

Unit Title: Writing an Informational Five Paragraph Paper 3rd Grade

Author: Tina Davis

Unit Rationale:

Third grade students need to understand and be able to produce a variety of writings. For the purpose to this unit, we will concentrate on Informative. The students in my school district greatly need to have more time spent with writing. The goal of this unit is to explicitly model the process of researching and writing an informational five paragraph paper. The emphasis is the structure of informational writing. Informative texts present facts, define terms, and provide examples to inform the reader. The writing can support research, observations, or experiences. Students will be using strategies to organize ideas for specific tasks and purposes. They will generate ideas through a variety of activities such as brainstorming, graphic organizing, drawing, and discussing. Students will be aware of the purpose of writing for the intended audience.

Focus Standards being Explicitly Taught and Assessed for Whole Unit

*R.I.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

*R.I.3.5. Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

*W.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

*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).

*W.3.5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

*S.L.3.4. Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

*L.3.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Measurable Objectives for Whole Unit:

- Students will be able to brainstorm and choose a topic.
- Students will be able to read and respond to information paragraphs identifying topic, facts, and concluding statements to connect ideas within categories of information.
- Students will be able to examine information pertaining to topic using graphic organizers.

- Students will be able to determine main ideas, details, topic sentence, and concluding sentence for their topic.
- Students will be able to use various text features and search tools to locate key facts or information in a text.
- Students will be able to gather and organize details on note cards.
- Students will be able to write informative text that includes: a topic that groups related information together along with a concluding statement.
- Students will be able to plan, revise, edit, proofread, and rewrite paragraphs.
- Students will be able to receive and give responses to writing.
- Students will be able to report verbally using a logical, organizational format related to their topic utilizing descriptive details and clear speech at an understandable pace.

Unit Enduring Understandings Addressed:

- ❖ Students will use an expository organizational structure to write paragraphs that: uses factual information about a familiar topic, includes an introductory paragraph with an effective lead, develops a topic with supporting details, used transitions to link paragraphs, and ends with an effective conclusion.
- ❖ Students, with assistance from peers and teacher, will reread and revise writing for meaning, clarity, and sentence fluency by: combining and moving sentences/paragraphs to improve the focus and organization of ideas, using effective transitional phrases.
- ❖ Students will use editing checklist for grade level conventions.

Unit Essential Questions Addressed

- *How does a good writer make information clear and interesting?
- *How do writers develop a well written product?

Texts/Resources Recommended

Text and Level of Complexity

The Weddell Seals of Antarctica by: Sandy Riggs

Type of text: Informational Nonfiction

Lexile: 670

Accelerated Reader: 3.4

This text being on grade level with short chapters should be an overall appropriate read for all students. It is full of information which includes diagrams that will challenge the students as well as hold their interest.

Working in small groups and with partners will assist those students who may struggle a bit with some of

the vocabulary and information.

Scaffolds/Supports for Texts:

Life in Antarctica by: Kenji Foster

This is a short three paragraph text that we will use for a partner and group close read learning to look for details and questions in our reading.

Penguin Chick by: Betty Tatham

This is the curriculum read for the week that the students will follow along with as they have it read to them on the smartboard as a whole class as an introduction.

Additional Materials Recommended

<http://www.youtube.com/watch?v=BYRPsUuxknc>

3 min.video put to music entitled:

Did you Know? Interesting Facts about Animals

Key Vocabulary Terms for Unit:

Explicitly Taught: main idea, details, conclusion, paragraph, sentence, brainstorm, topic sentence, proofread, revise, edit, draft, rubric, prewriting, publish, transition

Differentiation (based on principles of UDL):

<http://www.udlcenter.org/aboutudl/whatisudl/3principles>

Multiple Modes of Representation:

I.3.3 Guide information processing, visualization and manipulation.

Multiple Modes of Expression

II.6.6 Support planning and strategy development.

Multiple Means of Engagement

III.8.3 Foster collaboration and communication.

Accommodations:

Below grade level students will be partnered with a higher level student making sure that they both contribute while supporting and assisting each other. This will also benefit the higher level students by placing them in a teaching and assisting role. I as the teacher will also meet with the below level students one on one or in small groups to review each step of the process and slowly move them along, giving them

small pieces at a time.

Above grade level students will be asked to type their final copy on the computer as well as have it handwritten, because a part of the rubric criteria is showing legible writing and neatness.

I will be using writer's workshops with multiple lessons on the various skills associated with their writing of a paragraph; including main idea and details, editing, topic and concluding statements, rough drafts, and proofreading to help those who need additional help and support.

Procedures for Lesson One:

Title of Lesson Plan: Prewriting/Brainstorming, and Analyzing Informational Paragraph

Time Frame	Sequenced Activities, including evidence of text-dependent questioning
1 week	<p><i>Today we are going to learn to plan an informational paper. The purpose for writing is to summarize factual information from different sources. It is also to share what you have learned with your audience.</i></p> <p><i>When we begin to write, we must remember the six stages of the writing process.</i></p> <ol style="list-style-type: none"><i>1. Prewriting/Research</i><i>2. Drafting</i><i>3. Revising</i><i>4. Proofreading/Editing</i><i>5. Publishing</i><i>6. Sharing</i> <p><i>Prewriting Checklist:</i></p> <ol style="list-style-type: none"><i>1. P= Pick a topic</i><i>2. O= Outline your ideas; think about your audience and your purpose.</i><i>3. I= Introduce the main idea in the topic sentence.</i><i>4. N= Note the 3 supporting details.</i><i>5. T= Tie it all together.</i><i>6. S= Sum it up by restating the main idea in your conclusion.</i> <p><i>Introduction: Students will follow along with the words on the smartboard as they listen to "Penguin Chick" read to them which is the required text from our reading series. After listening to the story, as a whole group we will discuss the authors purpose for the story (to inform) and the details we learned about penguins.</i></p> <p><i>Close Reading Activity:</i></p> <ul style="list-style-type: none"><i>* Teach students how to annotate by reading aloud to the class the first paragraph entitled "Plants" from <u>Life in Antarctica</u>. As I read I will demonstrate aloud the following process:<ul style="list-style-type: none"><i>-Circle important parts or powerful words and phrases.</i><i>-Underline words or phrases that are confusing or they do not understand.</i><i>-Write important thoughts in the margins.</i></i><i>* Have half of the students read the second paragraph entitled, "Seabirds" from <u>Life in</u></i>

Antarctica, silently and annotate on their own. The other half will read the third paragraph entitled, “Seals and Whales” from Life in Antarctica and also annotate on their own.

* With a partner, share what they circled, underlined, and write down what questions they have about the text.

* Next, students will get together in two small groups, one for the paragraph “seabirds” and the other for the paragraph “Seals and Whales”. They will share their questions and answer any of the questions for each other. (My job is to just facilitate the conversations.)

* I will now read the whole story again which will include the paragraphs the students just read from Life in Antarctica aloud to the class and ask them to continue to annotate by underlining any new ideas/points/questions as I read.

-Afterwards, I will give them a moment to write in the margin any new thoughts/comments if they haven’t done that while I was reading.

* Students share their new thoughts/ideas with partners and then to the group.

* I close by reviewing what we accomplished and the steps we went through. I will explain that it’s okay to have different things circled and underlined than each other because we are all different people and will see different things in the text. The purpose is to carefully and closely read to gather all the information and understanding that we can.

Anticipatory Set: Show video: “Did you Know? Interesting facts about animals.”

<http://www.youtube.com/watch?v=BYRPsUuxknc>

Teacher Led: Teacher will pick a letter from a hat. (S) On a paper folded into 3-5 parts, brainstorm 3-5 possible animals for the letter choices. Write facts that I know about each. From that information, choose the one animal that interests me the most to be my topic. (Seal)

Using white board or chart paper, web details I know about the seal. (What looks like, where lives, what eats.)

Group Work: Divide students into 3 groups; each group assigned a chapter. Give assigned chapter copies of The Weddell Seals of Antarctica to students. Students read in their groups silently their assigned chapter using the close reading strategies we did previously using annotations.

Text-Dependent Questions:

- For their second read, after they have done a close read and annotated, they will work on these text-dependent questions finding answers and evidence.
 - (Questions about the overall meaning of the paragraph) What happened in the chapter? Use the words first, then, next, and finally to retell.
 - (Vocabulary questions) In chapter 1, the author used the word shuffles, chapter 2, the author used the word fierce, chapter 3, the author used the word prey. For the chapter that you read, what do you think that word means? Why do you think the author used that description in the chapter?
 - (Genre question) What genre is this story? What does that mean? How do you know?
 - (Inference question) Is the Weddell Seal considered a good hunter? Find parts in the story to help you decide.
 - (Opinion) What type of protection would you need to live in a cold, icy climate?
 - (Vocabulary and Opinion) Some people want to drill for oil in Antarctica. If this were allowed, how would it affect the Weddell Seals?

