Grade Level	3rd Grade	Content Area	Writing
Course Title (grades 9-12 Only)			
Length of Unit	**6 lessons 7 days**	**Time of Year**	**2nd Quarter**
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Prior to this lesson, students have mastered the knowledge/skills described in the following Grade 3 standards: 3.RI.2. Determine the main idea of a text; recount the key details and explain how they support the main idea. 3.RI.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently. 3.RI.6. Distinguish their own point of view from that of the author of a text. 3.W.1. (a-d) Write opinion pieces on topics or texts, supporting a point of view with reasons. 3.W.8. Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. 3.LS.2. (a-g) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. In addition, and as a part of regular instruction, students have practice in how to summarize ideas, and write journal entries to document learning, to use Thinking Maps (including a 4 square organizer), and to use a Writer Checklist. Students also have knowledge that a paragraph is a group of sentences about the same topic. Students are comfortable using the computer and classroom resources to find information.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	The following methods of instruction are aligned to the Program of Instruction: (1) Common Core State Standard: instruction aligned to 3.W.2. (2) Direct Instruction: teacher-led and driven instruction. (3) Instruction in Small Class Size: 32-2 student-teacher ratio. (4) Understanding by Design (UbD): UbD lesson plan template used; title/objective identified for every lesson. (5) Differentiated Instruction: small group or one-on-one differentiated instruction used with scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations)		
Standard Number and Description *List the Number* and full description for the required Standard.*	**3.W.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information. d. Provide a concluding statement or section.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the*	Students will demonstrate synthesis of informative/explanatory text by writing multiple paragraphs about a topic related to Canada.		

curriculum sample.	
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	Students will be assessed using a 6-point scoring guide/rubric. A score of 80% will show mastery of the standard. A score of 6 = 100%, A score of 5.0-5.9 = 90-98%, A score of 4.0-4.9 = 80=89% (80% is mastery), A score of 3.0-3.9 = 70-79%, A score of 2.0-2.9 = 60-69%
Materials/Resources Needed	Student Writer's Notebooks, overhead projector, teacher created informative/explanatory paragraphs, chart paper, 3X3 sticky notes, access to multiple non-fiction texts on Canada, Internet access, Writing Assignment Sheet with Writer's Checklist (also a model of the assignment sheet completed by the teacher), Four Square Organizer, scoring rubric, overhead projector or smart board, classroom computer.

Lesson (add as needed)	**Instruction**	**Student Activities**
1	**Day One: Objective – Review features of I/E Text** • The teacher introduces this unit by telling students they will be writing about Canada. "We have learned a lot about Canada in the last month and you will be able to use what you've learned in your writing. Your biggest decision to make is WHAT you choose to write about Canada." • Begin the lesson by guiding the students through a review of what they know about informative/explanatory writing. The teacher draws a Venn diagram on the overhead and labels one circle as "fiction" and the other circle as "inform/explain." Tell students to recreate the Venn diagram on a clean page of their Writer's Notebook. Discuss examples of fiction and informational text they have read in class. • Then ask students for ideas about how to explain the differences between the two. Record their ideas on the Venn diagram. Then, ask students to record these ideas on the Venn diagram in their notebooks. • Share teacher created informative/explanatory paragraphs on one topic with students. Read the paragraphs with the students, and discuss what the paragraphs are about. The students know the word "topic" when reading paragraphs so ask them to buddy check with a partner to name the topic of the text. Class members share out. • Looking at each paragraph, ask students if there is one sentence in each	Students will participate in a discussion of fiction versus informational/explanatory text. They will copy down the Venn diagram into their writer's notebooks and copy the ideas discussed that the teacher writes on the projected Venn diagram. Students will follow along as the teacher reads sample paragraphs, participate with a buddy to determine the topic of each, and then share out in class. Students will glue two teacher created paragraphs into their writer's notebooks and with their buddy identify and underline the topic sentence in each before sharing with the class.

