Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
1st grade	Writing		Early Civilization Writing

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days-60-90 minutes/day	2nd quarter	Text types and purposes W.1.1. Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure. Production and distribution of writing: W.1.5. With guidance and support from adults, focus on a topic, respond to questions and suggestions from peers, and add details to strengthen writing as needed. Research to Build and Present Knowledge: W.1.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.

Unit Description: The unit focuses on early civilizations and writing about them. The unit begins with structured modeling of introducing a topic, providing facts and providing closure. Students work in groups to practice putting ideas in order. The unit ends with the students writing about the Nile River and turning it in for assessment. The writing will have an introduction, facts, and provide closure. Students will be assessed based on the writing rubric.

Standards: See instructions on page 15.	Text Types and Purposes 1-2. Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will write about the Nile River which will be assessed using the writing rubric.
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The writing about the Nile River will be assessed using the writing rubric. Students will need to score 9 out of 12 which is at least 70% to demonstrate mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Overhead/projector, white boards, writing journals, rubric

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction	Objective: Students will write an informative text	Objective: Students will write an informative text	Objective: Students will write an informative text	Objective: Students will write an informative text	Objective: Students will demonstrate mastery of

and Timeline	in which they name a topic and supply some facts about the topic. Anticipatory Set: Thumbs up when you hear a fact. Teacher makes several statements (only one being a fact) Instructional Input/Modeling: Review that authors use writing to inform readers. Explain that we will be writing to inform about some topics we have been studying. When we write to inform, we must use facts. Teacher writes Ancient Egypt on overhead/ projector. Review information students have learned about Ancient Egypt. Writing phrases on overhead/ projector. Guided Practice: Identify and label facts (provable statements) and opinions (based on feelings, likes/dislikes, and experiences).	in which they name a topic and supply some facts about the topic. Anticipatory Set: Teacher reads simple, informing paragraph. Thumbs up when you hear a statement that this text is mostly about. Teacher makes three statements (only one that states the topic/main idea of the text) Instructional Input/Modeling: Explain that today I want to inform readers about Pharaohs in Ancient Egypt. Active participation: Students will help brainstorm facts. Model deciding on three facts that I want to use to inform. Explain that when we write to inform we have to introduce our topic. In our topic sentence we tell the main idea or what our writing is mostly about. Discuss the importance of having the facts in our writing match the topic sentence. Model	in which they name a topic and supply some facts about the topic and provide a sense of closure. Anticipatory Set: Thumbs up when you hear a true statement about writing to inform Instructional Input/Modeling: Show topic sentence and matching facts from previous day's instruction (Pharaohs). Explain and model expanding the matching facts into complete sentences. Explain and model a conclusion that summarizes my information. Model writing entire paragraph. Point out each part that has been taught (Intro sentence, three fact sentences and conclusion sentence) Check for understanding: What is the final part of my writing? What is it's job? Guided practice:	in which they name a topic and supply some facts about the topic and provide a sense of closure. Anticipatory Set: Stand up when you hear one of the steps we have learned about writing to inform. Instructional Input/Modeling: Discuss objectives for writing to inform. *Introduce the topic *Include three most important facts * Facts match my topic *Conclude with the topic again Introduce the topic – pyramids. Active Participation: Class brainstorms information they have previously learned about pyramids. Model choosing three most important facts, circling them. Remind students of paragraph pattern: 1. Topic sentence 2. 1 fact sentence 3. 1 fact sentence	writing an informative text in which they name a topic and supply some facts about the topic and provide a sense of closure. Anticipatory Set: Brainstorm what we know about the Nile River from out Ancient Egypt unit. Instructional Input/Modeling: Display and discuss the rubric for writing to inform: *Introduce the topic *Include three most important facts * Facts match my topic *Conclude with the topic again Explain that their writing needs to have each part. Guided Practice: Students recall writing to inform format and teacher records it on board 1. Topic sentence 2. 1 fact sentence 3. 1 fact sentence 4. 1 fact sentence 5. Conclusion sentence Students will write to inform about the Nile which will be assessed with the rubric that we reviewed.

