



**Literacy Design
Collaborative**

"The Niche Book" Time to Publish!

by Donn A. Kirkwood

Students will create a niche book that will explain the characteristics and functions of a chosen ecosystem i.e. desert, forest, ocean, mountain, or tundra. They will research factors of population, food webs, symbiotic relationships, and biotic and abiotic factors that relates to their chosen ecosystem. They will then create a table of context that will have a page devoted to the following areas: Factors of population, autotrophs, heterotrophs, decomposers, abiotic factors, 4 symbiotic relationships, flow of energy, and glossary. They will also be required to create a cover and title page for their book. This module focuses on gathering information through research with an intent to publish their findings in a informational book.

GRADES

7 - 8

DISCIPLINE

Science

COURSE

Ecosystem

Section 1: What Task?

Teaching Task

Task Template 11 - Informational or Explanatory

How might the interactions of species determine the populations in an ecosystem? After researching teacher selected web resources and teacher-selected library books on ecosystems, write an informational book in which you define the role of species and explain the effects of their interactions in an ecosystem. Support your discussion with evidence from your research.

D 8

Include (e.g. bibliography, citations, references, endnotes).

Common Core State Standards

Reading Standards for Literacy in Science and Technical Subjects 6—12

RST.6-8.1

Cite specific textual evidence to support analysis of science and technical texts.

RST.6-8.2

Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

RST.6-8.4

Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.

RST.6-8.6

Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text.

RST.6-8.8

Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

RST.6-8.9

Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.

RST.6-8.10

By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects 6—12

WHST.6-8.2

Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

WHST.6-8.2.f

Provide a concluding statement or section that follows from and supports the

information or explanation presented.

WHST.6-8.2.b

Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

WHST.6-8.2.e

Establish and maintain a formal style and objective tone.

WHST.6-8.2.a

Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

WHST.6-8.2.c

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

WHST.6-8.2.d

Use precise language and domain-specific vocabulary to inform about or explain the topic.

WHST.6-8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.6-8.5

With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

WHST.6-8.6

Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

WHST.6-8.7

Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

WHST.6-8.8

Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

WHST.6-8.9

Draw evidence from informational texts to support analysis, reflection, and research.

WHST.6-8.10

Write routinely over extended time frames (time for 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.

Additional Standards

North Carolina

North Carolina Science Essential Standards

8.L.1.1

Summarize the basic characteristics of viruses, bacteria, fungi and parasites relating to the spread, treatment and prevention of disease.

8.L.3

Understand how organisms interact with and respond to the biotic and abiotic components of their environment.

8.L.3.2

Summarize the relationships among producers, consumers, and decomposers including the positive and negative consequences of such interactions including:

- Coexistence and cooperation
- Competition (predator/prey)
- Parasitism
- Mutualism

8.L.3.1

Explain how factors such as food, water, shelter and space affect populations in an ecosystem.

8.L.3.3

Explain how the flow of energy within food webs is interconnected with the cycling of matter (including water, nitrogen, carbon dioxide and oxygen).

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- Parasitism
- Mutualism

8.L.3.3

Explain how the flow of energy within food webs is interconnected with the cycling of matter (including water, nitrogen, carbon dioxide and oxygen).

Texts

 [North Carolina Wildlife Resources and Conservation](#)

 [The Audubon Institute](#)

 [The Encyclopedia of Earth](#)

 [How Stuff Works Science](#)

 Selected Library Books

I collaborate with my Librarian to pull all the books on animals, plants, ecosystems, habitats, and natural disasters. I try to get two books of each at 8 tables and then break the groups down to 3 or 4 students

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per group. Since this activity uses partner sticky read I go for groups of 4 so they can pair up.

