Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	8	**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).*	Students know the elements of a narrative which is exposition, rising action, climax, and resolution. Students know the importance of using transitions to describe the events in the narrative. Students understand pacing and how to use it to keep a reader interested. Students know how to appropriately use dialogue to let the reader know what the character is thinking and saying. Students know the different between narrative, informational, and expository text.		
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.*	Pensar Academy utilizes a Blended Learning (BL) educational model that includes Direct Instruction (DI), Small Group Intervention, and Projects Based Learning (PBL) for students to achieve mastery of the Arizona College and Career Readiness Standards (ACCRS). Lessons are comprised of the 21st century skills of critical thinking, collaboration, communication, and creativity. Pensar Academy ensures that all students can reach mastery through the use of Universal Design for Learning (UDL) in the preparation of lessons that incorporate multiple learning styles, such as visual, auditory, tactile and kinesthetic. Pensar Academy's rotational model has embedded Response to Intervention (RTI) logistics to ensure that students who did not meet mastery are provided intervention immediately following the lesson to increase their understanding of the material. Students who are at the mastery level (a minimum of 80%) after the direct instruction will have the opportunity for enrichment through the use of Study Island and teacher constructed online learning activities. All students will apply learned content and skills learned through this rotational model in PBL extension periods. These components ensure that, at Pensar Academy, will students receive an individualized education comprised of 21st century skill building and optimal success in surpassing the ACCRS.		
Standard Number* and Description *The standard number and description of the Required Standard(s) being instructed and assessed to mastery in the curriculum sample.*	8.W.3- Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. b. Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. c. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Colored Highlighters, Colored Pencils, Doc Camera, Computer, Projector, Internet, Speakers		

* ***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	**Objective (O):** Teacher will (TW) read aloud objective on the board and instruct students to copy in notebooks: "SWBAT develop a dialogue in a narrative using correct punctuation and 5 conversational feeds (exchanges between characters) to develop experiences, events, and/or characters by: Defining dialogue and conversational feed. Summarizing the rules for punctuating dialogue. Writing a dialogue with 5 conversational feeds to a narrative."**Anticipatory Set (AS):** 1. TW instruct the class: "Think about and be ready to tell me about the purpose of talking?" 2. TW call on volunteers to share their own definitions. TW explain to students that talking is a way of developing the story, revealing conflict between characters, developing the personality of the character, or revealing background about the character. **Teacher Model (TM): 1.** TW define dialogue and conversational feed through verbal lecture and Powerpoint.2.TW instruct students to rephrase definitions in own words and copy in notebooks.3.TW provide direct instruction of the rules of punctuation to dialogue. TW model how to insert punctuation into a series of 5 sentences that contain dialogue under the doc camera. TW explain thinking aloud. TW instruct students to punctuate the other 5 sentences on the page for dialogue. TW call on random students to come up to the doc camera and punctuate sentences. TW ask class to agree or disagree with each student's punctuated dialogue with thumbs up or down.4.TW pull up a webpage with a random narrative story prompt starter: http://writingfix.com/right_brain/Serendipitous_Dialogue_Scene1.htm. TW choose two random characters and a setting to construct a dialogue. 5.TW create a dialogue between the two characters and aligns to the setting on a notebook under the doc camera. TW share thinking as he/she constructs dialogue. TW create 5 conversational feeds back and forth between the characters with correct punctuation. **Guided Instruction (GI) (CU: 1.** TW instruct students to write a dialogue with 5 conversational feeds and correct punctuation between the two characters and setting of the teacher model. 2. TW instruct students to switch dialogue with a peer. TW instruct student to highlight peer's sentences that display correct dialogue punctuation in yellow. TW instruct students to look at papers and correct errors. 3. TW have students read aloud their dialogue to a shoulder partner. TW instruct class to give each example thumbs up or down if the dialogue feeds off itself and if there are 5 exchanges. TW circulate and address any students with thumbs down. **Check for Understanding (CFU):** TW randomly select 3 student dialogues to read under the doc camera and instruct students give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if each dialogue is punctuated correctly and has 5 conversational feeds. **Independent Practice**	**Objective:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook**.** **Anticipatory Set:** SW listen to the teacher. **Teacher Model: 1.** SW listen to the teacher. 2. SW copy definition in own words in notebooks.3. SW listen and watch teacher model. 3. If called upon, SW go up to doc cam and punctuate sentences or listen/watch peers. SW agree or disagree with each student's punctuated dialogue with thumbs up or down.4. SW watch video and listen/watch model of the teacher. **Guided Instruction: 1.** SW write a dialogue with 5 conversational feeds and correct punctuation between the two characters and setting of the teacher model. 2. SW switch dialogue with a peer. SW highlight peer's sentences that display correct dialogue punctuation in yellow. SW look at papers and correct errors. 3. SW read aloud their dialogue to a shoulder partner. SW give each example thumbs up or down if the dialogue feeds off itself and if there are 5 exchanges. **Check for Understanding:** SW read dialogue under the doc camera if chosen or listen to peer and give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if each dialogue is punctuated correctly and has 5 conversational feeds. **Independent Practice: 1.** SW watch video prompt and complete end of lesson assessment.. 2. SW have teacher grade assessment. If a score of 4/5 or 5/5, SW move to extension on the computer. If score of 3/5 or less, SW go to small group intervention. **Closure**: SW summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. **Small Group Intervention:** SW listen to the teacher on how to use a graphic organizer with sentence frames to ensure that correct punctuation and conversational exchanges are included in the narrative. SW redo end of lesson assessment using sentence frames. **Extension**: SW participate in online learning extension through a Study Island extension activity on dialoguing.

