



WRITING HIGHWAY

GRADE 3

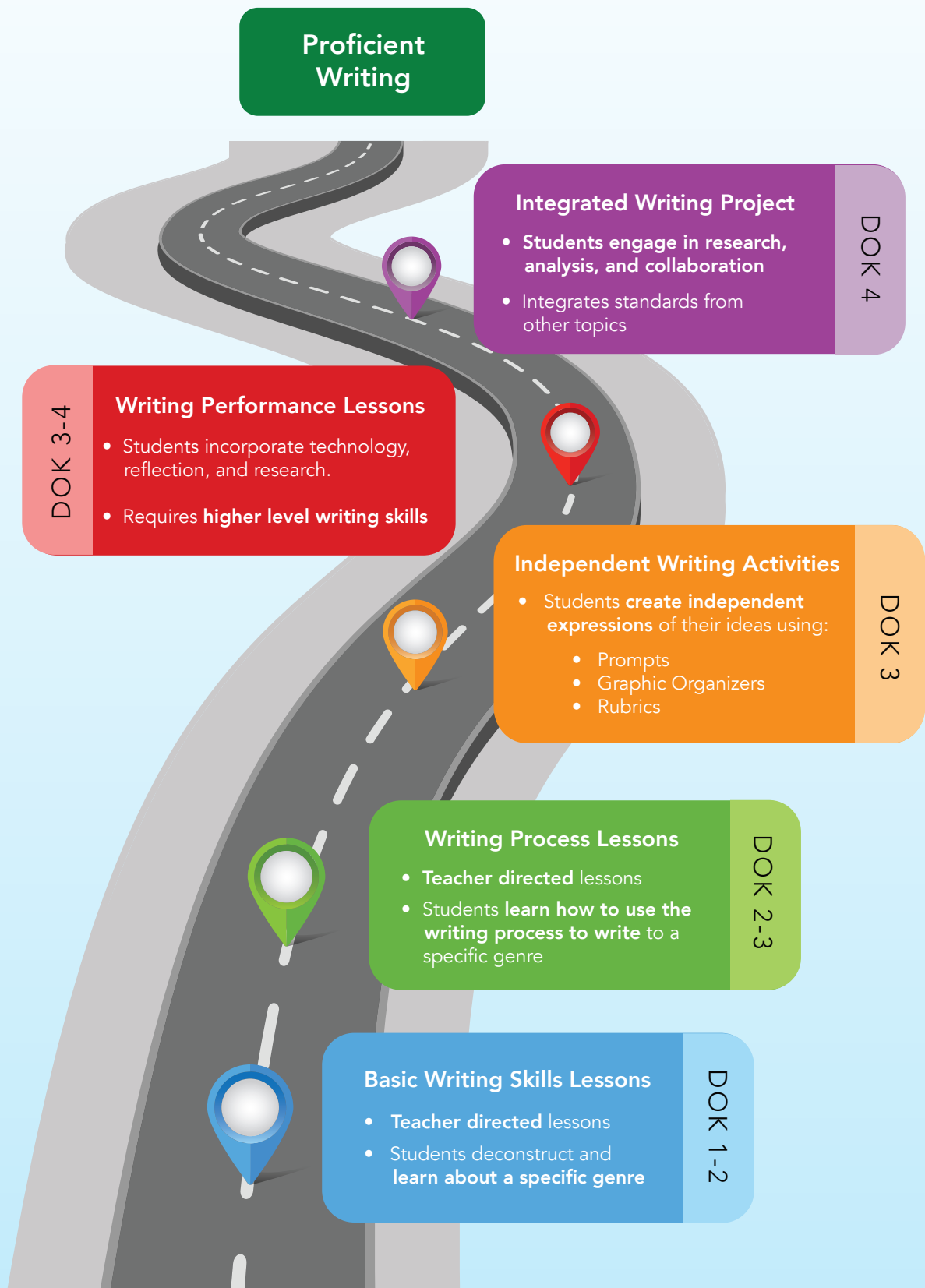
A ROADMAP TO WRITING



Program Overview & Sample Lessons

Standards Plus® Writing Highway

A Journey to Proficient Writing



What Makes Standards Plus® Writing Highway Different From Other Writing Programs

Writing Highway Lessons are teacher directed:

- All lessons are directly taught by teachers using the direct instruction format.
- Direct instruction fosters the most significant gains in student achievement that result in a deep and enduring understanding of the concept.
- Provides immediate feedback to students.

Writing Highway Lessons have discrete learning targets:

- Clear learning objectives allow students to learn and retain the information in their long-term memory.

Writing Highway Lessons provide multiple exposures to each standard/skill:

- Skills are broken down (deconstructed) and presented in 4 to 8 lessons.
- Provides multiple opportunities to practice and develop a deep understanding of a specific genre or convention.