Now students will write additional facts they found from their reading about Seals on post-its

notes given them. Groups will then add their post-its to the web we started on the board. Using the “Cluster Web” we created about seals, we will now organize that web into categories (example: diet, habitat, babies...) under these categories we can then move our post-its to the correct category. The final 3 categories will later become our paragraphs.

Independent Work: Students will now each choose their own letter from a hat which will be the starting letter of their animal to write about.

On a paper folded into 3-5 parts, brainstorm 3-5 possible animals for their letter chosen. Write facts that they know about each.

From that information, choose the one animal that interests them the most to be their topic.

Using the “Cluster of Ideas Web Handout” write their animal in the center. Write at least 3 things they know about their animal in circles around center. The other circles will be filled by research. They can draw more circles around if needed.

Hand out to each student a copy of the “Scoring for Information Paragraph Unit”, and “Informational Paragraph Rubric”. Explain them both to the students so that they are aware of what will be required of them throughout this process, and how their final paper will be scored.

Hand out “Planning An Animal Report Sheet.” Have students fill in their animal name, why they chose it, and questions that they have about their animal that they would like to find out.

Research: Students will find at least one book on their animal in the library. As they are looking for their book, they need to refer to their questions they wrote on their planning sheet along with their cluster sheet. This will help them focus their search for the information they want to find. They will also have to research their animal on the internet to find at least one site giving additional information. For this search I will suggest they google “interesting facts about....” From the research, they will be able to fill in the rest of their ‘Cluster Web’ and complete their “Planning Sheet.”

Give each student a “Boxes and Bullets” sheet to organize their web into 3-5 of their favorite categories, eventually narrowing it down to their favorite 3 for their paragraphs. (example: habitat, birth, diet)

Success Criteria for Lesson:

- *Students will fill out their own cluster map of ideas.**
- *Students will organize their cluster map information into bullets of topics from their research.**
- *Students will organize their thoughts on a planning sheet.**

Assessments

Formative:

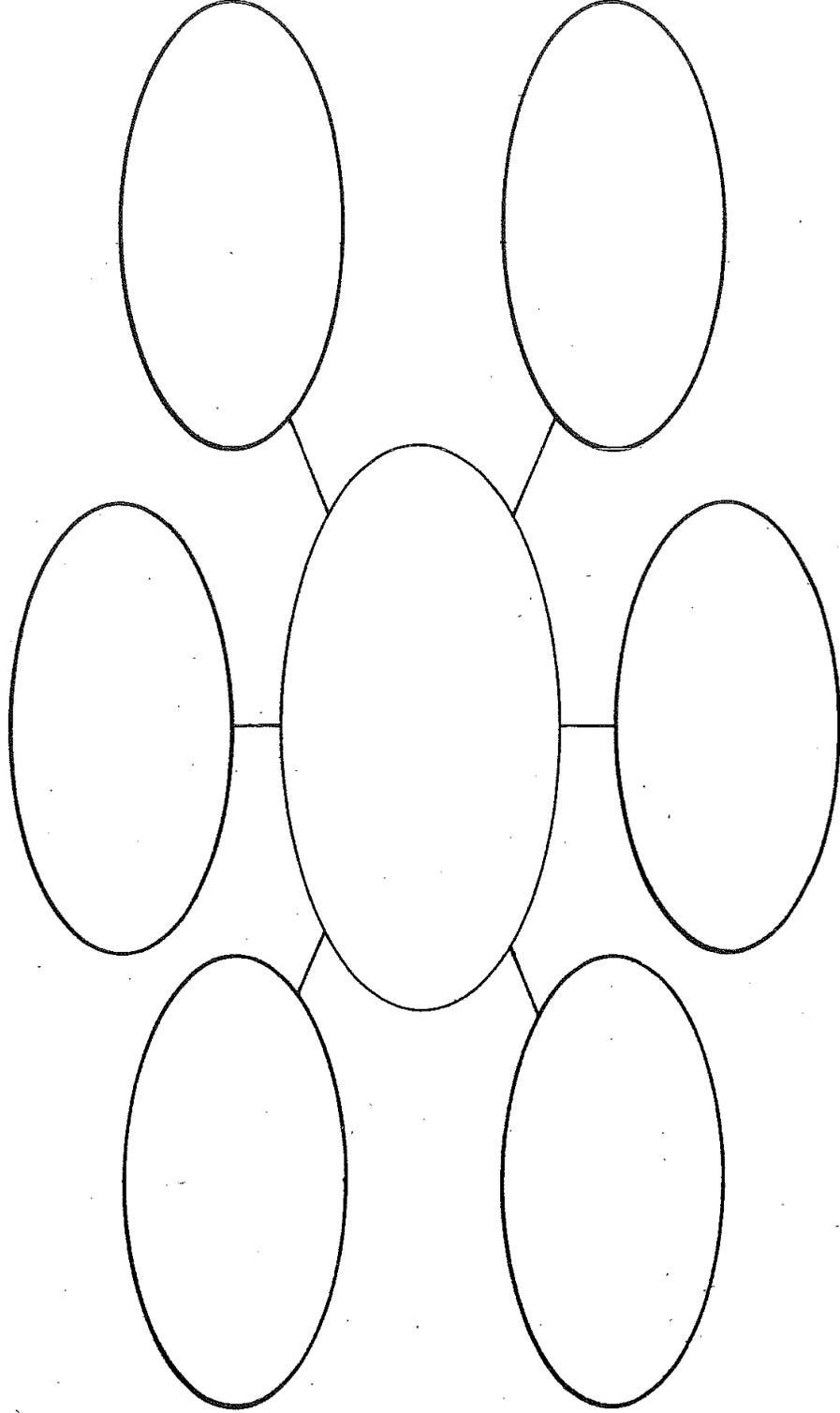
- ✓ **Cluster Web**
- ✓ **Boxes and Bullets**
- ✓ **Planning Sheet**



Name _____

Skill: Pre-writing,
Organizing Ideas

Cluster of Ideas



Planning An Animal Report

You have been given the assignment of writing an animal informational paragraph. Using the outline below, organize your thoughts before beginning to write.

1. Select a topic: Choose an animal you would like to learn more about.

2. Why did you choose this animal? Why does it interest you?

3. What would you like to know about this animal? Write several questions that you have about your topic.

4. Find at least one book from your library and one internet site for researching your animal. Write the titles and internet addresses below.

Title: _____

Internet Address: _____



Boxes and Bullets

Writers of informational texts organize the information about their topic using boxes and bullets.

Write your topic in the box and list 3-5 subtopics or categories that go with your topic.

- _____
- _____
- _____
- _____
- _____



Procedures for Lesson Two:

Title of Lesson Plan: Connecting Main Idea and Details/Research and Note Taking

Time
Frame

Sequenced Activities, including evidence of text-dependent questioning

1
week

A paragraph is a group of sentences that tells about one main idea. The first sentence is usually the topic sentence. It tells the main idea of the paragraph. Other sentences give details that tell more about the main idea in the topic sentence. The first word of a paragraph is indented, or moved in. This shows that a new paragraph is beginning. The detail sentences in an information paragraph tell facts about the main idea.

Topic: what a reading passage is all about. Ask yourself who or what the information is all about. Use just a few words.

Main idea: each paragraph has a main idea that tells more about the topic. Look for a sentence that tells the main idea in a paragraph. If no sentence tells about the main idea exactly, make up your own sentence to explain the main idea. This sentence is also known as the Topic Sentence.

Details: the details support or talk about the main idea in each paragraph. Look for details that support or tell more about each main idea.

Teacher Show: Put up picture of two monkeys talking on smartboard and ask: Which monkey is telling the most important thing about the picture? (main idea)

In paragraphs the main idea is the most important thing it tells too. It is what most of the sentences are about.

Partner Work: Have students work as partners to read the following paragraph and find the main idea or topic sentence.

The elephant finds its trunk useful in many ways. It is a wonderful nose because it can sniff high in the air or down along the ground. It also feeds the elephant by carrying food and water to its mouth. And last but not least, the useful trunk can give its owner a wonderful shower!

The main idea is often stated in the first sentence of a paragraph. But sometimes it is stated in another sentence. Now have them do the same with the following:

Most mammals have noses and lips, but the platypus has a bill like a duck. It has no teeth at all. And long webs of skin grow between its toes. The platypus is a most unusual-looking mammal.

