

Overview of Informational Writing Unit 3 rd and 4 th Grade			
Lesson	Stage	Student Action	Time Frame
1	Immersion	Writers identify text features and the purpose of those features in nonfiction mentor texts.	1-2 days
2	Prewriting	Writers identify and develop topics and subtopics	2 days
3	Prewriting	Writers work in the drafting process to develop evidence to support subtopics.	2 days
4	Drafting	Writers develop subtopic paragraphs for each chapter.	3-4 days
5	Drafting	Writers include text features to support their subtopic paragraphs.	2-3 days
6	Drafting	Writers create an introduction which captures the reader's interest	2 days
7	Drafting	Writers create a conclusion which sums up the important ideas about a topic	1-2 days
8	Revising	Writers work to revise their informational books and make them stronger.	1-2 days
9	Editing	Writers edit to prepare for publishing	1-2 days
10	Optional Possibility—no lesson plan and not a CCSS requirement but many students love to do this so it's up to the classroom teacher.	Optional: Writers create a table of contents	1 day

On-Demand Informational Writing Pre/Post-Assessment

Pre-Assessment Instructions:

Using some examples of informational text (like National Geographic for Kids or an informational mentor text) remind students briefly what an informational text looks like. It is not necessary to do a lot of explicit instruction on informational text but a gentle reminder of what it looks like is fair.

Students should be at their regular writing seats and will need loose-leaf paper and pencils. They need to be able to add pages if they want. Write the bolded prompt somewhere students can see it.

Tell students:

“Today you will write about something you know a lot about. You will have an hour to write an informational text like the ones you might see in a student magazine. Here’s what you will write about:

Think of an animal that you’ve studied or know. You will have an hour to write an informational text that teaches others interesting and important information and ideas about this animal. Choose an animal that you know well. Think about informational books and magazines that you have read. Now think about how your own writing might go. Remember, you are not writing a story. You are writing an informational text about an animal that you know a lot about. Write it like you are teaching others about your topic. Use everything you know about good writing.”

Have students begin their informational writing.

Note:

This on-demand assessment shows what students know about writing an informational text on a given idea. Score this writing using the ***Informational Scale*** located at the end of this unit. Pay close attention to what your writers can already do and can almost do. This information will help you focus on goals for your students. Use the same scale to score their information books at the end of this unit to show what they have learned.

Post-Assessment Instructions (optional):

At the conclusion of this unit, administer the same on-demand assessment and look for improvements in your students’ development as writers.

3rd and 4th Grade Informational Writing

Lesson 1

Concept: Writers read different types of nonfiction mentor texts to study informational writing

Student Action: Identify text features and the purpose of those features

Pre-Corrections:	<ul style="list-style-type: none"> • Do not forget: Example—Non Example—Example (always end with what you want them to do). • Consider using a triad for students in this activity. A triad may allow for high, medium, lower level to be paired together and will allow for more scaffolding. • Choose a variety of texts (textbooks, magazines, books, articles) so that students can see that “informational” encompasses many types of nonfiction.
Materials	<ul style="list-style-type: none"> • Comprehension Toolkit page 41 (Activate and Connect) or BL resources if they fit better • A Nonfiction text for each partnership
<p>I Do It (12-15 minutes) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Today we will begin a unit on writing informational books. We are going to focus on topics we know a lot about. Topics we could teach to others. • Write informational books on the board to make it visual for students, use my turn, your turn to practice saying it aloud. • Define informational texts: <i>text with the primary purpose of expressing information about the arts, sciences, or social studies.</i> • Connect the fact that nonfiction text is ONE type of informational text. Review the nonfiction features from Comprehension Toolkit. Note: if you have Benchmark Literacy resources that fit better here you can use those instead. <i>Nonfiction features can include:</i> <ol style="list-style-type: none"> 1. <i>interesting facts to capture reader’s attention</i> 2. <i>visual features (illustrations, photographs, maps, diagrams)</i> 3. <i>can include a table of contents to organize information</i> 4. <i>can include headings to organize information</i> 5. <i>can include bold faced words to make them stand out as important</i> 6. <i>The text and the visual features work together to help the reader understand.</i> <p>Example:</p> <ul style="list-style-type: none"> • Use an example text students will be using in this lesson • Any nonfiction article from comprehension toolkit <p>Non-Example:</p> <ul style="list-style-type: none"> • Share a novel you have read in class, point out the formatting differences <ul style="list-style-type: none"> • Explain to students that they will be searching through mentor texts to identify text features and their purpose. • Distribute a nonfiction article everyone can see (refer to Comprehension Toolkit). • Model how to identify nonfiction text features by using a nonfiction text on overhead. Identify a text feature and define its’ purpose. Place on large t-chart which like one on page 41 (Activate and Connect) from Comp. Toolkit (see attached).
<p>We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> • With students in triads, ask them to identify another feature and write down the purpose of that feature. • Share with the whole group. • Repeat a few times until you can see the group has understanding.

<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them.
<p>You Do It (20 minutes) <i>Link</i></p>	<ul style="list-style-type: none"> • Distribute informational texts to partnerships or triads. • With students in partnerships or triads, ask them to identify text features. • Each student records (page 41) text features identified and the purpose. • Have one or two students share with the class. • Record student responses on chart paper. • Remind students that : <ol style="list-style-type: none"> 1. Mentor texts are a great way to learn about a new genre. It can really help us to see what that genre looks like. 2. As you look through informational books, it is fun to identify interesting facts and text features. 3. Connect the work they learned about today to the fact that they will be adding nonfiction text features to their own informational books.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> • Students can identify at least five text features. • Students can explain the purpose for at least five text features.

