A.5. CURRICULUM SAMPLE – Third Grade Writing

Grade Level	Content Area	Course Title	Unit Title
Grade 3	**Writing**	**N/A**	**Getting Organized for Non-fiction Writing**

Length of Unit	Time of Year Taught	Expected Prior Knowledge
5 Lessons taught over 5 Days	**2nd Quarter**	Every student should understand and use all concepts and skills from the previous grade levels with regard to Writing according to Common Core State Standards. Students should be trained in the basic use of Thinking Maps. This unit uses a circle map and a brace map. Students should know how to use a four square organizer for writing.

Unit Description

This unit is a compilation of lessons that instruct students in strategies to choose and narrow a writing topic. In this unit, students will learn how to effectively organize information and observations in a usable format for use in creating a writing piece. At the conclusion of this unit, students will craft a nonfiction writing piece.
Essential Questions: How do authors decide what to write about? What is an effective way to take notes? How do authors choose, narrow, and organize a topic? Enduring Understanding: Authors observe the world around them, take notes, and organize their ideas to craft an effective and informative nonfiction piece. Students will take organized notes about a topic, use a graphic organizer to organize ideas for putting them into a crafted writing piece.

Common Core Standards	**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	Students will create a written piece about Canada that includes a topic, facts and details, and a conclusion sentence.
Assessment Scoring	Students will be graded on a standard 6 traits rubric. However, students will only be graded on the traits of Ideas, Organization, Sentence Fluency, and Conventions. Students will receive 5 points for each trait for a total of 20 points. Students will need to score a total of 16 points (80%) to be considered as "mastering" the standard.
Materials/Resources Needed	Student Writer's Notebooks, overhead projector, pencils, various non-fiction texts, Student Topic Worksheets, *The Popcorn Book* by Tomie DePaola, chart paper, access to a library with multiple non-fiction texts on Canada, Internet access, note taking pages, Four Square Organizer, paper for Final Copy.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Lesson Instruction	**Day 1** Introduce students to	**Day 2** Explain to students that as	**Day 3** Read <u>The Popcorn Book</u>	**Day 4** Ask students where they can	**Day 5** Share with students that	**Day 6** Tell students that now they will take	**Day 7** Gather students on the carpet.	**Day 8** Put the teacher sample four square

	many nonfiction texts. This will not be the first time students have seen non-fiction text, but students will need to see good examples for this lesson. Show students two specific nonfiction books. Point out the text features of each book. Nonfiction includes headings, table of contents, pictures, captions, glossary, index, maps, charts, factual information, etc. As students locate the text features, lead a discussion	we have been writing narratives, we have written about things close to our heart. Inform them that when it comes to writing non-fiction, we should also choose topics that interest and excite us. Tell them that we also need to choose topics that can be easily researched and that we have some knowledge about. Explain to students that when we write, we usually start by brainstorming. Think aloud and explicitly model thinking of non-	by Tomie dePaola. Lead a conversation about how the author decided on popcorn as a topic rather than a bigger idea of snack foods or food in general. Discuss the factual information in the book. Point out when topic of popcorn is discussed in smaller detail. Was it mixed in with narrative language? Go through the sub headings and discuss with the class how the author broke the information up to make it more useful and readable. Help students	find information when researching a topic. Help students understand what resources are helpful when writing a non-fiction text. Chart the types of resources that students come up with and add any additional ideas that should be shared. Share with students how their research can be supported with resources. Model with a sample topic. Take students to the media center and have them research their chosen topic. They should use print and electronic resources.	authors who write informational text organize their information by sub topics before beginning their research. Show examples from specific texts. Tell students that it is very important to take good notes when collecting information as they are reading their sources. Good notes can help you remember facts and sources of information, and help them enrich their informational writing. Create a chart with students about what good note taking is. Model note	their researched information and fill it into a graphic organizer to create a writing piece. Show students the foursquare organizer that we have been using already this year. Using a topic already studied (perhaps colonies), show students on the overhead how to properly fill in the 4 square. Students will write a topic sentence in the center box of the 4 square. Then, they will write 3 sentences using the facts from the note taking in three of the other boxes. After modeling, provide students time to fill in their organizers properly with the	Review expectations for satisfying conclusions. Brainstorm ideas for satisfying conclusions in non-fiction. Have students write 3 possible conclusion sentences in their writer's notebooks. Provide students the opportunity to evaluate the conclusion sentences of their classmates. Have students add their best conclusion sentence to the final box on their four square.	up on the overhead for students to see. Now, 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 properly indent. Next, model for students how to take the information from the four square organizer and add it to the final copy. Finally, provide students time to take their writing from their four square organizer and put it into their own final writing piece. (If the teacher desires to extend this lesson, he or she could provide

