Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
7	**Writing**	**N/A**	**Animal Traits Report**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days	**17th Week**	Familiarity with the five-paragraph essay and expository writing; how to make a claim and support it with evidence

Unit Description

Each student will write a report/five-paragraph essay about an animal native to Arizona. The students will analyze the research they have read in order to convey information about the animal's physiology, habitat, geographic range, behavior and diet. Students will research, outline, study effective expository essays, and participate in peer reviews.

Standards: See instructions on page 15.	**Grade 7:** Text Types and Purposes 2. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. d. Use precise language and domain-specific vocabulary to inform about or explain the topic. e. Establish and maintain a formal style. f. Provide a concluding statement or section that follows from and supports the information or explanation presented.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will be asked to write a five-paragraph essay about the animal they have researched. The reports must include an introduction, a conclusion, three body paragraphs that explain the animal's physiology, habitat, geographic range, behavior, and diet, proper transitions between paragraphs, etc. Students will be officially assessed on the final draft.
Scoring for Summative Assessment *In addition to the description,*	A Six Traits rubric (included below) will be used for the final draft of the biographical report. Students will be evaluated for ideas/content, organization, voice, sentence fluency, word choice, and conventions. An overall score of 4=A, 3=B, 2=C, 1=D. A grade of F will be given only in the case of extensive plagiarism or

include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.	for not writing a report. A score of 3 or better is considered meeting the standard/proficient.
Materials/Resources Needed *Include all items for the entire unit.*	Research materials provided by teacher (from the library and web), computer with internet access, access to the student library, colored pencils, pens, paper, overhead projector, handouts on five-paragraph essay and outline

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Instruction and Timeline	The teacher passes out the writing framework for the assignment, which is a five-paragraph essay on an animal native to Arizona. The teacher explains how the five-paragraph essay must include an introduction and conclusion and 3 body paragraphs that use appropriate evidence, transitions, etc. The teacher will share various student samples and take questions from students about the assignment. (20 minutes).	After students finish their research and outlines, the teacher explains how they will use their completed outline to write their introductory and first body paragraphs in class and for homework. The teacher reviews the components of a strong introduction and body paragraph and tells students to show in red their statements/claims and in yellow the examples that support their claims. (20 minutes)	The teacher reviews how to write transitions and shows effective examples on the overhead projector. Students are told they will underline their transitions in blue. (20 minutes) Teacher monitors student progress and helps students as they continue writing their 2nd and 3rd body paragraphs to be completed for homework.	The teacher reviews the components of a concluding paragraph and shares several student examples of effective ones. The teacher demonstrates how to write a bibliography and how to cite different sources. He/she shows students where they can look in their textbooks for guidance (25 minutes).	The teacher discusses the peer review rubric with students and shows a student example. (10 minutes). After the peer review (below), the teacher will discuss how to use the peer reviews and a final draft checklist to improve students' essays. On Monday, students will turn in a final draft of a 5-paragraph essay that encompasses all requirements, including a completed bibliography. (15 minutes)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will choose from a list of five animals native to Arizona and begin researching using books the teacher has checked out from the library and articles he/she has printed out, as well as providing students with time to browse for additional information online or to go to the student library to conduct additional research. The students will begin to fill out the outline provided by their teacher that shows the format the 5-paragraph essay will follow (i.e. the body paragraphs will be on classification/physiology, habitat/geographic range, behavior and diet. (30 minutes)	Students will complete their research and outlines in the classroom and student library. (30 minutes)	Students write their 2nd and 3rd body paragraphs and color code their claims, evidence, and transitions. (30 minutes)	Students compose a satisfying conclusion to their essays, showing with green their restated thesis and with purple their thought-provoking finish. Students must finish the conclusion and bibliography written in the correct format with a minimum of four sources and at least one book for tonight's homework. (25 minutes)	Students will peer review two essays using the rubric provided by the teacher. (25 minutes). The rough draft will be turned in on Monday with the two peer reviews stapled to it.

7th Grade Animal Traits Report: Requirements for Final Draft

Final reports must follow the 5-paragraph essay format and be typed use double-spaced, Times New Roman 12-point font. Please staple together (in this order): the final draft, the rough draft, and the two peer reviews.

Each report must have the following:

A title that clearly expresses what the report is about

Introduction that engages the reader and introduces the topic

1st body paragraph about the animal's classification/physiology, 2nd body paragraph about habitat/geographic range, and 3rd body paragraph about behavior and diet

Effective transitions between paragraphs and ideas

Appropriate and varied supporting evidence in the form of concrete details, statistics, definitions, facts, quotations, etc.

Conclusion that supports the information presented and ends on a satisfying note

In addition, ask yourself the following questions:

Is my supporting evidence relevant and well-organized?

Do my paragraphs and ideas flow well together?

Have I checked my work for proper spelling and grammar?

Have I used precise, direct language to convey information?

Have I used formal language that is relevant to describing a wild animal? (i.e "habitat" versus "where it lives")

7th Grade Writing Rubric: Informational/Explanatory Texts

SIX TRAITS	4	3	2	1
IDEAS/CONTENT	• Engages the reader with a clear thesis or purpose • Information is clearly related to the topic • Relevant evidence and details are strong and used to support the thesis or purpose	• Engages the reader with a thesis or purpose • Information stated is related to the topic • Relevant evidence and details support the thesis or purpose	• Attempts to engage the reader with a thesis or purpose • Information stated is limited in relationship to the topic • Relevant evidence and details are weak and not always supporting the thesis or purpose	• Little attempt to engage the reader with no thesis or purpose • Information stated does not relate to the topic • Relevant evidence and details are lacking
ORGANIZATION	• Organization is clear including compare and contrast or organization by categories and transitional expressions • Offers a creative engaging beginning and a concluding paragraph that summarizes the thesis or purpose	• Organization is clear and may include use of compare and contrast, organization by categories and transitional expressions • Offers an engaging beginning and a concluding paragraph summarizing the thesis or purpose	• Organization may be hampered by minimal details and weak transitional expressions • Attempts a beginning and a conclusion	• Organization is lacking and interferes with understanding • Conclusion is not drawn or reached
VOICE	• Writing shows a strong tone and has a clear sense of audience • Voice uses a strategy consistent with cause and effect, compare and contrast	• Writing shows a sense of the audience • Voice has some cause and effect, compare and contrast	• Writing shows little sense of the audience • Voice makes an attempt to use cause and effect, or compare and contrast	• Writing shows no sense of audience • Voice uses no cause and effect, or compare and contrast
SENTENCE FLUENCY	• Demonstrates consistent variety and complexity of sentence structure	• Demonstrates some variety or complexities in sentence structure	• Demonstrates sentences that are understandable • Sentences are short, repetitive, and lack variety and complexity	• Demonstrates awkward, choppy and run-on sentences • No variety or complexity
WORD CHOICE	• Uses precise and creative verbs, nouns and adjectives; the message is clear	• Uses adequate verbs, nouns and adjectives; the message is clear	• Uses limited word choice; the message is dull or unclear	• Uses dull, repetitive word choice; the message is confusing
CONVENTIONS	• Spelling, capitalization, punctuation, paragraphing and grammar are effective and make the paper easy to read and understand	• Spelling, capitalization, punctuation, paragraphing, and grammar are mostly correct • Errors do not make writing difficult to read or understand	• Spelling, capitalization, punctuation, paragraphing and grammar create problems that slow the reader or cause confusion	• Spelling, capitalization, punctuation, and grammar errors are numerous and make writing difficult to follow