3 rd and 4 th Grade Informational Writing	
Lesson 2 (2 days)	
Concept: Writers begin the prewriting process by brainstorming topics they know a lot about.	
Student Action: Student identifies and develops a topic which he/she knows a lot about. Student develops subtopics.	
Pre-Corrections:	<ul style="list-style-type: none"> Brainstorming can be overwhelming for students, modeling is essential. Be prepared for students to be short on topic ideas, have a list in your mind of things kids know a lot about. A graphic organizer is necessary for students to develop subtopics. Using one they are already familiar with is helpful (boxes and bullets). Too broad of a topic will not work (dogs vs. a specific type of dog). Students will want to choose topics where they may have interest, but are not experts (warn them about this as they will not be able to develop their paragraphs well). As this lesson is two days long, the “I do it” must be interactive with full student participation.
Materials	<ul style="list-style-type: none"> Chart paper for class list
<p>I Do It (12-15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> Today we will be working together to develop a list of topics for our informational writing. Ask students to think about something they know a lot about (you want to teach others, you care about it in your own life). Explain to students that knowing a lot about something makes you an expert. Students share with elbow partners. Share as a group and create a class list for referencing. Teacher chooses a topic and models how to form subtopics using boxes and bullets structure. In the box is the topic of the paragraph, and in the bullets are the supporting reasons (subtopics) that prove what is in the box. Tell students that the box is like the title of the book and each bullet ends up being a chapter. Explain that boxes and bullets is an excellent way to organize your thoughts for informational writing as well as it was in narrative. Remind students that using boxes and bullets is a strategy they can apply to many genres of writing. <p>Example:</p> <div style="border: 1px solid orange; padding: 5px; margin: 10px 0;"> <p>Being a great mom</p> <ul style="list-style-type: none"> ○ How to be patient ○ How to have fun with my kids ○ How to be a good listener </div> <ul style="list-style-type: none"> Offer the scaffold of “how to” sentence starters for bullets. <p>Non-Example:</p> <ul style="list-style-type: none"> This would be an excellent place to choose a broad topic from the student developed class chart. <i>If you do so, the non-example will differ from the one below.</i> Note: it would be helpful to discuss what can happen if you choose a topic you really “like” but don’t know enough about. An informational book is intended to teach someone about a topic, you must know enough to be able to teach someone about

	<p>something. If you have to do research to talk about it, it isn't something you are an expert on.</p> <div style="border: 1px solid orange; padding: 5px; text-align: center; margin: 10px 0;"> Cars </div> <ul style="list-style-type: none"> ○ Fast cars ○ Expensive Cars ○ How to choose a car ● Explain to students that the topic of cars is far too broad. It would be difficult to talk about cars because there are too many types and too many differences among them. In addition, you really need to already know about your topic, and not have to research it.
<p>We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> ● Ask students to help you eliminate topics which are too broad from your class chart or topics that would need research. ● Students and teacher choose topic from class chart. ● Students and teacher create a boxes and bullet together. <i>Note: This class created topic will become essential to the rest of the lessons (do not skip this activity).</i>
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> ● Notice common errors students are making and teach to them.
<p>You Do It (20 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none"> ● Review concepts (examples) from yesterday ● Students select a topic—remind students it is something they are an “expert” in, not just something they like. ● Using boxes and bullets, students create subtopics ● Offer sentence starters for subtopics to help struggling students be more specific
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> ● Boxes and bullets structure ● Make sure subtopics seem specific enough

Examples of Possible Ideas for Topics

Animals students own and take care of

Sports played

Hobbies (hunting, fishing, skiing)

Places you have traveled with your family (how to be an expert there)

Being a great older sibling

Being a great role model for a younger cousin

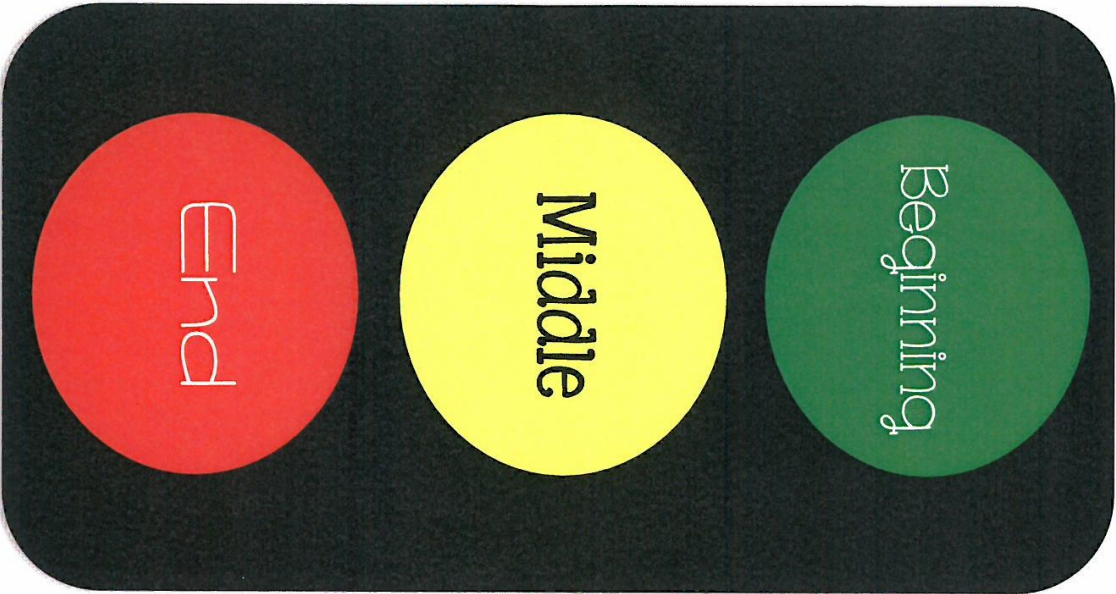
Interests that they have studied on their own and learned a lot about