	(IP): 1. TW pull up a webpage with a random narrative story prompt starter: http://writingfix.com/right_brain/Serendipitous_Dialogue_Scene1.htm. TW give students an independent practice activity as an end of lesson assessment. TW choose at random two characters and a setting for the assessment. TW instruct student to create a dialogue that has 5 conversational feeds and is punctuated correctly. 2. TW assess student learning. Student mastery will be set at a minimum of 4/5 sentences using relevant details. **Closure (C)**: TW instruct students to summarize what they learned in class in their notebooks.	
2	**O:** TW read objective on the board: " SWBAT write a narrative piece that has the following embedded pacing strategies: rapid fire dialogue, cliffhanger, and nutshell to develop experiences, events, and/or characters by: *Defining pacing, rapid fire dialogue, cliffhanger, and summary. *Summarizing the steps to implement the 3 pacing skills into a narrative: rapid fire dialogue, cliffhanger, rapid action, and nutshell (summary). *Incorporating these pacing strategies into a narrative." **TM 1.**TW provide direct instruction on the definitions of pacing, rapid fire dialogue, cliffhanger, and summary through lecture and Powerpoint. TW instruct students to write definitions in their notebooks in their own words. 2.TW use the line, "There it was. The long lost item I was searching for…" 3.TW provide direct instruction on the steps to implement rapid fire dialogue into this narrative prompt while sharing metacognition out loud and writing on a notebook under the doc camera. TW instruct students to copy the rapid fire dialogue in notebook. 4.TW provide direct instruction on the steps to create a cliffhanger. 5.TW create a cliffhanger that ties to the rapid fire dialogue while sharing metacognition out loud and writing on a notebook under the doc camera. TW instruct students to copy the cliffhanger in notebook. 6.TW provide direct instruction on the steps to create a 3 step rapid action. 7.TW continue the narrative with 3 rapid action events following the cliffhanger while sharing metacognition out loud and writing on a notebook under the doc camera. TW instruct students to copy the rapid action in notebooks. 8. TW provide direct instruction on the steps to create a summary following a rapid action. 9. TW create a summary after the rapid of the narrative while sharing metacognition out loud and writing on a notebook under the doc camera. TW instruct students to copy the rapid action in notebook. 10. TW read the essay aloud and discuss how the pacing shifted. 11. TW provide direct instruction on the steps to provide details in a nutshell after the cliffhanger. 12.TW create a nutshell summary of the narrative while sharing metacognition out loud and writing on a notebook under the doc camera. TW instruct students to copy the nutshell summary. **GI 1.** TW give students the following prompt, "As my feet moved toward the end of the plank…" TW instruct students to write a narrative piece that includes the pacing skills of rapid fire dialogue, cliffhanger, rapid action, and nutshell (summary). **2.** TW instruct students to switch completed narratives with a peer. TW instruct student to color code the peer's narratives with colored pencils by underlining: in red the rapid fire dialogue, in blue the cliffhanger, in green the rapid action, and in orange the nutshell (summary). **3.** TW have students read aloud their narrative pieces to a shoulder partner. TW instruct class to give each	**O:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook**.** **TM: 1.**SW listen to the teacher and copy definition in own words in notebook. 2.SW listen to the prompt. 3.SW watch teacher model, listen, and take notes. 4. SW watch teacher model, listen, and take notes. 5. SW watch teacher model, listen, and take notes. 6. SW watch teacher model, listen, and take notes. 7. SW watch teacher model, listen, and take notes. 8. SW watch teacher model, listen, and take notes. 9 SW watch teacher model, listen, and take notes. 10. SW listen to the teacher. 11. SW listen to the teacher. 12.SW watch and listen to teacher model on doc cam and take notes in notebooks. **GI: 1.** SW read teacher prompt. SW write a narrative piece that includes the pacing skills of rapid fire dialogue, cliffhanger, rapid action, and nutshell (summary). **2.** SW switch completed narratives with a peer. SW color code the peer's narratives with colored pencils by underlining: in red the rapid fire dialogue, in blue the cliffhanger, in green the rapid action, and in orange the nutshell (summary). **3.** SW read aloud their narrative pieces to a shoulder partner. SW give each example thumbs up or down if the narrative piece has all 4 skills. **CFU:** If selected SW give narrative piece to teacher to read under the doc camera. SW give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if narrative piece has the 4 pacing skills of rapid fire dialogue, cliffhanger, rapid action, and nutshell (summary). **IP:** 1. SW complete end of lesson assessment. 2. If student gets a 4/4, he/she moves to extension. If ¾ or less, SW go to small group intervention. **C**: SW summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. **SGI:** SW listen to teacher lecture. SW use graphic organizer with sentence frames to ensure that the 4 pacing skills of rapid fire dialogue, cliffhanger, rapid action, and nutshell (summary) are included in re-working end of lesson assessment. **E:** SW partake in online learning through a Study Island extension activity on pacing.

