Common Core Unit Map

Grade Level: 3 Subject: Writing

Trimester 3

**Unit: Informative/explanatory - Research Report/Informational Books** **Unit Length: 5 weeks**

| Enduring Understanding(s): | Essential Question(s): |
|---|---|
| Nonfiction writers get ideas from their lives, their passions, and topics they have expertise in.<br><br>Nonfiction writers use interesting word choice, topic-specific vocabulary, various text structures and text features to convey their ideas.<br>Nonfiction writers study mentor authors to learn how to write well.<br>Nonfiction writers use details, pictures, diagrams, and other graphics to enhance the information presented in their writing piece. | |

| **Common Core Standards** | **Common Core en español** |
|---|---|
| Writing Standards<br>**Text Types and Purposes**<br>2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.<br>a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.<br>b. Develop the topic with facts, definitions, and details.<br>c. Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.<br>d. Provide a concluding statement or section.<br>***Production and Distribution of Writing***<br>4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.<br>5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.<br>6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.<br>**Research to Build and Present Knowledge**<br>7. Conduct short research projects that build knowledge about a topic.<br>8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.<br>**Range of Writing**<br>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 | Estándares de escritura y redacción<br>***Tipos de texto y sus propósitos***<br>2. Escriben textos informativos y explicativos para examinar un tema y transmitir ideas e información con claridad.<br>a. Presentan un tema y agrupan la información relacionada con el mismo, incluyen ilustraciones cuando son útiles para ayudar a la comprensión. b. Desarrollan el tema con hechos, definiciones y detalles.<br>c. Usan palabras y frases de enlace (ejemplo: también, otro, y, más, pero) para conectar ideas dentro de las categorías de información.<br>d. Ofrecen una declaración o sección final.<br>***Producción y redacción***<br>4. Con la orientación y el apoyo de adultos, producen redacciones en las cuales el desarrollo y la organización son adecuadas a la tarea y el propósito.<br>5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planeación, revisión y corrección.<br>6. Con la orientación y el apoyo de adultos, usan la tecnología para hacer y publicar escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás.<br>**Investigación para la formación y presentación de conocimientos**<br>7. Llevan a cabo proyectos cortos de investigación que amplían sus conocimientos sobre un tema.<br>8. Recuerdan información de experiencias o recopilan información de materiales impresos y fuentes digitales; toman breves notas sobre las fuentes de información y ordenan la evidencia en las categorías establecidas.<br>**Rango de escritura y redacción**<br>10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para un rango de tareas específicas a una disciplina, propósito y audiencia. |

## Assessment

| Summative: | Other Formative Assessments: |
|---|---|
| Authentic student work (How to) published at the end of the unit scored with a Common Core Aligned Rubric. | -Anecdotal conferring notes of student's writing progress<br>-Quick writes/Journal samples related to explanatory/informative writing |

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## Learning Plan

**Mentor Texts for Nonfiction**

Extensive collection of nonfiction books and texts in appropriate languages at a variety of reading levels, including catalogs, magazines, such as *Time for Kids*, *Kids Discovery Magazine*, *National Geographic for Kids, The Weekly Reader from Scholastic*, *Ranger Rick, or Highlights.*

Scholastic: http://teacher.scholastic.com/scholasticnews/
National Geographic Kids: www.nationalgeographic.com/kids/index.html
Time for Kids www.timeforkids.com,
National Geographic for Kids http://news.nationalgeographic.com/kids/

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or help students identify the features of non fictions texts such as a table of contents, captions, italics, detailed diagrams etc. The mentor texts are not limited to picture books or magazine articles, they may also be published work by student writers.

South Bay Union School District

Published student can be found on the website below. (see grades 3-5 Informative student samples from the website of the South Bay Union School District) http://www.sbusd.org/Page/4420

### English

*You Decide to Go to the Moon* by Faith McNulty
*The Top of the World* by Steve Jenkins
*Exploding Ants* by *Joanne Settel*
*Everglades* by Jean Craighead George
*Predator!* By Bruce Books
*The Honey Makers* by Gail Gibbons
*Sky Tree* by Thomoas Locker
*Our Natural Homes* by Sneid B. Collard III
*A River Ran Wild* by Lynne Cherry
*Germs Make Sick* by Melvin Berger
*The Honey Makers* by Gail Gibbons
*How to Babysit and Orangutan Darling* by Kathy & Tara Darling
*Is this a House for Hermit Crab?* By Megan McDonald
*Buzz! A Book about Insects* Melvin Berger
*How Big Were the Dinosaurs?* Bernard Most
*Into the Sea* by Brenda Z. Guiberson,
*Red-Eyed Tree Frog* by Joy Cowley
*Tigress* by Nick Dowson
*Chameleons Are Cool* Martin Jenkins
*Gentle Giant Octopus* by Karen Wallace
*The Life and Times of the Peanut* by Charles Micucci
*One Tiny Turtle* by Nicola Davies
*Rain, Rain, Rain Forest* by Brenda Guiberson,
*The Snail's Spell* by Joanne Ryder
*The Bee Keepers* by Gail Gibbons
*Where the River Begins* by Thomas Locker
*Into the Sea* by Brenda Z. Guiberson
*All About Rattlesnakes* by Jim Arnosky
*Are You a Snail?* by Judy □lìen
*Walj On! A Guide for Babies of All Ages* by Marla Frazee
*Bat Loves the Night* by Nicola Davies

