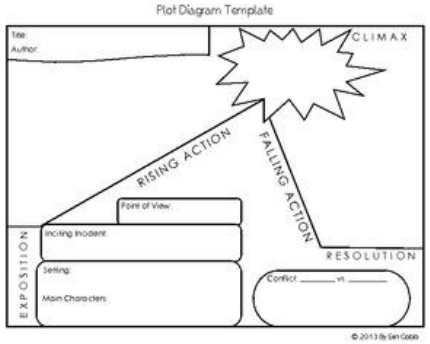
Curriculum Sample Template – 8 Pages Max. (12 pages for integrated ELA sample)

Grade Level	4	**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 element of plot and narratives. Students can write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. Students can establish a situation and introduce the narrator and characters. Use signal words to organize a sequence of events in a narrative which all known as temporal words from 3rd grade. Students will know the plot diagram graphic organizer (expository, rising action, climax, falling action, and resolution) for a narrative. Students know 1st, 2nd, and 3rd person point of view.		
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.*	4.W.3 #3 - Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. c. Use a variety of transitional words and phrases to manage the sequence of events. e. Provide a conclusion that follows from the narrated experiences or events.		
Materials/Resources Needed *List all items the teacher and students will need for the entire sequence of instruction (excluding common consumables)*	Computers, projector, document camera, capability to short video on the projector 25 copies of a list of 4th grade transitional words and phrases at http://www.smart-words.org/linking-words/transition-words.html, 25 copies of plot diagram graphic organizer, 25 worksheets with the closed notes in section		

* ***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:** Teacher will state the objective orally to the students Student be able to (SWBAT) write component a narrative of an imaginary experience by: • List the events in an imaginable story • Drawing a plot diagram graphic organizer of the events of the imaginable story **Anticipatory Set (AS)**: Teacher will have students in groups of two use a cooperative structure (Rally Robin) to generate imaginary topics for a narrative. Such as: The principal makes an announcement about a surprise in the cafeteria… After the activity, the teacher will ask the students using a popcorn to state an idea. Teacher will write a list of correct narrative ideas on the board. **Teacher Model/Inquiry:** Teacher will model selecting one of the imaginary narrative topics from the board. The teacher will model metacognitive (out loud thinking) to orally state the narrative with a series of events. Teacher will model listing the events in the list on the whiteboard. Teacher will model placing the events from the imaginary narrative on the plot diagram graphic organizer with includes; exposition, rising action, climax, falling action, and resolution. Teacher will call on random students using questioning strategies such as: "why the climax is that component of the imaginary narrative?" ect. **Guided Practice:** Teacher will place students in collaborative groups of three. The teacher will number students off to create random groupings. Teacher will have students select a topic on the board generate during the AS. Teacher will have students generate a list of events and place them on the plot diagram graphic organizer. Teacher will give directions mentioned in student actions. Teacher will walk around and monitor progress. Teacher will ask clarifying questions as needed. **Check for Understanding**: Teacher will randomly choose three plot diagrams with the list to show under the document camera. Teacher will have students use thumb up and down to show understanding if the it is completed correctly. **Independent Practice:** By themselves students will select one imaginary narrative topic from the board to write complete a list of events and a plot diagram. Students who are able correctly place the events onto the corresponding sections of the plot diagram will be considered at mastery of 80% or above. **Closure:** Teacher will put 3 cognitive closure questions of the overhead. 1. How does imaginary narratives connect to previous learning?	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **AS:** In groups of two students will generate a list of imaginary narrative topics. Student will take turns writing their imaginary narrative idea on the piece of paper. Students will orally tell teacher a narrative idea when called upon. **Teacher Model/Inquiry:** Students will listen to teacher. Students will copy the teacher's model of placing the events from the imaginary narrative into the plot diagram graphic organizer. Students will answer teacher's clarifying questions as called upon.  **Guided Practice:** In groups of three students will each select one topic for the imaginary narrative from the list on the board generated during the AS. Students will use the collaborative structure (sum and rank) to determine the selected topic. Students will select one person to be the scribe. The other two students will orally state the events on the imaginary narrative that they are creating. The scribe will write down the events. The students will select another scribe for the plot diagram. The two other students will tell the scribe what to write for each component of the plot diagram. Students will answer teacher's questions. **Check for Understanding:** Students will put thumbs up for yes and thumbs down for no when directed by teacher to decide whether the plot diagram with the list of events was completed correctly for the imaginary narrative. **Independent Practice:** Complete independent practice. **Closure:** Students will select one of three posted cognitive closure to answer. They will write their answer on a post-it note. Teacher will call on two or three