3 rd and 4 th Grade Informational Writing	
Lesson 3 (2 days)	
Concept: Writers work in the drafting process to develop evidence to support subtopics.	
Student Action: Student develops information to support the sub-topics.	
Pre-Corrections:	<ul style="list-style-type: none"> Some students are going to need to adjust their subtopics. Informational writing uses facts and not strictly opinions. Beware of students writing in an opinion format. Advanced writers may finish early, be prepared with enrichment activity.
Materials	<ul style="list-style-type: none"> Developed subtopics from yesterday's lesson
<p>I Do It (12-15 minutes) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> Using the class created example from yesterday's lesson, model how to frame two subtopic paragraphs. Explain that each subtopic will need to be supported with strong evidence. A strategy you can use is numbering each different piece of evidence. NOTE: 3rd graders are required to develop the topic with facts, definitions, and details. 4th graders are required to develop the topic with facts, definitions, concrete details, quotations, or other information or examples related to the topic. Teach students that when completing informational writing it is important that the paragraphs have supporting evidence for each of the subtopics they developed yesterday. Explicitly remind students how the three subtopics support the focus of the informational book. Then show students how under those subtopics, there are three pieces of evidence to support them to be true. These details are intended to teach as well as convince the reader. Example: <div style="border: 1px solid orange; padding: 5px; margin: 5px 0;">Being a great mom</div> <ul style="list-style-type: none"> How to be patient <ol style="list-style-type: none"> Count to ten before you respond with anger Have a catch phrase that helps your kids know you are losing your temper ("asked and answered")_ Have a system in place (1,2,3 Magic) so that you follow the same steps and use the same language every time you are getting frustrated. How to have fun with my kids <ol style="list-style-type: none"> Respect each person's view of fun, and sometimes do something you don't really feel like doing (swimming at the plaza pool). Laugh and find positive things to focus on. Expose kids to things that you enjoy and help them to develop a love for the same things (camping). <p>Nonexample: would occur if you had a subtopic where you could not come up with an equal number of reasons: <div style="border: 1px solid orange; padding: 5px; margin: 5px 0;">Being a great student</div> <ul style="list-style-type: none"> How to be a good listener <ol style="list-style-type: none"> Don't talk while someone else is talking. How to follow the rules <ol style="list-style-type: none"> Understand what the rules are. </p>

	<ul style="list-style-type: none"> 2. Change your attitude if you make a mistake. 3. Ignore other people who are not following the rules so you don't get in trouble.
We Do It (5-7 minutes) <i>Active Engagement</i>	<ul style="list-style-type: none"> • Students and teacher choose topic from class chart. • Students and teacher create subtopic with supporting reasons together.
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them.
You Do It (20 minutes) (DAY 2) <i>Link</i>	<ul style="list-style-type: none"> • Review concepts (examples) from yesterday • Students work on their own subtopics, developing supporting reasons for each subtopic they have. • Minimum = 2 subtopics with 2-3 details to support the subtopic.
Assessment Check Point	<ul style="list-style-type: none"> • Subtopics with supporting reasons • Collect subtopics to ensure they are developing equally

3 rd and 4 th Grade Informational Writing	
Lesson 4 (3-4 days)	
Concept: Writers work in the drafting process to construct their subtopic paragraphs. Subtopics will become chapters within the book.	
Student Action: Student develops subtopic paragraphs for each chapter.	
Pre-Corrections:	<ul style="list-style-type: none"> Remind students not to create “listy” paragraphs. Paragraphs which are made up of lists are boring to readers. Discuss plagiarism Remind students of transition words, pull out transition word stoplight diagram It will be a challenge for students to include quotations in their writing. Require them to include at least one quotation and use your mid-workshop teaching point over the next couple of days to model how to do this.
Materials	<ul style="list-style-type: none"> Transition word stoplight
<p>I Do It (12-15 minutes) (DAY 1) <i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> Choose a subtopic. Demonstrate how to organize support for the subtopic by starting with a topic sentence. A topic sentence is an interesting or important idea that restates the subtopic in a way that will hook the reader. Using yesterday’s example, create a topic sentence--<i>One thing I have really worked on as a mom is the fact that I have to be patient with my kids.</i> Next, show how you can choose your supporting detail to follow that topic sentence. <i>For starters, one thing I do is count to ten before I respond with anger.</i> Model how to use the underline and write more strategy to include precise language and concrete details. In this strategy, you write a sentence, and then reread it to find a word or phrase you can tell more about. Once you find that word(s), underline it. Example: <i>One thing I have really worked on as a mom is the fact that I have to be patient with my kids. For starters, one thing I do is <u>count to ten</u> before I respond with anger. When I am frustrated I often count inside my head in Spanish...“uno, dos, tres, cuatro...” Usually, by the time I get to five, I have calmed down enough to <u>respond respectfully</u>. When I do this, it really helps me to say something in a <u>positive way instead of a negative way</u> (like “walk” instead of “don’t run”). My little boys like it when I am calmer and they seem to respond more quickly.</i> Point out that this strategy helps writers to include details, precise language, facts, or quotations. NOTE: 3rd graders do not need to include quotations. 4th graders should include at least one. Provide the students with a non-example. Using the same class created example from yesterday’s lesson, create a subtopic paragraph which is composed of lists. Make this a quick demonstration. Non example: <i>One thing I have really worked on as a mom is the fact that I have to be patient with my kids. First, Count to ten before you respond with anger. Next, have a catch phrase that helps your kids know you are losing your temper (“asked and answered”). Last, have a system in place (1,2,3 Magic) so that you follow the same steps and use the same language every time you are getting frustrated.</i>

