Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Kindergarten	Writing		Writing about Plants

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days 60 minutes/day	2nd quarter	Research to build and Present Knowledge: W.K.8. With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question. Text types and Purposes: W.K.1. Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., *My favorite book is...*).

Unit Description: This writing unit will be a thematic unit based on the Core Knowledge Sequence content about plants. Students will begin the unit by writing about a topic that is familiar to them, and then move to writing about plants. The teacher will be assisting students with dictation and teaching about adding facts to a topic. The students will be assessed at the end of the unit using the writing rubric.

Standards: See instructions on page 15.	Text Types and Purposes: k-2. Use a combination of drawing, dictating, and writing to compose informative/explanatory texts in which they name what they are writing about and supply some information about the topic.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	The students will write a piece on flowers that includes drawings and writing. Students will dictate if necessary. The piece 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 on flowers will be assessed using the writing rubric. The piece will include both drawings and writing. Students will score at least a 70% which is 9 out of 12 to demonstrate mastery.
Materials/Resources Needed *Include all items for the entire unit.*	Student journals, m&ms, materials for drawings- crayons, markers, writing rubric

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline	Objective: Students will use a combination of drawing and writing to compose an informative text about M&Ms. Anticipatory Set: If you were an author, what would you like to write about? Instructional Input/ Modeling: Review that text and illustrations give information to the reader. Review what students know about sentence writing. Sentences are about one thing. The start with an uppercase letter and end with a period. Explain that class will use words and pictures to give information. Guided Practice: Distribute M & M's. Ask students to spend time examining M&M's and discussing what they know about M&M's.	Objective: Students will use a combination of dictating and writing to compose an informative text about plants. Anticipatory Set: Name one thing you know about plants. Instructional Input/ Modeling: Show diagram of a plant. Review parts. Point out roots and discuss the job of a root. Guided Practice Model using drawings, words and sentences to give information about a plant's roots. Independent Practice: Allow children to journal about roots. Write dictation as needed. Closure: Students share what they journaled about roots.	Objective: Students will use a combination of dictating and writing to compose an informative text about plants. Anticipatory Set: Why are pictures a good thing in a book? Why do we draw pictures? Instructional Input/ Modeling: Show a diagram of a plant. Review parts. Point out the stem and discuss the job of the stem. Guided Practice: Explain that when writing to give information about the stem we need to include an illustration and words that match. Ask students to brainstorm words that tell about the stem. Write these on the board. Active Participation: Students give a thumbs up if that word describes a stem.	Objective: Students will use a combination of drawing, dictating, and writing to compose informative writing where they write about leaves. Anticipatory Set: What are the steps we used yesterday to write about stems? Draw, Tell, Write. Instructional Input/ Modeling: Show a diagram of a plant. Review parts. Point out a leaf and discuss the job of a leaf. Record list of words created from discussion. Guided Practice: Draw. Tell. Write. Check for matching. Independent Practice: In student journals, students will practice the steps for writing information about a leaf. Write dictation as needed.	Objective: Students will demonstrate mastery writing an informative piece using drawing, dictating, and writing. Anticipatory Set: What is the job of a flower? Instructional Input/ Modeling: Show diagram of a plant. Review parts. Point out the flower. Discuss the job of a flower. Create a written list of words from the anticipatory set. Guided Practice: Review the steps of writing. Review the rubric. Independent Practice: Assign students to write about a plant's flower to be assessed. Closure: Collect writing about flowers. Ask students to share some information they included about flowers.

	Make a list of sentences about M&M's. Independent Practice: Ask students to write three things they know about M&M's and to draw a picture to match. Closure: Students share their pictures and sentences.		Refer to modeled writing from previous day. Ask what class did first? Next? Finally? Draw. Tell. Write. Check for matching. In student journals: walk students through drawing a stem. Telling a partner or teacher what they know about a stem. Students will write words or sentences to match what they drew and what they know. During each step, provide guidance and direction and dictation as needed. Closure: What are some parts of the plant that you wrote about?	Students will review their work with teacher and rubric. Closure: Students will share what they wrote about leaves.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students discuss if they were an author, what would they like to write about? Students review illustrations and text. Students examine M&M's and discussing what they know about M&M's. Students make a list of sentences about M&M's. Students write three things they know about M&M's and draw a picture to match Students share their pictures and sentences.	Students name one thing they know about plants. Students review parts of a plant. Students use drawings and sentences to give information about a plant's roots. Students journal about roots. Students share what they journal about roots.	Students discuss why are pictures a good thing in a book? Why do we draw pictures? Students review stems. Students brainstorm words that tell about the stem. Students give a thumbs up if that word describes a stem. Students review what class did first when writing? Next? Finally? Students tell a partner or teacher what they know about a stem. Students write words or sentences to match what they drew and what they know. Students discuss what are some parts of the plant that they wrote about?	Students discuss what are the steps used yesterday to write about stems? Students brainstorm a list of words about leaves. In student journals, students will practice the steps for writing information about a leaf. Students will review their work with teacher and rubric. Students will share what they wrote about leaves.	Students discuss what is the job of a flower? Students create a written list of words from the anticipatory set. Students will review the steps of writing. Students will review the rubric. Students will write about a plant's flower to be assessed. Students will share some information they included about flowers.

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 information about the topic	The topic is not clear and there is a random collection of information.	Topic is somewhat clear but some information does not support it.	The topic is clear but there is a clear need for more information.	There is one clear topic. The topic is supported by information.	
Use a combination of drawing and writing.	There is no writing included.	The piece contains some writing but no drawings but they do not match the topic.	The piece contains some writings and drawings that address the topic somewhat	The writing contains writing and drawings that support the topic.	

Score: _____/12

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

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