	example thumbs up or down if the narrative piece has all 4 skills. TW circulate and address any students with thumbs down. **CFU:** TW randomly select 3 student narrative pieces to read under the doc camera and instruct students give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if narrative piece has the 4 pacing skills of rapid fire dialogue, cliffhanger, rapid action, and nutshell (summary). **IP:** 1. TW give students an independent practice activity as an end of lesson assessment. TW give the prompt to students of, "My world was spinning out of control. I turned to my best friend…" TW instruct students to create a paced narrative piece that included rapid fire dialogue, cliffhanger, rapid action, and nutshell (summary). 2. TW assess student learning. Student mastery will be earned at 4/4 of the pacing skills being used by the student **C**: TW instruct students to summarize what he/she learned in class that day in their notebooks.	
3	**O:**Teacher will (TW) read objective on the board: "SWBAT rewrite a paragraph using descriptive language (vivid verbs, fresh modifiers, concrete nouns) to develop experiences, events, and/or characters by: *Defining vivid verbs, fresh modifiers, concrete nouns. *Identifying verbs, nouns, adjectives, and adverbs in text. *Replacing verbs, nouns, adjectives, and adverbs with language that creates more of a picture. **AS: 1.** TW challenge students to complete a paragraph of 5 sentences in 60 seconds on, "What I did last night." TW also write a paragraph to the prompt during the 60 seconds. 2.TW instruct students to put paragraph aside for the time being. **TM: 1.** TW show students the video link: http://search.tb.ask.com/search/video.jhtml?searchfor=teach+descprition+in+wirting&p2=%5EY6%5Exdm003%5EYYA%5Eus&n=781aeeeb&ss=sub&st=bar&ptb=4D675B87-7686-4881-AFE6-5A5EF826C932&si=CMnoqIL5nsQCFRSDfgod8B0Ajg&tpr=sbt&ts=1428211118505 on the projector. TW summarize aloud that the video introduces 3 critical elements to descriptive writing: vivid verbs, fresh modifiers, and concrete nouns. 2. TW share definitions with the class audibly, as well as through Powerpoint outline of vivid verbs, fresh modifiers, and concrete nouns. TW instruct students to write the definitions in their notebooks in their own words. 3. TW put his/her paragraph he/she wrote under the doc camera from the anticipatory set. TW highlight the verbs in the paragraph in yellow. TW edit his/her paragraphs by replacing verbs with vivid verbs. TW share metacognition aloud as he/she crosses off the old verb and places a new verb above. (*Go to Guided Practice Step 1) 4.* TW put his/her paragraph he/she wrote under the doc camera from the anticipatory set. TW highlight the modifiers (if any) in the paragraph in blue. TW share metacognition aloud as he/she crosses off the modifiers and replaces them with fresh modifiers or creates fresh modifiers (stronger adjectives/adverbs) in the paragraph. (*Go to Guided Practice Step 2*) 5. TW put his/her paragraph he/she wrote under the doc camera from the anticipatory set. TW highlight the nouns in the paragraph in pink. TW edit his/her paragraphs by replacing nouns with concrete nouns. TW share metacognition aloud as he/she crosses off the old nouns and replaces them with concrete nouns (more specific nouns). (*Go to Guided Practice Step 3*) 6. TW	**O:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook**.** **AS: 1.** SW complete a paragraph of 5 sentences in 60 seconds on, "What I did last night." 2. SW put paragraph aside for the time being. **TM: 1.** SW watch video and listen to the teacher. 2. SW listen to the teacher and write the definitions in their notebooks in their own words. 3. SW listen/watch the teacher model. SW directly practice skills in guided learning. *4.* SW listen/watch the teacher model. SW directly practice skills in guided learning. 5. SW listen/watch the teacher model. SW directly practice skills in guided learning. 6. SW listen to the teacher. **GI: 1.** SW highlight in yellow the verbs in their anticipatory set paragraph and replace with vivid verbs. 2. SW highlight in blue the adjectives/adverbs in their anticipatory set paragraph and replace with fresh modifiers (adjective/adverb) or add fresh modifiers. 3. SW highlight the nouns in their anticipatory set paragraph in pink and replace with concrete nouns. 4. SW listen to the teacher. **CFU:** If selected, SW read under the doc camera and instruct students give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if narrative piece contains the 3 descriptive elements of vivid verbs, fresh modifiers, and concrete nouns. If not selected, SW listen to peers and give thumbs up/down. **IP:** 1. SW complete end of lesson assessment. 2. SW have teacher grade assessment and move to online extension (if 3/3 scored) or small group intervention. **C**: SW summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. **SGI:** SW display coding. SW ask for clarification**.** SW listen to teacher mini-review with instruction on using a thesaurus. SW rewrite end of lesson assessment. **E:** SW move to the online learning through a Study Island extension activity on descriptive language.