Writing Highway Lessons teach students to use and understand:

- Writing prompts
- Graphic organizers
- Rubrics

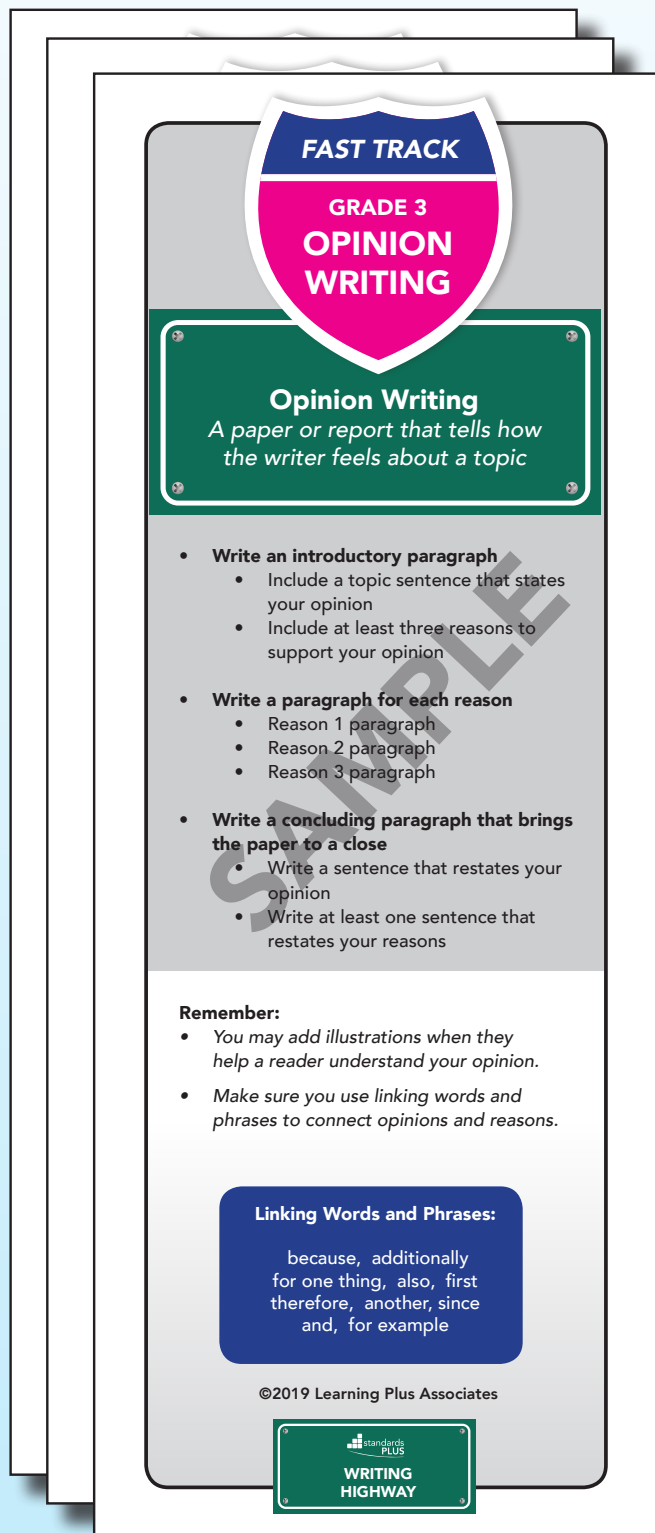
Writing Highway Lessons:

- Are written directly to grade level writing standards.
- Are designed to follow the K-12 College and Career Readiness anchor standards.
- Include detailed lesson plans.

Standards Plus Writing Highway Includes:

- Basic writing skills lessons
- Fast track cards - quick reference guides to the components in each genre
- Writing process lessons
- Conventions lessons
- Independent writing activities
- Extended performance lessons
- An Integrated writing project

Additional Items to Help Students on their Writing Journey



Students are provided:

- Fast Track Review Cards for each genre of writing.
- Highlighters for use in Writing Highway lessons.





Basic Writing Skills Road

The journey begins with eight basic writing skills lessons and two evaluations for each of the three grade level genres (Opinion, Informative/Explanatory, and Narrative).

The basic writing skills lessons deconstruct a genre so students understand the genre specific elements.

OPINION

Deconstructing an Opinion, students:

- Learn to support a point of view with reasons, facts and details
- Learn to expand ideas and use linking words and phrases
- Learn to write a conclusion that restates the topic and ties together the reasons supporting the opinion

INFORMATIVE/EXPLANATORY

Deconstructing an Informative/Explanatory piece, students:

- Learn to write a topic sentence with details that develop the topic
- Learn to include linking words and phrases to connect details and facts
- Learn to write a conclusion that restates the main idea

NARRATIVE

Deconstructing a Narrative, students:

- Learn to understand and write to the elements of narrative text
- Learn to use time order words to signal event order
- Learn to describe characters through actions, thoughts, feelings and dialogue
- Learn to include dialogue and descriptive words

Basic writing skills lessons are written in a direct instruction format because it is the most effective research-based instructional delivery model and it is proven to increase student achievement.