 **Live Science Mount-St-Helens Eruption**

LDC Student Work Rubric - Informational or Explanatory

	Not Yet	Approaches Expectations	Meets Expectations	Advanced
	1	2	3	4
Focus	Attempts to address prompt, but lacks focus or is off-task.	Addresses prompt appropriately, but with a weak or uneven focus.	Addresses prompt appropriately and maintains a clear, steady focus. D: Addresses additional demands sufficiently.	Addresses all aspects of prompt appropriately and maintains a strongly developed focus. D: Addresses additional demands with thoroughness and makes a connection to controlling idea.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose.	Establishes a controlling idea with a general purpose.	Establishes a controlling idea with a clear purpose maintained throughout the response.	Establishes a strong controlling idea with a clear purpose maintained throughout the response.
Reading/Research	Attempts to present information in response to the prompt, but lacks connections or relevance to the purpose of the prompt.	Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.	Presents information from reading materials relevant to the prompt with accuracy and sufficient detail.	Accurately presents information relevant to all parts of the prompt with effective selection of sources and details from reading materials.
Development	Attempts to provide details in response to the prompt, including retelling, but lacks sufficient development or relevancy.	Presents appropriate details to support the focus and controlling idea.	Presents appropriate and sufficient details to support the focus and controlling idea.	Presents thorough and detailed information to strongly support the focus and controlling idea.
Organization	Attempts to organize ideas, but lacks control of structure.	Uses an appropriate organizational structure to address the specific requirements of the prompt, with some lapses in coherence or awkward use of the organizational structure.	Maintains an appropriate organizational structure to address the specific requirements of the prompt.	Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.	Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.	Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using an appropriate format with only minor errors.	Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using an appropriate format.
Content Understanding	Attempts to include disciplinary content in explanations, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.	Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.	Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.	Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Background for Students

This module allows students to explore different types of species and how they interact with both biotic and abiotic factors. Students will first learn that species have important roles within the ecosystem, then the factors that control a species population. Students then will research several days to gather information on a variety of species that interact with each other to discover the unique roles. Once the research is complete students will publish an informational text that explains these roles according to their trophic levels. During the process students will identify key vocabulary that would be vital to have in their glossary. Students will experience the role of an ecologist studying an ecosystem to publish a book that will increase awareness of surrounding populations.

Extension

Not provided

Section 2: What Skills?

Preparing for the Task

BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.

TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.

Reading Process/Data Collection

PRE-READING > ESSENTIAL VOCABULARY: Cause/Effect Analysis of the Factors of Population

ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.

ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.

POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.

POST-READING > ACADEMIC INTEGRITY: Ability to use and credit sources appropriately.

Transition to Writing

BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS: Ability to begin linking reading results to writing task.

Writing Process

PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.

DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.

DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.

REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.

REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.

REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.

Section 3: What Instruction?