### Español

*Caminos* by Zose Marti
*Voces* by Luis Valdez, Judith Baca and Carlos Jinlay
*Pasos* by Zita Moreno
*Cuadros de me Familia in mi Familia* by Carmen □arza
*Un pasem por el borque Iluvioso* by K. Pratt
*Life in the Rqinfmresô/La vida en!las selwas* by Lucy Baker MM)
*Mexico the Culture/Mexico: Su cultura* by Bobbie Ialman
*La vida en los océanos* by"Lucy Baker
*La vila en los desiertos* by Lucy Baker
*All the Colors We Are/Todos los colores de"nuestra piel* by Katie Kissinger
*Dolphins/Delfines* by Kathleen Pohl
*Las patas del flamenco* by Emma Romeu
*Mariposas/Butterflies* by Jason Cooper
*Sea Horses/Caballitos de mar* by Valerie J. Weber
*Those Mean Nasty Dirty Downright Disgusting but…Invisible Germs/Esos desagradables detestables sucios completamente asquerosos pero…invisibles gérmenes* by Judith Anne Rice

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| *All Honuybees* by Deborah Heiligman<br><br>*The Life and Times of the Honeybee* by Charles MicuccI<br>*The Honey Makers* by Gail Gibbons<br>*Bully for You, Teddy Roosevelt!* by`Jeao(Gritz<br>*Babe Ruth Saves Baseball*! by F2an Murphy<br><br>*Amelia and Eleanor Go For a Ride* by Pam Mtnoz Ryan | |

**Professional Resources**

Nonfiction Writing: Procedures and Reports by Lucy Calkins and Laurie Pessah

Mentor Texts: Teaching Writing Through Children's Literature, K-6 by Lynne R. Dorfman and Rose Cappelli

Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature by Lynne R. Dorfman and Rose Cappelli

Nonfiction Craft Lessons: Teaching Information Writing K-8 by Joann Portalupi and Ralph Fletcher

Nonfiction Matters: Reading, Writing, and Research in Grades 3-8 By: Stephanie Harvey

***Lesson Planning Resources available online:***

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.

**Research and Content Area Writing: Grade 3**

**Informational Writing**

http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

**Fin d PDF**

Denver Public Schools – Language Literacy and Cultural Studies – See Grade 2/Unit 3

See Grade 4 Unit 6 – Research Genre

http://curriculum.dpsk92.org/lang_litaracy_cultural/literacy/elem_lit/curric_instruc_assess/plannyng_guides/3/index.shtml

K-6 Backwards Planning for Success with Writing and the Common Core Standards

http://www.knoxeducation.com/teashing-writing-common-core-standards

Portlaod Public Schools/K-5 Writing Uni4s /n Research, How To, and All About Bmokw

Research Report ×riting

http://www.pps/k12.or.us/departments/curriculum/2022.htm

Jefferson County Public Schools/Literacy Resource Closet - Informative /Explanatory Units for K-2, 2-3, and 4-5

http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html

http://www.jefferson.k12.ky.us/departments/gheens/Curriculum%20Maps/Curriculum_Map_Literacy.html

Colorado Springs K-5 Nonfiction Writing Resources

http://www.d11.org/Instruction/Literacy.LanguageArts/Pages/k-5-Writing-Resources.aspx

