Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
5th grade	Writing		Scientist Essay

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days 90 minutes per day	4th quarter	Production and Distribution of Writing: 5. With guidance and support from adults and peers, focus on a topic and strengthen writing as needed by revising and editing. Research to build and present knowledge: 7. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. 8. Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. Range of Writing: 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Unit Description: This is a thematic unit based on the Core Knowledge Sequence**.** Students will review important parts of an informative text using including introduction, organized information, facts, quotes, and illustrations, transitional words, and conclusion. The teacher will be modeling writing, and the students will be using research that they have been doing on scientists to practice writing parts of an essay. The unit will conclude with the students writing a full essay on one of the scientists that will be assessed.

Standards: See instructions on page 15.	5-2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*). 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.*	Students will write a full essay on one of the scientists using their research notes and their 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 be assessed using a rubric that outlines 6 elements of an informative text. Each criterion on the rubric is worth 4 points. 17 out of 24 points is mastery which is at least a 70%.
Materials/Resources Needed	Computer/projector , Graphic organizer on topic sentence and details, rubric for the essay, students need their research on

Include all items for the entire unit.	scientists and writing journals

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Objective: Students will identify informative/ explanatory texts to examine a topic that convey ideas and information clearly. Anticipatory set: Why is it important for writing to be organized? What are some ways to organize writing? Input/Modeling: Teacher will review parts of an informative piece: introduction, organizing facts, and concluding section. Check for Understanding: What are some of the parts of a paper? Guided Practice: Teacher will read three examples of essays from a projector about different topics. As she reads them, students will answer the following questions in their journal: Is there an introduction?	Objective: Students will write an introduction/ topic sentence and headings as if they were going to write a paper on Galileo. Anticipatory set: Share with us one fact about the person that you have been researching in the computer lab and at home. (Students researched: Galileo, Percy Lavon Julian, Ernest Just, and Carl Linnaeus.) Input/Modeling: The teacher will model the writing process on a projector: "I have been doing research on Michelangelo who we discussed earlier in the year. I am going to demonstrate writing an introduction. Based on my research, I'm going to write about how Michelangelo was talented artist who	Objective: Students will develop their research on Percy Lavon Julian by organizing facts, definitions, quotations, and concrete details. Anticipatory set: What are some words in your research that some people might not know? What is the definition of that word? In writing, it is important to define words that are specific to a certain topic. Input/Modeling: The teacher will continue to model the writing process: "My headings are: Introduction, Overview of his Life, The Creation of Adam, The Statue of David, and conclusion. I am going to look at my research and add facts to each of these. I am also going to add a picture of the Statue of David to one of these headings. I am also	Objective: Students will write a concluding statement about Carl Linnaeus. Anticipatory set: Think, Pair, Share: Why is it important to have a conclusion in something that you're writing? Input/Modeling: The teacher will model her paper and the progress made up until this point. "What would be a good concluding statement for my paper? Add the statement. Today you will be working on creating a concluding statement. Guided Practice: Students will write a 5 sentence conclusion based on their research on Carl Linnaeus. Closure: Have students share their concluding statements.	Objective: Students will examine a scientist and convey information about that scientist clearly. Anticipatory set: Based on this week, what are some important parts of an informative essay? Input/Modeling: The teacher will use her essay on Michelangelo to review the parts of the essay introduction, headings, facts, illustration, quotations, and conclusion. Give out rubric for the essay so that students will know requirements for essay. Discuss any questions about the essay format or guidelines. Check for Understanding: What are some parts of the essay that you must have? Assessment: Students

	Are the facts organized? Are there any quotations or pictures? Is there a conclusion? Do you think this was a well organized essay? Why or Why not? Closure: What were some of the edits that you made to one of these essays?	created many different pieces of art." Read some of the research to the students. Some of the headings that I am going to use are: Introduction, Overview of his Life, The Creation of Adam, The Statue of David, and conclusion. Check for Understanding: What is the first thing that you have to do before you begin to write? Guided Practice: Have students fill out a graphic organizer that will guide them on a topic sentence and headings to outline an essay on Galileo. Closure: Have students share their topic sentence on Galileo.	going to add a quotation to the part about the Creation of Adam picture." Check for Understanding: What parts must you have in your essay? (picture, quotation, definition of a term that some people might not know) Guided Practice: Have students work in groups to organizing information on a graphic organizer about Ernest Just. Closure: Have students share a quote or picture that you added to your graphic organizer.		will write a full essay on one of the scientists using their research notes and their rubric. Turn in papers for assessment. Closure: Have students share parts that were difficult to write and easier to write.

	Lesson 1	**Lesson 2**	**Lesson 3**	**Lesson 4**	**Lesson 5**
Student	Students discuss Why is	Students share a fact	Students discuss some	Students discuss using	Students share some

Activities	it important for writing to be organized? What are some ways to organize writing? Students answer the following questions in their journal: Is there an introduction? Are the facts organized? Are there any quotations or pictures? Is there a conclusion? Do you think this was a well organized essay? Why or Why not? Students share some of the edits that you made to one of these essays.	about Galileo. Have students fill out a graphic organizer that will guide them on a topic sentence and headings to outline an essay on Galileo. Students share their topic sentence on Galileo.	words in their research that some people might not know? What is the definition of that word? Students work in groups to organizing information on a graphic organizer about Ernest Just. Students share a quote or picture that you added to your graphic organizer.	Think, Pair, Share: why important to have a conclusion in something that you're writing? Students will write a 5 sentence conclusion based on their research on Carl Linnaeus. Students share their concluding statements.	important parts of an informative essay? Students will review guidelines for essay. Students will write a full essay on one of the scientists using their research notes and their rubric and Turn in papers for assessment. Students share parts that were difficult to write and easier to write.

Graphic Organizer

Informative Writing Graphic Organizer

Your Position

		Criteria			Points

Scientist Essay Rubric:

	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 paper, but not necessarily the main topic and does not preview the structure of the paper.	The introduction states the main topic but does not preview the structure of the paper.	The introduction clearly states the main topic and previews the structure of the paper.	
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 illustrations and quotations	The piece does not contain an illustration or a quotation.	The piece contains an illustration or a quotation and it somewhat supports the topic.	The piece contains both an illustration and a quotation but they do not support the main topic.	The piece contains both an illustration and a quotation and both support the main topic.	
Link ideas within and across categories using words, phrases or clauses	No use of words that link ideas.	Some ideas are linked using words, clauses or phrases.	Most of the ideas are linked using words, phases or clauses.	All ideas are linked using words, phrases and clauses.	
Use precise language and domain specific vocabulary to explain about the topic	No strong verbs, no specific language or precise language.	Some use of strong verbs, but not specific or precise language to the topic.	Limited use of strong verbs, some use of specific language or precise language.	Strong verbs, a variety of specific language, and precise 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.	

Score: _____/24

Each criterion is worth 4 points. 17 out of 15 points is the minimum needed for mastery.

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