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
Preparing for the Task				
30 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>EVALUATION OF USELESS SPECIES Make a claim that a certain species provide no benefit to the ecosystem. Then justify your claim in a paragraph by using evidence based on prior knowledge or experiences. Finally debate your claim with a partner.</p>	<p>I want this activity exciting and engaging to reveal misconceptions, so this would be a participation grade.</p>	<ul style="list-style-type: none"> ● Link this task to misconceptions. ● Students take a position with a claim. ● Students take opposing views.
<p>Standards:</p> <p>CCSS.ELA-LITERACY.WHST.6-8.1A : Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.</p>				
20 mins	<p>BRIDGING CONVERSATION > TASK ENGAGEMENT: Ability to connect the task and new content to existing knowledge, skills, experiences, interests, and concerns.</p>	<p>SCAFFOLD WRITE FOLDABLE Create a 6-tab foldable to scaffold your learning. Begin the class with a five minute reflection on the critical focus question. Explain the impact of the previous day of learning to have a clear answer to the critical focus question.</p> <p>How might the interaction of species determine the populations of ecosystems?</p>	<p>I evaluate the evidence of learning from day one to day six. I really focus on the transformation of their knowledge and use this as a tool in student conferencing.</p>	<p>Students will create a 6 tab foldable with the critical focus question on the top center of the day 1 tab. Each day students will reflect on their learning using a free write for only 5 minutes each day. They will add the new learning each day to the new tab. As students move towards the final days they will be encourage to start organizing their information into an introduction paragraph, followed by three paragraphs of different main ideas, and final paragraph that summarizes the learning. This task allows students to practice each day while they reflect on the new learning. With the limited time to write they also have to evaluate their knowledge to write what is important or very interesting.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.WHST.6-8.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>				
<p>Additional Attachments:</p> <p> "Model Example" can not be found.</p> <p> "Model Example" can not be found.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>TASK AND RUBRIC ANALYSIS > TASK ANALYSIS: Ability to understand and explain the task's prompt and rubric.</p>	<p>TASK ANALYSIS Analyze the parts of the critical focus question to understand the expectations and focus of research.</p> <p>How might the interaction of species determine the populations of ecosystems?</p>	I will provide immediate feedback to the groups as they present to the class to high light the positives of the teamwork of each group.	<p>Group 1: What are interactions? Group 2: What are species? Group 3: What are populations? Group 4: What are ecosystems? Group 5: What relationships between species?</p> <p>Have each group assign a recorder, speaker, reviewer, and leader. The leader will ask the question to each team member and provide input after all have shared. The recorder will take notes of the information shared. The reviewer will read the notes to the group and insure all the information shared was recorded. The speaker will share the groups understanding to the class.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RST.6-8.4 : Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.</p>				
<p>Reading Process/Data Collection</p>				
50 mins	<p>PRE-READING > ESSENTIAL VOCABULARY: Cause/Effect Analysis of the Factors of Population</p>	<p>CAUSE/EFFECT ANALYSIS Create a cause/effect graphic organizer to analyze the impact of natural disasters on an ecosystem's food, water, shelter, and space according to the assigned research articles.</p>	<ul style="list-style-type: none"> Identifies author, title, and website of the article used as evidence. Includes reasonable evidence from several creditable sources. Provides detail account of the effects of the disasters. 	<ul style="list-style-type: none"> Provide citation guide and discuss why each element of citation is needed. Ask students to brainstorm what makes an website credible and/or worthy of study. Provide access to research sources for students to assess the texts. Note: for an "after researching" task, add teaching and time for students to select the websites they will use. <p>Additional Instruction</p> <ul style="list-style-type: none"> Have the students on the right side margin list the four factors: food, water, shelter, and space. They then research three natural disasters using iPads or computers to discover the cause which will go along the top of the paper. They then either infer or cite evidence how food, water, shelter, and space was effected by that natural disaster. I model the first natural disaster together as a class on the eruption of Mt. Saint Helens to provide clear expectations of this research assignment.
<p>Standards:</p> <p>CCSS.ELA-LITERACY.RST.6-8.2 : Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.</p>				
<p>Additional Attachments:</p> <p> "cause/effect analysis sample 3" can not be found.</p> <p> "cause/effect analysis sample 2" can not be found.</p>				

