Grade Level	Content Area	Course Title *(For 9-12 Samples Only)*	Unit Title
Grade 3	**English Language Arts-Writing**		A Trip into the Rainforest

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 lessons	First quarter	Mechanics, writing traits, forming complete sentences.

Unit Description: Reading, discussing, and writing about rainforest topics using informative/explanatory texts.

Standards: Common Core State Standards in ELA **Strand:** Writing Standards **Cluster**: Text Types and Purposes	**Standard**: #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 an informative research paper on an animal of their choice that lives in the rainforest. Students will choose an animal and research information using a *Guide for Observing an Animal*. Students may include a small illustrated picture of their chosen species. The students need to be sure to provide an introduction, develop a topic supported with facts, definitions, and details, use linking words and phrases, and provide a concluding statement or section, and proper use of conventions.
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.*	Mastery level is set at 80%. Students can earn a maximum of 15 points. Students must score 12 points for mastery. Mastery criteria includes: introduction to topic; topic development with facts, definitions, and details; use of linking words and phrases; concluding statement or section; and, proper use of conventions.
Materials/Resources Needed *Include all items for the entire unit.*	Pratt-Serafini, Kristin Joy. A Walk in the Rainforest. Nevada City, CA: Dawn Publications, 2007. Print Cherry, Lynne. The Great Kapok Tree: a Tale of the Amazon Rain Forest. San Diego: Harcourt, 2000. Print. Word processing computer, rain forest books, *Guide for Observing an Animal*, pencils, paper.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Timeline **Each lesson will be approximately 45 minutes.**	*Key Vocabulary* 1) Species 2) Canopy 3) Climate 4) Facts *Learning Context* Large group setting with read aloud. Individual work for journal writing. *Materials* Journal Pencil Crayons Book "A Walk in the Rainforest" *Objective* Students will understand and comprehend the introduction of the rainforest unit by journaling three to five facts they learned. Students will write in complete sentences. *Introduction* The teacher will start out by reading the book "A Walk In the Rainforest" This book will introduce the rainforest and its	*Key Vocabulary* 1) Predator 2) Prey 3) Food Chain 4) Topic *Learning Context* Large group setting for storytelling by the teacher. Individual work for journal writing practice. *Materials* Journal Pencil Crayons (optional) *Objective* Students will demonstrate knowledge of rainforest by creating and writing their own short story from a rainforest animal's point of view. *Introduction* The teacher will start the lesson by telling the students a creative story about a jaguar running from hunters. The teacher will be telling the story from the jaguar's point of	*Key Vocabulary* 1) Habitat 2) Endangered 3) Extinct 4) Research *Learning Context* Individual work researching and brainstorming facts on a rainforest animal. *Materials* *Guide for Observing an Animal* Pencil Writing map Computer Library Books *Objective* Students will research a rainforest animal of their choice using the computer lab and library as resources. *Introduction* The teacher will begin the lesson by introducing the new vocabulary words. Students will write definitions.	*Key Vocabulary* 1) Habitat 2) Endangered 3) Extinct 4) Research *Learning Context* Individual work writing a report on researched rainforest animal. *Materials* Paper Pencil *Guide for Observing an Animal* *Objective* Students will successfully write an informational report on their researched animal. *Introduction* The teacher will take the students to the computer lab to start their report on their rainforest animal. *Instruction and Practice:* The teacher will model how to open a word document and the settings that he/she prefers the	*Key Vocabulary* 1) Deforestation 2) Kapok *Learning Context* Large group setting for read aloud. Individual work for journal writing. *Materials* Paper Pencil Book " The Great Kapok Tree" *Objective* Students will successfully write a journal entry using three valid points supporting their topic. *Introduction* The teacher will read the book "The Great Kapok Tree" to the students. The teacher will point out how cutting down the rainforest affects the animals and plants living in the rainforest. *Instruction and Practice:* After the book, the teacher will have students