<p>We Do It (5-7 minutes) <i>Active Engagement</i></p>	<ul style="list-style-type: none"> Students and teacher choose second subtopic from class chart. Students and teacher create a shared writing together, being mindful to use: <ol style="list-style-type: none"> Topic sentence Transition words Underline and write more strategy to include specific details and develop paragraphs
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> Notice common errors students are making and teach to them.
<p>You Do It (20 minutes) (DAY 2 and 3) <i>Link</i></p>	<ul style="list-style-type: none"> Review concepts (examples) from yesterday. Make sure to revisit including interesting facts, details, and a quotation. Have students elbow share with a partner the underline and write more strategy with one sentence. Students continue by working on their own subtopic paragraphs developing details and precise language for their own chapters. Minimum = 2 subtopics with 2-3 details to support the subtopic.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> Subtopics paragraphs with concise details (underline and write more) Evidence of transition words (have students highlight the transition words for a quicker check)



Time Transition Words

First
To begin
For starters

Initially
In the beginning
It started when

Also
Additionally
Next
Soon
Then

Before long
Meanwhile
Later
After that
Suddenly

Last
Finally
Eventually

In the end
In conclusion

3rd and 4th Grade Informational Writing	
Lesson 5 (3 days)	
Concept: Writers work in the drafting process to include text features within their informational book.	
Student Action: Students include text features to support subtopic paragraphs.	
Pre-Corrections:	<ul style="list-style-type: none"> • If students are struggling, offer a specific paper to assist in the choice. You may need to help them match the right paper with the right chapters. • Review the purpose of a variety of text features (focus on those from lesson 1). Remember, it is better to go in depth with specific ones than to cover too many. Students may get lost in which ones to choose. Do periodic checkpoints throughout the three days. • Have multiple copies of paper choices.
Materials	<ul style="list-style-type: none"> • Paper choices (at end of unit) • Attached student samples at end of unit (you may not want to make a copy for each student but you could instead have a few copies posted on a bulletin board or some example texts in a general area that they can use to look at as they continue to draft)
I Do It (12-15 minutes) (DAY 1) <i>Connection</i> <i>Teach</i>	<ul style="list-style-type: none"> • Refer back to the non-fiction text feature chart which the class created from Lesson 1. Review the features. • Choose some student samples from the end of the unit and show students how different writers have represented their information by using different types of text features. • As you examine student samples, model thinking aloud, and discuss why a writer selected a specific type of text feature. <i>Ask: How does that text feature extend understanding?</i>
We Do It (5-7 minutes) <i>Active Engagement</i>	<ul style="list-style-type: none"> • Refer to the shared writing you have been working on in front of the class and reread one subtopic paragraph. • Facilitate a class discussion on which text feature might best fit the paragraph you are focusing on. • Create the text feature together and choose the correct formatting for paper.
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them.
You Do It (20 minutes) (DAY 2-3) <i>Link</i>	<ul style="list-style-type: none"> • Review concepts (examples) from yesterday. • Students work on their own to match text features with subtopic paragraphs over the course of next two days. • Minimum = Each chapter/subtopic should have one text feature to match.
Assessment Check Point	<ul style="list-style-type: none"> • Check in to make sure subtopics and text features match.