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
<p><i>Not provided</i></p>	<p>ACTIVE READING > ESSENTIAL VOCABULARY: Ability to identify and master terms essential to understanding a text.</p>	<p>VOCABULARY LIST Create a log of essential vocabulary to use in you glossary of the book you will create.</p>	<ul style="list-style-type: none"> Evidence of connections between text Provides accurate definitions. 	<ul style="list-style-type: none"> After scoring, ask some of the students to share the words they selected to use in their glossary and justify why they thought those were the words important to define in their book. After scoring, be willing to provide direct instruction or guide a close reading of overlooked essential vocabulary words missed through the research. <p>Additional Instruction:</p> <p>During all the research as a ongoing task students will create a log of vocabulary words and create accurate definitions using the content of the text. My vision is the students will see repetition of essential vocabulary in the multitude of text they used to research to create this book.</p>
<p>Standards:</p>				
<p>CCSS.ELA-LITERACY.RST.6-8.4 : Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6—8 texts and topics.</p>				
<p>Additional Attachments:</p>				
<p> "Glossary example" can not be found.</p>				
<p><i>1 hr</i></p>	<p>ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.</p>	<p>META-COGNITIVE RESEARCH Create meta-cognitive research cards where you close read for roles of species, evidence of symbiotic relationships, academic vocabulary, and abiotic needs.</p>	<ul style="list-style-type: none"> Identifies relevant elements. Includes information to support accurate citation (for example, page numbers for a long text, clear indication when quoting directly). 	<ul style="list-style-type: none"> Teach a sample format for meta-cognitive journal. Check that early student work is in the assigned format (or in another format that gathers the needed information effectively). <p>Additional Instruction:</p> <p>Top left box has the research look for evidence of the roles of species with in the article. The top right box has the research look for evidence of symbiotic relationships that species have with other species. The bottom left identifies academic vocabulary words to place in their vocabulary log and eventually used in their glossary and writing. They will use context clues to identify meanings for these words. The bottom right box has the research look for abiotic needs and the roles with in different cycles. Students will research three of the teacher selected web resources creating a new research card with each of the website. Students are required to have 10 entries per card and any over 10 will be considered for extra credit. Students will also cite their source on the back of the research card to use in their annotated bibliography for their book.</p>
<p>Standards:</p>				
<p>CCSS.ELA-LITERACY.RST.6-8.10 : By the end of grade 8, read and comprehend science/technical texts in the grades 6—8 text complexity band independently and proficiently.</p>				
<p>CCSS.ELA-LITERACY.RST.6-8.9 : Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic.</p>				
<p>CCSS.ELA-LITERACY.RST.6-8.8 : Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p>				

PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

	Additional Attachments: ■ "Research Card" can not be found. ■ "Research Cards Meta-cognitive" can not be found. ■ "Research Card" can not be found.			
1 hr	ACTIVE READING > NOTE-TAKING: Ability to select important facts and passages for use in one's own writing.	PARTNER STICKY READ Sticky read several excerpts from teacher selected text in the library. Use your vocabulary log with the index of assigned text.	Information is properly cited Two detail summaries with evidence from the post it notes	I find using a timer to scan and share increases engagement. First few times using this procedure are novel to the students, however, teamwork and collaboration are positive results from the activity. Additional Instruction: Students will select a book from the books placed on the table in the library. Using post it notes they will find several useful passages to support their critical thinking question. After 5 to 10 minutes of scanning the text using the index they will share the passages with their group or partners. While one partner reads the other takes notes on the sticky post it and cites the source. Each person shares information from at least three books. When they are finish sharing they take the sticky post it notes and each partner summarizes their findings onto a piece of paper. Students will also put the citations only for the sticky notes that was used in their summary. Once they are done with the summary they will switch papers and write another summary for their partner using the same directions. The summary does not have to be the same, however I find when they write the summary for their partner on the second time they revise and reflect on their thoughts.
	Standards: CCSS.ELA-LITERACY.RST.6-8.2 : Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. CCSS.ELA-LITERACY.RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.			
30 mins	POST-READING > ENHANCING COMPREHENSION: Ability to identify the central point and main supporting elements of a text.	ANNOTATED BIBLIOGRAPHY REFLECTION Create an annotated bibliography using a GIST as a reflection to each cited source your using in your book.	<ul style="list-style-type: none"> Reflects the strength of their evidence 	<ul style="list-style-type: none"> Invite students to reflect on their research Invite students to share and discuss their findings with other students. After the research, allows then to evaluate learning. Additional Instruction: Students will review their sources from the research they have completed so far. They will then properly cite each source they have used in their research. Under each citation they will create a 23 word GIST that summarizes the sources evidence that answers the task critical focus question. This allows the students one last opportunity to evaluate the strength of their research.