Standards Plus® – Language Arts – Grade 3

Strand: Writing Informative/Explanatory **Focus:** Expanding Ideas **Lesson:** #6

Writing Standard: W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehensions. W.3.2b: Develop the topic with facts, definitions, and details. W.3.2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2d: Provide a concluding statement or section.

Lesson Objective: Students will expand a topic sentence and details into paragraphs.

Introduction: “We have been practicing working with different parts of the writing process for informative and explanatory texts. Once we know our topic, we write a topic sentence. Then we write facts or details to help us explain our topic. How do we use those facts or details to write an entire paper instead of just one paragraph?”

Instruction: “At the top of your page is the paragraph we worked with yesterday. The sentences are numbered. Sentence 1 is your topic sentence. It contains the subject (caring for puppies) and the focus of the paper (puppies are different from adult dogs). There are three detail sentences to inform the reader. The last sentence is the concluding sentence. We are going to use sentences 2, 3, and 4 to make three new paragraphs. One paragraph will be about sentence 2, one paragraph will be about sentence 3, and one paragraph will be about sentence 4.”

Guided Practice: “Look at the top of your page. Read paragraph 1 aloud with me. Paragraph 1 provides the topic, three details, and a conclusion. Paragraph 2 takes a detail (sentence 2) and turns it into a paragraph. Notice that the first sentence of paragraph 2 says the same thing as the detail sentence, but in a different way. (Read sentence 2 from paragraph 1 along with the first sentence of paragraph 2 so students can compare.) The rest of paragraph 2 gives the reader different facts and details about how puppies don’t eat the same type of food as adult dogs. The topic sentences of paragraphs 2, 3, and 4 are underlined to match the underlined detail sentences in paragraph 1. Paragraph 3 should now be about sentence 3 from the first paragraph.” Allow students to contribute three different ideas to paragraph. Model how to turn those ideas into sentences to paragraph 3.

Independent Practice: “Complete paragraph 4 by adding information to the topic sentence provided. Notice that paragraph 4 is written to support the reason given in sentence 4 from the first paragraph.”

Review: Have students share their sentences. Check to see that the facts or details they write for paragraph 4 are about puppies having a lot of energy.

Closure: “If we write a conclusion after the fourth paragraph, what might we include in it?”

Answers: Answers will vary.

Basic Writing Skills Road

Basic Writing Skills Lessons in Writing Highway

Opinion Writing

1	Opinion Pieces – Supporting Reasons
2	Opinion Pieces – Topic Sentences and Supporting Reasons
3	Opinion Pieces – Linking Words and Phrases
4	Opinion Pieces – Paragraphs
E1	Evaluation – Opinion Pieces
5	Opinion Pieces – Expanding Ideas
6	Opinion Pieces – Expanding Ideas
7	Opinion Pieces – Linking Words and Phrases
8	Opinion Pieces – Concluding Paragraph
E2	Evaluation – Opinion Pieces

Informative/Explanatory Writing

1	Informative/Explanatory Texts – Topic Sentence and Illustrations
2	Informative/Explanatory Texts – Topic Sentence and Details
3	Informative/Explanatory Texts – Details, Illustrations, and Conclusions
4	Informative/Explanatory Texts – Paragraph
E1	Evaluation-Informative/Explanatory
5	Informative/Explanatory Texts – Linking Words and Phrases
6	Informative/Explanatory Texts – Expanding Ideas
7	Informative/Explanatory Texts – Linking Words and Phrases
8	Informative/Explanatory Texts – Conclusions
E2	Evaluation – Informative/Explanatory Texts

Provided as a sample on the next page



Narrative Writing

1	Narrative Texts – Story Map
2	Narrative Texts – Introduction
3	Narrative Texts – Temporal Words and Phrases
4	Narrative Texts – Conclusions
E1	Evaluation – Narrative Texts
5	Narrative Texts – Thoughts, Actions, and Feelings
6	Narrative Texts – Character Development
7	Narrative Texts – Using Dialogue
8	Narrative Texts – Using Dialogue
E2	Evaluation – Narrative Texts

Standards Plus® – Language Arts – Grade 3

Strand: Writing Informative/Explanatory	Focus: Expanding Ideas	Lesson: #6
Writing Standard: W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehensions. W.3.2b: Develop the topic with facts, definitions, and details. W.3.2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2d: Provide a concluding statement or section.		

Lesson Objective: Students will expand a topic sentence and details into paragraphs.

Introduction: “We have been practicing working with different parts of the writing process for informative and explanatory texts. Once we know our topic, we write a topic sentence. Then we write facts or details to help us explain our topic. How do we use those facts or details to write an entire paper instead of just one paragraph?”

Instruction: “At the top of your page is the paragraph we worked with yesterday. The sentences are numbered. Sentence 1 is your topic sentence. It contains the subject (caring for puppies) and the focus of the paper (puppies are different from adult dogs). There are three detail sentences to inform the reader. The last sentence is the concluding sentence. We are going to use sentences 2, 3, and 4 to make three new paragraphs. One paragraph will be about sentence 2, one paragraph will be about sentence 3, and one paragraph will be about sentence 4.”

