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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. |
| **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? |
| **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. |
| **Vocabulary/Content** | * : purpose, informational, voice, persuasive, response, narrative, fact and opinions and graphic organizers |
| **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. |
| **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 |
| **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 |
| **Sample**  **Resources** | * *Units of Study for Writing* by Lucy Calkins * *Writing Thief* by Ruth Cullum * Scholastic News * Library resources based on content areas * Storyworks |