

Informational Writing: Grade 3

Stage 1 Desired Results

ESTABLISHED GOALS:		
<u>Competencies:</u> Students will demonstrate the ability to compose informative text in order to clearly communicate new knowledge with a specific focus. <u>Content Standards:</u> <u>Text Types and Purposes</u> <u>Production and Distribution of Writing</u> - W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <u>Production and Distribution of Writing</u> - W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. - W.3.5 With guidance and support from adults and peers, develop and strengthen writing as needed by planning, revising, and editing. - W.3.6 With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others. <u>Research to Build and Present Knowledge</u> - W.3.7 Conduct short research projects that build knowledge about a topic. - W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <u>Range of Writing</u> - W.3.10 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. <u>Conventions of Standard English</u> - L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. - L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Knowledge of Language</u> - L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.	<i>Transfer</i>	
	Students will be able to independently use their learning to <i>gain information from their reading and communicate what they learned.</i>	
	<i>Meaning</i>	
	ENDURING UNDERSTANDINGS <i>Students will understand that...</i> - producing clear ideas as a writer involves selecting appropriate style and structure for an audience and is strengthened through revision and technology. - effective communication of ideas when speaking or writing relies on the appropriate use of language and conventions. - writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader. - effective research presents an answer to a question, demonstrates understanding of the inquiry, and properly cites information from multiple sources.	ESSENTIAL QUESTIONS <i>What is a big idea?</i>
	<i>Acquisition</i>	
	<i>Students will know...</i> - that informational text is written for a specific purpose: to inform, describe, or explain. - that informational text includes domain specific words. - that graphic organizers are helpful for developing writing ideas. - that technology can be used to produce and publish writing. - the function of nouns, pronouns, verbs, adjectives, and adverbs in general, but also their functions in particular sentences.	<i>Students will be skilled at...</i> - introducing a topic and grouping related information together. - including illustrations when useful to aiding comprehension. - developing the topic with facts, definitions, and details. - using linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. - providing a concluding statement or section. - selecting a writing structure to match task, purpose, and/or audience. - using the writing process to plan, revise and edit informational writing. - identifying and using digital tools to produce and publish writing.

		● using digital tools to collaborate/work with others. ● using the research process to become more knowledgeable about a topic of personal interest. ● recalling information from experiences or gathering information from print and digital sources. ● taking and sorting brief notes into provided experiences. ● writing for long and short periods of time depending on the task. ● forming and using regular and irregular plural nouns. ● using abstract nouns (e.g., childhood). ● forming and using regular and irregular verbs. ● forming and using simple verb tenses. ● ensuring subject-verb and pronoun-antecedent agreement. ● forming and using comparative and superlative adjectives and adverbs, and choosing between them depending on what is to be modified. ● using coordinating and subordinating conjunctions. ● producing simple, compound, and complex sentences. ● capitalizing appropriate words in titles. ● using commas in addresses. ● using commas and quotation marks in dialogue. ● forming and using possessives. ● using conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). ● using spelling patterns and generalizations when writing words. ● consulting reference materials, including beginning dictionaries, as needed to check and correct spellings. ● choosing words and phrases for effect.
--	--	---

		recognizing and observing differences between the conventions of spoken and written standard English.
Content Area Literacy Standards		21st Century Skills
<i>not applicable</i>		<i>communicate clearly</i> <i>access and evaluate information</i> <i>make judgements and decisions.</i> <i>collaborate with others</i>

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
1.OA.1 Use	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	