Guided Practice: “Look at the top of your page. Read paragraph 1 aloud with me. Paragraph 1 provides the topic, three details, and a conclusion. Paragraph 2 takes a detail (sentence 2) and turns it into a paragraph. Notice that the first sentence of paragraph 2 says the same thing as the detail sentence, but in a different way. (Read sentence 2 from paragraph 1 along with the first sentence of paragraph 2 so students can compare.) The rest of paragraph 2 gives the reader different facts and details about how puppies don’t eat the same type of food as adult dogs. The topic sentences of paragraphs 2, 3, and 4 are underlined to match the underlined detail sentences in paragraph 1. Paragraph 3 should now be about sentence 3 from the first paragraph.” Allow students to contribute three different ideas to paragraph. Model how to turn those ideas into sentences to paragraph 3.

Independent Practice: “Complete paragraph 4 by adding information to the topic sentence provided. Notice that paragraph 4 is written to support the reason given in sentence 4 from the first paragraph.”

Review: Have students share their sentences. Check to see that the facts or details they write for paragraph 4 are about puppies having a lot of energy.

Closure: “If we write a conclusion after the fourth paragraph, what might we include in it?”

Answers: Answers will vary.

Standards Plus® – Language Arts – Grade 3

Strand: Writing Informative/Explanatory	Focus: Expanding Ideas	Lesson: #6
Writing Standard: W.3.2a: Introduce a topic and group related information together; include illustrations when useful to aiding comprehensions. W.3.2b: Develop the topic with facts, definitions, and details. W.3.2c: Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. W.3.2d: Provide a concluding statement or section.		

Paragraph 1:

¹Puppies and full-grown dogs are different. ²First, puppies eat different food.
³Puppies also chew on shoes and other items that are left lying around. ⁴Finally, they
have a lot more energy than full-grown dogs. ⁵Puppies and full-grown dogs are
different in many ways.

Paragraph 2:

Puppies don't eat the same food as adult dogs. Puppy food has different ingredients
so that puppies get the nutrition they need. Puppies need puppy food because it
comes in small pieces that fit in their mouths. Lastly, puppy teeth aren't as strong as
adult dog teeth, so the food is soft and easy for puppies to chew. This is why
puppies need a different type of food.

Example:

Paragraph 3:

Many puppies chew on almost anything that is left lying around.

Detail Sentence : _____

Detail Sentence : _____

Detail Sentence : _____

Directions: Complete paragraph 4 by adding information to the sentence provided.
The sentences you write should provide details about the provided sentence.

Paragraph 4:

Lastly, puppies have more energy than adult dogs.

Detail Sentence : _____

Detail Sentence : _____

Detail Sentence : _____



Conventions Court

Conventions skills lessons are included in Standards Plus® Writing Highway. These lessons support the writing journey by teaching the fundamentals of grammar, language, punctuation, and capitalization. These lessons should be integrated and taught based on your students' needs.

Conventions Topics Included:

Grammar & Usage (20 Lessons)

Knowledge of Language (8 Lessons)

Punctuation Lessons (12 Lessons)

Capitalization Lessons (8 Lessons)



Writing Process Plaza

SECOND STOP

Writing Process Plaza

Prepared with the basic skills to write a narrative, opinion, or informative/explanatory piece, the next destination is the writing process.

The writing process lessons teach students how to develop, organize, stylize, and produce clear, coherent writing for each genre. They develop and strengthen writing by planning, prewriting, drafting, editing, revising, and producing a final product. **Each set of writing process lessons includes a prompt, a graphic organizer, and a three point rubric.**

The Standards Plus Approach to the Writing Process



Learn genre elements and features



Deconstruct a prompt



Organize thoughts with a graphic organizer



Review the rubric and write first draft



Review rubric & make changes/corrections



Write final product

The **writing process lessons** follow the same step-by-step direct instruction process as the basic writing skills lessons.

How to teach the Writing Process lessons

1. Project the student page.
2. Preread the teacher lessons before you teach.
3. Read the **Introduction** aloud.
4. Read the **Instruction** aloud.
5. Read the **Guided Practice** and work through the examples.
6. Read the **Independent Practice**. You may have students complete this portion with you, with a partner, or independently.
7. Follow the directions for **Review** with your students when all students have completed Independent Practice.
8. Read or paraphrase the **Closure**. Have students summarize the important concepts or skills learned in the lesson.

Writing Process Plaza

Writing Process Lessons in Writing Highway

Opinion Writing

Lesson	Focus
1	Review – Features of Opinion Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit & Revise – Partner Review
6	Publish – Final Draft

Informative/Explanatory Writing

Lesson	Focus
1	Review – Features of Informative/Explanatory Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit & Revise – Partner Review
6	Publish – Final Draft

Narrative Writing

Lesson	Focus
1	Review – Features of Narrative Writing
2	Plan – Deconstructing a Prompt
3	Prewrite – Graphic Organizer Activity
4	Draft – Rubric Review and First Draft
5	Edit & Revise – Partner Review
6	Publish – Final Draft

Provided as a samples on the next page →



Standards Plus® Writing Highway — Narrative — Grade 3

Lesson 2: Plan – Deconstructing a Prompt

Teacher Note: Do not reveal the genre of the writing prompt. This is part of today's instruction. The students' pages do not indicate genre.