	2. How can I use this learning? 3. How would I teach this lesson to a friend? **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group. The teacher will have the events from the imaginary narrative printed on small cards.	random students to orally share their written response. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group. The teacher will have the events from the imaginary narrative printed on small cards. The students will place the cards in the on the appropriate area of the plot diagram graphic organizer. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.
2	**Objective:** Teacher will state the objective orally to the students Student be able to (SWBAT) write a narrative of an imaginary experience by: • Organize an Event Sequence using transitional words (temporal words) **Anticipatory Set (AS)**: Teacher will pair students in group to discuss plot diagram they completed during the teacher model in section 1. **Teacher Model/Inquiry:** Teacher will model writing an imaginable narrative from the events in the plot diagram graphic organizer from lesson 1 (teacher model). Teacher will model writing the establishment of the situation and introducing the character and the narrator. Teacher will arrange the events from the plot diagram graphic organizer into a coherent paragraph using transitional words (temporal words) for sequencing. Teacher will model highlighting the transitional words (temporal words). Side note: students have previously learn transitional words (temporal words) for sequences as state in the expected prior knowledge. Teacher will ask random students questions on signal words usage, establishing the situation and introducing the character. **Guided Practice:** Teacher will have a students take out the plot diagram graphic organizer from that they completed in collaborative groups in section 1. Teacher will tell students to write a paragraph which establish of the situation, introduce the characters and narrator, and using transitional words (temporal words) for each event in the imaginary narrative and highlight the Transitional words (temporal words). Teacher will monitor student's work by walking around the classroom and asking clarifying questions to ensure understanding. **Check for Understanding**: After the guided practice the teacher will collect five group's paragraph. Teacher will put each one under the document camera. Teacher will ask students if the components of establishing the situation, introducing the characters and narrator, and using transitional words (temporal words) for each event from the plot diagram graphic organizer to write the sentences for the imaginary narrative were met. Teacher will have students use thumb up and thumb down. **Independent Practice:** Teacher will hand back the plot diagrams from the independent practice from section 1. Teacher will tell students to write an imaginary narrative that establishing the situation, introducing the characters and narrator, and using transitional word (temporal words) for each event from the plot diagram graphic organizer. Students who correctly write the imaginary narrative with the listed components will be	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **AS:** Students will have two minutes to discuss the events on the plot diagram from section 1. **Teacher Model/Inquiry:** Students will listen to teacher. Students will copy the paragraph for that the teacher is writing under the document camera. Students will high light the signal words for sequences that the teacher does. Students will orally answer questions when asked by teacher. **Guided Practice:** Students use the plot diagram graphic organizer for the imaginary narrative (completed day 1 in guided practice). Students will work in groups of two to write an imaginary narrative that includes the following components of establishing the situation, introducing the characters and narrator, and using signal words for each event from the plot diagram graphic organizer to write the sentences for the imaginary narrative. Students will highlight their signal words. Students will answer teacher questions as they are asked. **Check for Understanding:** Students will look at the paragraphs under the document. They will decide if the imaginary narrative met the components of establishing the situation, introducing the characters and narrator, and using signal words for each event from the corresponding plot diagram graphic organizer to write the sentences for the imaginary narrative. Students will put thumbs up for yes and thumbs down for no when directed by teacher. **Independent Practice:** Complete independent practice. **Closure:** Students will select one of three posted cognitive closure to answer. Students will to the collaborative structure hand up-pair up-share. Students will walk around the classroom and find a partner when directed. The students share their cognitive closure to their partner. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group. The teacher will have the events from the imaginary narrative printed on small cards. The students will place the cards in the appropriate order to create a coherent sentence. Students will place sequence words above the cut of events. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to writing imaginary narratives.

