to draw a picture from their flow maps and write two narrative sentences to share in pair share chairs to get feedback from peers. **Independent Practice:** Scholars will return to seats preparing writing materials. Scholars will reference maps illustrations and fingers to brainstorm rough draft sentences. Scholars will use predetermined procedure of raising hand to signify they might need assistance in independently writing rough draft sentences. **Closure/Exit Ticket:** Scholars will actively listen to three scholars share exemplary rough drafts and follow predetermined procedures of showing quiet hands till called upon to share their idea of why it is an exemplary rough draft.
3	**Anticipatory Set:** TW direct scholars to carpet. TW say "When we closed yesterday, I noticed many scholars used temporal words like after, before, between, by, during, following, until, and since to signify a time. We can connect with the stories as they made me laugh and cry. Today we are going to purposefully revise and edit a final copy to share for publishing. Look at your papers and see if you have any words such as first, then, last, and finally. Is your story funny? Is it sad? Do you have any descriptive words? Let's go back to my sentence yesterday, use your finger storytelling starting from your thumb. TW show thumb and write, I **hopped to the zoo to lend my orangutan.** TW write**," Since, I quietly hopped to the Phoenix zoo to lend my blue orangutan."** Doesn't this sound more interesting than the first sentence?" Pair share with a partner	**Anticipatory Set:** Scholars will bring rough draft to carpet actively listening to teacher and observing their narrative rough drafts. Scholars will use thumb to signify what happened first. Scholars will observe and listen looking for temporal words, descriptive words and feeling in order to make purposeful revisions to their rough draft papers. Scholars will pair share and brainstorm how the sentences can be more appealing. Students will discuss what happened as a result of the events in the story, in order to come up with some closure. **Objective and Purpose** Scholars will revise rough draft narratives to include sequencing, temporal words, details, punctuation, and closure to publish. **Instructional Delivery: Whole Group** Scholars will be actively engaged in utilizing their finger telling story and as the teacher

	and brainstorm how to make your sentences more appealing. **Objective and Purpose:** Scholars will revise rough draft narratives to include sequencing, temporal words, details, punctuation, and closure to publish. **Instructional Delivery: Whole Group:** TW will show class bubble map from day one and flow map examples**.** TW say let's try another sentence and make sure you have your finger storytelling ready. Scholars should sequentially match the sentences to the finger telling story as the teacher writes. TW write, **Then, I scampered up the tomato plant**. TW write**," Next, I took the monsters guitar. Finally, I hurried down the tomato plant to make spaghetti sauce to feed the scary monster and sing him a song.** TW ask how storytellers let the listener or reader know the story is over, besides just saying "the end?" Often, they will let the listener know what happened because of the events of the story. This is called "closure," because it tells the listener or reader that the events led to a result. In my story, I can say "That is how I got this cool guitar." **Key Points:** *temporal words *details *"Writer's eye" * Closure" **Modeling:** TW model throughout the lesson revisions to assist scholars in preparing final copy to publish, including some form of closure. **Check for Understanding:** TW circulate room to observe scholar work and individually calling on as "Get Ready, Get Ready [Scholar name,] TW wait 5 seconds for response. **Guided Practice: (Small Group)** TW guide scholars to pair share write first, then, next, and finally at the beginning of rough draft	makes word substitutions from bubble map on day one and flow map of examples. **Key Points:** *temporal words *details *"Writer's eye" * Closure" **Modeling:** Scholars will actively engage writers workshop observing teacher to prepare final copy for publishing, **Check for Understanding:** Scholars will signal to teacher by raising hand if assistance needed or as teacher calls on. **Guided Practice:** Scholars will pair share to write first, then, next, and finally at the beginning of their rough draft sentences, and a form of closure. **Independent Practice:** Scholars will independently and quietly write their final copy of their narrative story on a clean sheet of lined paper with a box at the top for illustration including with sequence, temporal words, details, feeling and closure. Scholars will conference with teacher as needed. **Closure/Exit Ticket:** Scholars will share their work as teacher directs them to do so. Scholars will discuss why it's important to revise and edit writing as teacher facilitates discussion**.** Scholars who have not shared will conference with the teacher.