Lesson Objective: The students will analyze a writing prompt to determine the genre of the writing and list the requirements of the writing task.

Introduction: "Today we will analyze a writing prompt to determine how to approach the writing task."

Instruction: "A writing prompt describes what we need to do in a writing task. Understanding the prompt is essential to producing writing that matches the expectations of the task. Let's begin by reading the prompt two times. You may underline or highlight key words or phrases as we read so you can easily refer to them later. (Read the prompt two times.) What key words or phrases did you find as you read?" Discuss the key words.

Guided Practice: "Now we need to answer the first two questions together. These questions are, *What genre of writing is this writing task?* and *How do you know?* Let's begin by identifying the genre. Can you tell from the prompt? (Discuss. The students should recognize they have been asked to write a story. You may have to remind them that stories are narrative writing.) Let's write *narrative* on the line. Now, we need to explain how we know it is a narrative. How do you know? (Discuss. It says *story* in the prompt.) Write down how you know it is a narrative on the lines provided for you."

Independent Practice: You may have students complete this portion with you, with a partner, or on their own. "Now make a list of the things you need to be sure to do when you write your story. Go sentence by sentence and write your list."

Review: Review the list. Have the students add additional ideas. Discuss whether or not their additional ideas should be included.

Closure: "Today we deconstructed a writing prompt. This is an important step when you are preparing to complete a writing task. This step helps guide everything you do in the writing task."

Answers:

1. Narrative
2. Answers will vary: *It says story and includes characters, a setting, and events.*
3. Deconstructed prompt:
 - a. Write a story with one main character (you) who is having a scary day.
 - b. Include a setting that helps to make the plot scary.
 - c. Include details and events that are scary.
 - d. Use paragraph format.
 - e. Include an illustration.

Standards Plus® Writing Highway — Narrative — Grade 3

Lesson 2: Plan – Deconstructing a Prompt



Writing Prompt: Think about things that scare you. What if two or three scary things happened on the same day? Today you will plan and write a story about a scary day. You will be the main character of the story. Because this is a story, you may write about make-believe things. You need to include the setting of the story to help make the story scary. Your events should be detailed to show how scary the day is. Keep your story focused on telling about one scary day. When you have finished writing, illustrate your story.

1. What genre of writing is this writing task?

2. How do you know?

3. Deconstruct the prompt (make a list of what you need to do):



Standards Plus® Writing Highway — Narrative — Grade 3

Lesson 3: Prewrite – Graphic Organizer Activity

Lesson Objective: The students will discuss their story ideas in groups and complete a graphic organizer for their narrative piece.

Introduction: “Today we will prepare to write a narrative about a scary day.” Have students reread the prompt in the previous lesson before beginning this lesson and before all subsequent lessons.

Instruction: “Today you will each use a graphic organizer to plan your narrative about a scary day. A graphic organizer is a visual display that helps you simplify and organize ideas. Graphic organizers come in different forms, each one suited to organize certain types of information. They are sometimes called story maps, information maps, outlines, Venn diagrams, etc. The graphic organizer used for narrative writing is called a story map. Different genres use different types of graphic organizers. Now, discuss your ideas for your narrative in small groups. (Divide students into groups of 3-4 students.) Discussion questions are on the top of your page to help guide you. Talk about scary settings and how you will convey that they are scary in your writing. Talk about events that can show that the day was scary. Discuss your illustration.” Provide time for the groups to discuss their ideas.

Guided Practice: “Let’s look at the story map. You will need to write a title for your story. The main character has already been filled in because it is you. Since this narrative starts you as the main character, use first person to tell the story that means you will write from your point of view. For example, *I was walking down a dark hallway when I heard a sound behind me.* Think about the story you are planning. Are there any other characters in your story? If so, write them in the space provided. If you do not have any other characters, write *none* in the space. Now write a short description of your setting.”

Independent Practice: “Using the story map, you need to complete the events that tell your story. Do not include details or dialogue here; instead write brief sentences, words, phrases or ideas for each event. You will add details and dialogue when you write the first draft of your story. Be sure to write an ending to the story.”

Review: Prompt students to reread what they have written and add anything they may have missed.

Closure: “We used a graphic organizer called a story map to simplify and organize our ideas. Next we will review the rubric that will guide your writing, and you will write the first draft.”