	considered at 80% master or above. **Closure:** Teacher will put 3 cognitive closure questions of the overhead. 1. How can I use this learning? 2. How would I teach this lesson to a friend? **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group. The teacher will have the events from the imaginary narrative printed on small cards. The teacher will model arranging them into a paragraph.	
3	**Objective:** Teacher will state the objective orally to the students Student be able to (SWBAT) write a narrative of an imaginary experience by: • Deciding if the signal words and phrases used have a variety • Using a variety of transitional words and phrases **Anticipatory Set (AS)**: Teacher will pair students in group to read their imaginary narrative from section 2. **Teacher Model/Inquiry:** Teacher will put the imaginary narrative that they wrote during the teacher model in section 2 under the document camera. Teacher will model listing each transitional word used and seeing how many times the same one was used. Teacher will model thinking out loud to help the students understand if variety was used. For example if next was used three times the paragraph is lacking variety. Teacher will show a list of transitional words and phrases under the document camera. Teacher will model replacing current transitional words or phrases for sequencing events that were used more than once with others that will make a coherent and narrative with variety. Teacher will call on random students to get suggestions for replacements transitional words and phrases in the imaginative narrative. **Guided Practice:** Teacher will have students take out the imaginary narrative paragraph competed in collaborative groups during section 2. Teacher will have students work in their groups from the previous day to count up the amount of times a transitional word for sequences events was used. Teacher will have students decide if a word was used too many times. Teacher will have students cross out the transitional word and replace with a transitional word or phrase to increase the variety. Teacher will walk around and monitor student's progress. Teacher will be available for questions and will ask clarifying questions as needed. **Check for Understanding**: After the guided practice the teacher will collect five group's paragraph. Teacher will put each one under the document camera. Teacher will ask students a variety of transitional words and phrases are being used. Teacher will have students use thumb up and thumb down. **Independent Practice:** Teacher will hand back the independent practice from section 2. Teacher will have students replace their transitional words if they current ones were overused with new transitional words of phrases from the	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **AS:** Students will read their imaginary narratives from section 2 that was completed during the guided practice. **Teacher Model/Inquiry:** Students will listen to teacher. Students will have the teacher's imaginary narrative on their desk. They will cross out the transitional words for sequences events and replacement transitional words and phrases as the teacher does. Students will give suggestive from the list of transitional words and phrases as the teacher calls on them. **Guided Practice:** Using the imaginary narrative written during the guided practice in section 2. Students will work in their collaborative groups to determine the amount of times each transition word for sequencing events were used. Cross out and replace transitional words or phrases were used more than once. Students in their group will designate a scribe who will write the replacements and rewrite the imaginary narrative paragraph with the new transitional words and phrases. **Check for Understanding:** Students will look at the paragraphs under the document. They will decide if the imaginary narrative paragraph is using a variety of transitional words and phrases. Students will put thumbs up for yes and thumbs down for no when directed by teacher. **Independent Practice:** Complete independent practice and rewrite the imaginary narrative paragraph. **Closure:** Students will write on a post-it note a summary of their learning for the day. Students will read their summary aloud when call on by the teacher. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group. Students will tally up the amount of times each transitional word or phrase was used. The teacher will have transitional words and phrases cut out on cards. Students will put the replacement transitional word or phrase on top of the current. Students will rewrite the paragraph with the replacement transitional words and phrases. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.