3rd and 4th Grade Informational Writing	
Lesson 6 (2 days)	
Concept: Writers work in the drafting process to construct introductions for their informational books.	
Student Action: Students write an introduction that captures the reader's interest.	
Pre-Corrections:	<ul style="list-style-type: none"> • Vocabulary knowledge may vary so providing a word wall of words used in introductions could be helpful. • Reviewing non-fiction introductions in mentor texts may be helpful for students. • Students who are advanced may be able to try several strategies for leads to start their introductions and then choose from the one they like the best. • Students who struggle should be offered three choices and taught explicitly how to craft an introduction. • Students with extreme difficulty could use the writing frame provided for them.
Materials	<ul style="list-style-type: none"> • Copies of "Introductions in Expository Writing" for each student • Non-fiction texts with introductions • Attached student samples with introductions
<p>I Do It (12-15 minutes) (DAY 1)</p> <p><i>Connection</i></p> <p><i>Teach</i></p>	<ul style="list-style-type: none"> • Explain the purpose of an introduction. An introduction is to explain what the informational book will be about. A well written introduction helps the reader know what to really pay attention to as they read. It is setting up the reader to be an expert on the topic. • Read aloud some introductions from "Leads in Expository Writing" sheet. You could also use mentor non-fiction texts or student samples provided. Use the samples to help you clarify what the following bullet points look like in a piece of writing. • When writers create introductions they use a strategy that can help them gain the reader's attention. Here are some strategies to start an intro: <ol style="list-style-type: none"> 1. Ask a strongly stated question your readers might have 2. Start with a snapshot 3. Start with one important observation 4. Put your connection with the subject in the lead 5. Flaunt your favorite bit of research in the lead • Once you start an intro with a catchy lead, you follow with a sentence that states what you want to teach. • The last sentence gives an overview of the topic.
<p>We Do It (5-7 minutes)</p> <p><i>Active Engagement</i></p>	<ul style="list-style-type: none"> • Using the class shared writing example, model how to write an introduction. You can choose a question, a snapshot, or an important observation to lead with. The example below shows how to lead with an important observation: Observation--Being a mom is the best job in the whole world. It is the one thing that you can do better than anyone else (according to your own kids anyway). • Explain to students that once you start an introduction with a catchy lead, you will next <i>want to think about what you want to teach readers at the beginning of your book.</i> Using the class example, add the next sentence: Being a mom is the best job in the whole world. It is the one thing that you can do better

	<p>than anyone else (according to your own kids anyway). In a poll of 50 different kids, they all unanimously thought THEIR OWN mom was the best mom in the whole world. Being a mom is a tricky balance between love and logic, hugs and discipline, and knowing when to give kids the room they need to make their own decisions.</p> <ul style="list-style-type: none"> Model for students that <i>finally you will want to give your reader an overview of the topic.</i> Using the class example, add the last sentence: In this book, I am going to share my expertise and top-secret mom tricks. If you are an interested mom, an insightful kid, or a soon to be baby-sitter you will want to read on!
<p>Mid-Workshop Teaching Point (3 minutes)</p>	<ul style="list-style-type: none"> Notice common errors students are making and teach to them.
<p>You Do It (20 minutes) (DAY 2) <i>Link</i></p>	<ul style="list-style-type: none"> Review the format and example from yesterday. Students work independently to create their introductions.
<p>Assessment Check Point</p>	<ul style="list-style-type: none"> Check introductory paragraphs for: <ol style="list-style-type: none"> A quote, question, or prior knowledge to start Evidence that the student is going to teach the reader something An overview of the topic

Formula for a strong introduction:

1. Choose your lead
2. Follow with what you want to teach readers about your subject
3. End with an overview of the topic

Types of Leads in Informational Writing

From Barry Lane's *Reviser's Toolbox*

1. *Ask a strongly stated question your readers might have. (In some ways all writing is about trying to answer our best questions. A strong question is the one we all want the answer to.)*

Weakly stated:

In this paper I will attempt to answer the question why history is important.

Better:

What's the point of studying history? Who cares what happened long ago? After all, aren't all the people in history books dead?

The History of US—Joy Hakim

2. *Start with a snapshot. When you paint a picture, you draw the reader in. Notice the difference between these two leads to a report about ice-skating.*

Boring:

Ice skating is my favorite sport.

Better:

It's ten degrees below zero and the river is frozen a foot thick. It makes snapping sounds like the limbs of trees cracking. A lone figure glides along the black ice, moving towards the

city. The only sound is the scraping of each blade as it bites into the river. That's me doing my favorite sport, ice-skating.

3. *Start with one important observation. Don't start in the general. Put the most surprising or important observation in your opening.*

General:

The human brain is a complex and amazing organ.

Better:

Seeing stars, it dreams of eternity. Hearing birds, it makes music. Smelling flowers, it is enraptured. Touching tools, it transforms the earth. But deprived of these sensory experiences, the human brain withers and dies.

Inside the Brain—Ronald Kotulak

4. *Put your connection with the subject in the lead. Think about: Why are you attracted to the subject? Do you have a personal reason for writing about this subject? What specific memories of the subject come to mind?*

General:

The problem of longitude was one of the greatest scientific challenges of its day.

Better:

On a Wednesday adventure when I was a little girl, my father bought me a beaded wire ball that I loved. At a touch, I could collapse the toy into a flat coil between my palms, or pop it open to make a hollow sphere. Rounded out it resembled a tiny Earth, because its hinged wires traced the same pattern of intersecting circles that I had seen on the globe in my school room—the thin black lines of latitude and longitude.

Longitude—Dava Sobel

5. *Flaunt your favorite bit of research in the lead. Start with the facts that made you smile, laugh, go “ahaaa!” or just plain grossed you out.*

General:

Did you ever wonder why God created flies?

Better:

Though we have been killing them for years now, I have never tested the folklore that, with a little cream and sugar, flies taste very much like black raspberries.

Introduction

The _____ thing about
_____ is _____.

When I think about _____, it makes
me _____. My favorite
things about _____ are _____
and _____. If you want to
know more about _____
then....keep on reading!