Now in the following paragraphs, find the main idea or topic sentence in each and the sentence in each that does not explain the main idea. If you leave this sentence out, does the paragraph make better sense?

Leaping is the kangaroo's way of getting from one place to another. At usual speed, the leaps of a large kangaroo are about one and a half meters long. Most kangaroos are found in Australia. When a kangaroo runs from danger, its leaps may be as long as seven and a half meters!

Every kind of animal has special ways to defend itself. Some animals hide when they are in danger. Some play dead. Many run from their enemies. Some animals are easily tamed. Others have built-in armor to protect them.

Group Work:

1. Recognize main ideas: With your three groups from the previous lesson and the chapters you have, find the paragraphs from Weddell Seals that give information about each of the following main ideas.
 - a. Seal pups-Group 1
 - b. Life under ice-Group 2
 - c. Getting food- Group 3

Each group will do a close read of their chapter to find the main ideas (topic sentences) and if any information does not belong.

2. Add details: Ask as a whole group: Whose paragraph would the following details belong? Explain your answer.
 - a. The seal stays underwater to eat.
 - b. Like all mammals, the pup drinks milk from its mother's body.
 - c. Flippers help it swim swiftly and easily.

Independent work: Hand out "My Pet Peeves"

Step 1: Students use green pencil to underline the topic sentence or main idea.

Step 2: Students use yellow pencil to underline details.

Step 3: Students use red pencil to underline conclusion sentence.

Step 4: Students cross out the sentences that do not support the topic.

Research: When you write an informational paragraph, you need to do some research to gather information.

Refer to your "Planning an Animal Report." Using your questions that you have about your topic and the book and internet site listed research for details.

Hand out 3x5 index cards to students for note taking. Write the Main idea on the top of each card.

By researching list information on each card. Find at least three facts for each detail and card.

Success Criteria for Lesson:

***Students will work together to pick out main idea and details from "Find the Main Idea" chart.**

***Students will independently underline correctly "My Pet Peeves" sheet.**

***Students will gather details on note cards.**

Assessments

Formative:

- ✓ **Notecards**
- ✓ **Group and Partner Work**

Summative:

- ✓ **“My Pet Peeves” sheet**
-
-

Find the Main Idea



Name: _____

Read the paragraph below.

1. Underline in green the topic sentence telling the main idea.
2. Underline in yellow the detail sentences.
3. Underline in red the conclusion sentence restating the main idea.
4. Cross out the sentences that do not support the topic.

My Pet Peeves

I am a pretty agreeable person, but there are a few things around my house that drive me crazy. One such thing is when my younger brothers go into my bedroom and destroy my building creations. My three-year-old brothers both have blonde hair. I also get upset when my sister sings at the dinner table. Her favorite sport is gymnastics. My greatest pet peeve is when my older brother taps his pencil on the kitchen table while I am studying spelling words. I wish I had a fish tank in my room. My brothers and sister are really great, but there are moments when they make me crazy!

Procedures for Lesson Three:

Title of Lesson Plan: Drafting Information Paragraphs

Time Frame | Sequenced Activities, including evidence of text-dependent questioning

2 weeks

- A. *Think about your main idea and details. Ask: Do all my details belong in a paragraph? Do I want to add or change any details?*
- B. *What? Think about your task: Remember that your task is to write an information paragraph.*
Who? Think about who will read this information paragraph. Remember that your topic should interest your audience.
Why? Remember that your purpose is to share facts about your topic with your audience.
- C. *Write your 1st draft. Write your topic sentence. Then write detail sentences that tell only about your main idea. Write quickly; not worrying about mistakes. You will have time later to make changes. Ask: Is this a complete sentence? Write 3 detail sentences with mistakes. Restate main idea to create conclusion. Draft quickly-mistakes.*
- D. *Repeat steps of paragraph. What comes 1st, 2nd, 3rd, 4th, and 5th? Which is most important? Are any more important?*
- E. *Begin rough draft- spelling and punctuation don't matter.*

Group Work: Using chapters from “Weddell Seals” list on board the three Main Ideas with three details under each one. Choose and write on the “Organizing Your Animal Report” sheet, shown on smartboard, three facts for each subtopic in complete sentences.

Independent Work: Have students take out note cards of facts researched previously. Read your notes about the animal you have selected. Choose and write on the “Organizing Your Animal Report” sheet three facts for each subtopic in complete sentences. Each student will have 3 sheets, one for each paragraph. From those three detail sentences, write a main idea sentence for each of the three sheets.

Create introduction: The introductory paragraph tells the reader about what is coming up in the whole paper.

The introduction is important for two reasons:

1. It can encourage curiosity and interest in the topic and make your reader want to read the paper. This is called the lead.
2. It lets the reader know what information will be covered in the paper. This is called the central claim.

Lead:

1. Start with a question.
2. Setting the scene (exclamation) gets the reader’s attention using emotion and senses (seeing, hearing, tasting, touching, or smelling).
3. Amazing or unusual fact.

Central Claim: You will write a list of the main ideas. The statement should include the main ideas put together in one.

Next combine the lead with the central claim to write the complete introduction.

Group Work:

Example: Topic: Weddell Seals

- Categories: 1. Weddell Seal Pups
2. Life Under Ice
3. Getting Food*

Introductory paragraph:

How much do you know about Weddell Seals? They are very interesting animals. This paper will tell you about the life of a Weddell Seal Pup. It will also tell about how Weddell Seals live under ice and interesting things about how they get their food.

Independent Work: Look at the categories that you have created. Think of an interesting main idea sentence and then write the introduction on “Organizing Introduction Paragraph” sheet by mentioning each category in the order it will appear in the paper.

Conclusion: The conclusion is a summary of what you have written about in your paper.

The purpose is for the author to once again, remind their readers of the important ideas or main ideas in their article and to keep the reader thinking. When we read a good conclusion paragraph, we should be able to tell what the whole article is about including the three main ideas. The conclusion should:

1. Repeat the three main ideas.
2. Have a transitional phrase at the beginning of the conclusion.
3. Have an ending statement that is a question, which ends with a question mark, a wish or hope, which ends in a period, or a strong statement, which ends with an exclamation point.

Group Work:

Example: Topic: Weddell Seals

- Categories: 1. Weddell Seal Pups
2. Life Under Ice
3. Getting Food*

Conclusion Paragraph:

As you can see Weddell Seals are amazing animals. Now you know about the life of the seal pup, how seals can live under ice, and how they get their food. After doing this research, I hope to see a Weddell Seal someday.

Independent Work: Look at the categories and introductory paragraph that you have created. Follow the steps on “Organizing your Conclusion Paragraph” sheet and create your own paragraph.

Finally on “First draft” sheet copy put whole paper together, skipping lines to leave room for revisions to occur.

Success Criteria for Lesson:

- *Students will fill out their “Organizing your animal report” for each paragraph.**
- *Students will fill out their “Organizing your Introduction Paragraph”.**
- *Students will fill out their “Organizing your Conclusion Paragraph”.**
- *Students will create their complete first draft.**

Assessments

Formative:

- ✓ **Organizing your animal report**
- ✓ **Organizing your Introduction Paragraph**
- ✓ **Organizing your Conclusion Paragraph**

Summative:

- ✓ **First Draft**
-
-

Organizing Your Animal Report

1. Read your notes about the animal you have selected.
2. Organize the notes into three Topic Sentences (Main Ideas).
3. Decide in what order you want to discuss your subtopics.
4. Write an outline of your report below in complete sentences.

Topic Sentence 1 (Main Idea)

1. _____

2. _____

3. _____

3 Details

Organizing Your Introduction Paragraph

1. Look at the categories that you have created for your paper.
2. Think of an interesting main idea sentence and then write the introduction by mentioning each category in the order it will appear in your paper.

*Start with a question

*Setting the scene (exclamation) gets the reader's attention

*Amazing or unusual fact

Example:

Topic: Blue Whale
Categories: How the blue whale looks.
Where the blue whale lives
Blue whale families

Introductory paragraph:

How much do you know about the blue whale? They are very interesting animals. This paper will tell about what the blue whale looks like. It will also tell about where the blue whale lives and interesting things about how blue whales take care of their families.

Topic:

Categories:

Introduction Paragraph:

Name _____ Date _____

Please write only on the lines that have an X!!!