	Standards: CCSS.ELA-LITERACY.RST.6-8.8 : Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. CCSS.ELA-LITERACY.RST.6-8.2 : Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. CCSS.ELA-LITERACY.RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.			
20 mins	POST-READING > ACADEMIC INTEGRITY : Ability to use and credit sources appropriately.	DEFINITION AND STRATEGIES Define "plagiarism" and list ways to avoid it. Once the students have list different ways to avoid plagiarism they will use one of their research card to demonstrate how to give the source credit in their book.	<ul style="list-style-type: none"> Provides accurate definition. Lists several appropriate strategies. 	<ul style="list-style-type: none"> Discuss respect for others' work to assemble evidence and create texts. Discuss academic penalties for stealing others thoughts and words.
	Standards: CCSS.ELA-LITERACY.RST.6-8.1 : Cite specific textual evidence to support analysis of science and technical texts.			
Transition to Writing				
1 hr	BRIDGING CONVERSATION > IDENTIFYING SIGNIFICANT ELEMENTS : Ability to begin linking reading results to writing task.	ILLUSTRATED DIAGRAM OF FLOW OF ENERGY Create a group multistep diagram that illustrates the flow of energy with in your ecosystem according to each of the assigned readings.	Students use the information from the three articles to create their diagram.	Depending on assessable technology I would either print the articles, use iPads, or laptops. I find it easier to group the students in three each having a different resource, then collaborating the information into one diagram. This is where the compare and contrast of text enhances the project. Additional Instruction: Group the students in to teams of three each having a different resource that is listed below in the teacher resources. They will first read the articles then work together to create one diagram with the information from the articles. They will first compare and contrast information gathered from multiple texts through their research to use appropriate autotrophs, heterotrophs, and abiotic factors in their diagram. Next after selecting the appropriate species they will then illustrate how the energy flows through the illustrated ecosystem using a step-by-step process.
	Standards: CCSS.ELA-LITERACY.RST.6-8.9 : Compare and contrast the information gained from experiments, simulations, video, or multimedia sources with that gained from reading a text on the same topic. CCSS.ELA-LITERACY.RST.6-8.3 : Follow precisely a multistep procedure when carrying out experiments, taking measurements, or performing technical tasks.			

	Additional Attachments:			
	<ul style="list-style-type: none">  Flow of Energy Article  Interactive Flow of Energy Diagram  The Habitable Planet Unit 4 (Flow of Energy) 			

Writing Process

30 mins	<p>PLANNING > PLANNING THE WRITING: Ability to develop a line of thought and text structure appropriate to an informational/explanatory task.</p>	<p>OUTLINE/ORGANIZER Create a table of content based on the following topics: Factors of Population, Autotrophs, Heterotrophs, Decomposers, four symbiotic relationships, flow of energy, and the glossary. Then annotate your research information with numbers to indicate which page the research information would be beneficial.</p>	<ul style="list-style-type: none"> • Creates a table of content. • Supports controlling idea. • Uses evidence from texts read earlier. 	<ul style="list-style-type: none"> • Provide the attached handout if needed to assist students. • Invite students to generate questions in pairs about how the format works, and then take and answer questions. <p>Additional Instruction: Some of the research may have several annotated numbers. I would also assign a color to each number so that it will pop out when used to support the page that the student is working on.</p>
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Standards:

CCSS.ELA-LITERACY.W.8.2A : Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.8.2 : Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content

Additional Attachments:

 "Example Outline" can not be found.