3rd and 4th Grade Informational Writing	
Lesson 7 (2 days)	
Concept: Writers work in the drafting process to construct conclusions for their informational books.	
Student Action: Students write a conclusion that captures (sums up) the important ideas about the topic.	
Pre-Corrections:	<ul style="list-style-type: none"> Some students will end with “the end,” forewarn them about this. For students who struggle with writing in general, it would be a good idea to provide a framework for writing the conclusion.
Materials	<ul style="list-style-type: none"> Non-fiction texts with conclusions Conclusion Framework, if necessary (attached)
I Do It (12-15 minutes) (DAY 1) <i>Connection</i> <i>Teach</i>	<ul style="list-style-type: none"> Explain the purpose of a conclusion. A conclusion helps the reader remember what is most important about a topic. Read aloud some conclusions from the attached student mentor texts or other informational resources you have. Explain to students that when writers create conclusions they use a strategy that can help them to sum up what an informational book is about. Here are three strategies to help you write a conclusion: <ol style="list-style-type: none"> Ask yourself, what did I want the reader to learn? Sum up the most important information Share your thoughts or opinions about the topic End by asking the reader a question Try to identify the four strategies using the student mentor texts. Think aloud as you do so.
We Do It (20 minutes) <i>Active Engagement</i>	<ul style="list-style-type: none"> Using the class developed topic, model writing your own conclusion. Example: Being a mom is an awesome job, but it surely is not easy. It is so important to remember that patience, understanding, and listening are the keys to good parenting. In my opinion, being a good mom is a tough job...one that requires a lot of practice. I know it’s the best job ever and it is definitely worth it, don’t you agree? Non Example: And that is the end of my book Do you like my book? Isn’t my book awesome? <ul style="list-style-type: none"> _____ is cool. Using a student example, create a shared writing (focusing on conclusion) Create the writing together, asking for student input.
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none"> Notice common errors students are making and teach to them.
You Do It	<ul style="list-style-type: none"> Review the format and example from yesterday. Students work independently to create their conclusions.

<p>(20-30 minutes) (DAY 2) <i>Link</i></p>	
<p>Assessment Check Point</p>	<ul style="list-style-type: none">• Check conclusion paragraphs for:<ol style="list-style-type: none">1. Something the reader should learn2. Summary of the most important information3. Thoughts or opinions about the topic4. Ending question

Conclusion Framework

1. What should the reader learn?

Possible starters:

Being a _____ is awesome, but _____.

Having a _____ is hard work but _____.

Playing _____ takes a lot of _____ and _____.

2. Sum up the most important information:

3. Share your thoughts or opinions about the topic:

In my opinion _____.

4. End by asking the reader a question related to your topic:

Possible starters:

_____, don't you agree?

_____, wouldn't you love to try it?

3rd and 4th Grade Informational Writing	
Lesson 8	
Concept: Writers work in the revising process to ensure that all necessary components are present.	
Student Action: Students make revisions that make their informational books stronger.	
Pre-Corrections:	<ul style="list-style-type: none"> • Revisions are difficult. Be prepared to see resistance from students. • Offer examples from real life authors who have had to revise their work. • If you have some students who need a lot of support it may be best to do the “I do” portion of the lesson in a small group format where you lead the revision discussion.
Materials	<ul style="list-style-type: none"> • Revising vs. Editing chart for each student • Revision/Editing Checklist for each student
I Do It/We Do It (20 minutes) <i>Connection</i> <i>Teach</i>	<ul style="list-style-type: none"> • Provide students with a definition of revising. Revising actually means to “revision” or “resee” the way your work is done. Explain that when we revise we work to make changes to the content of the text. • Review the Revising vs. Editing chart and the definitions of each element • Introduce the revision/editing checklist to students. Explain that today, you will only be focusing on the revision step (which is #1 on the checklist). • Model how to work through #1 on the checklist with the class example that you have been writing together. You may want to choose a student who can be your partner to model the type of respectful verbal exchange that occurs.
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none"> • Notice common errors students are making and teach to them.
You Do It (20 minutes) (DAY 2) <i>Link</i>	<ul style="list-style-type: none"> • Students work individually to designate any spot they need to revise. • Students share with a partner and talk through ideas.
Assessment Check Point	<ul style="list-style-type: none"> • Have students highlight where they have made a revision change. • Collect revision changes.

Revising Editing

A - add

- Sentences
- Words

R - remove

- Unneeded Words
- Unneeded Sentences

M - move

- Sentences around
- Words around

S - substitute

- Trade words or sentences for others

C - capitalize

- Names, places, months, titles, "I"

U - usage

- Match nouns & verbs correctly to make sense

P - punctuation

- Periods, quotations, commas, ?, !

S - spelling

- Check all words
- Use dictionary

EDITING/REVISING CHECKLIST

Title _____

Reread your writing carefully. Put a check in each box under **Author** as you complete each item. Once all the boxes are checked, give this checklist to the teacher for the final edit.

Revise for the following:	Author	Partner
1. Clear informational text that shares ideas accurately: Ask yourself, Did I create a strong introduction paragraph? <ul style="list-style-type: none"> Does my intro have a lead sentence? Does my intro say what I want the reader to learn? Does my intro say an overview? Did I include three supporting chapters (subtopics)? Does each of my chapters have 2 or 3 facts, details, or quotations to help create a picture for the reader? Do my chapters each have a non-fiction text feature? Do my paragraphs have transition words to help it flow? Did I include a strong conclusion? <ul style="list-style-type: none"> Does it state what the reader should have learned? Does it share my thoughts or opinions about the topic? Does it end by asking the reader a question? 		
Edit for the following:		
2. Sentences and paragraphs. Each paragraph is indented. I have transition words within my chapters.		
3. Capitalization. Use capitals at the beginning of each sentence and for every name.		
4. Punctuation. Use periods, exclamation points, question marks, and quotation marks correctly.		
5. Spelling. Spell grade-appropriate words correctly. Use a dictionary or ask a teacher for words you don't know how to spell.		