First Draft

Topic/Title _____

X _____



Procedures for Lesson Four:

Title of Lesson Plan: Revising/Proofreading/Editing

Time Frame Sequenced Activities, including evidence of text-dependent questioning

2 weeks

Go over CUPS Editing Checklist with students: Use edit marks to make changes

Capitalization: use green colored pencil

Understanding: use a purple colored pencil

Punctuation: Use a red colored pencil

Spelling: Use a blue colored pencil

- 1. Did I use proper ending punctuation? (periods, question marks, and exclamation points)*
- 2. Did I use capitals at beginnings of sentences and with proper nouns?*
- 3. Did I indent at the beginning of the introduction, conclusion, and the 3 body paragraphs?*
- 4. Did I check the tenses for regular (live/lived) and irregular verbs (swim/swam)?*
- 5. Did I check for spelling? (Read your paper backwards and circle any words that "look wrong". Refer to a dictionary or get assistance.) Pay attention to the use of apostrophes. For example: Tom's book or doesn't*

Go over Revision Checklist with students:

Did I write an introduction paragraph? Does it have an interesting lead? Does it have a clear focus statement that includes the 3 main ideas for the paragraphs?

- 1. Did I have at least 3 paragraphs for the body of my paper? Does each paragraph have a clear main idea?*
- 2. Did I have enough supporting details to explain and describe?*
- 3. Did I write a conclusion paragraph? Does it start with a transitional phrase and restatement? Does it repeat the 3 main ideas? Does it end with a statement that is a question, wish or hope, or strong statement?*
- 4. Did I vary my sentence beginnings?*
- 5. Did I vary the length of my sentences?*

Teacher Do: Demonstrate Editing Marks

Show 1st draft, skip lines to edit and revise. Use edit marks to show changes, edit with class.

Group Work: Hand out "Proofreading an Information Paragraph" and "Proofreading for Punctuation and Capital Letters". Practice independently, then exchange papers with a partner and check what was corrected or possibly missed.

Independent Work: Now students will edit and proofread their own paper Using the "Self-Edit and Peer-Edit" sheet. They will do their self-edit first, then exchange with a fellow student to do the peer-edits".

The 1st draft will then go home for a parent check using “Parent Editing Checklist”. This will need to come back the next day along with 1st Draft.

Success Criteria for Lesson:

***Students will use revise, edit, and proofread checklists to complete self-edit and peer-edit using checklists.**

***Students will take home 1st draft for parent edit using checklist.**

Assessments

Formative:

- ✓ **Checklists**
 - ✓ **“Proofreading for Punctuation and Capital Letters”**
 - ✓ **“Proofreading an Information Paragraph”**
-
-

CUPS Revise/Edit Checklist

Name _____ Date _____

Title _____

Read your piece carefully. Place an **X** in the box **AFTER** correcting any errors.

Capitalization-use a green colored pencil

- I capitalized the first word in every sentence.
- I capitalized the names of specific people, places, or things (proper nouns).

Understanding-use a purple colored pencil

- I read my story to myself and it makes sense.
- I used details that tell about my topic.
- My story has a beginning, middle, and ending.
- I marked a purple X where I indented the first sentence in each paragraph.

Punctuation-use a red colored pencil

- I ended each sentence with the correct punctuation mark (. ? !).



Spelling-use a blue colored pencil

- I circled all of the words I wasn't sure how to spell.
- I used a dictionary to correct all of the misspelled words I could find.

Conference

- I peer conferenced with _____ and revised my work.
- I met with a teacher for a final conference.
 - Teacher _____
 - Date _____

Revision Checklist

- Did I write an **introduction** paragraph?
 - Does it have an interesting **lead**?

 - Does it have a clear **focus statement** that includes the 3 main ideas for the paragraphs?

 - Did I have at least 3 paragraphs for the **body** of my article?
 - Does each paragraph have a clear **main idea**?

 - Did I have enough **supporting details** to explain and describe?

 - Did I write a **conclusion** paragraph?
 - Does it start with a **transitional phrase and restatement**?
 - Does it **repeat the 3 main ideas**?
 - Does it end with a statement that is a **question, wish or hope, or strong statement**?

 - Did I vary my **sentence beginnings**?

 - Did I vary the **length of my sentences**?
-

Editor's Marks

- ≡ ➤ Use a capital letter.
 - ⊙ ➤ Add a period.
 - ^ ➤ Add something.
 - ⊙ ➤ Add a comma.
 - “ ” ➤ Add quotation marks.
 - ✂ ➤ Cut something.
 - ↕ ➤ Replace something.
 - ➤ Spell correctly.
 - ¶ ➤ Indent paragraph.
 - / ➤ Make a lowercase letter.
-

PROOFREADING FOR PUNCTUATION AND CAPITAL LETTERS

The following exercise contains many sentences, but they are missing periods. Decide where each sentence ends and add a period by inserting Ⓞ where the period belongs. Also check for missing capital letters. Mark missing capital letters by putting three lines underneath the letter that should be capitalized ≡ .

Gross Facts

1. The largest ice cream sundae weighed over ten-thousand pounds high school students and the friendly ice cream company made it in 1980
2. the biggest snowfall occurred in colorado in april 1921 it snowed seventy-six inches in twenty-four hours
3. the largest diamond was found in a mine in south africa it weighed over one and a half pounds
4. students often find it hard to move from town to town imagine then how wilma williams felt she went to 265 different schools when she was a child
5. the author william faulkner wrote one of the longest sentences in the world there were more than thirteen hundred words in it
6. americans love pizza they eat 75 acres of pizza every day
7. americans eat 5,000 tons of candy a day dentists fill half a million cavities a day
8. americans drink 17 million gallons of coffee a day they also drink 6 million gallons of tea



Name _____

18 Proofreading an Information Paragraph

PROOFREADING HINT

To be a good proofreader, look for one type of error at a time. For example, proofread once for capitalization errors, once for punctuation errors, and once for spelling errors.

Proofread the information paragraphs, paying special attention to missing words. Use the Editor's Marks to correct at least six errors.

Pond snails are useful in fish tanks. Pond snails will any extra food your fish leave. They will also eat some the moss that appears on the plants. The snails will eat some of moss on the glass walls of the tank, too. If you have sevrel pond snails in fish tank, you will not have to clean the tank as often.

If your pond snails are having babies, be sure to remove the snails the tank. Fish will eat snail eggs. In the same way, if your fish are having babies, be sure remove the snails. Snails will eat fish eggs.

There are many different kinds snails. Their different kinds shells can add grately to the beauty of your fish tank. Not only are snails useful in keeping a tank clean, they also add interest to the tank.

EDITOR'S MARKS

- ≡ Use a capital letter.
- ⊙ Add a period.
- ^ Add something.
- ^ Add a comma.
- ∩∩ Add quotation marks.
- ✂ Cut something.
- ∧ Replace something.
- ↔ Transpose.
- Spell correctly.
- ⌞ Indent paragraph.
- / Make a lowercase letter.

Procedures for Lesson Five:**Title of Lesson Plan: Publishing**Time
Frame

Sequenced Activities, including evidence of text-dependent questioning

1
week*Publishing Checklist:*

1. *Copy your paragraph neatly.*
2. *Check to see that nothing has been left out.*
3. *Be sure that there are no mistakes.*
4. *Share your paragraph in an interesting way.*

Students will write their final copy making all corrections and writing in their best writing. They will also draw an illustration on "My Illustration paper". Those above level students will be able to type their paper also.

Students will also be given the "Vocabulary review" to complete independently matching the words we have been talking about in this unit with their definitions.

Optional: When final paper and illustration is complete: Make an animural. Work with classmates on a large sheet of mural paper, draw pictures of the animals you wrote about. Draw your animals in their natural homes. Display the mural on a wall in the hallway for students to view.

Success Criteria for Lesson:***Students will write their final copy along with Illustration.*****Students will create an animural.*****Vocabulary Review****Assessments****Summative:**

- ✓ **Final Paper**
- ✓ **Illustration**
- ✓ **Animural**
- ✓ **Vocabulary**

My Illustration

Title: _____



Name: Key

Vocabulary Review

Directions: Print the letter of the matching definition on the line before each term.

1. B paragraph A. the most important or central thought of a paragraph
2. C topic sentence B. a distinct portion of writing that deals with a particular idea, begins with an indentation on a new line.
3. E brainstorm C. a sentence that includes all the important ideas from the paragraph.
4. J details D. change, take out, or add words to make the meaning more clear
5. I edit E. make a list of ideas that relate to the prompt
6. H publish F. the close or last part; the end or finish
7. D revise G. a group of words that express a statement, question, command, or exclamation
8. K proofread H. making a final copy that is attractive and easy-to read
9. A main idea I. correct spelling, punctuation, and grammar errors
10. F conclusion J. descriptive words, examples, reasons, or directions
11. G sentence K. to look over in order to revise and edit
12. N graphic organizer L. the first versions of writing
13. M prewrite M. first stage of the writing process
14. O rubric N. a diagram with ideas that relate to the topic
15. L drafting O. a scoring tool used to grade work

Name: _____

Vocabulary Review

Directions: Print the letter of the matching definition on the line before each term.