	paragraph that tells what the paragraph is about. Show students that the first sentence in each tells us the topic or main idea of the paragraph. Confirm that this is called the topic sentence. Call on students to come to the front of the class to underline the topic and topic sentence for each paragraph sample. • Provide students with 2 informative paragraphs on two different topics to glue into their Writer's Notebook. With their buddy, they are directed to discuss and decide the topic sentence in each and underline it. Call on students to check everyone understanding. • Use formative assessments to identify at-risk students, and provide them with small group or one-on-one differentiated instruction using scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	
2	**Day Two: Objective – Choose a topic for writing and write a topic sentence.** • Review with students what they remember from the previous lesson about topic sentences. Remind them that they will be writing their own informative/explanatory paragraphs about Canada, and they will have a choice in what they choose to write about. • The teacher has already created a circle map on the board. Each student has 5 sticky notes. The teacher explains, "We want to write as many ideas for Canada that we can. Write one idea for a topic on each sticky note and bring them to the front of the class to post on the circle map." • To help students generate ideas, model for them a think aloud. Then, once the circle map has all of their sticky note ideas, talk about the different topics on the map. Talk through which ones are interesting and would be good to write about. Choose an appropriate topic such as "National Parks" to model for students. • Give students their copy of the Assignment Sheet, and use a blank one on the overhead to model for the students how it should be completed. Have them write the due date of their final paragraphs on the appropriate line. • The teacher models completion of the Assignment Sheet, and says,	Students use their sticky notes to write one idea on each and post them on the teacher's circle map at the front of the classroom. After the teacher has modeled for them how to think through the ideas to choose a topic about Canada for them, they choose their own topic. Students record their Canada topic on their own Assignment Sheet. With teacher guidance, students record topic sentences on their Assignment Sheets. Typical student topic sentences for the topic of "sports in Canada." *"People in Canada play many different kinds of sports." "Most of the sports played in Canada are team sports." "Children in Canada play a lot of soccer."*

	"This will be my topic because it has many different parts that can be written about." • Guide students in deciding what Canada "topic" they will write about. Then have students write the topic in the appropriate area of the Assignment Sheet. • Again, remind students about the previous day's lesson about topic sentences. Review with them what they have already learned about inappropriate topic sentences ("This is about…" or "I'm writing about…" etc.) Explain that now that they have chosen a topic, they must write a topic sentence. • Guide students in their writing of their topic sentences and record them on their Assignment Sheet. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools such as demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations.	
3	**Day Three: Objective – Researching and developing a topic** • Revisit the modeled "National Parks of Canada" topic sentences from the previous day. Tell students that now it is time to do some research and to give facts and details about the topic they have chosen. • Begin by asking students what questions could be asked about this topic. For example, What are the names of the National Parks? What can you do at them? • Ask students to buddy check to ask questions about each other's topics. • Tell them, then, "What others want to know about your topic can give you a good idea about what answers to include in your writing. Those answers can be your facts and details about the topic." • Ask students to open their writer's notebook and record questions they have about their selected topic. • When they have finished, explain, "Now your questions will shape the research you will do to develop your topic." • Model for students how to use the classroom computers and printed resources and books to find information about their questions. Show students how to record information, not complete sentences or paragraphs.	Students will write questions about their chosen topic and check with a buddy check to ask questions about each other's topic. Students record additional questions in their Writer's Journal that may have been generated about their topic. Students use classroom resources to find answers to their questions and research their topics. Students record the information they find in their Writer's Notebooks..

	• Now that students have their topic and topic sentence, provide them with time to search for information to answer their questions about the topic. Circle the room to facilitate their success and monitor their use of print materials and the computer. • Provide at-risk students with differentiated instruction and scaffolding tools.	
4	**Day Four: Objective - Organizing a topic and using transitional words** • Tell students that now they will take their researched information and fill in a graphic organizer to create a writing piece. • Distribute a 4-square template to each student. Using the sample/model topic (National Parks), show students on the overhead how to fill in the three of the four squares for each paragraph by inserting their ideas in the boxes around the center. Instruct students to write the general ideas in the top of the boxes. • Discuss linking words with students. Give a few examples, then have students help brainstorm more words. • Using the words that are listed, write one on the top left hand corner of the 2nd and 3rd boxes of the modeled four square. Tell students that linking words connect ideas and can be used to start their sentences for the ideas and information they write about. MODEL this by using sentences for the "national parks" topic. • Next, show students how to use the information from their research to change those general topics into complete sentences using a linking word where appropriate. Carefully monitor their progress. • Provide at-risk students with small group or one-on-one differentiated instruction and use scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	After teacher modeling, students use a 4-square template to fill in three of the four squares for each paragraph they will be writing by inserting their ideas in the boxes around the center. Students help the teacher brainstorm a list of linking words and record them in their Writer's Notebook. Students use the information from their research to change their general topics into complete sentences on their organizer, using a linking word where appropriate.
5	**Day Five: Objective - Write a conclusion** • Review expectations for conclusions and prompt students for ideas for conclusions in informative/explanatory text. The teacher shows two sample paragraphs. "What ideas for writing a conclusion do these paragraphs give you?" • Model writing 3 satisfying conclusions for the sample topic (National Parks). Then, conduct a think aloud for students discussing which	Students provide the teacher with ideas for conclusions in informative/explanatory text. When prompted by the teacher, the look for the conclusions in the model paragraphs provided by the teacher. Students write possible conclusion sentences in their writer's notebooks. Students add their best conclusion sentences to the final box on their