	about how these features could help if they were to write their own nonfiction book. The text features help to understand the information better. The text features keep information that is alike organized. Explain to students that these features are what helps us when we need to do research for our own writing. Instruct students that they will be using a non-fiction text to create a list of ideas for writing. Inform them to use the features to help guide them.	fiction writing topics. Record ideas in front of students. Give students time to do their own brainstorming. Encourage students to choose a topic related to our study of Canada by using the topic sheet. Guide students to narrow their topic by having them ask questions about their topic.	see how they can focus their topic to smaller units. Instruct students in how to take their topic from yesterday and break it into smaller pieces. Show students how to take the topic and break it up by using a brace map (whole-part). Give students time to work on breaking and narrowing their topics.	Teach a mini-lesson on how to extract information from resources into a usable format. Give multiple examples of graphic organizers, lists, etc. Assist each student in choosing a format that works for him or her. Give students time to use their books and resources and extract information.	taking using the topic from lesson 3. Write the facts that pertain either to the subtopic (note taking activity sheet) or questions that may have been generated. Instruct students to fill out the note taking activity pages using information from yesterday and any new information encountered today.	information they have gathered on their research days.		additional days for lessons on editing and revising.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5	Lesson 6	Lesson 7	Lesson 8
Student Activities	**Day 1** Have students use the two different books to compare the two different kinds of writing. Discuss what nonfiction is not: doesn't have characters, plots, setting, etc. Have students do a turn and talk to name three text features of nonfiction text. Have students use their History textbooks to locate these text features	**Day 2** Have students create a circle map to list topics that interest them in the current Social Studies unit on Canada. They can use their information from yesterday and their textbooks to guide them. When map is complete have students to get out their writer's notebook and turn to the ideas section. Give students 5 minutes to choose a topic they wish to	**Day 3** Students will listen to the reading of <u>The Popcorn Book.</u> Students will take their topic and break it into pieces using a brace map. They should work with partners to help them with the narrowing. Have students share their ideas with the class, and have all students give input on how things are going with	**Day 4** Students will participate in figuring out where they can find information. Students will help to create a chart of this information. Students will begin researching their topic in the media center. Students will attentively listen to a lesson on how to extract information from resources and put it into a usable format.	**Day 5** Students will participate in the creation of a chart about effective note taking. Students will fill out one of the note taking activity pages. After gathering a number of facts that answer their questions from day 2, they can put the facts into complete sentences.	**Day 6** Students will listen to teacher instructions about how to properly fill out the 4 square organizer for non-fiction. Students will take information from their note taking and fill in the four square organizer with complete sentences that include their facts.	**Day 7** Students will write 3 possible conclusion sentences for their writing. Students will vote and make comments on other students' conclusion sentence options to help peer edit. Students will add their conclusion sentence to their four square organizer.	**Day 8** Students will observe the proper way to write their final copy. Students will follow the teacher's example to write their own final copy.

	in our current unit. Students will generate a list of writing ideas from the current social studies topic.	write about by using the Topic Sheet. Students will write questions about their topic that they would like to answer in their writer's notebooks.	topic selection and narrowing.	Students will extract information from resources and put it into lists or graphic organizers.				

Grade 3 Writing Assessment and Rubric

Summative Assessment for Performance Objective Mastery Assessment

Summative Assessments will be administered at the completion of a unit of study in order to assess the academic progress of students.

	IDEAS	ORGANIZATION	SENTENCE FLUENCY	CONVENTIONS
5	*Clear and focused paper holds the reader's attention * Ideas are fresh and original *Details are quality and go beyond the obvious and predictable *Ideas show insight and understanding of what is important	*Organization enhances the central idea and compels the reader through the text *Introduction and conclusion engage the reader and focus attention *Pacing, support, and transitions are controlled, logical, and effective	*Writing flows with rhythm and cadence *Purposeful and varied sentence structure enhances meaning *Writer has thought about the sound of the words as well as the meaning *Dialogue and fragments, if used, sound natural	*Conventions are used effectively to enhance readability *Only minor "touch-up" is needed to publish *Conventions are used for stylistic effect *Paragraphing is effecting *Spelling of difficult words is usually correct
4	*Topic is narrow and manageable *Paper is clear and focused *Details are relevant and provide important information * Writer shows involvement with the topic	*Order moves the reader easily through the text *Effective introduction and conclusion *Sequencing and details are logical and effective *Transitions work	*Sentences are well built and varied in structure *Writing has rhythm and flows naturally	*Conventions are generally correct and contribute to clarity *Piece is close to being ready to publish *Paragraphing is sound *Spelling is usually correct
3	*Development is general and may be unfocused * Topic is recognizable but theme is not clear *More general observations than specific details *Ideas are reasonably clear there's no strong sense of purpose	*Order moves the reader without confusion *Introduction and conclusion are present *Sequence is logical but "programmed" *Transitions and pacing are inconsistent *Organization doesn't always support main idea	*Writing has pleasant, steady beat *Sentences are usually grammatical but not well crafted *Some occasional variety in sentence structure	*Conventions are handled inconsistently *Paragraphing is awkward *Some errors are distracting but not serious *Spelling inconsistent *Moderate editing would fix most errors
2	*Topic is yet undefined and development is basic *More information is needed for support *Ideas are not detailed enough to show understanding	* Attempts at introduction and conclusion are recognizable *Connections are fuzzy *Sometimes the sequencing takes away from the content	*More mechanical than fluid *Sentences are routine and unvaried *Writing is inconsistent with some awkward phrasing	*Conventions distort meaning *Many errors distract from readability *Difficult words often misspelled *Extensive editing required for publication *Paragraphing is attempted
1	*No clear sense of purpose or topic *Reader must infer meaning *Information and details are limited and unclear	*No clear sense of direction *Order seems random *Connections are missing *No real introduction or conclusion *Reader is confused	*Sentences are choppy, incomplete, awkward, and unvaried *Even with editing, there would be no flow	*Errors repeatedly distract the reader and make the text difficult to read *Poor conventions are noticeable *Paragraphing is haphazard or missing *Extensive editing (every line) required

