Grade Level	Content Area	Course Title *(9-12 Samples Only)*	Unit Title
8	**Writing**		**A Great State Report**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days	**21st week**	How to gather relevant information on a topic from various sources; how to use logic and evidence to support claims or statements; how to write an outline

Unit Description

Students will use research gathered in history class on an individual state in the country (i.e. Alaska, Arizona, California, etc.) to write a cohesive, thoughtful five-paragraph essay on that state. The parts of a five-paragraph essay will be reviewed and modeled by the teacher, and essays will be peer reviewed.

Standards: See instructions on page 15.	**Grade 8:** 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 into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. c. Use appropriate and varied 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 turn in a final draft of a five-paragraph essay on the state they researched. The essay will be expected to follow the guidelines detailed on p. 5 below.
Scoring for Summative Assessment *In addition to the description,*	As explained on p. 6 below, students' final drafts will be graded on an A-F scale based on 30 points total. Individual points will be given for each component shown on p. 6, such as topic sentences, proper grammar,

include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.	etc. Students receiving a B- or higher will be seen as achieving the standard (with A range grades reflecting stronger mastery), while those with a C+ or C will be seen as approaching the standard; students with a C- or lower will be deemed as falling below/failing to meet the standard.
Materials/Resources Needed *Include all items for the entire unit.*	**Overhead projector, handouts, white board, highlighters, paper, pens, pencils**

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Instruction and Timeline	Review the five-paragraph essay format with students: Distribute a five-paragraph essay graphic organizer to each student and placing the same on the overhead projector. Students take notes on their graphic organizer as the teacher labels the essay parts on the transparency. The teacher will include opening statement, thesis statement, transitions, topic sentences, supporting evidence, restated thesis, closing statement.	The teacher distributes a handout called Expository Writing Tips that reviews the components of each paragraph in a five-paragraph essay. The teacher tells students that today they will focus on the introduction and the teacher reviews the components of a good introduction, such as a strong opening sentence that “grabs” the reader, the thesis statement, etc. The teacher and students read 3 introductions together and identify	The teacher asks students to look once again at the handouts for the parts of a five-paragraph essay and expository writing tips. Today, the focus will be on the three body paragraphs. The teacher reviews the components of strong body paragraphs, such as transitions, topic sentences, evidence, quotations, clearly stated points, etc. The teacher and students read together examples	After class time is given for students to write their third body paragraph, the teacher reviews how to write a conclusion by looking at the components of a concluding paragraph (restating the thesis, ending with a “zinger” that makes readers think or smile, etc.). Teacher and students read aloud several examples of conclusions and then the teacher, with the help of the students, composes on the overhead the conclusion to the	The teacher tells students that today they will be doing a detailed peer review of the essays. He/she hands out the peer review rubric and explains its parts. The students are assigned to groups for the peer reviews. (10 minutes) The teacher reviews the requirements for the essay and how it will be assessed. Final drafts are due Monday. (15

	(20 minutes). After the students label and put together the parts of an essay (see below), the teacher explains that tomorrow students will take the recent research they have done on a state (Hawaii, Alaska, etc.) to write a five-paragraph essay. (5 minutes).	their components and strengths. Then the teacher, with the help of students, brainstorms what content might go into an essay on the state of Alaska and together they write an introduction on the overhead. The teacher tells the students to use their research on their chosen state to brainstorm what will be included in their essay and to write in class an introduction. (30 minutes)	of strong body paragraphs. The teacher, with the help of students, figures out what the topics of his/her three body paragraphs would be for the subject of Alaska, as well as identifying what potential topics students might use for their essays (i.e. the state's history, demographics, main industries, economy, etc.). The teacher then writes, with the students' input, one body paragraph. (30 minutes)	essay on Alaska. (25 minutes)	minutes)

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	In partners, students read a copy of a five-paragraph essay and highlight and label each part of the essay, such as topic sentences, thesis statement, etc. Then the students take a paper-clipped packet of sentences and paragraphs and reconstruct the parts to form a complete essay. (25 minutes)	Students brainstorm with a partner what should go into their essays and introductory paragraphs. (5 minutes). Students write a general outline of their five-paragraph essay and begin drafting an introductory paragraph to be polished up and finished for homework. (15 minutes)	Students review their research materials and create a detailed outline of the body of their essay on a handout from the teacher. Time permitting, they begin writing the body. Students will have to finish for homework two body paragraphs. (20 minutes)	Students are given 15 minutes to write their third body paragraph. After a lesson on writing conclusions, the students write a draft of their conclusion. (10 minutes). Students are to bring to class tomorrow a strong first draft of a completed five-paragraph essay.	Students use a peer review rubric to provide feedback on their essays. Each essay gets two peer reviews. (25 minutes)

8th Grade Great State Report Requirements:

Each essay must contain five paragraphs and be typed using double-spaced, Times New Roman 12-point font.

Each essay must have the following components:

A catchy but appropriate and clear title

Introduction:
- An opening sentence that "grabs" the reader's attention
- Defines topic
- Provides thesis statement

Body paragraphs:
- Clear, interesting topic sentences
- Each paragraph develops your point or explanation fully, using examples and evidence (such as statistics, facts, quotations) as support

Conclusion:
- Restating your thesis using different words from the introduction
- Summarizing points made in the body
- Ending with a strong concluding statement or "zinger" that makes readers think or smile

Transitions between paragraphs

Proper spelling and grammar

Language that is subject-specific (i.e. demographics, population, industry, and other appropriate terms used to describe a state)

Clear, precise language that is interesting and easy to follow

Great State Report Grading Guide:

30 points possible; I will take the earned points and divide them by 30 to figure out an A-F grade. (I.e. 24 points divided by 30 is .8 or 80%, which is a B-)

Graded components:

The essay contains five paragraphs and is typed using double-spaced, Times New Roman 12-point font *(1 point)*

The title is catchy but appropriate and clear *(1 point)*

Introduction:

An opening sentence that "grabs" the reader's attention *(1 point)*
Stating/defining topic *(1 point)*
Thesis statement *(1 point)*

Body paragraphs:

Clear, interesting topic sentences *(3 points: 1 per paragraph)*
Each paragraph develops your point or explanation fully, using examples and evidence (such as statistics) as support *(9 points: 3 per body paragraph)*

Conclusion:

Restates the thesis using different words from the introduction *(1 point)*
Summarizes points made in the body *(1 point)*
Ends with a strong concluding statement or "zinger" that makes readers think or smile *(1 point)*

Transitions between paragraphs *(5 points: 1 per paragraph)*

Proper spelling *(1 point)*

Proper grammar *(1 point)*

Language that is subject-specific (i.e. demographics, population, industry, and other appropriate terms used to describe a state) *(1 point)*

Clear, direct language that is interesting and easy to follow (2 points)