	read old paragraph, then read new paragraph. (Go to Guided Practice Step 4) **GI: 1.** TW instruct students to highlight in yellow the verbs in their anticipatory set paragraph and replace with vivid verbs.(Back to Teacher Model Step 4) 2. TW instruct students to highlight in blue the adjectives/adverbs in their anticipatory set paragraph and replace with fresh modifiers (adjective/adverb) or add fresh modifiers. (Back to Teacher Model Step 5) 3. TW instruct students to highlight the nouns in their anticipatory set paragraph in pink and replace with concrete nouns. (Back to Teacher Model Step 6) 4. TW instruct students to read old paragraph, then read new paragraph. **CFU:** TW randomly select 3 student narrative pieces to read under the doc camera and instruct students give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if narrative piece contains the 3 descriptive elements of vivid verbs, fresh modifiers, and concrete nouns. **IP:** 1. TW give students an independent practice activity as an end of lesson assessment. TW give the students the following paragraph: "Last weekend, I went to the store. The store had many items to purchase. One item I found on sale was a pair of shoes. The mall was very crowded. That's what I did last weekend." TW instruct students to highlight the nouns in blue, the verbs in yellow, and the adjectives/adverbs (modifiers) in pink. TW instruct the students to create a descriptive piece that includes vivid verbs, fresh modifiers, and concrete nouns. 2. TW assess student learning. Student mastery will be earned at 3/3 of the descriptive elements being used by the student. (2/3 skills would be 67% and does not meet the mastery standard of 80% at Pensar Academy) **C**: TW instruct students to summarize in what they learned in their notebooks. **Small Group Intervention (SGI):** TW first check to see that the verbs, nouns, adjectives, and adverbs were color coded properly. TW lead mini-review of nouns, verbs, adjectives, and adverbs if necessary. TW instruct students on how to create vivid verbs, fresh modifiers, and concrete nouns with a thesaurus. TW re-assess students by having them use the thesaurus to re-write the end of lesson assessment.	
4	**O:** Teacher will (TW) read aloud objective on the board: "SWBAT develop a reflection in a narrative piece by: *Defining reflection (looking back, analyzing what happened, looking to the future) *Using sentence stem frames to construct a reflection. *Incorporating reflection into a narrative piece. **AS:** TW instruct the class: "Think about and be ready to tell me the answer to these questions: If you could go back to kindergarten today, do you think things would be different? How?" TW instruct students to speak with peers. 1.TW call on 2 volunteers to share their answer. TW explain that the process of thinking about the knowledge you could bring back to you in the past is called reflection or hindsight. **TM: 1.** TW show students the first 2:28 from the video link: http://search.tb.ask.com/search/video.jhtml?searchfor=reflective+writing+&p2=%5EY6%5Exdm003%5EYYA%5Eus&n=781aeeeb&ss=sub&st=bar&ptb=4D675B87-7686-4881-AFE6-5A5EF826C932&si=CMnoqIL5nsQCFRSDfgod8B0Ajg&tpr=sbt&ts=1428216792218 on the projector. TW summarize aloud that the video introduces 3 critical elements of reflection: looking back, analyzing, and looking forward. 2.	**O:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook**.** **AS:** SW think of answer to teacher prompt. 1.If called on, SW share their answer. If not called on, SW listen to peers. SW listen to the teacher. **TM: 1.** SW watch and listen to video and teacher model. 2. SW take notes and listen to the teacher. 3. SW watch and listen to video and teacher model. 4. SW copy teacher model in notebooks. **GI: 1.** SW watch video prompt and write a reflection. 2. SW switch completed reflections with a peer. SW color code the peer's reflection with colored pencils by underlining: in red looking back, in blue the analysis, and in orange looking forward. 3. SW give each example thumbs up or down if the narrative piece has all 3 elements. SW ask teacher for 1:1 clarification if needed. **CFU**: If selected, SW read reflection piece under the doc camera. Non-selected SW give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if narrative piece has the 3 elements of looking back,