30 mins	<p>DEVELOPMENT > INTRODUCTORY PARAGRAPH: Ability to establish a controlling idea and consolidate information relevant to task.</p>	<p>FACTORS OF POPULATION Create a page that illustrates and explains the effects of a natural disaster on your ecosystem.</p>	<ul style="list-style-type: none"> • Writes a concise summary statement or draft opening. • Provides direct answer to main prompt requirements. • Establishes a controlling idea. • Identifies key points that support development of the controlling idea. 	<ul style="list-style-type: none"> • Offer several examples of opening paragraphs. • Ask class to discuss what makes them strong or weak. <p>Additional Instruction: Students will use their research on the natural disasters to create a page the illustrates and explains the effects that a natural disaster has on population. Students on a line piece of paper write close to a half page explanation how a natural disaster would affect the species they have researched. On another piece of paper on the top half they will create an illustration that visualizes their writing. In this mini-task the writing is the priority for those that finish quickly I would have then start the illustration. I found getting the pre-write accomplish and only when there is additional time allow the students to illustrate.</p>
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PACING SKILL AND DEFINITION PRODUCT AND PROMPT SCORING GUIDE INSTRUCTIONAL STRATEGIES

	<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.W.7 : Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.CCRA.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p>			
<p>1 hr and 30 mins</p>	<p>DEVELOPMENT > BODY PARAGRAPHS: Ability to construct an initial draft with an emerging line of thought and structure.</p>	<p>INITIAL DRAFT Write the initial draft of your book, each page according to their table of context should have just less then a half of page writing that explains biotic and abiotic interactions of the topic of that page.</p>	<ul style="list-style-type: none"> ● Provides complete draft with all the pages to their book. ● Support their explanations with evidence from their research. 	<ul style="list-style-type: none"> ● Encourage students to re-read prompt partway through writing, to check that they are on track. ● Encourage students to fully explain the interactions on each page. <p>Additional Instruction:</p> <p>For example: The autotroph page students will explain how producers interact with other producers, consumers, decomposers, water, soil, oxygen, nitrogen, carbon dioxide, sunlight, and temperature. This explanation should be supported by the students research. I use line paper to do this initial draft about two pages of their book per page of line paper. Once the students have completed their draft they can work on their illustrations on white paper. Please remind them to only use the top half, because the bottom half will have their final draft of their writing. I would also explain to them that their book will be bind so leave about a inch on the side or top depending on how their book will open.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.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 tasks, purposes, and audiences.</p> <p>CCSS.ELA-LITERACY.CCRA.W.9 : Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p>CCSS.ELA-LITERACY.CCRA.W.8 : Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.</p> <p>CCSS.ELA-LITERACY.CCRA.W.7 : Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.</p> <p>CCSS.ELA-LITERACY.CCRA.W.4 : Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p>CCSS.ELA-LITERACY.CCRA.W.3 : Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.</p> <p>CCSS.ELA-LITERACY.CCRA.W.2 : Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p>				
<p>Additional Attachments:</p> <p>📄 "Autotroph Page" can not be found.</p>				

"The Niche Book" Time to Publish!