	list handed out. Students will rewrite the imaginary narrative. Mastery will be considered if the students is able to correctly complete the imaginary narrative with a variety of transitional words and phrases. **Closure:** Teacher will have student summarize today's learning on a post-it note. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group. The teacher will have the transitional words and phrases cut out on small cards. Teacher will model to students how to place the replacement transitional word or phrase on top of the current.	
4	**Objective:** Teacher will state the objective orally to the students Student be able to (SWBAT) write a narrative of an imaginary experience by: • writing a conclusion to wrap up the imaginary narrative for the reader • Students will chose between the types a Personal Comment or A Hint of Things to Come for their conclusion. **Anticipatory Set (AS)**: Teacher will read the imaginary narrative written from the previous day's teacher model. **Teacher Model/Inquiry:** Teacher will show the video https://www.opened.io/video/common-core-writing-standard-3-5-conclusions-to-narratives/337254 to build background on writing a conclusion for an imaginary narrative. Teacher will put the imaginary narrative created during sections 1-3 under the document camera. Teacher will put the imaginary narrative that they wrote during the teacher model in section 3 under the document camera. Teacher will model with choosing the appropriate type for their imaginary narrative. Teacher will model writing a conclusion with at least three sentences that wraps it up for the reading using the appropriate type. Teacher will select a random student generated imaginary narrative from the previous sections to write the other type of conclusion so students will see both. Teacher will have students explain to each other the two type of conclusion to each other. After the pair-share, the teacher will call on random students to share their partner's explanation to the group. **Guided Practice:** Teacher will have students take out the imaginary narrative paragraph competed in collaborative groups during section 1-3. Teacher will have students work in their groups from the previous day to select the appropriate type of conclusion for the imaginary narrative. Teacher will have students in their collaborative groups write a conclusion using the appropriate type. Teacher will monitor work and answer student questions. As teacher circulates the room to ask clarifying questions to gather informal data on student understanding. **Check for Understanding**: After the guided practice the teacher will collect five group's paper. The teachers will put the narrative with the conclusion covered up. Teacher will ask students if Personal Comment or A Hint of Things to Come is appropriate. Teacher will then show the conclusion. Students will use thumbs-up and thumbs down to decide if it meets the criteria for being at least three sentences and wraps up the imaginary	**Objective:** The teacher will call on a non-volunteer to restate the objective for the day. A non-volunteer will state how the teacher will assess their learning. **AS:** Students will listen to teacher read. Students will be paired in groups of two. Students will orally state a conclusion to the imaginary narrative. **Teacher Model/Inquiry:** Students will watch the video and complete the closed notes worksheet on the conclusion types, Personal Comment and A Hint of Things to Come. Students will listen during teacher model. Students will write down the conclusion to the imaginary narratives to have an examples. Students will be pair-share in groups of two. Student a will explain A Hint to Come strategy for an imaginary narrative conclusion and students B will explain a Personal Comment. Selected students will tell the whole group if called upon. **Guided Practice:** Using the imaginary narrative written during the guided practice in section 1-3. Students will work in their collaborative groups to decide the appropriate type of conclusion to use. Students in their group of three will each take a turn writing one of the three sentences for the conclusion of the imaginary narrative. When the student is the scribe the other two students will generate the sentence. After the students are done they will reread the conclusion to ensure that the paragraph is coherent. Students will make revisions if needed. **Check for Understanding:** Student will look at the document. They will put one finger up for Personal Comment and two fingers up for A Hint to Things to Come when directed by teacher. Students will read the conclusion from the narrative and put a thumb up for meeting the criteria or thumb down it does not. Students will justify their decision when called upon. **Independent Practice:** Complete independent practice. **Closure:** Students will write on a post-it note a summary of their learning for the day. Students will read their summary aloud when call on by the teacher. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group. **Extensions:** Students will use the computer program Study Island to complete questions pertaining to the standard.

