

Department/Subject	Elementary - Grade 3 - Writing
Unit Theme	Unit 2: The Art of Information Writing
Duration	6-8 weeks
Can Do Statements Learning Targets Skills Standards (Student-friendly)	<ul style="list-style-type: none"> • I can teach readers information about a subject by including ideas, observations, and questions. • I can write a beginning in which I get readers ready to learn a lot of information about the subject. • I can use words to show sequence such as before, after, then, and later. I can also use words to show what didn't fit such as however and but. • I can write an ending that draws conclusions, asks questions, or suggests ways readers might respond. • I can group my information into parts. Each part is mostly about one thing that connects to my big topic. • I can write facts, definitions, details, and observations about my topic and explain some of them. • I can choose expert words to teach readers a lot about the subject. I can teach information in a way to interest readers. I may use drawings, captions, or diagrams. • I can use what I know about spelling patterns to help me spell and edit before I write my final draft. • I can get help from others to check my spelling and punctuation before I write my final draft. • I can punctuate dialogue correctly, with commas and quotation marks. • I can put punctuation at the end of every sentence. • I can write in ways that help readers read with expression, reading some parts quickly, some slowly, some parts in one sort of voice and others in another.
Core Vocabulary	generate (ideas), produce, write, develop, examine, genre, structure

	informative/explanatory, revise, draft, edit, craft, elaborate, subtopic, pronoun, antecedent, capitalization, punctuation, spelling, conventions, brochure
Learning Experiences	<p>Bend One: Organizing Information</p> <ul style="list-style-type: none"> - Writers organize information as they write. - Writers brainstorm several different ways to organize their information writing. - Writers consider different organizational structures, allowing themselves to think about a topic in new ways. - Writers use the organizational skills from writing their table of contents to help them plan their chapters. <p>Bend Two: Reaching to Write Well</p> <ul style="list-style-type: none"> - Writers use mentor texts to learn more about elaboration and apply these ideas to their own writing. - Writers connect the information in their chapters using different transitional strategies and phrases. - Writers balance interesting facts with engaging style. They use revision strategies that encompass both structure and word choice to enhance their voice. - Writers research to find information to enhance their writing. - Writers do large-scale revisions by rereading and thinking, “Is this the best I could possibly do?”. They also used checklists to look at goals. - Writers use mentor texts to discover introduction strategies. <p>Bend Three: Moving Toward Publication, Moving Toward Readers</p> <ul style="list-style-type: none"> - Writers review their writing, use a checklist, and make a plan for revision. - Writers use additional revision strategies to clear up confusion in their work, including imagining a different perspective and role-playing with a partner. - Writers use text features to enhance their writing. - Writers check the major facts that they’ve included to make sure they are as accurate as possible. - Writers edit and keep a close eye on the way they use paragraphs.

	<p>Bend Four: Transferring Learning from Long Projects to Short Ones</p> <ul style="list-style-type: none"> - Writers transfer the skills they've learned to plan and draft another piece (a content-specific information text). - Writers compare their plans for their drafts and use different strategies to revise either the original plan or the writing. - Writers reimagine the text they have already written (i.e., as a speech, brochure, or article)
Anticipated Outcome/ Assessment	Students will write an informational text about a topic they have studied or know a lot about. They will be expected to plan, draft, revise and edit. Their writing should include: an introduction, elaboration with a variety of information, organization, transition words, and a conclusion.
Additional Information	