	TW create a sentence stem frame for all 3 critical elements of a reflection. TW share the sentence stem for looking back: "I will never forget the time _____. " TW share the sentence stem for analysis: "I learned that _____." TW share the sentence frame for looking forward: "In the future, I will _____." TW explain that these 3 stems create a frame for writing a reflection. 3. TW explain to students that they will be watching a short film and then writing a reflection from a character in the film. TW instruct students that TW be writing as the Snowman as he/she puts on projector for short film *Knick Knack* at the link: https://www.youtube.com/watch?v=9uhM_SUhdaw. 4. TW construct a reflection using the sentence stem frame. **GI: 1.** TW explain to students that they will be watching a short film and then writing a reflection from a character in the film. TW instruct students that TW be writing as the Blue Umbrella as he/she puts on projector for short film the *Blue Umbrella* at: https://www.youtube.com/watch?v=KWWqVLTniMQ. 2. TW instruct students to switch completed reflections with a peer. TW instruct student to color code the peer's reflection with colored pencils by underlining: in red looking back, in blue the analysis, and in orange looking forward. 3. TW instruct class to give each example thumbs up or down if the narrative piece has all 3 elements. TW circulate and address any students with thumbs down. **CFU:** TW randomly select 3 student reflection narrative pieces to read under the doc camera and instruct students give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if narrative piece has the 3 elements of looking back, analyzing what happened, looking to the future. **IP:** TW instruct students that SW be writing independently a reflection as the Older Alien as he/she puts on projector film *Lifted* at https://www.youtube.com/watch?v=LVLoc6FrLi0. TW instruct students to use the sentence frame in his/her reflective narrative.TW assess student learning. Student mastery will be earned at 3/3 of the reflection elements being used by the student. (2/3 skills would be 67% and does not meet the mastery standard of 80%) **C**: TW instruct students to summarize in what they learned in their notebooks.	analyzing what happened, looking to the future. **IP:** SW complete end of lesson assessment. SW have teacher grade assessment. If assessment is scored 3/3, SW will move to online extension. If score is 2/3 or lower, SW move to small group intervention. **C**: SW summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. **E**: TW instruct students who display mastery (80%) will move to the online learning through a Study Island extension activity on transitions.
5	**O:**Teacher will (TW) read aloud objective on the board: SWBAT utilize transition words, phrases, clauses in a narrative that convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events by: *Define transition. *List 3 transitional phrases/clauses for time/sequence. *List 3 transitional phrases/clauses for each of 3 types of relationships between experiences and events: compare/contrast, cause/effect, and descriptive. (total of 9) *Incorporate transitional phrases/clauses that convey sequence, signal shifts from one time frame to another, and show relationships among experiences and events into a narrative paragraph. **AS: 1.** TW instruct students to "Think about the things you have done today. How would you retell that story?" TW instruct students to discuss question with shoulder partner. TW circulate around the room writing down transition words he/she overhears from the student sharing. 2. TW share the list of words and state, "These words are called transitions. Transitions allow for	**O:** Students will (SW) listen to the objective being read by teacher. Students will then chorally read the objective posted on the board and copy in notebook**.** **AS: 1.** SW listen to teacher prompt and share answer with a shoulder partner. 2. SW listen to the teacher. **TM: 1.** SW listen to the teacher lecture and watch PowerPoint as they write definition in notebooks in own words. 2. SW copy the categories. 3. SW copy in notebooks. 4. SW watch teacher model and practice. *5.* SW copy in notebooks. 6. SW watch teacher model and practice. *7.* SW listen to the teacher. **GI: 1.** SW insert 3 transitional phrases/clauses in the essay that show time/sequence. SW share edited essay with a shoulder partner. *2.* SW insert 3 transitional phrases/clauses in the essay that show relationship between the experiences/events. SW share edited essay with a shoulder partner. **CFU: If selected, SW share** transitional narrative paragraphs for each transitional category (time/sequence, relationships) to read under the doc camera. If not selected, SW listen to peer work and give a thumbs up for yes,