	sentence best fits the writing piece and will leave the reader satisfied. • Have students write possible conclusion sentences in their writer's notebooks. • Model writing the chosen conclusion sentence for the sample topic in the final box of the four-square organizer. • Have students add their best conclusion sentences to the final box on their four square template. • Provide at-risk students with differentiated instruction in small groups or on one-on-one using scaffolding tools (demonstrations, modeling with thinkalouds; structured discussions; pre-teaching, re-teaching, extra-practices; visual aids, visual presentations).	four-square template.
6	**Day Six: Objective - Writing and editing a draft** • Put the teacher sample four-square on the overhead for students to see. Show students how to copy the writing from the four-square onto their rough draft paper. Students should copy the topic sentence first, then each additional sentence or set of sentences. Be sure to instruct students to use the linking words when writing their 2nd and 3rd topics. • Students should then be given a checklist to edit their draft. Students should spend time editing their draft.	Students will use their four-square to write a draft following the model provided by the teacher. Students will use the writer's checklist to edit their own draft.
7	**Day Seven: Objective - Writing a final copy** • Show students a final copy paper. Show students how to set up their paper with name and date. Remind students where to start their paper and how to indent properly. • Next, model for students how to copy their draft with their edits onto their final copy paper. • Finally, provide students time to write their final copy.	Students will write the final copy of their multi-paragraph informational/explanatory text and submit it to the teacher for scoring.

Informative/Explanatory Writing Assignment Sheet

You will write a paragraph about a topic related to Canada.

Final Copy Due: _____

My Topic: _____

My three possible topic sentences (put a star next to the one you chose):

_____

_____

_____

After writing your draft, use the following checklist to make sure your work is complete before you write your final copy.

Informative/Explanatory Writing Checklist

Ideas

____ ☐ I have a topic sentence.

____ ☐ I have at least 3 facts, definitions, or details about my topic.

____ ☐ I have enough information, but not too much.

____ ☐ My information is interesting.

Organization

____ ☐ My topic sentence grabs the reader's attention.

____ ☐ My topic sentence is easy to find.

____ ☐ My details make sense in the order they are in.

Word Choice

____ ☐ I used the best words for describing the details for my topic.

Sentence Fluency

____ ☐ I used linking words to connect my ideas.

Conventions

____ ☐ I have used capital letters correctly.

____ ☐ Periods, commas, exclamation points, question marks, and quotation marks are in the right places.

____ ☐ Words are spelled correctly.

____ ☐ I remembered to indent my paragraphs

Scoring Guide/Rubric for 3rd Grade Informative/Explanatory Writing

Outcome: (Standard 3.W.2) Students will demonstrate synthesis of informative/explanatory texts by writing multi-paragraphs about a topic related to Canada.

Writing Trait	Criteria	Score			
		F 1-2	A 3	M 4	E 5-6
Ideas & Content	1. The **introduction of the writing clearly identifies a topic that will be examined**.				
	2. The topic is **developed using relevant facts, definitions, details, or other information and examples**.				
Organization	3. **Related information is grouped together**.				
	4. There is a **recognizable concluding statement that makes sense for the information provided about the topic**.				
Word Choice	5. Words effectively **describe the details** of the topic.				
Sentence Fluency	**6. Uses linking words/phrases to connect ideas within categories of information.**				
Conventions	7. Uses correct punctuation and capitalization.				

FINAL SCORE: _____/6_____

Scoring

A score of 6 = 100%.
A score of 5.0-5.9 = 90-98%**.**
A score of 4.0-4.9 = 80=89% (80% is mastery)**.**
A score of 3.0-3.9 = 70-79%**.**
A score of 2.0-2.9 = 60-69%

(Calculating the Score: Total the score and divide that total by the number of criterion items listed on the Scoring Guide. This number over 6 equals the score for the paper. It can be no higher than 6/6. A score of 80% is mastery.)