	surroundings. Instruction and Practice: The teacher will ask students to take notes listening for facts as she reads. Teacher will have students write definition of "fact" and have students play game "Fact or Non-fact." Teacher will be stopping frequently throughout the book to ask questions and check for understanding. At the end of the story the students will partner to share their notes. After discussion, students will make journal entry of 3-5 facts discovered today using complete sentences. Students will be invited to share entries with class. *Review and Assessment* The teacher will monitor the room and check for understanding during discussion activity as well as writing activity.	view. The teacher will model the story with a topic (jaguar), facts, descriptive details, and definitions about what the jaguar saw, heard and where he hid. Instruction and Practice: At the conclusion of her story, she will ask the class to help her create a story map in their journals to organize (sequence) her story. Teacher will model on board as students copy in journals. Students define "topic." This activity will prepare them for their assignment. *Review and Assessment* The teacher will be walking around the room observing and offering students helpful and useful ideas for their stories as needed. Teacher also available for small group writing together for students struggling with assignment.	Instruction and Practice: Teacher will show students methods of researching a rainforest animal to include details about the animal's habitat, if it is endangered, its diet, etc. Teacher will present students with *Guide for Observing an Animal*. Students are to use guide to research a rainforest animal of their choosing. *Review and Assessment:* The teacher will review student outlines and provide guidance for the paper. Teacher will collect *Guide for Observing an Animal* at the end of the day.	students to type with. The teacher will also guide students with their introductory paragraph by modeling a topic sentence and introducing an animal. She will continue by modeling the organization of the paper with the following guidelines: topic sentence is to be clear and part of the beginning paragraph of the paper. The middle paragraph should be developed using 3 detailed facts supporting the topic. The final paragraph needs to have closure present. Linking words, spelling, grammar, and punctuation rules are to be in place. Students may include an illustration. *Review and Assessment:* The teacher will walk around the room to give support and check for understanding. Teacher grades report using rubric.	share in small groups something from the book. The teacher will write the students' ideas on the board. The class will have small group discussions about how cutting down the rainforest affects the wildlife. The teacher will then introduce a journal entry assignment. Students will successfully write journal entries using three valid facts to support their topic. Teacher will be available in small group setting or with individuals as needed for coaching and assistance. *Review and Assessment* Students will share their journal entries in small groups. Students will select one student from the group to share with the entire class. Teacher will assess for understanding.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Timeline	*Instruction and Practice* Using a writing journal, the students will write 3-5 new facts about the rainforest using complete sentences, linking phrases, and detail. The students will also draw a picture from the book on the top half of their journal entry.	*Instruction and Practice* The class will brainstorm on creative writing ideas about which rainforest animal to select for their own story. The students will be released to work individually in their journals writing a short creative story from a rainforest animal's point of view. Students are encouraged to use the story map they copied in their journals to guide them in this activity. The story needs to have a specific topic, supported with 2-3 facts that enhance the topic, and descriptive words. Remind students to use linking words such as *and, but, also, etc.* to connect ideas. If time allows students can draw a picture on the top half of their story. After students are done with their stories the students will have a chance to share their stories with the rest of the class.	*Instruction and Practice* The students will choose a rainforest animal to research and complete a report on it. Once the students' animal is chosen they will have time in the library to research their animal. Students will have access to library materials and computers for their research. The students will have time to take notes and print information from the computer. If extra time is needed, they may check out books and work in class or at home. Students will turn in their *Guide for Observing an Animal* at the end of the day or by the next morning for feedback/suggestions from the teacher.	*Instruction and Practice* Once students have their document set up and their introductory paragraph started students will work individually on their report using their researched and organized information and notes. Students will turn in their completed report.	*Instruction and Practice* Students will complete a journal entry using three valid facts to hunters and loggers explaining why and how to save the rainforest. Students are encouraged to use ideas and examples from the book as well as from their group discussions. 3 supported facts are to be included in their journal entry. Complete sentences are required. Students will share their journal entry in small groups. Students will select one student from the group to share with the entire class.

Summative Assessment: Students will write an informative research paper on an animal of their choice that lives in the rainforest. Students will choose an animal and research information using a *Guide for Observing an Animal*. Students may include a small illustrated picture of their chosen species. The students need to be sure to develop a topic supported with facts, definitions, and details.

GUIDE FOR OBSERVING AN ANIMAL

Name _____ Date _____

Animal's Name: _____

Physical Appearance

Describe its body surface: color: _____

texture: _____

Number of main body parts: _____

Number of legs (if any): _____

Habits

How does the animal move? _____

What does it like to eat? _____

Where does it live? _____

How does it communicate through sound? _____

How does it communicate through movement? _____

How and when does it rest? _____

What excites the animal or causes it to become active? _____

_____

How does it defend itself?

Appearance: _____

Natural weapon: _____
(sting, bite, claws, odor, etc.)

How does it relate to human beings? _____

_____

How does it relate to its own kind? _____

_____

Socring Ribric - Write informative/explanatory texts - 3rd Grade

Levels/Criteria	Exceeds (3)	Meets (2)	Doesn't Meet (1)	Score/Level
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Topic clearly introduced; related information clearly grouped together; appropriate illustrations included to aid comprehension.	Topic introduced; related information grouped together; appropriate illustrations included.	Topic introduced but unclear; related information not grouped together; none or unrelated illustrations included.	
Develop the topic with facts, definitions, and details.	Topic development supported with clearly related facts, definitions, and details.	Topic development supported with few related facts, definitions, and details.	Topic development unsupported with disjointed or lack of related facts, definitions, and details.	
Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	Rich variety of linking words and phrases (e.g., also, another, and, more, but) used to connect ideas within categories of information.	Adequate amount of linking words and phrases (e.g., also, another, and, more, but) used to connect ideas within categories of information.	Minimal use of linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.	
Provide a concluding statement or section.	Provides a concluding statement or section that clearly refers the reader back to the introduction.	Provides a concluding statement or section referring back to the introduction.	Fails to or provides minimal concluding statement or section.	
Conventions: Spelling, capitalization, grammar	Is generally free from spelling, grammar, and punctuation errors. Uses a variety of syntactic structures within complex sentences.	Some spelling, grammar, and punctuation errors are noted. A small variety of sentence structure and decreased complexity is noted.	Significant spelling, grammar, and punctuation errors are noted.	