Note-taking Worksheet

Topic:

Subtopic:

Facts (use bullets to organize):

Source (Where did you find your information?

Topic Sheet

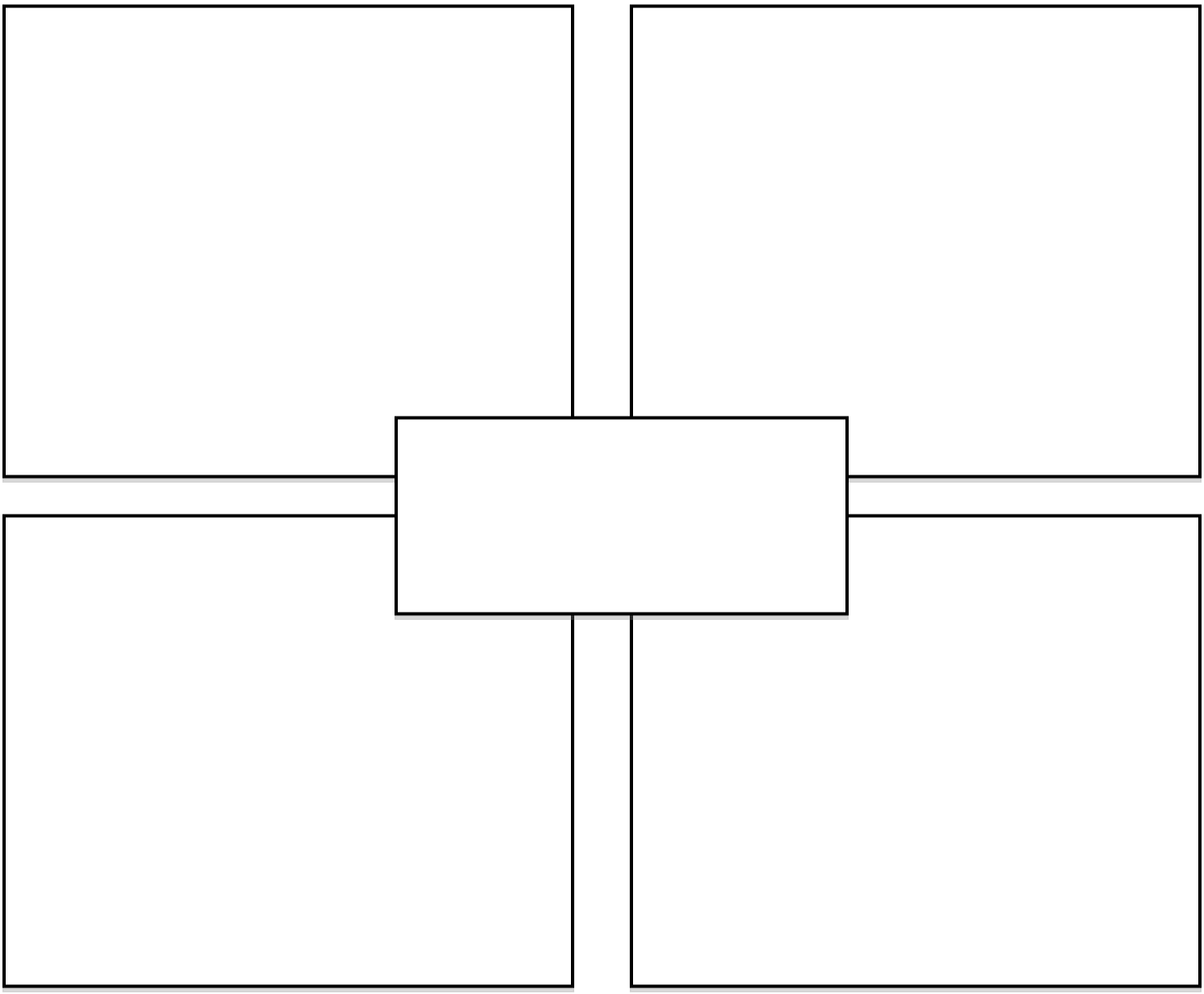
My possible topics:

1. _____ 2. _____

3._____ 4._____

Circle your selected choice above.

What I already know (use bullets to organize information)

What I want to know (use bullets to write your questions)

Four Square Organizer