- | | |
|-----------------------------|---|
| 1. _____ paragraph | A. the most important or central thought of a paragraph |
| 2. _____ topic sentence | B. a distinct portion of writing that deals with a particular idea, begins with an indentation on a new line. |
| 3. _____ brainstorm | C. a sentence that includes all the important ideas from the paragraph. |
| 4. _____ details | D. change, take out, or add words to make the meaning more clear |
| 5. _____ edit | E. make a list of ideas that relate to the prompt |
| 6. _____ publish | F. the close or last part; the end or finish |
| 7. _____ revise | G. a group of words that express a statement, question, command, or exclamation |
| 8. _____ proofread | H. making a final copy that is attractive and easy-to read |
| 9. _____ main idea | I. correct spelling, punctuation, and grammar errors |
| 10. _____ conclusion | J. descriptive words, examples, reasons, or directions |
| 11. _____ sentence | K. to look over in order to revise and edit |
| 12. _____ graphic organizer | L. the first versions of writing |
| 13. _____ prewrite | M. first stage of the writing process |
| 14. _____ rubric | N. a diagram with ideas that relate to the topic |
| 15. _____ drafting | O. a scoring tool used to grade work |
-
-

Procedures for Lesson Six:**Title of Lesson Plan: Oral Presentation**

Time Frame	Sequenced Activities, including evidence of text-dependent questioning
1 week	<p><i>Giving an oral presentation is a great way to share your research with several people at one time. This kind of presentation involves much more than just reading your report. Use this guide to plan an interesting presentation.</i></p> <ol style="list-style-type: none"><i>1. Introduce yourself and your topic</i><i>2. Tell about why you decided to research this topic.</i><i>3. Read your paper clearly and loud enough for all to hear.</i><i>4. Show and explain your illustration that goes along with your paper.</i><i>5. Ask your audience if they have any question.</i>

Success Criteria for Lesson:

***Students will give their oral presentation.**

Assessments**Formative:****Summative:**

- ✓ **Oral Presentation**

Planning an Oral Presentation

1. Introduce yourself and your topic.
 2. Tell about why you decided to research this topic.
 3. Read your paper clearly and loud enough for all to hear.
 4. Show and explain your illustration that goes along with your paper.
 5. Ask your audience if they have any questions.
-

Name: _____

Parent-Editing Checklist

Please check that your son/daughters rough draft includes the following:

- ✓ Paragraphs are indented
- ✓ Topic sentences state the main ideas
- ✓ Correct Punctuation
- ✓ Correct Spelling
- ✓ Complete Sentences
- ✓ Capitalization where needed
- ✓ Rich vocabulary words (Give me Goosebumps)!
- ✓ Neat and legible writing
- ✓ Paragraphs make sense
- ✓ At least three detail sentences in each paragraph telling only about the main idea
- ✓ Concluding sentences which sum each paragraph and connects to each topic sentence
- ✓ Each sentence starts differently
- ✓ Sentences clear and interesting

Comments:

Parent Signature: _____

Name: _____

Student Writing Checklist: Use this checklist during the proofreading or editing stage of your writing to help you determine what needs improving or correcting before writing the final copy. Then give this checklist and your rough draft to a peer editor (Classmate) for them to do the same thing. If the peer checked "no" in any box, discuss it with them before writing your final copy.

Self-Edit		Things to Check	Peer-Edit	
Yes	No		Yes	No
		Are the Paragraphs indented?		
		Does each paragraph have a topic sentence, at least 3 detail sentences, and a concluding sentence?		
		Does each sentence have ending punctuation marks?		
		Are there any misspelled words?		
		Does each sentence begin with a Capital letter?		
		Did the writer use descriptive words?		
		Did the writer use complete sentences?		
		Are you able to read and understand each sentence?		
		Do all details stick to the topic?		
		Is the writing neat, and easy to read?		
		Do the paragraphs make sense?		
		Are the sentences clear and interesting?		
		Does the concluding paragraph sum up the paper?		
		Does each sentence start differently?		
		Is the Introduction paragraph interesting?		

Name: _____

Scoring for Informational Paragraph Unit

Web: "Cluster of Ideas" (2 pts.)	
"Boxes and Bullets" (2 pts.)	
"Planning an Animal Report" (2 pts.)	
"Pillar Graphic Organizer" (2 pts.)	
"My Pet Peeves" (2 pt.)	
"Organizing your Animal Report (2 pts.)	
"Organizing Introduction" (2 pts.)	
"Organizing Conclusion" (2 pts.)	
"First Draft" (8 pts.)	
"Second Draft" (8 pts.)	
"Proofreading for Punctuation and Capitalization" (2 pts.)	
"Proofreading an Information Paragraph" (2 pts.)	
Vocabulary Review (2 pts.)	
Parent Editing Paper Returned (2 pts.)	
Self-Editing and Peer-Editing Sheet (5 pts.)	
Illustration with Color (5 pts.)	
Final Paper/Oral Presentation (50 pts.) (points taken from rubric)	
Animural (optional)	

100 Points Possible

Total:

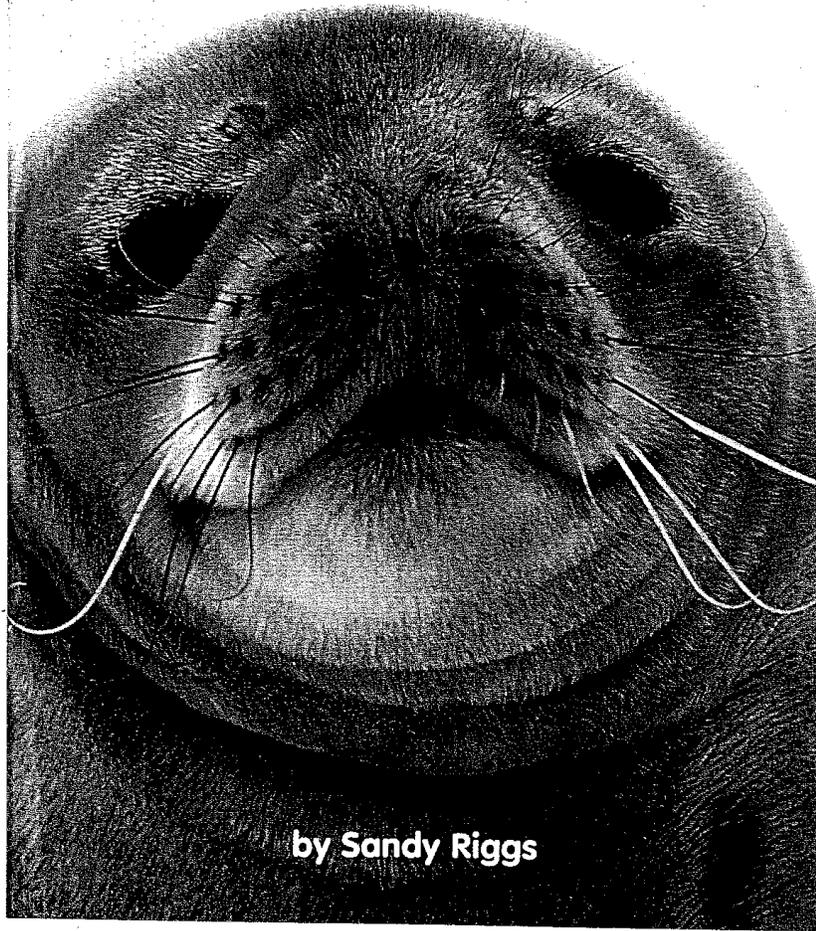
Informational Paragraph Rubric

Name _____

Category	10	8	6	4	Total
<p>Writing Process: Develop and strengthen writing as needed by planning, revising, and editing.</p> <p>W.3.5.</p> <p>Organization: Information is organized using a plan that is logical and maintained.</p> <p>R.1.3.2, R.1.3.5</p> <p>Mechanics: Use correct grammar, punctuation, capitalization, usage, and spelling.</p> <p>L.3.2.</p> <p>Ideas and Content: The writing is clear and focused with a central theme and details to support the theme. Three paragraphs each with a topic sentence, 3 detail sentences, and a conclusion; Introduction paragraph and closing paragraph. R.1.3.2, W.3.2, W.3.4.</p> <p>Presentation and neatness: Penmanship is neat and legible; speaking is clear and at an understandable pace.</p> <p>S.L.3.4.</p>	<p>Student devotes a lot of time and effort to the writing process (prewriting, drafting, revising, and editing). Works hard to make the story wonderful.</p> <p>The paper is very well organized. One idea follows another in a logical sequence with clear transitions.</p> <p>The text has no significant grammar, capitalization, and punctuation, and spelling issues.</p> <p>The entire paper reflects chosen main ideas with specific details that add greatly to the paragraphs.</p>	<p>Student devotes sufficient time and effort to the writing process (prewriting, drafting, revising, and editing). Works and gets the job done.</p> <p>The paper is moderately organized. One idea may seem out of place. Clear transitions are used.</p> <p>The text has minor grammar, capitalization, punctuation, and spelling issues.</p> <p>The majority of the paper has main ideas stated with most details that add to the paragraphs.</p>	<p>Student devotes some time and effort to the writing process but was not very thorough. Does enough to get by.</p> <p>The paper is a hard to follow. The transitions are sometimes not clear.</p> <p>The text has multiple grammar, capitalization, punctuation, and spelling issues.</p> <p>Some of the paper has main ideas stated with some details that add to the paragraphs.</p>	<p>Student devotes little time and effort to the writing process.</p> <p>Ideas seem to be randomly arranged.</p> <p>Numerous mechanical errors.</p> <p>The paper hardly ever reflects chosen main ideas with minimal details that support work.</p>	
	Used Very best penmanship for publishing. Speaking was easy to understand and follow.	Writing is nice but got sloppy one or two times. Speaking is understandable most of the time.	Penmanship was not easy to read and was messy. Speaking is hard to hear and not easy to understand.	Work was very difficult to read. Speaking is very hard to hear and not understandable.	
Total: _____					/50

Informational
Nonfiction

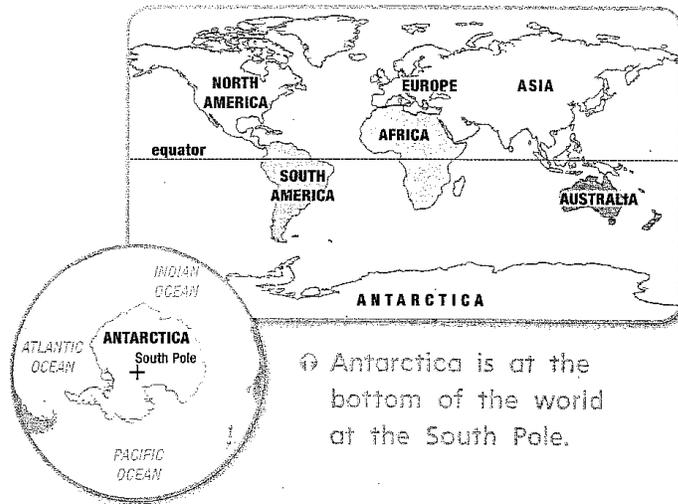
The Weddell Seals of Antarctica



by Sandy Riggs

Introduction

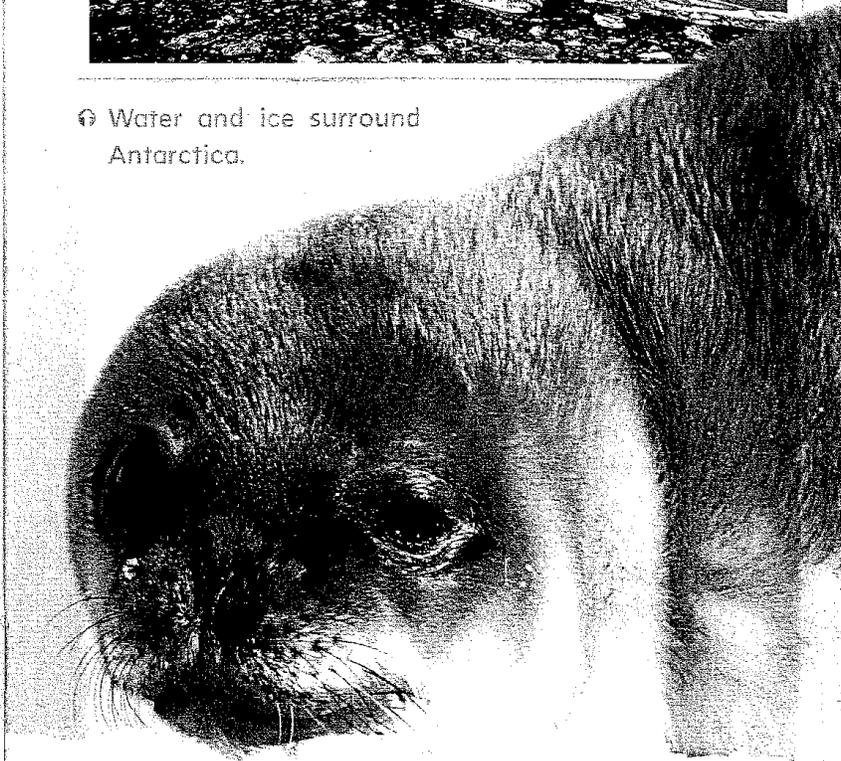
They have soft, golden fur and big flippers. They have bright eyes and whiskers. Sometimes they look like they're smiling. They are Weddell seal pups. And they live in a cold, icy place called Antarctica.



⦿ Antarctica is at the bottom of the world at the South Pole.



⌚ Water and ice surround
Antarctica.



⌚ Weddell seals live both
on ice and under it.

CHAPTER 1

Weddell Seal Pups

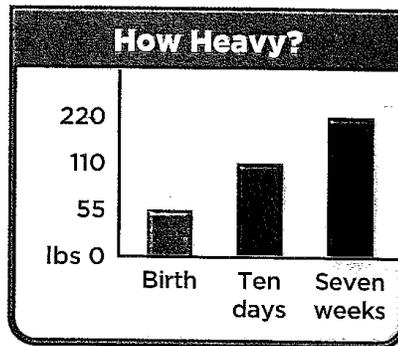
In September, October, and November, the female Weddell seals come out of the water to give birth to their pups. Each mother has only one pup.

The seals climb onto fast ice, ice that is attached to land. Unlike penguins, they do not form in a huddle. Each one finds a separate place on the ice.

⊕ A seal mother lies beside her pup.



A seal pup weighs about 55 pounds (25 kilograms) at birth. In just ten days, the pup doubles its weight. At seven weeks, it doubles its weight again. How does this happen? Like all **mammals**, the pup drinks milk from its mother's body. But seal milk is special. More than half of it is fat. This helps the baby grow quickly.



After two weeks, the mother gives her pup a swimming lesson in the cold Arctic waters. The pup shuffles to the water's edge. The mother pushes her young one into the water. Soon the pup is swimming.

Fast Fact
The Weddell seals have fierce enemies, or **predators**. Two of these are the killer whale and the leopard seal.

Life Under Ice

A Weddell seal's water home is under thick layers of ice. The ice protects seals from Antarctica's fierce weather. During an Antarctic storm, a strong wind whips up enormous waves. Then the ice breaks apart.

Fast Fact

Unlike other Antarctic animals, the Weddell seal does not leave Antarctica during the winter. It doesn't migrate to a warmer place.

☉ A Weddell seal comes up for air.

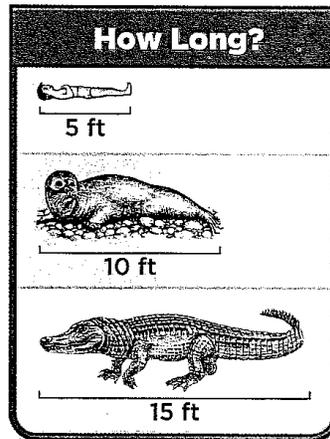


An older seal has darker fur than a young seal.

