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| **Essential Understandings** | * Writers offer and support opinions, demonstrate understanding of content areas, and convey real and imagined experiences and events through purposeful writing.
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| **Essential****Questions** | * What are the various purposes of writing and how do they differ?
* What are the structures and organizations specific to each genre?
* How does information gathered strengthen writing?
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| **Essential Knowledge** | * There are structures and organizations specific to different types of genres.
* Writing has different purposes.
* Opinion pieces support a point a point of view with reasons and information.
* Informational pieces examine a topic and convey ideas and information clearly.
* Narrative pieces develop real or imagined experiences.
* Information and evidence can be gathered to strengthen a piece of writing.
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| **Vocabulary/Content** | * : purpose, informational, voice, persuasive, response, narrative, fact and opinions and graphic organizers
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| **Essential** **Skills** | * Conduct short research projects that build knowledge about a topic.
* Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

Opinion:* Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons
* Provide reasons that support the opinion.
* Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for* *example*) to connect opinion and reasons.
* Provide a concluding statement or section.

Informational/Explanatory: * 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.

Narratives: * Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
* Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
* Use temporal words and phrases to signal event order.
* Provide a sense of closure.
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| **Related****Maine Learning Results** | Writing -Grade Three[W.3.1](http://www.corestandards.org/ELA-Literacy/W/3/1/)Write opinion pieces on topics or texts, supporting a point of view with reasons.[. W.3.1.A](http://www.corestandards.org/ELA-Literacy/W/3/1/a/)Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.[.W.3.1.B](http://www.corestandards.org/ELA-Literacy/W/3/1/b/)Provide reasons that support the opinion.[..W.3.1.C](http://www.corestandards.org/ELA-Literacy/W/3/1/c/)Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for* *example*) to connect opinion and reasons.[..W.3.1.D](http://www.corestandards.org/ELA-Literacy/W/3/1/d/)Provide a concluding statement or section.[. W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/)Write informative/explanatory texts to examine a topic and convey ideas and information clearly.[..W.3.2.A](http://www.corestandards.org/ELA-Literacy/W/3/2/a/)Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.[.W.3.2.B](http://www.corestandards.org/ELA-Literacy/W/3/2/b/)Develop the topic with facts, definitions, and details.[. W.3.2.C](http://www.corestandards.org/ELA-Literacy/W/3/2/c/)Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.[.W.3.2.D](http://www.corestandards.org/ELA-Literacy/W/3/2/d/)Provide a concluding statement or section.[W.3.3](http://www.corestandards.org/ELA-Literacy/W/3/3/)Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.[..W.3.3.A](http://www.corestandards.org/ELA-Literacy/W/3/3/a/)Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.[.W.3.3.B](http://www.corestandards.org/ELA-Literacy/W/3/3/b/)Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.[.W.3.3.C](http://www.corestandards.org/ELA-Literacy/W/3/3/c/)Use temporal words and phrases to signal event order.[..W.3.3.D](http://www.corestandards.org/ELA-Literacy/W/3/3/d/)Provide a sense of closure.[..W.3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/)Conduct short research projects that build knowledge about a topic.[..W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/)Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. |
| **Sample Lessons and Activities** | * Write short stories, narratives, anecdotes (a short and amusing or interesting story about a real incident or person) and biographies.
* Write character descriptions, sketches, photograph captions, news reports, research papers, science notebooks, editorials, advertisements and/or book, music or movie reviews.
* Teacher and students work on joint construction of texts in the genre through group writing
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| **Sample****Classroom****Assessment****Methods** | * Both formative and summative writing assessments
* Reports, projects, peer reviews and presentations
* Self-evaluations
* Responding to Texts
* Common Writing Assessments
* Teacher’s formal and informal observations
* Writing portfolios
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| **Sample****Resources** | * *Units of Study for Writing* by Lucy Calkins
* *Writing Thief* by Ruth Cullum
* Scholastic News
* Library resources based on content areas
* Storyworks
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