

Grade 3: Writing Text Types and Purposes Examples

Standards alignment:

W.3.1

Building:

Lincoln Elementary

Grade(s):

3

Quarter taught:

1 2 3 4

Team members:

Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard:

W.3.1

Directions: Copy and paste from the vertical alignment tool.

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Know the difference between fact and opinion
- b. Introduce the topic or text they are writing about, state an opinion and create an organizational structure that lists reasons
- c. Provide reasons that support the opinion
- d. Use transition words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- e. Provide a concluding statement or section.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to write opinion pieces on topics and texts, in which we introduce the topic, state an opinion, and create an organizational structure that lists our reasons.
- We will be able to distinguish between fact and opinion
- We are using transitional words and phrases, we will be able to provide reasons that support our opinions.
- We will be able to provide a concluding statement or section.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. Analyze the standard (3.1) and go over vocabulary.
2. Analyze text types that support opinions using a model text.
3. Determine what is needed for a complete sentence.
4. Know the difference between fact and opinion
5. Understand how "loaded words" impact the text.
6. Understand transitional words and phrases that make sense with opinion texts.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- Mini lessons - determine what makes an opinion;
- Sorting fact and opinion cards
- Look at transitional words and determine where the words could be used within an opinion piece.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Fact
- Opinion
- Point of view
- Organizational structure
- Transitional words and phrases
- Concluding statement
- Concluding section
- Text types
- Analyze
- Loaded words

Transitional words/phrases (e.g., Stating an opinion: in my opinion, I think, I feel, I am convinced, I believe, etc. For possible reasons: first, one reason to begin with, another reason is, in addition, finally, most importantly, lastly; For restating your opinion: All in all, clearly, obviously, as you can see, in conclusion).

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- *I can (include an example or description of proficient work) ...*

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment: W.3.2 Building: Lincoln Elementary

Grade(s): 3 Quarter taught: 1 2 3 4 Team members: Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard: W.3.2

Directions: Copy and paste from the vertical alignment tool.

Write informative/explanatory texts in which they name a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aid 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.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to write informative/explanatory pieces on topics and texts, in which we introduce the topic and convey ideas and information clearly.
- We will be able to develop the topic with facts, definitions and details.
- We will be able to use linking words to connect ideas.
- We will learn to construct a concluding statement.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- What prior knowledge, vocabulary, and skills are needed?
 1. Students will need to distinguish between facts, definitions, and details from the text.
 2. Students will need to work with grouping information into logical categories.
 3. Students will need to know and be able to use a variety of linking words for relevant purposes (emphasis, conclusion, sequence, etc.) Students will need guidance through a gradual release of responsibility using linking works and learning their proper placement.
 4. Students will need guidance and practice with developing a concluding statement.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking? Share examples or descriptions of what and how you will respond.

- Mini lesson to determine facts and details to be pulled from a mentor text that can be used in a writing piece.
- Practice determining which linking words make sense and where to place them.
- A mini lesson on grouping information into logical categories.
- Students should have multiple opportunities to practice skills with feedback, and opportunities to revise work according to the feedback.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Informative
- Explanatory
- Topic
- Facts
- Concluding statement
- Organizational structure
- Linking words
 - Also
 - Another
 - And
 - More
 - But

Transitional words/phrases (e.g., Stating an opinion: in my opinion, I think, I feel, I am convinced, I believe, etc. For possible reasons: first, one reason to begin with, another reason is, in addition, finally, most importantly, lastly; For restating your opinion: All in all, clearly, obviously, as you can see, in conclusion).

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- *Knowing that (surface)*
- *Knowing how (deep)*
- *Knowing with (transfer)*

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- *I can (include an example or description of proficient work) ...*

Step 8

Common assessments:

Directions: Identify what assessments will be used to measure student mastery?

Step 9

District approved resources:

Directions: List or link district-approved resources, activities, and units.

Assessments:

Content:

Strategies:

Standards alignment:
W.3.3

Building:
Lincoln Elementary

Grade(s):
3

Quarter taught:
1 2 3 4

Team members:
Pam Smith, John Smith, Dr. Leonard Nimo, Aaron Jackson

Step 1

Standard:

W.3.3

Directions: Copy and paste from the vertical alignment tool.

Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Step 2

Learning intentions:

Directions: In sequential steps, and in student friendly language, describe what the student will learn. Use as many sequential steps as needed.

- We are learning to establish a situation and introduce a narrator and/or characters
- We will be able to organize an event using temporal words and phrases to signal sequence/order.
- We will be able to use dialogue and descriptive words to show characters thoughts and feelings within a situation.
- We will be able to provide a sense of closure.

Step 3

Learning progressions:

Directions: Sequence the instructional steps that build upon one another and place them in order as they build in the unit.

- *What prior knowledge, vocabulary, and skills are needed?*

1. Identify the difference between a narrator and character.
2. Understand sequence of events.
3. Identify temporal words and phrases.
4. Determine when to use dialogue.
5. Identify how authors show thoughts and feelings of a character.
6. Understand why a sense of closure is important.

Step 4

Who benefited, who did not:

Directions: Explain what teachers need to do when students need extended time to learn or additional opportunities to expand their thinking?

Share examples or descriptions of what and how you will respond.

- Sequencing events, identifying characters' feelings and thoughts, identifying temporal words and phrases.
- Identifying and writing a complete closure and discussing why it is important.
- Identifying dialogue in a text and then writing sentences that contain dialogue.
- To practice punctuating dialogue correctly.

Step 5

Necessary vocabulary:

Directions: Identify necessary vocabulary that teachers need to identify for students to know and learn during the instructional unit.

- Narrative
- Effective techniques
- Descriptive details
- Sequence of events
- Temporal words and phrases
- Sense of closure

Step 6

Instruction and rigor:

Directions: Identify the instructional strategies used to move students through learning.

- Knowing that (surface)
- Knowing how (deep)
- Knowing with (transfer)

Consider how checks for understanding and retrieval practices will be embedded.

Step 7

Success criteria:

Directions: Identify the success criteria.

What are the steps or features of the learning intentions?

- I can (include an example or description of proficient work) ...

Step 8

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Directions: Identify what assessments will be used to measure student mastery?

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