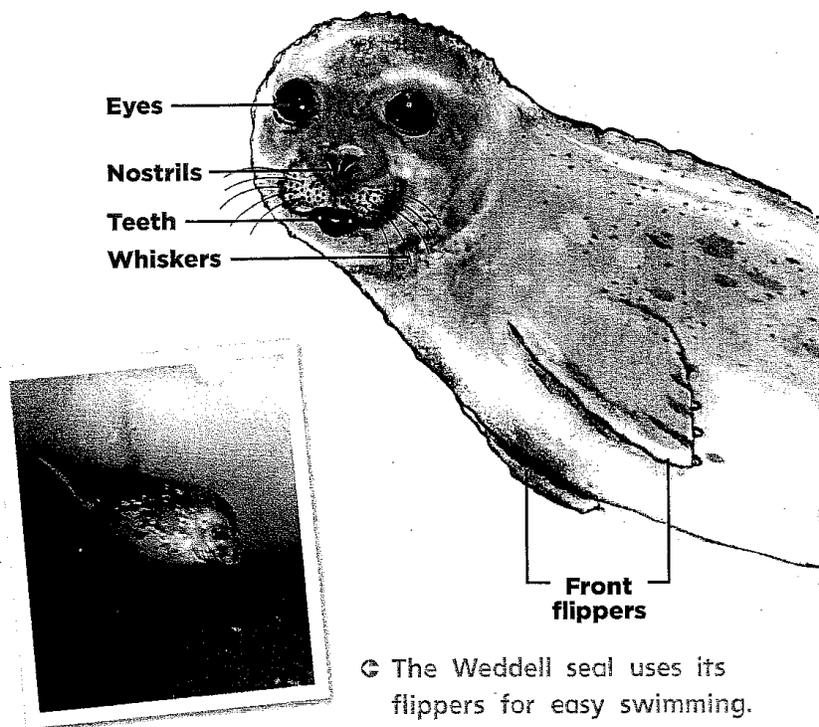


The seals poke their heads through the spaces in the ice to breathe air. While under the water, they hold their breath or breathe through holes in the ice.

What helps the seals live under ice? A penguin has a coat made of feathers called down. A seal's coat is made of fur. The fur protects the seal from cold and water. A pup is born with light-colored fur. In its growing and junior years, the fur darkens. By the time the seal is an adult, the fur is almost black.



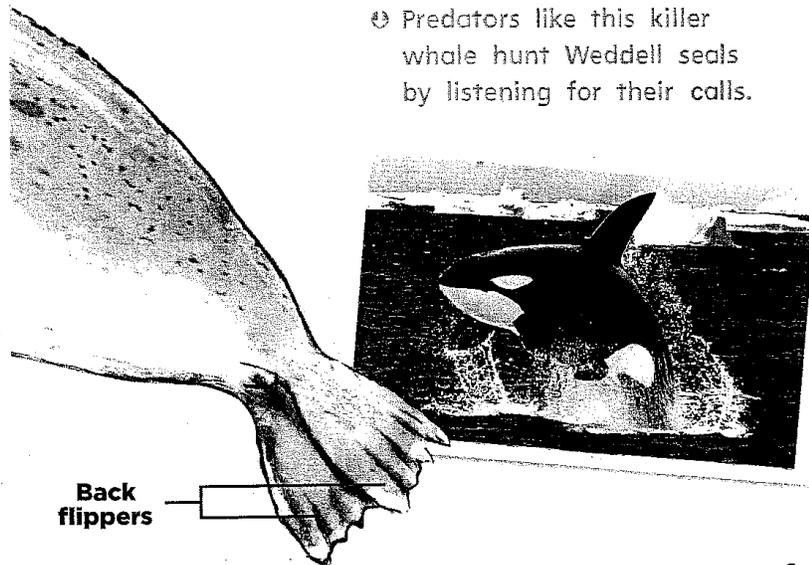
What else is special about the seal's body? Flippers help it swim swiftly and easily. It can close its **nostrils** when it dives into the water. It can see well underwater. And it can feel things with its whiskers.



☉ The Weddell seal uses its flippers for easy swimming.

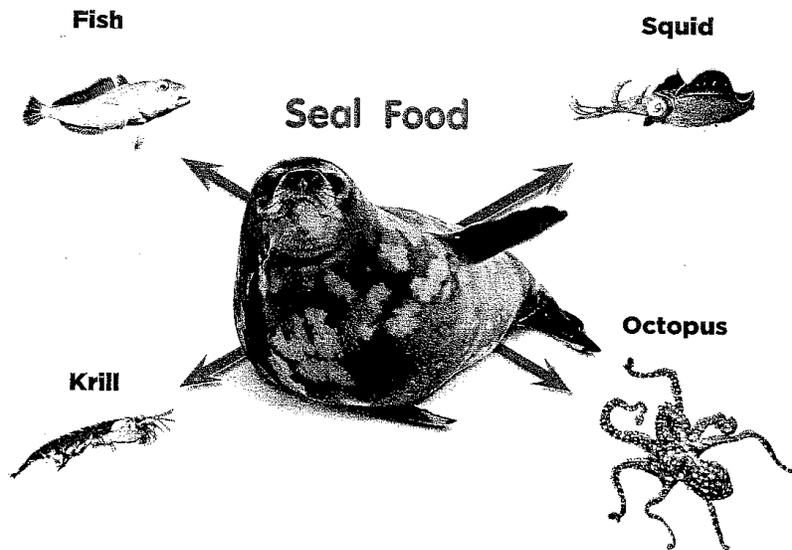
Pretend you are standing on top of the ice in Antarctica. You might hear a seal's echoes from across the ice. You might even hear seals calling from under the water. Some calls sound like buzzes. Others sound like loud chirps or whistles. Sometimes the seals make clicking sounds with their teeth. They usually do this "talking" when they are passing each other at a breathing hole. However, the seals are quiet if a killer whale or leopard seal is near.

☉ Predators like this killer whale hunt Weddell seals by listening for their calls.



Getting Food

Like all animals, the Weddell seal needs food to live. What do you think a Weddell seal eats most often? Fish! But it also feeds on squid, octopus, and small sea animals called krill. The seal stays underwater to eat. And it doesn't bother to chew its food. It just bites off big hunks of food and swallows them whole.

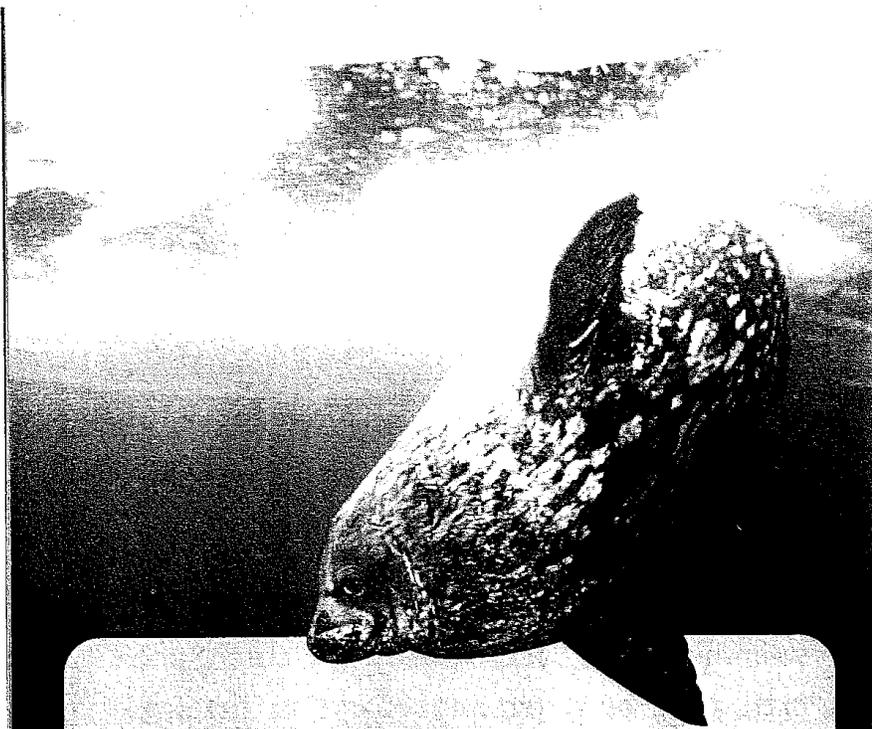




⦿ This seal finds food in the cracked ice.

Weddell seals hunt their prey in different ways. Sometimes they stalk large prey by swimming very, very quietly. To catch small prey, they blow air into cracks in the ice. Small fish come flying out of the cracks. This is an easy meal for the clever hunters.

Weddell seals also use light for hunting. Sunlight makes the ice shine. After diving deep, a seal may look back up through the water. It may see the shadow of a fish on the ice. If so, it will catch another meal.



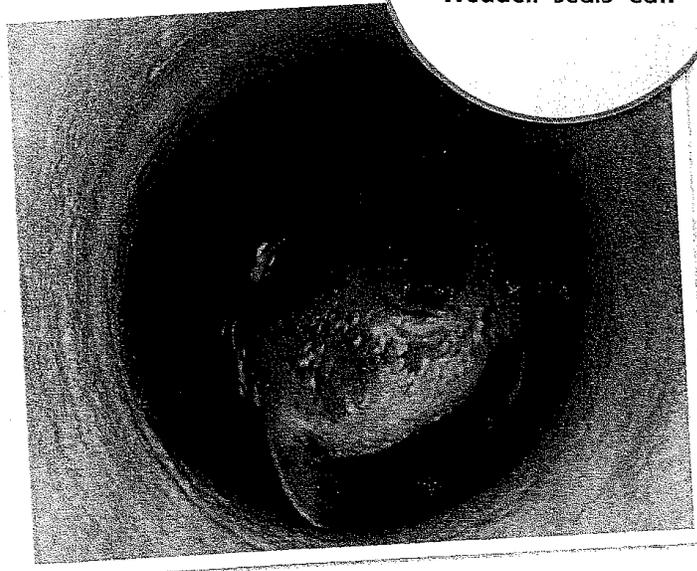
➔ A diving seal goes into deep water.