3rd and 4th Grade Informational Writing	
Lesson 9	
Concept: Writers work in the editing process to prepare informational books for publication.	
Student Action: Students edit their informational books to prepare them for publishing.	
Pre-Corrections:	<ul style="list-style-type: none"> Editing is different than revising—make that clear. Editing is preparing your writing for publishing by correcting the conventions of your text, revising has to do with the content of your text.
Materials	<ul style="list-style-type: none"> Revising vs. Editing chart Revision/Editing Checklist
I Do It/We Do It (20 minutes) <i>Connection</i> <i>Teach</i>	<ul style="list-style-type: none"> Provide students with a definition of editing. Editing actually means to prepare your work for publishing by reviewing capitalization, usage, punctuation, and spelling. Read the Editing section on the Chart item by item Using the revision/editing checklist, draw student attention to items #2-5. Using the class example, walk through the editing process. You may want to choose a student to model peer editing discussion.
Mid-Workshop Teaching Point (3 minutes)	<ul style="list-style-type: none"> Notice common errors students are making and teach to them.
You Do It (20 minutes) (DAY 2) <i>Link</i>	<ul style="list-style-type: none"> Students work individually to identify errors and change them for editing. Students share with a partner and talk through ideas.
Assessment Check Point	<ul style="list-style-type: none"> Final copy of informational book.
Student Celebration Ideas PLEASE DEVOTE AT LEAST ONE SESSION TO CELEBRATING AND PUBLICATION	<ul style="list-style-type: none"> Class groups share with one another Partners share with one another Older students share with younger students Parents, grandparents, guests come in to hear groups of students read stories