	flow and allow the reader to follow your story's order and identify the structure which makes a narrative piece easier to understand." **TM: 1.** TW define/explain transition using PowerPoint and instruct students to write definition in notebooks in own words. 2. TW outline the categories of transitions to be covered: time/sequence and relational in a notebook under the doc camera. TW have students copy the categories. 3. TW list 3 transitional phrases/clauses for time/sequence on notebook under doc camera. TW instruct student to copy in notebooks. 4. TW display a sample paragraph on the projector and insert time/sequence transitional phrases/clauses. *(Go to Guided Practice Step 1) 5.* TW list 3 transitional phrases/clauses for the 3 relational categories of compare/contrast, cause/effect, and descriptive on notebook under doc camera. TW instruct student to copy in notebooks. 6.TW display a sample paragraph on the projector and place relational transitional phrases/clauses. *(Go to Guided Practice Step #2) 7.* TW read paragraph aloud before and after adjustments. **GI: 1.** TW hand out a paragraph without transitional phrases or clauses. TW instruct students to insert 3 transitional phrases/clauses in the essay that show time/sequence. TW have student share edited essay with a shoulder partner. *(Return to Teacher Instruction Step 5) 2.* TW hand out a paragraph without transitional phrases or clauses. TW instruct students to insert 3 transitional phrases/clauses in the essay that show relationship between the experiences/events. TW have student share edited essay with a shoulder partner. *(Return to Teacher Instruction Step 7)* **CFU:** TW randomly select 2 student transitional narrative paragraphs for each transitional category (time/sequence, relationships) to read under the doc camera and instruct students give a thumbs up for yes, thumbs down for no, and a hand up for need more help to determine if each narrative piece has the 2 transitional phrases. TW will provide clarification as needed. **IP: 1.** TW instruct students that SW be writing independently paragraph with 5 transitional phrases to the prompt: "Describe your day today." 2.TW assess student learning. Mastery will be met if student includes 4 (80%) or 5 (100%) of the transitional phrases in his/her paragraph. **C**: TW instruct students to summarize what they learned in class in their notebooks.	thumbs down for no, and a hand up for need more help to determine if each narrative piece has the 2 transitional phrases. SW ask for 1:1 teacher clarification as needed. **IP: 1.** TW SW complete end of lesson assessment. 2.SW have teacher grade assessment. If student displays mastery (4 or 5 transitional phrases in his/her paragraph), SW move to extension. For students who do not display mastery, he/she will go to small group intervention. **C**: TW instruct students to summarize in his/her own words what he/she learned in class that day underneath the lecture notes in the notebooks. **SGI:** TW give students sentence stems to construct a paragraph with 5 transitions. TW re-assess students by having them use the sentence stems to re-write the end of lesson assessment. **E**: TW instruct students who display mastery (80%) will move to the online learning through a Study Island extension activity on transitions.
	Projects Based Learning	**Projects Based Learning Component-**The corresponding project will be determined by the curriculum team during the summer of 2016. Please refer to A.5 for essential details of the committee.
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*	In S.A. Item #1, worth 3 points, students will be assessed on the use of dialogue and pacing. In S.A. Item #2, worth 3 points, students will be assessed in utilization of pacing through cliffhangers. In S.A. Item #3, worth 3 points, students will be assessed in utilization of descriptive language. In S.A. Item #4, worth 3 points, students will be assessed utilization of reflection. In S.A. Item #5, worth 3 points, students will be assessed in the use of transitions. E S.A.