PACING	SKILL AND DEFINITION	PRODUCT AND PROMPT	SCORING GUIDE	INSTRUCTIONAL STRATEGIES
30 mins	<p>REVISION, EDITING, AND COMPLETION > REVISION: Ability to refine text, including line of thought, language usage, and tone as appropriate to audience and purpose.</p>	<p>PEER EDITING Peer edit the rough draft to align with the research notes of your partner.</p>	<ul style="list-style-type: none"> Research notes has annotated suggestions to improve writing. 	<ul style="list-style-type: none"> Model the process to the students Time each page revision at five minutes. <p>Additional Instruction:</p> <p>Students will exchange their writing with a peer to edit. The peer editor will use the other students research to provide a suggestion to enhance their partners writing per page of their book. This mini-task focuses on the content that is used in the students writing. The editor will use a highlighter to highlight the research notes and annotate which page the information will strengthen topic of that page.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.CCRA.W.5 : Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</p>				
40 mins	<p>REVISION, EDITING, AND COMPLETION > EDITING: Ability to proofread and format a piece to make it more effective.</p>	<p>CORRECT DRAFT Revise draft to have sound spelling, capitalization, punctuation, and grammar. Adjust formatting as needed to provide clear, appealing text using the suggestions from your partner to enhance your book.</p>	<ul style="list-style-type: none"> Provides draft free from distracting surface errors. Uses format that supports purpose. 	<ul style="list-style-type: none"> Briefly review selected skills that many students need to improve. Teach a short list of proofreading marks. Assign students to proofread each other's texts a second time.
<p>Standards:</p> <p>CCSS.ELA-LITERACY.WHST.6-8.5 : With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.</p>				
1 hr and 30 mins	<p>REVISION, EDITING, AND COMPLETION > FINAL DRAFT: Ability to submit final piece that meets expectations.</p>	<p>FINAL PIECE, TIME TO PUBLISH Create your final draft, print, then cut and paste to the bottom of your illustrations.</p>	<ul style="list-style-type: none"> Fits the "Meets Expectations" category in the rubric for the teaching task. 	<p>An additional day may be needed to finish illustrations depending on how students managed their time.</p> <p>The illustrations I assign for homework, however, there might be ample time in class to finish them.</p> <p>They can also write below if technology is not available. Students will need to complete all their illustrations before the pasting takes place.</p>
<p>Standards:</p> <p>CCSS.ELA-LITERACY.W.8.10 : 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.</p> <p>CCSS.ELA-LITERACY.W.8.6 : Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.</p>				
<p>Additional Attachments:</p> <p>■ "Student Book" can not be found.</p>				

Section 4: What Results?

Student Work Samples

No Type Defined



Front Cover of Book



Front Cover with rubric



Autotroph page with rubric



Factors of Population



Flow of Energy Diagram



Glossary with rubric



Decomposer page with rubric



Heterotrophs



Symbiotic Relationships



Symbiotic Relationships



Abiotic Factors

Teacher Reflection

Not provided

All Attachments

- 🔗 **North Carolina Wildlife Resources and Conservation :**
<https://s.ldc.org/u/4vkq6nvn0fq1zye4yafwf7bi>
- 🔗 **The Audubon Institute :** <https://s.ldc.org/u/8egw2tw3uf28gokmforg1jgc1>
- 🔗 **The Encyclopedia of Earth :** <https://s.ldc.org/u/1mg9aelsj3ju62p9wufel8cvm>
- 🔗 **How Stuff Works Science :** <https://s.ldc.org/u/zs3p4e420aa4zysfm99wyy5>
- 🔗 **Live Science Mount-St-Helens Eruption :** <https://s.ldc.org/u/3gvfbw3kh3n0e0cs5rr31grmc>
- 📄 **Front Cover of Book :** <https://s.ldc.org/u/2sfxt09x3tonfmhiywolclc26>
- 📄 **Front Cover with rubric :** <https://s.ldc.org/u/a2wmijhlyq9q49t043ojvxg8k>
- 📄 **Autotroph page with rubric :** <https://s.ldc.org/u/ak73yucz2j48xtl1hfdjdw57n>
- 📄 **Factors of Population :** <https://s.ldc.org/u/80aadqs6wpeb3744qsh72wfzo>
- 📄 **Flow of Energy Diagram :** <https://s.ldc.org/u/evasgoytbra76zyc1p0yhhult>
- 📄 **Glossary with rubric :** <https://s.ldc.org/u/9xyy9nudgoceg4bwaznh4i3m1>
- 📄 **Decomposer page with rubric :** <https://s.ldc.org/u/547sgfy6ptl95qoozbr23hbcz>
- 📄 **Heterotrophs :** <https://s.ldc.org/u/4pglzird6d4wq0004xup5kfrh>
- 📄 **Symbiotic Relationships :** <https://s.ldc.org/u/8cjuojm4vmb41y7v5m1fq1j8j>
- 📄 **Symbiotic Relationships :** <https://s.ldc.org/u/9l745zf4bqdaq9yqetkwzm654>
- 📄 **Abiotic Factors :** <https://s.ldc.org/u/e26m4qkx0xkdb8o267yrz0q6z>