

NCSU Third Informational Writing

DRAFT 2022

Grade: 3

Unit of Study: Informational

Possible text types and audiences: *(Choose an audience in collaboration with your students)*

Text types:

Audiences:

School community (ex. recorded news reports)

Families

Peers


Younger students (book/study buddies)

Estimated Time Frame for Unit:

Standards In Unit:

CCSS.ELA-LITERACY.W.3.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly. (a-d)

- Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- Develop the topic with facts, definitions, and details
- Use linking words and phrases (e.g., *also, another, and, more, but*) to connect ideas within categories of information.
- Provide a concluding statement or section.

 NCSU Language CCSS Continuum K-6

Prerequisites/Previous Year Learning Targets:

- be able to introduce their topic, and then focus their topic by coming up with subtopics
- begin to use linking words to put their ideas together to say more.
- be able to construct topic and connected concluding sentences.
- integrate information from multiple sources (interview, word of mouth, internet, movie, etc.)
- include different paragraphs and each paragraph tells different information about the topic that should include content words, definitions (glossary), and specific facts that show they are an expert on the subject
- provide a strong concluding statement or section that makes the reader think more deeply about the topic, and/or provides next steps
- apply what they are learning from Foundations to their independent writing pieces.

Current Learning Targets:

At the end of this unit, students will:

- know different ways to introduce their topic and choose the one that best fits their piece.
 - Ask a question, fun fact, *some people think that* (name animal) don't make good pets, but.....(Gail Gibbons books are a good resource)
- become more automatic in composing body paragraphs
- use linking words and phrases to connect ideas and expand sentences.
- vary their sentences to include different kinds of facts (use the words but, because, so ...)

- use embedded definitions (within the text) of important terms.
- investigate a topic by gathering information using multiple sources (eg. interviews, gathering evidence from experience, observation, texts) and taking notes.
- understand different ways to end and choose the way that best suits their intention.
- write a problem/solution paragraph (possibly during content area teaching).
- apply what they are learning during word study/grammar to an independent writing piece.

Essential Writing Questions

- How do authors go about creating the informational genre?
- How does understanding the informational genre's specific vocabulary support authors?
- How does writing about what we are learning clarify and deepen our understanding of content?
- How do authors ensure that their message is being effectively communicated to others?
- What is my writing process and how does that process support quality writing?

Possible Learning Activities:

- Beginning/planning (*Immersion*)
 - Elements of painted essay (organizational structure)
 - Read mentor texts
 - Brainstorm topics/subtopics
 - Practice using webs, boxes and bullets, and color coding
 - Practice gathering information from multiple sources
 - Use graphic organizers to group like information
- Middle (*Guide & Apply*)
 - Painted Essay
 - Hamburger paragraph [HAMBURGER PARAGRAPH writing resource](#)
 - Create topic sentences that relate to the "like" information that they gathered
 - Small group work; go through process of researching and writing about specific topic chosen by teacher
 - Practice researching topic and pulling out most important information for main sub-topics
- End (*Independent Application*)
 - Write a draft of research topic independently
 - teacher -run small groups to help address specific student needs
 - Publish the information (paper, poster, powerpoint, etc.)

Possible connections to reading and other content area instruction:

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Unit Assessment:

 [Grade 3 Informational Assessment.pdf](#)


Benchmark(s):


[Grade 3 Info Teacher Demonstration Text](#)

[Grade 3 Info Annotated Teacher Demonstration Text](#)

[Grade 3 Writing Samples](#)

Resources:

 [NCSU Grade 3 Problems and Possible Solutions for Opinion, Informational & Narrative](#)

 [Leads and Closures Sequence of Instruction \(1\) \(2\).pdf](#)

[Oakland Units of Study](#)

[Patterns of Power](#)