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## Grade Level Standards

| Common Core Standards | Common Core en español |
|---|---|
| Reading Standards<br>2. Determine the main idea of a text; recount the key details and explain how they support the main idea.<br>3. Describe the relationship between a series of historical even\|s sciantific ideas or concepts, or steps in technical procedures in a text, using l`nwuage that pertains to time, sequunce, and cawse/effect. | Estándares de lectuba<br>2. Determinan la idea principal de0un texto, recuentan hos detalles clave y explican la forma en"que apoyan a la idea principal.<br>3. Describån la relación entre una serye de acontecieientos históríigos, ideas o conceptos científicos, o pasos en los `rocedimientos técnicos en un tex\|o, usando un le~guaje que se òefiere al tiempo, secuencia y causa/efecto. |
| Language Standqrds<br>**1. Demonstrate command of the conve.tions of staîdard Anglish grammar and usage when writing or speaking.**<br>i. Form and qse comparative and superlative adjectives and adverbs and chogse between them depending on what needs to be modified.<br>2. Demonstratd command of the conventions of standard English capitaliZation, punctuation, and spelling when writing.<br>d. Form and use ðossessives. | Estándares De lenguaje<br>**1.`Demuestran dominio de las normativas de la gramática!lel espiñol y su uso al escribir y hablar.**<br>i. orman y usan adjetivos y adverbios en sus tres grados: positivos, comparativos, superlativos, en concordancia a lo que modifican (ejemplo: Juan es alto; Juan y Pedro s/n más altos que Pedro; El máó alto es Juan).<br>2. Demuestran dominio de las normat)vas dul español para el uso de las letpas mayúsculas, signos de puntuación y ortogzafía al escribir.<br>d. Forman y usan la pseposición “de” para indicar el posesivo. |
| Wpeaking & Listening<br>2. Determine the main ideas and support)ng details of a \|ext read alnud or information presented in divmrse media aod formats, including visually, quantitatively, and orally. | Audición`y expresión oral2. Determinan las ideas principales y detalles de apoyo de un tepto leído en voz alta, o información presentada en divårsos$medios de Comunicación x(formatos visuales, cuantitativos y oRales.<br>2. Determinan las ideas principales y detalles de apoyo de un tepto leído en voz alta, o información presentada en divårsos$medios de Comunicación x(formatos visuales, cuantitativos y oRales. |
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| ELD Standards | | | |
|---|---|---|---|
| Part 1: Interacti~g in Meaningful Ways | | | |
| | Emergi~g | Exqanding | Bridgino |
| **A.0Collaborative** | ***2. Interacting via writden English***<br>Collaborate with peers on joint writing projects of short informational and literary texts, using technology where appropriate for publishing, graphics, etc. | ***2. Interacting via written English***<br>Collaborate with peers on joint writing projects of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. | ***2. Interacting via written English***<br>Collaborate with peers on joint writing projects of a variety of longer informational and literary texts, using technology where appropriate for publishing, graphics, etc. |
| **B. Interpretive** | ***6. Reading/viewing closely***<br>Describe ideas, phenomena (e.g., insect metamorphosis), and text elements (e.g., main idea, characters, setting) based on understanding of a select set of grade-level texts and viewing of multimedia with substantial support. | ***6. Reading/viewing closely***<br>Describe ideas, phenomena (e.g., how cows digest food), and text elements (e.g., main idea, characters, events) in greater detail based on understanding of a variety of grade-level texts and viewing of multimedia with moderate support. | ***6. Reading/viewing closely***<br>Describe ideas, phenomena (e.g., volcanic eruptions), and text elements (e.g., central message, character traits, major events) using key details based on understanding of a variety of grade-level texts and viewing of multimedia with light support. |
| **C. Productive** | ***10. Composing/Writing***<br>a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently.<br>b) Paraphrase texts and recount experiences using key words from notes or graphic organizers. | ***10. Composing/Writing***<br>a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization.<br>b) Paraphrase texts and recount experiences using complete sentences and key words from notes or graphic organizers. | ***10. Composing/Writing***<br>a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register.<br>b) Paraphrase texts and recount experiences using increasingly detailed complete sentences and key words from notes or graphic organizers. |
| Part 2: Learning About How English Works | | | |
| **A. Structuring** | ***1. Understanding text structure***<br>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts. | ***1. Understanding text structure***<br>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion. | ***1. Understanding text structure***<br>Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts. |
| **B. Expanding** | ***3. Using verbs and verb phrases***<br>Use frequently used verbs, different verb types (e.g., doing, saying, being/having, thinking/feeling), and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for recounting an experience). | ***3. Using verbs and verb phrases***<br>Use a growing number of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple past for retelling, simple present for a science description). | ***3. Using verbs and verb phrases***<br>Use a variety of verb types (e.g., doing, saying, being/having, thinking/feeling) and verb tenses appropriate for the text type and discipline to convey time (e.g., simple present for a science description, simple future to predict). |

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| **C. Connecting** | ***6. Connecting ideas***<br>Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using and, but, so). | ***6. Connecting ideas***<br>Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came.*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well.*). | ***6. Connecting ideas***<br>Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*). |