



NPS Third Grade Writing Unit 4

Unit:	Informational Text
Estimated Timeframe:	30 days

Overarching Standards (NPS Essential Standards Highlighted)	
Priority Standards	Supporting Standards
<p>3.W.1.B.a-d Appropriate to genre type, develop a draft from prewriting: a. generating a main idea to support a multiple-paragraph text using a variety of sentence types, including imperative and exclamatory b. supporting the topic sentences within each paragraph with facts and details (from sources when appropriate) c. categorizing, organizing, and sequencing the supporting details into a text with a clear beginning, middle, and end d. addressing an appropriate audience</p>	<p>3.W.1.A.a Follow a writing process to plan a first draft by: a. using a simple prewriting strategy when given the purpose and the intended audience</p>
<p>3.W.1.C.a Reread, revise, and edit drafts with assistance from adults/peers to: a. develop and strengthen writing by revising</p> <ul style="list-style-type: none"> ● main idea ● sequence (ideas) ● focus ● beginning/middle/end ● details/facts (from sources, when appropriate) ● word choice (related to the topic) ● sentence structure ● transitions ● audience and purpose ● voice 	<p>3.W.1.D.a With assistance from adults/peers: a. use a variety of conventional tools and technology (including keyboarding skills) to produce and publish writing as well as to interact and collaborate with others</p>

<p>3.W.1.C.b Reread, revise, and edit drafts with assistance from adults/peers to: b. edit for language conventions</p>	<p><i>No priority standard alignment.</i></p>
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<p>Unit Missouri Learning Standards (NPS Essential Standards Highlighted)</p>	
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Priority Standards	Supporting Standards
<p>3.W.2.B.a Write informative/ explanatory texts that: a. introduce a topic or text being studied</p>	<p><i>No supporting standard alignment.</i></p>
<p>3.W.2.B.b Write informative/ explanatory texts that: b. develop the topic with simple facts, definitions, details, and explanations</p>	<p>3.W.1.A.a Follow a writing process to plan a first draft by: a. using a simple prewriting strategy when given the purpose and the intended audience</p>
<p>3.W.2.B.c Write informative/ explanatory texts that: c. use specific, relevant words that are related to the topic, audience, and purpose</p>	<p>3.SL.4.A.d,e Speak clearly, audibly, and to the point, using conventions of language when presenting individually or with a group by: d. choosing words and phrases for effect (adjectives, action verbs, figurative language) e. using academic language and conventions</p>
<p>3.W.2.B.d Write informative/ explanatory texts that: d. use the student’s original language except when quoting from a source</p>	<p><i>No supporting standard alignment.</i></p>
<p>3.W.2.B.e Write informative/ explanatory texts that: e. use transition words to connect ideas within categories of information</p>	<p><i>No supporting standard alignment.</i></p>
<p>3.W.2.B.f Write informative/ explanatory texts that: f. create a concluding statement or paragraph</p>	<p><i>No supporting standard alignment.</i></p>
<p>3.W.3.A.c Apply research process to:</p>	<p>3.W.3.A.a, b, d, e, f, g, h, l Apply research process to:</p>

c. decide what sources of information might be relevant to answer questions

- a. generate a list of subject appropriate topics
- b. create an individual question about a topic
- d. locate information in reference texts, electronic resources, interviews, or visual sources and literary and informational texts
- e. determine the accuracy and relevance of the information related to a selected question
- f. take simple notes in own words and sort evidence into provided categories or organizer
- g. use quotation marks to denote direct quotations when recording specific words and sentences from a source
- h. create a resource page from notes
- i. present and evaluate the information in a report or annotated display, using previously established teacher/student criteria

Essential Questions	Big Ideas
How do writers of informational text use the writing process to enhance their final product?	Writers of informational texts use all steps of the writing process to improve final products.
Why is it important to use the research process when writing informational texts?	Writers of informational text use research processes to find sources of information relevant to developing the topic.
How are nonfiction texts structured?	
How do authors of informational text introduce and conclude their writing?	Informational texts include introduction and concluding statements that state the text's main idea.
How do writers use facts to support their main idea?	The middle sections of informational text include development of the topic with facts, explanations, and details.
How does the use of transition words help the writer communicate event order?	Writers use words strategically in informational text to convey meaning and connect ideas.
How do authors paraphrase from source material?	Informational texts use the author's original language except when quoting from a source.

Instructional Resources		
District Resources	District Approved Technology Resources	Additional
<ul style="list-style-type: none"> • <i>The Writing Strategies Book</i> (Serravallo) • <i>Units of Study Writing</i> (Calkins) 	<ul style="list-style-type: none"> • NPS Suggested Technology Resources 	<ul style="list-style-type: none"> • MO LEAP Block: Changes in MO • MO LEAP Block: Governmental Decisions in Missouri • MO LEAP Block: Missouri Economy • MO LEAP Block: The Louisiana Purchase • MO LEAP Block: Oil Spills • MO LEAP Block: Magnets • DESE Assessment Item Specifications • DESE Grade 3 Performance Level Descriptors

Unit Assessments
<p>A combination of formal and informal assessments will be used to seek further understanding of students as writers. These may include:</p> <ul style="list-style-type: none"> • Evaluate • Common Formative Assessments: District CFA Bank • Anecdotal Notes • Teacher Observation • Writing Samples

Nixa Public Schools functions as a Professional Learning Community (PLC). As part of the PLC model, teacher teams are expected to plan and pace their instruction together. This unit organizer provides a framework for consistency among all elementary buildings as grade level teams teach groups of standards (units) within the same estimated timeframe. Teacher teams will further develop units by developing clear learning targets, determining essential vocabulary, common pacing, instructional strategies, and common formative assessments. A sample planning template for this work is found within the [grade level collaboration folder](#). Please make a copy of the template and customize it to meet the needs of your team.