	narrative. **Independent Practice:** Teacher will hand back the independent practice from section 3. Students will write a conclusion for their narrative using with selecting the appropriate type. Mastery will be considered if the students is able to correctly complete the imaginary narrative with a variety of transitional words and phrases. **Closure:** Teacher will have student summarize today's learning on a post-it note. **Small group re-teaching:** Students who do not reach 80% mastery will receive re-teaching with in a small group.	
	Projects Based Learning Component IWBAT build a model of their imaginary narrative in their collaborative groups of three. Teacher will explain to the students the project that they will be completing during the PBL portion of their schedule in groups of four. Teacher will explain the grading rubric, components, and expectations of the project. Teacher will be available to assist students as they complete the project. The teacher will meet with the group periodically throughout the class sessions dedicated to the project. Each day the teacher will help the students determine goals of task to complete by the end of class. The teacher will assist students in finding the passage and/or generating their own. The teacher will monitor work and pull students into small groups for re-teaching of material as needed.	**Projects Based Learning Component** In their collaborative groups of three (the groups from the direct instruction portion of the day). The students will build a model of the sequence of events of their imaginary narrative. Students will have common building supplies such as glue, tape, construction paper, scissors, color markers, pipe cleaners, cardboards, etc. Students will have at least three scenes. Students will do class presentations of their projects. Students will have two projects based class sessions. This project will be included in the curriculum documents written in the 2016. Refer to A.5.
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.*	In Summative Assessment (S.A.) Item #1, assesses student's ability to write an imaginary narrative that use a variety of transitional words and phrases to manage the sequence of events and provide a conclusion that follows from the narrated experiences or events. The narrative will be graded on the rubric #1 (all elements) for a total of 16 points. In S.A. Item #2, worth 4 points, assesses student's ability to use transitionary words and/or phrases to sequence events in an imaginary narrative. Item #2 will be scored on rubric #1 for element C (Used a variety of transitional words and phrases). In S.A. item #3, worth 4 points, assesses the student's ability to decide if the conclusion to a real experiences or events that follows from the narrated experiences or events. The three S.A. items are worth a total of 24 points. Students need 20 out of 24 points to be considered at mastery.

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 an imaginary narrative that includes the following components: A. A plot diagram that outlines the sequence of events. B. An organizer and clear sequence of events written in the imaginary narrative C. The use of a variety of transitional words and phrases. D. A conclusion that provides closure. Each category is worth up to 4 points for a total of 16 points scored by the Rubric #1 below.
Prompt: Imagine that you woke up and it is 100 years in future. Write an imaginary narrative about your day.

Item #1, assesses student's ability to write an imaginary narrative that use a variety of transitional words and phrases to manage the sequence of events and provide a conclusion that follows from the narrated experiences or events. The narrative will be graded on the rubric #1 (all elements) for a total of 16 points.

Summative Assessment Item 2 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed): Directions: Read the imaginary narrative below. In the blank space write an appropriate transition word or phrase that creates a sequence of events within the narrative. Rubric #1, row C will be used to score student work as either a 1-2-3-4. Total maximum points available will be 4.

The Haunted House

There once was a dog who roamed an alley with another dog. That dog's name was Max. The other dog's name was Rocky. Max and Rocky were brother and sister, although the look nothing alike. In another alley not far from Max and Rocky's, there was a dog and a cat that lived together in that alley. The dog's name was Sugar and the cat's name was Shantell. One day they all met behind a trash can and became best buds.

One day while all the friends were out walking in the street. _____ Shantell, the cat, spotted a ghost flying around in a house and took off running to go see the ghost. Quickly, all the dogs took off after her. Within a minute, the dogs finally caught up to Shantell they were all deep in the haunted house. Max and Sugar started to shake. Rocky and Shantell started to quake. ____ a loud Boom came from the floor above them. All of a sudden, Max got a brilliant idea. They should sneak up on the monsters and attack them.

_____ all four animals were ready to put their maniacal plan into action. Shantell tip-toed up the mantel. Max and Sugar went up the back stairs. This left Rocky creeping up the front stairs. When they all were ready to attack the monsters they heard music. They went a lot like this "Shake, Shake them bones now!" The friends were confused but quickly got back on track. _____Shantell gave the ready signal and they all jumped up.

They were surprised to see what they saw. They saw about a dozen monsters doing the monster mash. One of the vampires said "Come in dogs and cats. Why don't you dance with us? So Max, Rocky, Sugar and Shantell danced with the monsters."

In S.A. Item #2, worth 4 points, assesses student's ability to use transitionary words and/or phrases to sequence events in an imaginary narrative. Item #2 will be scored on rubric #1 for element C (Used a variety of transitional words and phrases).

Summative Assessment Item 3 (clearly identify answer key/scoring rubric, and acceptable score): (add as needed): Read the imaginary narrative below. The conclusion section is bolded. Using Rubric #1, row D as a reference, evaluate the closing and determine whether this author earned a 1-2-3-4. The student can earn 4 points if they correctly identify that the closing would earn a "4" on the closure section of Rubric #1, row D. For any other response, the student would score a 0.

