Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
4th grade	Writing		Early Presidents and Paragraphs

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days- 60 minutes/day	3rd quarter	Production and distribution of writing: W.4.4. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience

Unit Description: This unit is a thematic unit based on the Core Knowledge Sequence. Students practice writing paragraphs about presidents that they have learned about in social studies. Students are guided throughout the week to include all the parts of the rubic in their writing. Students will be assessed with by writing a piece on Thomas Jefferson.

Standards: See instructions on page 15.	Text Types and Purposes, W.4.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a.) Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. b.) Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. c.) Link ideas within categories of information using words and phrases (e.g., *another*, *for example*, *also*, *because*). d.)Use precise language and domain-specific vocabulary to inform about or explain the topic. e.) Provide a concluding statement or section related to the information or explanation presented.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Student will write a paragraph on Thomas Jefferson that 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.*	Students will demonstrate mastery in their writing by scoring at least a 70% which is 17 out of 24 based on the rubric. Each criterion is worth 4 points and there are six criterion being assessed for a total of 24 points**.**
Materials/Resources Needed *Include all items for the entire unit.*	Writing journals, white boards, graphic organizer, grading rubric**.**

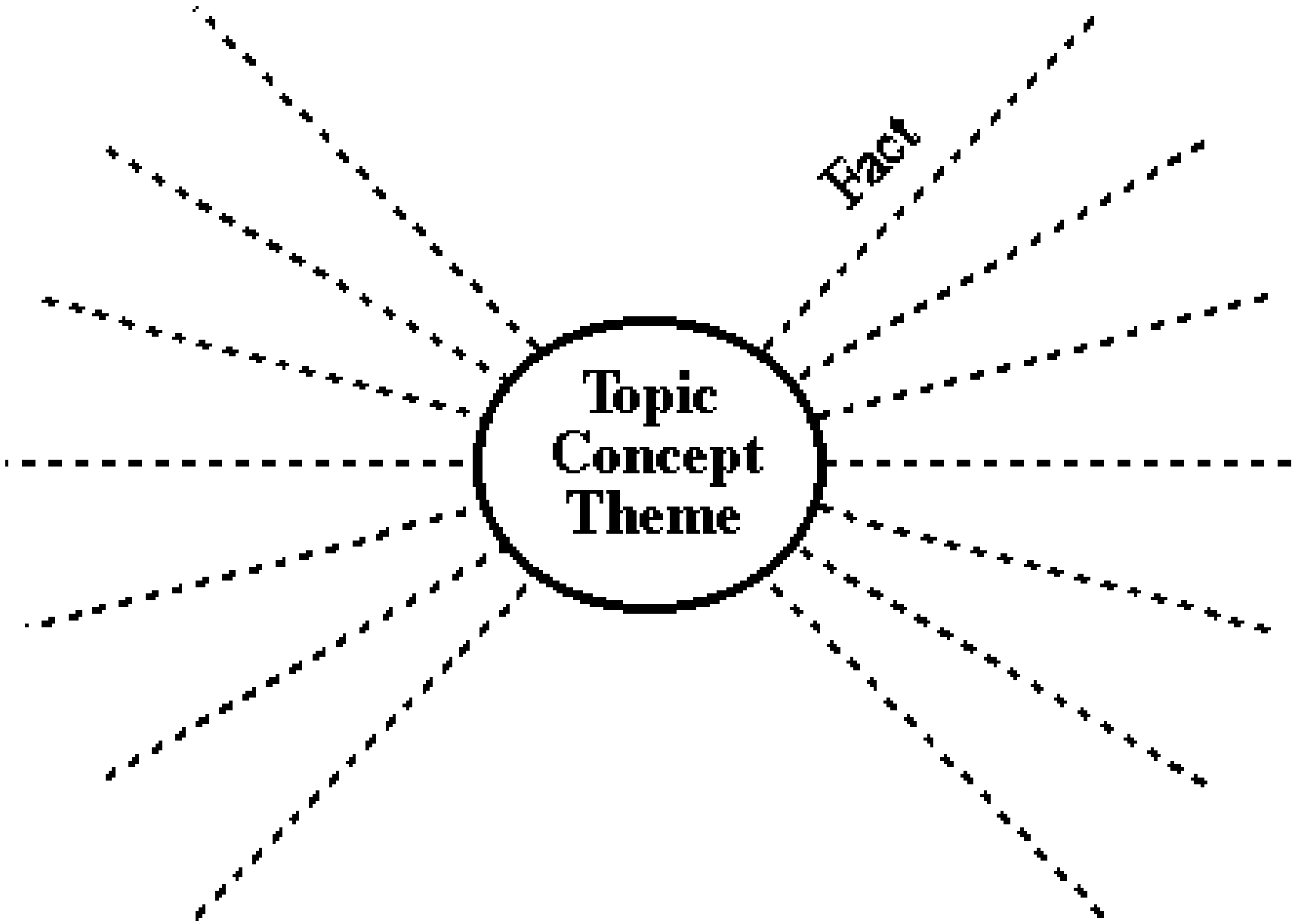
	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction	Objective: Students will identify	Objective: Students will demonstrate how to	Objective: Students will demonstrate adding all	Objective: Students will demonstrate writing	Objective: Students will demonstrate mastery of