What if you had to dive in the ocean for your food? How long could you hold your breath? A Weddell seal can stay underwater for over an hour. It does this by keeping oxygen in its body. Oxygen is a gas in the air. All animals need oxygen to live.

We are still learning new things about the Weddell seals. Scientists attach small cameras onto the seals. These don't harm the seals or their prey in any way. But the cameras give the scientists a moving picture of the hunters at work.

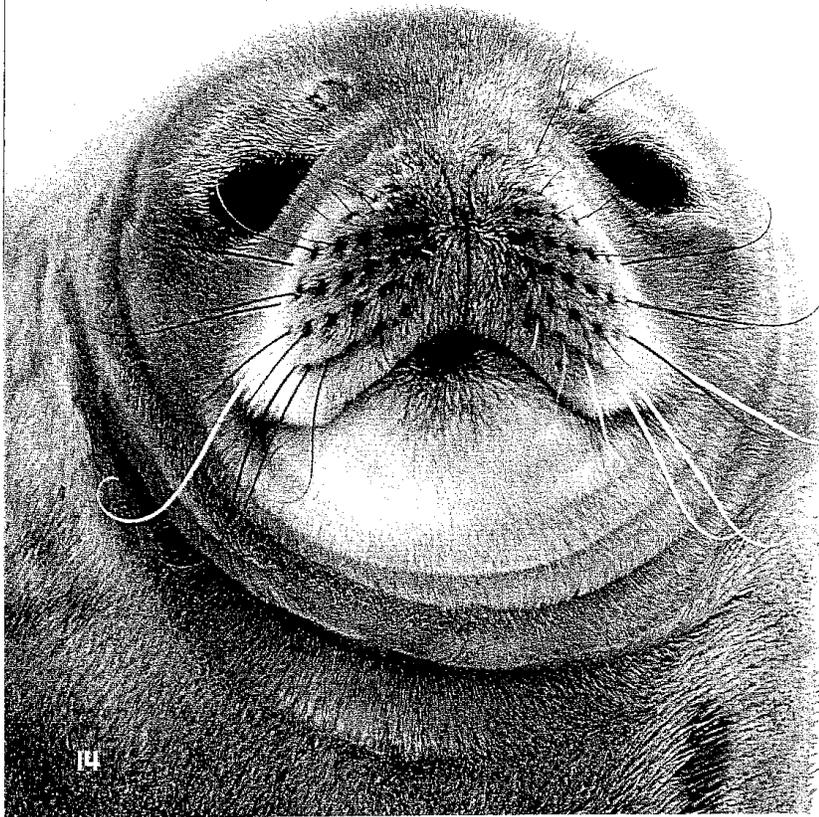
Fast Fact

Scientists use underwater video cameras to find more about the foods Weddell seals eat.



Conclusion

Antarctica is an icy place of freezing weather, strong winds, and powerful storms. And Weddell seals have what it takes to live in a frozen land.



14

Life in Antarctica

by Kenji Foster

Vocabulary

fierce huddle
whips junior
echoes down
shuffles



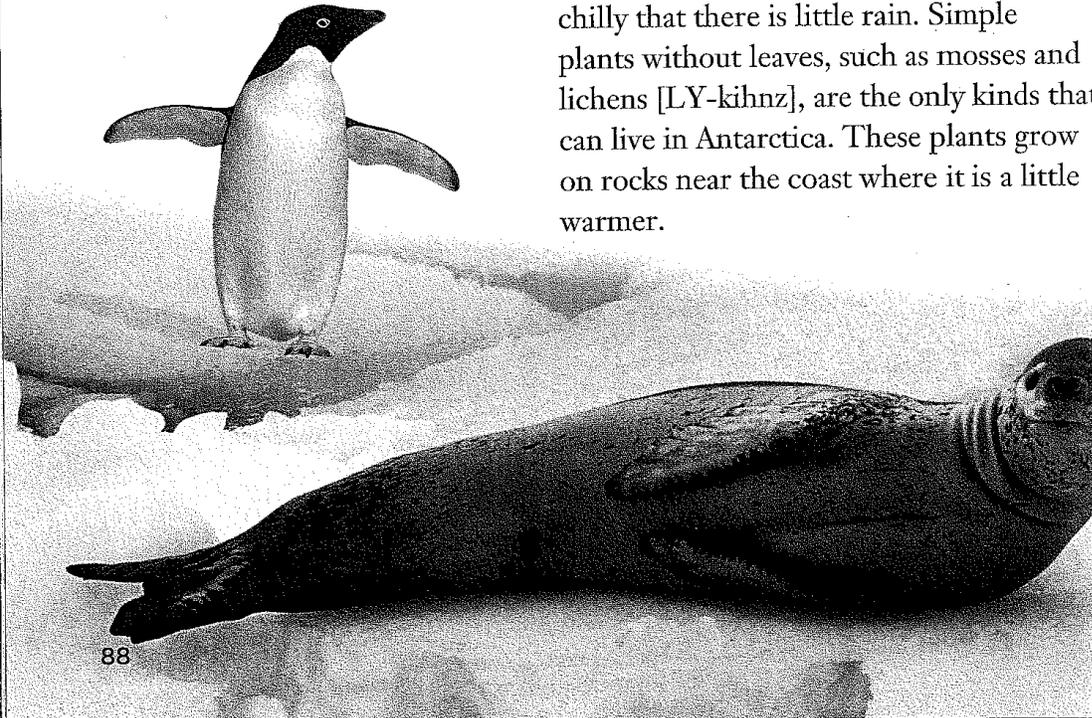
Dictionary

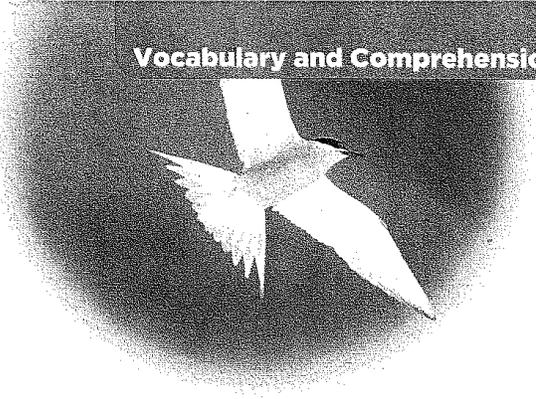
Homographs are words that are spelled the same but have different meanings. *Down* is fine, soft feathers. Use a dictionary to find another meaning of *down*.

The coldest and iciest place on Earth is Antarctica. There, the temperature hardly ever gets above freezing, even in the summer. Believe it or not, some things can live in such a frozen land.

Plants

In the coldest months, a **fierce** wind **whips** the air across Antarctica. Those strong, blowing winds make the air so chilly that there is little rain. Simple plants without leaves, such as mosses and lichens [LY-kihnz], are the only kinds that can live in Antarctica. These plants grow on rocks near the coast where it is a little warmer.





Seabirds

Penguins, Antarctic terns, and brown skuas are three kinds of birds that live in Antarctica. If you listen closely, you may hear a penguin's bark as it **echoes**—bouncing off the icy land and softly repeating. Each penguin **shuffles** along the ice. Then they get together in a **huddle**, or tight group, to keep warm. New chicks have a layer of soft, fluffy feathers called **down**. As they grow into **junior** penguins, they begin to develop stiff, waterproof feathers. Now they can swim in cold water. While penguins live in Antarctica all year, the terns and the brown skuas only visit in the summer.

Seals and Whales

Blue whales, humpback whales, and southern right whales spend their summers in Antarctica as well. They have plenty of fat to keep them warm. Leopard seals, as well as Ross, Weddell, and crabeater seals, rely on thick fur for warmth. Crabeater seals travel well on land, but leopard, Ross, and Weddell seals move fastest when they stay **down** below the surface of the icy water.

Reread for Comprehension



Summarize

Main Idea and Details

The main idea of an article or paragraph explains what the article or paragraph is about. The details tell about the main idea.

A Main Idea Chart can help you summarize an article or paragraph. Reread the selection to find the main idea and the details that tell about it.

Main Idea	Details