	administered.	items 1-5 is worth up to 3 points. Item #6, worth 15 points, students are assessed on their ability to write a narrative to develop real experience/events using effective technique, relevant descriptive details, and well-structured event sequences. Total points needed to display mastery of this standard is a minimum of 24 out of possible 30 (80%).

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.*

Summative Assessment Item 1 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed): Directions: Write a rapid fire dialogue with correct pacing and punctuation of 5 conversational feeds to the prompt "The TV remote was just lying there…" (Scoring: See RUBRIC #1, Row A. Students can earn a maximum of 3 points).

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed): Directions: Write a narrative about a time when you were scared to death. Make sure to include the pacing skill of well-timed cliffhangers. (Scoring: See RUBRIC #1, Row B. Students can earn a maximum of 3 points).

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): Directions: Re-write the narrative piece below using descriptive language by inserting 2 vivid verbs, 2 fresh modifiers, and 2 concrete nouns. Highlight your descriptive language changes added to this narrative: "I went to a concert last night. The show had many talented people. I was asked to come on stage. I was able to dance with my favorite singer. It was a great night." (Scoring: See RUBRIC #1, Row C. Students can earn a maximum of 3 points).

Summative Assessment Item 4 (clearly identify answer key/scoring rubric, and acceptable score):
Directions: Write a reflection paragraph using all 3 elements (looking back, analyzing what happened, looking to the future) about a time when you were injured. (Scoring: See RUBRIC #1, Row D. Students can earn a maximum of 3 points).

Summative Assessment Item 5 (clearly identify answer key/scoring rubric, and acceptable score): Directions: Write a paragraph with 5 transitional phrases to the prompt: "Describe your morning." (Scoring: See RUBRIC #1, Row E. Students can earn a maximum of 3 points).

Summative Assessment Item 6 (clearly identify answer key/scoring rubric, and acceptable score): Directions: Write a narrative about a real experiences/events. Prompt: "Write about a day you will never forget. Be sure to include dialogue, cliffhanger, descriptive language, reflection, and transition: " (Scoring: See RUBRIC #1, All. Students can earn a maximum of 15 points).

RUBRIC #1	3	2	1	0
A. Dialogue (Pacing)	Use of rapid fire dialogue with a minimum of 5 conversational feeds with correct punctuation.	Use of rapid fire dialogue with 3-4 conversational feeds with less than 2 punctuation errors.	Use of rapid fir dialogue with 1-2 conversational feeds.	No use of rapid fire dialogue.
B. Cliffhanger (Pacing)	The use of 2 cliffhangers, one that sets up the climax.	The use of cliffhanger in prior to the climax.	The use of a cliffhanger.	No use of a cliffhanger.
C. Descriptive Language	Use of all 3 descriptive language types in 2 instances (vivid verbs, concrete nouns, modifiers).	Use of all 3 descriptive language types in at least 1 instance.	Use of 2 descriptive language types.	Use of only 1 descriptive language type or none.
D. Reflection	Covers all 3 elements.	Covers 2 out of the 3 elements.	Covers 1 of the 3 elements.	Covers no elements.
E. Transition	Shows 5 transitional phrases or clauses that show time, sequence, or relation.	Shows 3-4 transitional phrases or clauses that show time, sequence, or relation.	Shows 1-2 transitional phrases or clauses that show time, sequence, or relation.	Shows no use of transitional phrases.