The Loin and the Spider

It was a sunny day in the grassland. The lion had slept well. It was fierce when it hunted. But today it was not hungry yet. It would hunt for food later in the day. Right now, all it wanted to do was relax. It stretched out and watched the grass.

Then it noticed a spider. The spider was climbing on a plant. Then the spider jumped to the next plant and left a string between them. It was making a web. The lion watched for a while. "How clever you are," it said to the spider. "How did you learn to do that?" The spider said, "My mother showed me how to do this. I learned from her. And I have taught my children how to make webs."

The lion watched a while longer. Then it asked the spider, "But why do you do that when you could just grab your food, the way I do?" "I am just a small animal. I cannot run fast. So I do not eat insects that run. I cannot fly. I eat flies. So with my web I can catch them." The lion said, "Could you make me a web that could catch an animal for me to eat? Then I would not have to run after them either." The spider thought about that. At first she thought the lion was joking. But he was not. "I can't do that," she said. "My web can catch a fly. But it could not catch a big animal. And you could not live by eating flies."

Just then a fly flew into the spider's web. She went to get it. She wrapped it up for her children. Then she went back to spinning more of the web. The lion was very selfish. It was jealous of the spider. It did not have to work hard for its food. And it would not help him get his food. So it slapped at the spider web and broke it. But the spider jumped onto the lion's back. And it bit the lion. "Now you will remember me," said the spider as she hopped off and into the grass.

"Think before you are mean to another animal. We are all special. And some of us may be small but very smart." The lion tried to scratch its back but could not reach the spider bite. It itched for days. The lion remembered the smart spider for a long time.

RUBRIC #1	4	3	2	1
A. Create a plot diagram graphic organizer that outlines the sequence of events in the imaginary narrative.	Student correctly includes an event for each element (exposition, rising action, climax, falling action) of the plot diagram The events are descriptive and builds excitement for the reader	Student correctly includes an event for each element (exposition, rising action, climax, falling action) of the plot diagram	Student correctly includes an event some element (exposition, rising action, climax, falling action) of the plot diagram Missing two or two not correctly used	Student correctly included one event some element (exposition, rising action, climax, falling action) of the plot diagram
B. Organize a sequence of events in the imaginary narrative.	Student included all the events from the plot diagram graphic organizer into their written narrative. Student had two or more events in the rising and falling actions. The sequence made sense and was easy for the reader to follow along	Student included all the events from the plot diagram graphic organizer into their written narrative. Student had one events in the rising and falling actions. The sequence made sense and was easy for the reader to follow along	Student included three of the events from the plot diagram graphic organizer into their written narrative. The sequence made was difficult for the reader to follow along	Student one or two of the events from the plot diagram graphic organizer into their written narrative. The sequence made was difficult for the reader to follow along
C. Used a variety of transitional words and phrases	Student used a variety of transitional words and phrases that create a natural flow for the reader Transitional words and phrases are not used more than once.	Student used a variety of transitional words and phrases that create a natural flow for the reader Transitional words and phrases are not used more than once. Student used mostly words such as next, than, after that instead of phrases.	Student used some transitional words Transitional phrases are not presents Student repeated transitional words instead of a variety.	Student did not use transitional words or phrases
D. Provides an appropriate conclusion/closure	Student used the appropriate type of closure. Either a Hint of Something to Come or Personal Comment Provides closure that evidently follows from the narrated experience or events.	Student used the appropriate type of closure. Either a Hint of Something to Come or Personal Comment Provides closure that follows from the narrated experience or events.	Student did not use the appropriate type of closure. Either a Hint of Something to Come or Personal Comment Attempts to provide a closure that may or may not follow narrated experience or events.	Student used a different type of closure Does not provide an apparent closure.

In S.A. item #3, worth 4 points, assesses the student's ability to decide if the conclusion to a real experiences or events that follows from the narrated experiences or events. The three S.A. items are worth a total of 24 points. Students need 20 out of 24 points to be considered at mastery.