Standards Plus® Writing Highway — Narrative — Grade 3

Lesson 3: Prewrite – Graphic Organizer Activity



Discussion Questions:

- What kinds of settings are scary? Are they lonely places or places where there are crowds? Are they dark or light, outside or inside? Could your setting be a real place or an imaginary place? Talk about scary settings and how you can write about them, so your reader gets the idea that they are scary.
- Events are the things that happen in a story. What events will show that your day was scary? Are the events about imaginary or real people and ideas? Talk about events that can help show that the day was scary.
- The details and descriptive words you use help paint a picture for the reader. Think about words that make people think about scary ideas.

Story Map

Title:
Main Character: <i>You</i>
Other Characters:
Setting – When, Where, Time:
Describe Your Illustration:
Event 1:
Event 2:
Event 3:
Event 4:
Event 5:
Event 6:



Standards Plus® Writing Highway — Narrative — Grade 3

Lesson 4: Draft – Rubric Review and First Draft

Lesson Objective: The students will review the rubric for the writing task and write their first draft.

Introduction: “Today we will review the rubric for this writing task, and you will write your first draft.”

Instruction: “A rubric is a scoring guide used to evaluate a writing piece. The rubric includes elements of a narrative and tells us the quality we need to show in our writing. We will focus on the highest rubric score in our lesson today. Let’s read the qualities you need to include in your writing in order to receive the highest score.” Read the rubric criteria at least two times.

Guided Practice: “Now we will go back and highlight the key points of each element in column 3, the highest score on the rubric. The first element says, The student is *clearly identified as the main character of the story*. How do we show that you are the main character of your story? (Discuss; first person narrative use of *I*.) The second element says, *Clearly explains the setting that contributes to making the day scary*. How will you show that your setting is scary? (Discuss.) The third element says, *Writes the events in sequential order to allow the reader to follow the plot*. The fourth element says, *Provides several detailed events to describe a scary day*. You will want to check the events you wrote in your graphic organizer to be certain that you have them in a sequential order and they describe the scary day. The fifth element reminds you that you need to use correct format and conventions in your writing. Finally, the sixth element says, *Includes an illustration that relates to the story*. Don’t forget to create an illustration that helps tell your story.”

Independent Practice: “You will write two drafts of your story. You will work with a partner after you have written your first draft to find out how you score on each element of the rubric. You will write your final draft after you have had time to consider your partner’s suggestions. It is now time for you to write the first draft of your story. Look back over the deconstructed prompt list, your graphic organizer, and the rubric to help guide your writing.”

Review: Prompt students to reread what they have written and add anything they may have missed.

Closure: “Today you became familiar with a rubric and wrote the first draft of your story.”

Standards Plus® Writing Highway — Narrative — Grade 3

Lesson 4: Draft – Rubric Review and First Draft



Elements	3 Thoroughly meets expectations	2 Partially meets expectations	1 Does not meet expectations
Character	<input type="checkbox"/> Clearly identifies the student as the main character of the story.	<input type="checkbox"/> Has the student as a character in the story.	<input type="checkbox"/> Does not have the student as the main character in the story.
Setting	<input type="checkbox"/> Clearly explains the setting that contributes to making the day scary.	<input type="checkbox"/> Explains the setting.	<input type="checkbox"/> Does not explain the setting.
Events	<input type="checkbox"/> Writes the events in sequential order to allow the reader to follow the plot.	<input type="checkbox"/> Writes a beginning, middle, and end.	<input type="checkbox"/> Does not have a beginning, middle, or end.
Details	<input type="checkbox"/> Provides several detailed events to describe a scary day.	<input type="checkbox"/> Provides few events that describe a scary day.	<input type="checkbox"/> Provides no events to describe a scary day.
Conventions	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes no errors.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes few errors but does not interfere with understanding.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes many errors and interferes with understanding.
Illustrations	<input type="checkbox"/> Includes an illustration that relates to the story.	<input type="checkbox"/> Includes an illustration that does not relate to the story.	<input type="checkbox"/> Does not include an illustration.



Independent Writing Avenue

THIRD STOP

Independent Writing Avenue

The next leg of the journey takes students to independent writing.

Using the knowledge they've learned along the way, students are given three independent writing activities per genre that include a prompt, a graphic organizer, and a rubric. At times these activities require students to apply research, and use technology to develop and strengthen their writing by planning, revising, editing and rewriting. **Each independent writing activity includes a prompt, a graphic organizer, and a three point rubric.**

Each Genre Includes Three Independent Writing Activities

Standards Plus® Writing Road Trip – Grade 3

Opinion Writing Activity 2 – Prompt

Looking at Both Sides

Choose one opinion:

Having my birthday party with my friends is the best way to celebrate.

-OR-

Having my birthday party with my family and relatives is the best way to celebrate.

Prompt: Write a multi-paragraph essay that supports the opinion you chose. Clearly state your opinion and use well-developed reasons, supported by facts and details. Use linking words and phrases to connect ideas. Provide a well-developed conclusion. Use conventions correctly.