and Timeline	information texts that have an introduction, developed topics, linked ideas, precise language and a concluding statement. Anticipatory Set: Answer this question in your journal: Why do authors write? Instructional input/modeling: Teacher will review that authors write to inform on a specific topic. Explain that it is important to introduce the topic clearly and group related info together Display objectives/ rubric for writing to inform: Guided Practice: Teacher will explain each piece and give examples. Active Participation: Have students write additional examples on their white boards. Independent Practice: Display a several 5 paragraphs. Students	organize a topic into paragraphs and sections. Anticipatory Set: Give students a paragraph on a president with sentences and information that does not fit in with the topic. Have students write what sentences do not fit. Instructional input/modeling: Review discussion from previous lesson. Teacher will display rubric for informational writing. Explain that we will be writing to inform about an early president that we have been studying in our presidents unit. Review parts of an paragraph: Introduction, organizing facts, and conclusion. Teachers display brainstorming web. Label George Washington. What are three main categories can we inform about George Washington? List details around. Guided Practice: Model using the topic sentence and headings to	parts of the informative text. Anticipatory Set: Write on your white boards one important piece of information writing. Instructional input/modeling: Review rubric for writing to inform from previous lesson. Guided Practice: Display teacher created brainstorm organizer on 2nd President John Adams As a class, identify the topic sentence. Active Participation: Students will write the topic sentence on their white boards. Independent Practice: Display Rubric. Have students outline an informational piece using the rubric, brainstorming and topic sentence. Each piece of the rubric should be a part of the outline. In groups, students should work through the rubric. Teacher will conference with students	informative texts to examine a topic and convey ideas clearly. Anticipatory Set: Ask students what a rubric is and why it's important. Instructional input/modeling: Review rubric for writing to inform Each student should have a copy of the outline (their group created) from the previous lesson. Discuss definitions, illustrations, and linking phrases that might enhance the writing. Display these resources. Guided Practice: Discuss why it's important to use the rubric when you write. Active Participation: Have students write one reason why it's important to use a rubric when you write on their white board. Independent Practice: Students will write a piece about John Adams based on the outline from	writing informative texts to examine a topic and convey ideas clearly using an introduction, developed topics, linked ideas and a concluding statement. Anticipatory set: Have students brainstorm Thomas Jefferson on an overhead. Instructional input/modeling: As a lass, make a list of specific vocabulary to use during writing assessment. As a class, make a list of linking phrases that could be used. Discuss different ideas for illustrations, multi media, or quotations that would enhance the topic. Guided Practice: Give students the rubric. Review the importance of using it to write. Active Participation: Instruct students to come up with an outline for their writing. Independent assessment: Ask students to write to