	sentences, include a closure, and to make revisions in their best handwriting. **Independent Practice:** TW distribute a new lined paper with a box at the top for illustration. TW direct scholars to write their final narrative story with sequence, temporal words, details, feeling and closure. TW conference with scholars as needed. **Closure/Exit Ticket:** TW select scholars who have exemplary and purposeful revisions and edits to share with the class. TW reiterate and facilitate a discussion about why it is important to revise and edit writing. TW inform scholars work will be published in the next week. TW conference with scholars who have not shared narratives.	
4 **S.A**	**Anticipatory set:** TW post large picture of Hansel and Gretel on mimeo**.**TW summarize the class' learning this week by reviewing planning and drafting processes using bubble maps, flow maps and substitution of descriptive words. TW build excitement by saying," I noticed you are all awesome writers and today I would like you to show me what you know with a new narrative story. Remember to use temporal words like, after, between, till, etc. TW read exemplary imaginative story. **Objective:** Scholars will be able to write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure**.** **Assessment:** TW distribute assessment orally read questions and directions to scholars. TW tell them to do their personal best.	**Anticipatory set:** Scholars are actively engaged in listening to teacher and exemplary imaginative story. Scholars are observing large picture of Hansel and Gretel on mimeo. **Objective:** Scholars will be able to write narratives in which they recount two or more appropriately sequenced events, include some details regarding what happened, use temporal words to signal event order, and provide some sense of closure. **Assessment:** Scholars will hear directions from teacher and do their personal best.

Summative Assessment Item 1: Given private white boards and a marker, the scholars will be given an oral assessment to assess their understanding of a narrative. The teacher will hold up the following: a) picture book b) directions to a game c) a map. The teacher will instruct the scholars to write yes or no on their whiteboard as s/he asks the question: "Is this a narrative?" Scholars will be given 1 point for each correct answer with 3 points possible and 3 points demonstrating mastery. (Mastery is determined at 75% or greater). *Answers: a) yes b) no c) no*

Summative Assessment Item 2: Given the following prompts, the scholar will write three sentences using temporal words. The sentences will be worth 2 points each (1 pt temporal word/ 1 pt sentence structure) for a total of 6 points. Mastery will be set at 5 points. (75% or greater)

Write three sentences with temporal words answering these questions:

a) What do you do when you wake up? (For example, "After I wake up, I…") b) When do you go home from school? c) What comes before snack?

Answers will vary but should include: statements such as After I wake up I brush my teeth. Then, between, etc. (Wording doesn't need to be exact, but must use narrative language and temporal words.)

Summative Assessment Item 3: Given the following prompt, the scholar will write a narrative. The narrative will be worth 12 points total (see rubric below). Mastery will be set at 9 points. (75%)

In class this week, we learned about rewriting Jack In the Beanstalk by substituting words in bubble maps, flow maps, and using our imaginations to include sequence, details, and use temporal words in narratives to have closure. In Core Knowledge we also heard the story Hansel and Gretel. Write a narrative on Hansel and Gretel that includes a minimum of two sentences. You may substitute the characters and story as we did during the week. Make sure you include details, sequence, and temporal words like by, from, after, awhile. Do your best to write with the "Writer's Eye" too.

W.1.3 Progression of Mastery and Rigor			
The scholar does not approach the standard: (0 points)	**The scholar approaches the standards by the following: (1 point)**	**The scholar meets the standards by the following: (2 points)**	**The scholar exceeds the standards by the following: (3 points)**
***Has no appropriately sequenced events**	***Has one appropriately sequenced event**	***Has two or more appropriately sequenced events**	***Has three or more 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**
***Uses no temporal words to signal event order**	***Uses few temporal words to signal event order**	***Uses temporal words to signal event order**	***Uses many temporal words to signal event order**
***Provides no sense of closure**	***Provides little closure**	***Provides a sense of closure**	***Provides clear closure**