	Independent Practice: Students will label a page of their writing journal <u>Ancient Egypt</u> Students will choose three facts from the brainstorm and write them under the topic. Closure: Students will share the facts they wrote about Ancient Egypt.	brainstorming what I want to inform the reader about by writing a topic sentence about Pharaohs in Ancient Egypt, matching three chosen facts from the brainstorm. Guided practice On the board show short lists of facts about simple topics like: dogs, the beach , cars, and books. Only list the facts, but do not include the topic. Give each table a sentence strip with a topic sentence on it (should reflect the categories from the board.) In groups, students will discuss which group of details their topic sentence matches with the best. Teacher should conference with each group and then groups can tape sentence strips above the appropriate set of facts on the board Independent Practice: Based on the facts written in their journal	Tables should work together to determine a concluding sentence that summarizes the simple topic sentences from previous day's guided practice (dogs, beaches, cars, books). Groups will write their conclusion on a white board. Independent Practice: Based on the topic sentence and facts recorded in their journals, students will write a conclusion about Ancient Egypt. Closure: Students will share their conclusions with the class.	4. 1 fact sentence 5. Conclusion sentence Guided Practice: Class writes paragraph together about pyramids. Teacher records words on board. Independent Practice: Students will write the sentences they have been writing about Ancient Egypt into a paragraph in their journals using the correct order. Closure: Students will share their writing to inform paragraphs. Students will discuss whether writing matches objectives.	Closure: Draw a picture to match your writing.

		from the previous lesson, students will write a topic sentence about Ancient Egypt. Closure: Students will share their topic sentences.			

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will put thumbs up when they hear a fact. Students will brainstorm information they have learned about Ancient Egypt. Students will identify facts (provable statements) and opinions (based on feelings, likes/dislikes, and experiences). Students will label a page of their writing journal <u>Ancient Egypt</u> Students will choose three facts from the brainstorm and write them under the topic. Students will share the facts they wrote about Ancient Egypt.	Students will put thumbs up when they hear a statement that this text is mostly about. Students will brainstorm facts about pharaohs. Students, grouped by table, will match a sentence strip with a topic sentence on it to a list of facts on the board. In groups, students will discuss which group of details their topic sentences matches with the best. Student groups will tape sentence strips above the appropriate set of facts on the board. Based on the facts written in their journal from the previous lesson, students will write a topic sentence about Ancient Egypt. Students will share their topic sentences.	Students will put thumbs up when they hear a true statement about writing to inform Students will say what the final part of the writing is called. Students grouped by tables, should work together to determine a concluding sentence that summarizes the simple topic sentences from previous day's guided practice. Groups will write their conclusion on a white board. Based on the topic sentence and facts recorded in their journals, students will write a conclusion about Ancient Egypt. Students will share their conclusions with the class.	Students will stand up when they hear one of the steps learned about writing to inform. Students will brainstorm information they have previously learned about pyramids. Class writes paragraph together about pyramids. Teacher records words on board. Students will write the sentences they have been writing about Ancient Egypt into a paragraph in their journals using the prescribed order. Students will share their writing to inform paragraphs. Students will discuss whether writing matches objectives.	Students will brainstorm what they know about the Nile River from Ancient Egypt unit. Students will to write to inform about the Nile, for an assessment. Students will draw a picture to match their writing.

Writing Rubric

		Criteria			Points
	1-Falls below standards	2-approaches standards	3-meets standards	4- exceeds standards	
Name a topic	There is no topic named	There is a topic named, but not necessarily the main topic	There is a main topic named but it doesn't preview the writing	There is a topic named and previews the writing	
Supply facts about the topic	The topic is not clear and there is a random collection of information.	Topic is somewhat clear but some facts do not support it.	The topic is clear but there is a clear need for more facts .	There is one clear topic. The topic is supported by facts	
Provide a sense of closure	There is no closure, the writing just ends.	The conclusion is recognizable, but does not bring the ideas together.	The conclusion brings some of the ideas together.	The conclusion is strong and creates a strong sense of closure.	

Total: _____/12

Score: _____/12

Each criterion is worth 4 points. Nine points out of 12 is the minimum needed for mastery.

Number earned:	Percent:	
1-5	10% -49%	Falls Far Below
6-8	50%-69%	Approaches
9-12	70%-100%	Meets Mastery Level