Follow the steps of the writing process:

- **Review** – Look at your Opinion Fast Track Review Card to help you organize your writing.
- **Plan** – Using a highlighter deconstruct the prompt and highlight the rubric.
- **Prewrite** – Fill in the graphic organizer to simplify and organize your ideas.
- **Draft** – Write your draft using your rubric and ideas from your graphic organizer.
- **Edit** – Edit your draft using your partner’s comments and the rubric as a guide.
- **Publish** – Write your final draft.

Standards Plus® Writing Highway – Grade 3

Opinion Writing Activity 2 – Graphic Organizer

Topic Sentence (state your opinion):		
Reason #1	Reason #2	Reason #3
Supporting Facts & Details	Supporting Facts & Details	Supporting Facts & Details
Conclusion:		

Standards Plus® Writing Highway – Grade 3

Opinion Writing Activity 2 – Rubric

Elements	3 Thoroughly meets expectations	2 Partially meets expectations	1 Does not meet expectations
Introduction	<input type="checkbox"/> Includes an introduction that clearly states the topic and an opinion.	<input type="checkbox"/> Introduction that attempts to state the topic and may or may not state an opinion.	<input type="checkbox"/> Introduction does not state the topic or an opinion.
Reasons	<input type="checkbox"/> Provides well-developed reasons that clearly support the opinion.	<input type="checkbox"/> Provides some reasons that support the opinion.	<input type="checkbox"/> Provides few or no reasons that support the opinion.
Linking Words	<input type="checkbox"/> Uses a variety of linking words and/or phrases to connect opinion and ideas.	<input type="checkbox"/> Uses some linking words and/or phrases to connect opinion and ideas.	<input type="checkbox"/> Does not use linking words and/or phrases to connect opinion or ideas.
Conclusion	<input type="checkbox"/> Provides a well-developed conclusion that is connected to the stated opinion.	<input type="checkbox"/> Attempts to provide a conclusion that is connected to the stated opinion.	<input type="checkbox"/> Conclusion is lacking or not connected to the stated opinion.
Conventions	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes no errors.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes few errors but does not interfere with understanding.	<input type="checkbox"/> Use of conventions (spelling, punctuation, grammar) includes many errors and interferes with understanding.



Writing Performance Lesson Lane

FOURTH STOP

Writing Performance Lesson Lane

The journey continues with writing performance lessons.

These lessons require students to apply what they have learned and use reasoning, planning, evidence, and a higher level of thinking. **Each writing performance lesson includes a prompt, a graphic organizer, and a four point rubric.**

Each Genre Includes One Performance Lesson

Teacher Lesson Plan Page 1 of 2

Standards Plus® – Language Arts – Grade 3
Performance Lesson – Strand: Writing – Informative/Explanatory

Standard Reference: W.3.2: Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

Lesson Objective: The students will work individually to write informational/explanatory essays in which they compare and contrast their experiences in third grade and second grade.

Overview: Students review all the elements of information/explanatory writing addressed in Standards Plus Informative/Explanatory Writing lessons.

Students will:

- Write well-developed introductions that identify the topic.
- Create an organizational structure that connects ideas.
- Include details for three or more similarities and differences for each part (e.g., rules, homework, and activities).
- Use a variety of linking words and/or phrases to connect ideas.
- Provide well-developed conclusions connected to the main idea and details.

Guided Practice:

- Review all the elements of an informational/explanatory writing piece.
- Review the informational/explanatory writing prompt.
- Review linking words and phrases and remind students to use them in their essays.
- Review the criteria for a 4-point rubric score.
- With guidance, have students complete the graphic organizer to develop the content and structure of their essays. They each will:
 - Write the introduction and topic sentence.
 - Write at least three details for each of the elements.
 - Include linking words and phrases to connect their ideas.
 - Write a clear conclusion that explains their thinking.
- Before beginning to write their essays, have students trade their graphic organizers with a partner.
 - They should review their partner's graphic organizer and share any suggestions on how to clarify the ideas and/or improve the structure.

Standards Plus® – Language Arts – Grade 3
Performance Lesson – Strand: Writing – Informative/Explanatory

Independent Practice:

- Have students use the completed graphic organizer to organize and write their essays.
- Have students write three to five paragraphs:
 - First Paragraph: Introduction
 - Paragraphs 2-4: Separate paragraph for each elements with supporting details (will vary depending on how the student organizes the essay)
 - Last Paragraph: Conclusion that is clearly linked to introduction and topic sentence.

Review & Evaluation:

- Option 1: Students read their essays to a partner before making any addition or revisions. Then students trade essays with their partners and have the partners use the rubric to score the essays. Students then use the peer score to edit their essays.
- Option 2: Teacher selects examples of student work (unidentified) and displays the essay or section of the essay on the overhead to discuss strengths and weaknesses of the writing.
- Option 3: Teacher collects and scores with the writing rubric.
- Option 4: Writing conference between the student and teacher.

Student Page 1 of 2

Standards Plus® – Language Arts – Grade 3
Performance Lesson – Strand: Writing – Informative/Explanatory

Informative/Explanatory Writing Prompt: This year you are in third grade. Last year you were in second grade. Write a paper that compares and contrasts third grade with second grade. In both grades, you had rules, homework, and activities. Compare and contrast the grades by including at least three details about each of these elements in your essay. Be certain to include a conclusion that explains which grade level you liked the best and why.

