Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
3rd grade	Writing		Paragraphs about Ecology

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 days- 60-90 minutes a day	3rd quarter	Producation and Distribution of Writing: W.3.4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.

Unit Description: This writing unit is a thematic unit based on the Core Knowledge Sequence. Students will be writing about the food chain. The unit begins working on pieces of the paragraph and the students will be completing a paragraph on the last day to be turned in for assessment.

Standards: See instructions on page 15.	Text types and purpose: 2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	Students will write a paragraph on conservation and include an introduction, developed topic, linking words, and a conclusion on conservation. The paragraph will be assessed using a 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 paragraph will be assessed using the rubric. Students will demonstrate mastery by scoring a 11 out of 15 which is at least a 70%.
Materials/Resources Needed *Include all items for the entire unit.*	White boards, overhead/projector, students journals, rubric

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5

Instruction and Timeline	Objective: Students will write an informative text to examine the food chain. Anticipatory Set: Write 3 facts you've learned about the food chain on your white boards. Instruction/Modeling: Review that authors write to inform on a specific topic. Their job is to convey ideas and information clearly. Explain that we will be writing to inform about some important ideas about ecology that we have been studying. Write the food chain on the overhead. List information students have learned about the food chain. Active Participation: Have students follow along by copying information into their journals. Explain that it is important to introduce the topic clearly and group related info together	Objective: Students will write an informative text providing a concluding statement. Anticipatory Set: Write a topic sentence in your journal for these details included in a paper: decomposers, producers and consumers. Instructional Input/Modeling: Brainstorm decomposers as a class. Write a topic sentence and list three details to add to a paragraph outline. Model writing a summarizing closing sentence on decomposers. Guided Practice: Brainstorm producers as a class. Independent practice: Students write a topic sentence, 3 facts and a conclusion for a paragraph on producers. Closure: Share your outlines, and ask if the conclusion sums up the facts.	Objective: Students will write an informative text using linking words. Anticipatory Set: Make a list of words that link ideas in writing. Instructional input/modeling: Review previous modeled paragraphs on the food chain and decomposers. Discuss the importance of connecting ideas using words like also, and, more, but, etc. Check for understanding: Read through paragraphs and have students write on their white boards any linking words in the paragraphs. Guided Practice: Add linking words to the previous lessons' paragraphs. Independent practice: Display teacher created brainstorm with facts regarding pollution. Students will write a paragraph using linking words to connect the	Objective: Students will write an informative text using illustrations and definitions. Anticipatory Set: Define: producer, decomposer, and consumer. Why are these definitions important for our paragraphs? Instructional Input/Modeling: Discuss definitions and illustrations and how they enhance the writing. Display these resources. Review previous modeled paragraphs on the food chain and decomposers. Model adding illustrations and definitions to the food chain paragraph. Check for Understanding: Draw a simple picture on your white board of a different illustration we could add to the food chain. Guided Practice: Add illustrations and definitions to decomposers paragraph. Independent practice:	Objective: Students will demonstrate mastery by writing an informative text that includes an introduction, details, illustrations and definitions, linking words, and a conclusion. Anticipatory Set: Think of three facts about conservation and write them down. Instructional Input/Modeling: Brainstorm illustrations, definitions, linking words, and facts about conservation as a class. Review the rubric for the paragraph that students will be writing to be assessed. Explain that writing will have to have all parts of the rubric and they can use the brainstorming information. Independent Practice: Students will write a paragraph on conservation to be assessed with the rubric.

	Look over brainstorming info and model formulating a topic sentence based on what we want to inform about. Guided Practice: Display paragraph outline. (Topic sentence, Fact #1, Fact #2, Fact #3.) Independent practice: Have students write 3 sentences with facts/details to support the topic sentence. Closure: Have students share the details and ask class if each detail supports the topic sentence.		brainstorm ideas. Closure: What are some linking words that you used in your paragraph.	Add illustrations and definitions to your producers paragraph. Closure: Students share paragraphs and receive feedback about whether illustrations and definitions support their topic.	

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	Students will write 3 facts learned about the food chain on white boards. Students share facts about the food chain. Students follow along by copying information into their journals. Independent practice: Students write 3 sentences with facts/details to support the topic sentence. Students share the details and ask class if each detail supports the topic sentence.	Students write a topic sentence in journal for these details included in a paper: decomposers, producers and consumers. Students brainstorm decomposers as a class. Students write a topic sentence and list three details to add to a paragraph outline. Students brainstorm producers as a class. Students write a topic sentence, 3 facts and a conclusion for a paragraph on producers. Students share outlines, and identify if the conclusion sums up the facts.	Students make a list of words that link ideas in writing. Students write on their white boards any linking words in the paragraphs that the teacher reads. Students add linking words to the previous lessons' paragraphs. Students will write a paragraph using linking words to connect the brainstorm ideas. Students share some linking words that you used in the paragraph.	Students define: producer, decomposer, and consumer. Students discuss why these definitions important for the paragraphs? Student will draw a simple picture on the white board of a different illustration that could be added to the food chain. Students add illustrations and definitions to decomposers paragraph. Students add illustrations and definitions to producers paragraph. Students share paragraphs and receive feedback about whether illustrations and definitions support their topic.	Students think of three facts about conservation and write them down. Students brainstorm illustrations, definitions, linking words, and facts about conservation as a class. Students review the rubric for the paragraph that will be assessed. Students will write a paragraph on conservation to be assessed with the rubric.

Grading Rubric for Paragraph

		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 and does not preview the structure of the paragraph.	The introduction states the main topic but does not preview the structure of the paragraph.	The introduction clearly states the main topic and previews the structure of the paragraph.	
Develop a topic with facts, details and definitions	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 and there is no definition.	The main idea is clear but the supporting information is general and there is no definition.	There is one clear, well focuses topic. Main idea stands out and is supported by detailed information and definitions.	
Include illustrations	The piece does not contain an illustration.	The piece contains an illustration and it somewhat supports the topic.	The piece contains both an illustration but it does not support the main topic.	The piece contains an illustration and it supports the main topic.	
Link ideas within and across categories using words like also, and more and but	No use of words that link ideas.	Some ideas are linked using words,	Most of the ideas are linked using words.	All ideas are linked using words.	
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 of closure for that paragraph.	

Score: _____/15

Each criterion is worth 4 points. 11 out of 15 points is the minimum needed for mastery.

Number correct:	Percent:	
1-7	10% -49%	Falls Far Below
8-10	50%-69%	Approaches
11-15	70%-100%	Meets Mastery Level