	will practice evaluating the paragraphs based on the rubric. Closure: What are some issues that you found with these paragraphs?	form an intro paragraph. Model using outline to write 3 supportive paragraphs. Model writing a summarizing closing paragraph. Active Participation: Have students give the information for the modeling. Independent Practice: Distribute rubrics. As a group, go through rubric step by step and discuss whether the writing we just did as a class covers the objectives. Groups share findings Discuss that we are missing definitions, quotations, illustrations, multimedia, linking words and specific vocabulary. Model adding these to the writing. Discuss how not every paragraph needs every one of these. Closure: Why are quotations, illustrations and multimedia parts of an informative text important?	as necessary. Closure: Have students share how they organized their informational text.	the previous day. Closure: Ask students to share a part of their writing.	inform a paragraph about Thomas Jefferson using their outline and lists that the class created.
	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student	Students answer question	Have students write what	Students will write on	Students discuss why it's	Students brainstorm

Activities	in journals: Why do authors write? Active Participation: Students write examples (headings, illustrations, etc) of on their white boards. Students will practice evaluating the displayed paragraphs based on the rubric. Students discuss: what are some issues that you found with these paragraphs?	sentences do not fit in a paragraph on president with sentences and information that does not fit in with the topic. Students label three main categories about George Washington? Label. Students will list details around these categories. Students will go through rubric step by step and discuss whether the writing we just did as a class covers the objectives. Students share findings. Students will discuss: Why are quotations, illustrations and multimedia parts of an informative text important?	white boards one important piece of information writing. Students will identify the topic sentence for a piece on John Adams. Students will write the topic sentence on their white boards. Students will outline an informational piece using the rubric, brainstorming and topic sentence. In groups, students should work through the rubric. students as necessary. Students share how they organized their informational text.	important to use the rubric when writing. Students write one reason why it's important to use a rubric when you write on their white board. Students will write a piece about John Adams based on the outline from the previous day. Students share a part of their writing.	Thomas Jefferson on an overhead. Students will make a list of specific vocabulary, illustrations, and transitional words to use during writing assessment. Students will write an outline for their piece. Students will write to inform about John Adams using their outline and lists that the class created.

Web



Rubric

		Criteria			Points
	1-Falls below standards	2-approaches standards	3-meets standards	4- exceeds standards	
Introduce a topic clearly	There is no clear introduction of the topic	The introduction states a topic in the paragraph, but not necessarily the main topic.	The introduction states the main topic but does not structure the paragraph.	The introduction clearly states the main topic and structures the paragraph.	
Develop a topic with facts and concrete details	The main idea is not clear and there is a random collection of information.	Main idea is somewhat clear but there is a clear need for more supporting information.	The main idea is clear but the supporting information is general.	There is one clear, well focuses topic. Main idea stands out and is supported by detailed information.	
Include definitions and examples	The piece does not contain a definitions or example	The piece contains a definition or an example and it somewhat supports the topic.	The piece contains both a definition and an example but they do not support the main topic.	The piece contains both a definition and an example and both support the main topic.	
Use transitional phrases such as also and because	No use of words that link ideas.	Some ideas are linked using words or phrases.	Most of the ideas are linked using words or phrases.	All ideas are linked using words or phrases/	
Use specific vocabulary to explain about the topic	No strong verbs, no specific language.	Some use of strong verbs, but not specific language to the topic.	Limited use of strong verbs, some use of specific language.	Strong verbs, a variety of specific language.	
Provide a concluding statement related to the information	There is no clear conclusion, the piece just ends.	The conclusion is recognizable, but does not bring the ideas together.	The conclusion is recognizable and brings most of the ideas together.	The conclusion is strong and leaves the reader with a feeling that they understand the topic.	

Total: _____/24

Rubric
Score: _____/24
Students will demonstrate mastery in their writing by scoring at least a 70% which is 17 out of 24 based on the rubric.
Each criterion is worth 4 points and there are six criterion being assessed for a total of 24 points.

Number correct:	Percent:	
1-11	10% -49%	Falls Far Below
12-16	50%-69%	Approaches
17-24	70%-100%	Meets Mastery Leve