Informative/Explanatory Writing Graphic Organizer

	3 rd Grade	2 nd Grade
Introduction		
Rules		
Homework		
Activities		
Conclusion		

Student Page 2 of 2

Standards Plus® – Language Arts – Grade 3
Performance Lesson – Strand: Writing – Informative/Explanatory

3rd Grade Language Arts
Writing Rubric - Informative/Explanatory

4	3	2	1
<ul style="list-style-type: none"> Includes a well-developed introduction that identifies the topic and groups all related information together. Organizational structure clearly connects ideas. 	<ul style="list-style-type: none"> Includes an introduction that identifies the topic and groups related information together. Organizational structure connects ideas. 	<ul style="list-style-type: none"> Introduction attempts to identify the topic and groups some related information together. Organizational structure is unclear and not all ideas are connected. 	<ul style="list-style-type: none"> Introduction does not identify the topic and does not group related information together. Organizational structure is lacking and does not connect ideas logically.
<ul style="list-style-type: none"> Fully develops the topic with facts, definitions, and details. 	<ul style="list-style-type: none"> Develops the topic with facts, definitions, and details. 	<ul style="list-style-type: none"> Develops the topic with some facts, definitions, and details. 	<ul style="list-style-type: none"> Includes few or no facts, definitions, and details.
<ul style="list-style-type: none"> Uses a variety of linking words and/or phrases to connect ideas. 	<ul style="list-style-type: none"> Uses linking words and/or phrases to connect ideas. 	<ul style="list-style-type: none"> Uses some linking words and/or phrases to connect ideas. 	<ul style="list-style-type: none"> Does not use linking words and/or phrases to connect ideas.
<ul style="list-style-type: none"> Provides a well-developed conclusion connected to main idea and supporting details. 	<ul style="list-style-type: none"> Provides a conclusion connected to main idea and supporting details. 	<ul style="list-style-type: none"> Attempts to provide a conclusion connected to main idea and some supporting details. 	<ul style="list-style-type: none"> Conclusion is lacking or not connected to main idea and supporting details.
<ul style="list-style-type: none"> Use of conventions (capitalization, spelling, punctuation, grammar) includes no or few errors and does not interfere with understanding. 	<ul style="list-style-type: none"> Use of conventions (capitalization, spelling, punctuation, grammar) includes some errors but does not interfere with understanding. 	<ul style="list-style-type: none"> Use of conventions (capitalization, spelling, punctuation, grammar) includes several errors and may interfere with understanding. 	<ul style="list-style-type: none"> Use of conventions (capitalization, spelling, punctuation, grammar) includes many errors and interferes with understanding.



Integrated Writing Project Place

FIFTH STOP

Integrated Writing Project Place

Nearing their final destination, students work on an integrated writing project.

This project compels students to conduct longer range research so they can routinely write coherent, substantial, and factual compositions. **The integrated writing project includes a prompt, a graphic organizer, and a four point rubric.**

Standards Plus® – Language Arts – Grade 3
Integrated Project #3: *Earth's Destructive Forces*

Project Objective:

The students will investigate one of the following:

- Earthquakes
- Glaciers
- Floods
- Tsunamis
- Volcanos
- Tornados
- Hurricanes

Project Description:

The students will write and present an oral report with a visual aid (poster) about what they have learned. They may write either an opinion piece that tells why the topic they chose is the most destructive force on Earth or an informative/explanatory piece that teaches the audience about the topic. Since this is a learning activity, all components will be completed in class.

Project Components:

- **Choosing a topic to study**
- **Determining information to gather**
- **Writing an opinion or informative/explanatory piece from research**
- **Preparing an oral report from a written piece**
- **Designing the visual aid**
- **Presenting information orally**
- **Oral presentation**

Standards Plus® – Language Arts – Grade 3
Integrated Project #3: *Earth's Destructive Forces*

Creating an Oral Report from a Written Report

1. Analyze the structure of the written report to determine:
 - a. The order in which you will present information in the oral report.
 - b. Any additional information you would like to include in the oral report.
 - c. Any information that you will not include in the oral report.
2. Write a few words on an index card to determine the size of the writing that you can comfortably read.
3. Determine how much information you can fit on one index card.
4. Write each part of your report on the index cards.
5. Number the index cards in the order in which you will present the information.
6. Note with a star or other icon when you will reference the poster.

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Our nonprofit organization was founded in 2003 by a group of educators who successfully designed and implemented the Standards Plus Program in a large urban school district. The district was awarded national recognition for increasing student achievement and narrowing the learning gap in a low performing district.

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- **Provide materials that are proven effective.**
- **Increase student achievement.**
- **Use funds to continue research and development.**



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The Writing
Process



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- Prompts
- Graphic Organizers
- Conventions review tune-ups
- Highlighters (for a limited time only)

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