



UNIT PLANNING TEMPLATE

Grade/Course: 3rd/LA-Writing

Unit: Text Types and Purposes

Desired Outcomes

Transfer

Missional Outcomes (7Cs)/Disciplinary Practices: What kinds of long-term, independent accomplishments are desired?

- Articulate thoughts and ideas effectively using oral, written, and nonverbal communication skills in a variety of forms and contexts (7Cs.6)
- Construct viable arguments and critique reasoning of others (M3, E4)

Meaning

Big Ideas: What specifically do you want students to understand?

- We honor God when we choose to write in ways that affirm the teachings in His Word.

Essential Questions: What thought-provoking questions will foster inquiry, meaning making, and transfer?

- How can we honor God when we write for a variety of purposes and audiences?

Acquisition

Standards: What facts, concepts, and skills/processes should students know and be able to do?

- Write opinion pieces on topics or texts that include: an introduction, a point of view with reasons, linking words and phrases (e.g., because, therefore, since, for example), and a conclusion (LA.3.W.1)
- Write informative/explanatory texts to examine a topic and convey ideas and information that include: an introduction, supporting details (e.g., facts, definitions), linking words and phrases (e.g., also, another, and, more, but), illustrations when useful, and a conclusion (LA.3.W.2)
- Write narratives to develop real or imagined experiences or events that include: effective techniques (e.g., dialogue, description), sensory details, temporal words and phrases, clear event sequences, a situation, a narrator and/or characters, and a conclusion (LA.3.W.3)
- Produce writing that honors God and affirms the principles in His Word (LA.3.W.4)

Student-friendly Learning Targets (I Can Statements):

- I can write to express my opinion.
- I can write to share information.
- I can write to tell a story.
- I can write to honor God.

Essential Vocabulary:

- Conclusion, introduction, linking, opinion, phrase, point of view, reason, text, topic
- Conclusion, detail, explanatory, idea, illustration, information, informative, introduction, linking, phrase, topic
- Character, conclusion, detail, narrative, narrator, phrase, sensory, sequence, situation, technique, temporal
- Affirm, His Word, honor, principle



Assessment Evidence

Assessments: What evidence will you collect to determine whether Stage 1 goals were achieved—transfer, meaning, acquisition?

- Performance Tasks—authentic opinion, informative/explanatory, and narrative writing tasks
- Supplementary Evidence—conferences, discussions, observations, peer editing, portfolios, pre-assessments, self-assessments, writing samples

Success Criteria: What criteria will be used to evaluate attainment of the desired outcomes?

- Performance Task Rubrics
- Teacher-created Rubrics and Checklists
- P-scales for Standards

Learning Plan

Teaching/Learning Experiences: What teaching and learning experiences will be used to help students achieve Stage 1 goals—transfer, meaning, acquisition?

- Interactive Writing
- Direct Instruction/Modeling
- Guided Practice
- Independent Practice
- Performance Tasks

Resources: What resources will be used to achieve Stage 1 goals—transfer, meaning, acquisition?

- Anchor Charts
- Dictionaries
- Writing Exemplars
- Children's Literature