

## Unit Focus

Students will write many non-fiction texts on a topic in writing during this unit – at least one expository and the other literary. Students may want to pursue writing magazine articles, news stories, literary and expository pieces as they experiment with ways to teach a variety of audiences about the topic. Students will use text features and structures purposefully to teach about a topic. The important reading work provides a bridge to the main writing work that students will do as they move from being writers of topics they know a lot about to researchers who write about the information that they have synthesized from many sources with consideration of the many perspectives authors bring to nonfiction.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer		
<p><b>Common Core</b> <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>(CCSS.ELA-LITERACY.W.3.3)</i> <ul style="list-style-type: none"> <li>○ Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. <i>(CCSS.ELA-LITERACY.W.3.3.A)</i></li> <li>○ Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <i>(CCSS.ELA-LITERACY.W.3.3.B)</i></li> <li>○ Use temporal words and phrases to signal event order. <i>(CCSS.ELA-LITERACY.W.3.3.C)</i></li> </ul> </li> <li>• Writing           <ul style="list-style-type: none"> <li>○ With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1– 3 above.) <i>(CCSS.ELA-LITERACY.W.3.4)</i></li> <li>○ With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>(CCSS.ELA-LITERACY.W.3.5)</i></li> <li>○ With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and</li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Generate and capture ideas (e.g., from mentor authors, personal experiences) to explore in writing (Imagining.)</p> <p>T2 Use the writing process to thoughtfully produce and publish with a variety of tools for many intended audiences, purposes and messages. (Product Creation)</p>		
	Meaning		
	Understanding(s)	Essential Question(s)	
	<p><i>Students will understand that...</i></p> <p>U1 Writers explore ideas that are important to them for a variety of audiences, purposes, and messages.</p> <p>U2 Writers use a cyclical process of planning, drafting, revising, editing, publishing and reflecting to make their writing better.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 How does my audience influence what I write and the way I write?</p> <p>Q2 How do I use another author's craft and structure to develop my idea or topic?</p> <p>Q3 Informational Writing Focus: How do I ask an important question worthy of writing about? How do I use that to plan my writing for a specific audience and purpose?</p>	
	Acquisition of Knowledge and Skill		
	Knowledge	Skill(s)	
<p><i>Students will know...</i></p> <p>K1 Informational genres include expository and narrative.</p>	<p><i>Students will be skilled at...</i></p> <p>S1 Using a RAN Chart to gather research information.</p>		

## Stage 1: Desired Results - Key Understandings

<ul style="list-style-type: none"> <li>○ collaborate with others. <i>(CCSS.ELA-LITERACY.W.3.6)</i></li> <li>○ 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. <i>(CCSS.ELA-LITERACY.W.3.10)</i></li> <li>● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.3.1)</i> <ul style="list-style-type: none"> <li>○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <i>(CCSS.ELA-LITERACY.L.3.1.A)</i></li> <li>○ Form and use regular and irregular plural nouns. <i>(CCSS.ELA-LITERACY.L.3.1.B)</i></li> <li>○ Form and use regular and irregular verbs. <i>(CCSS.ELA-LITERACY.L.3.1.D)</i></li> <li>○ Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. <i>(CCSS.ELA-LITERACY.L.3.1.E)</i></li> <li>○ Ensure subject-verb and pronoun-antecedent agreement.* <i>(CCSS.ELA-LITERACY.L.3.1.F)</i></li> <li>○ Produce simple, compound, and complex sentences. <i>(CCSS.ELA-LITERACY.L.3.1.I)</i></li> </ul> </li> <li>● Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>(CCSS.ELA-LITERACY.L.3.2)</i> <ul style="list-style-type: none"> <li>○ Capitalize appropriate words in titles. <i>(CCSS.ELA-LITERACY.L.3.2.A)</i></li> <li>○ Use commas and quotation marks in dialogue. <i>(CCSS.ELA-LITERACY.L.3.2.C)</i></li> <li>○ Form and use possessives. <i>(CCSS.ELA-LITERACY.L.3.2.D)</i></li> <li>○ Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). <i>(CCSS.ELA-LITERACY.L.3.2.E)</i></li> <li>○ Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. <i>(CCSS.ELA-LITERACY.L.3.2.F)</i></li> </ul> </li> </ul>	<p>K2 The types and purposes of text features found in nonfiction</p> <p>K3 The type of information found in a glossary vs. a table of contents</p> <p>K4 To use boxes and bullets to organize information</p> <p>K5 Content Vocabulary: Research, Design, Summary, Topic, Informational, Sources, , Glossary, Table of Contents, Heading, Caption, Photograph, Diagram, Chart, Graph, Caption, Label, Sidebar, Nonfiction text Structures, Expository, Compare Contrast, Question/Answer, Chronological, Cause/Effect, Narrative nonfiction, Literary Nonfiction, Main Idea, Supporting Details, Position, Thesis, Information, Persuasion, Text Set, Bibliography, Source, Copyright Date, regular and irregular plural nouns, simple, compound, and complex sentences</p>	<p>S2 Using a rubric to self-evaluate and set goals for writing.</p> <p>S3 Planning, drafting and revising nonfiction text features and structures to match the audience, purpose and message.</p> <p>S4 Writing an introduction and conclusion to match the audience, message and purpose.</p> <p>S5 Using planned text structure to create plans for writing.</p> <p>S6 Self-selecting topics to write about.</p> <p>S7 Using the writing process to develop informational texts.</p> <p>S8 Using content-based vocabulary in speaking and writing.</p> <p>S9 Discussing plans and ideas for shared products with peers, using agreed upon rules for discussion.</p> <p>S10 Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences</p> <p>S11 Form and use regular and irregular plural nouns.</p> <p>S12 Form and use regular and irregular verbs.</p> <p>S13 Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</p> <p>S14 Ensure subject-verb and pronoun-antecedent agreement.</p> <p>S15 Produce simple, compound, and complex sentences.</p> <p>S16 Capitalize appropriate words in titles.</p> <p>S17 Use commas and quotation marks in dialogue.</p> <p>S18 Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).</p> <p>S19 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>S20 Consult reference materials, including beginning dictionaries, as needed to check and correct</p>
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## Stage 1: Desired Results - Key Understandings

- Consult reference materials, including beginning dictionaries, as needed to check and correct spellings. *(CCSS.ELA-LITERACY.L.3.2.G)*
- Use knowledge of language and its conventions when writing, speaking, reading, or listening. *(CCSS.ELA-LITERACY.L.3.3)*
  - Choose words and phrases for effect.\* *(CCSS.ELA-LITERACY.L.3.3.A)*

### Student Growth and Development 21st Century Capacities Matrix

#### *Creative Thinking*

- **Imagining:** Students will be able to conceive of a novel approach to create a text, performance, solution, application, or inquiry. *MM.2.2*

#### *Collaboration/Communication*

- **Product Creation:** Students will be able to effectively use a medium to communicate important information (findings, ideas, feelings, issues, etc.) for a given purpose. *MM.3.2*

spellings.

S21 Form and use possessives.

S22 Choose words and phrases for effect.