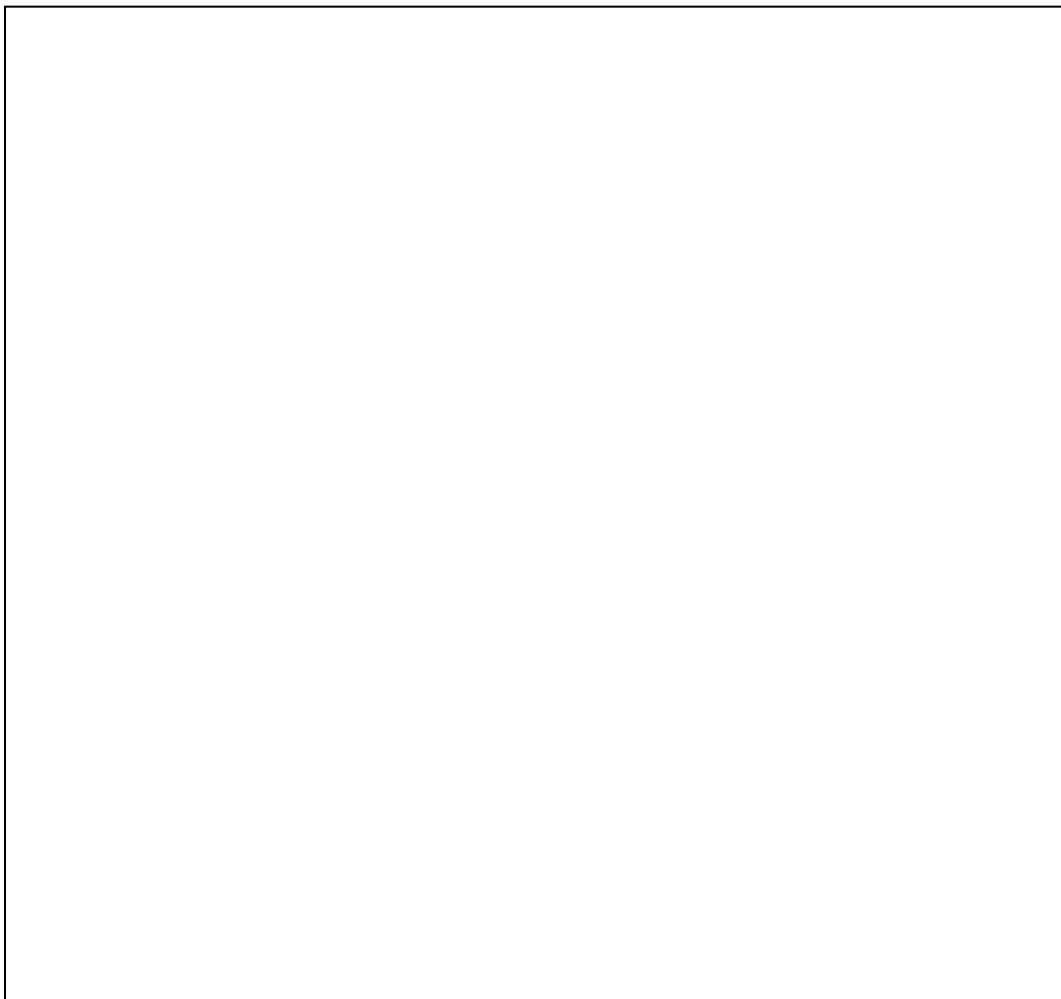


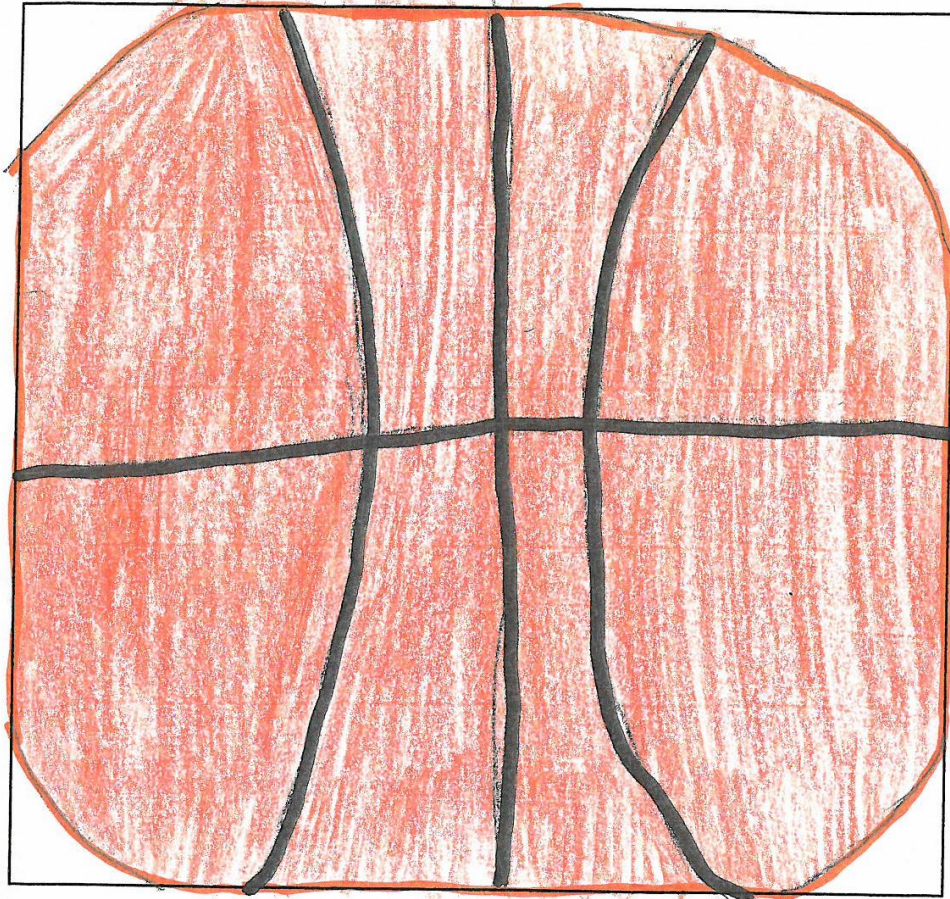
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Conclusion	_____

Improving Informational Writing: Grade 4

Writing Unit 3

BASKETBALL



Improving Informational Writing: Grade 4
Writing Unit 3

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Introduction

What do you think of when you hear the word basketball? Some people think of a stupid boring sport. Other people might think of a fun awesome sport. Some people like to play basketball, and some people don't. But let's put that aside. In this book, you will learn many things about basketball.

In 1891, Dr. James Naismith **concieved** basketball. Now, basketball is one of the most **popular** sports. Many people like this sport and enjoy it. Also, in the article "Sport's Illustrated: The ring's the thing", it said,

"Unlike baseball, where stars like Albert Pujols bat only once every nine players, or football, in wich Aaron Rodgers is only on the field half the game, a single basketball player can affect the whole game."

Chapter 1: Warmups

FUN FACT

In the article, "Sports Illustrated", it said, "Warming up will help you win the game."

↑
Fun Fact

In this first chapter you will learn many different ways to warm up for basketball. In the article "Sports Illustrated", it said, "Warming up is the way to win the game."

These warm-ups will help you a lot when you practice playing basketball. So you why don't you just give these warm-ups a try.

The first warm-up is finger strengthening. This will help you strengthen your fingers. The last one is fast running. This will help you to be faster when you are playing a basketball game.

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Finger Strengthening



To warm-up, you need to **strengthen** your fingers. So what you do first is, you place the ball between each hand up by your fingers. Next, you have to put the ball above your head. After, start slowly passing the ball back and forth. **DON'T USE THE PALM OF YOUR HAND!** Keep trying and you'll get it.

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Writing Unit 3

Fast Running

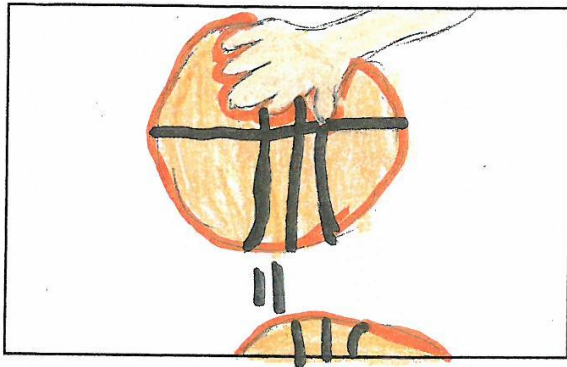
Running fast in basketball is an important thing. First, you must run lots of laps to help you get faster. This will help you because as you keep running, you will get faster. So go ahead and give it a try.

Next, you need to try running short distances between two things/places. That way, if you are on your way to the ball, and someone on the opposite team gets it, you need to be able to get back to your hoop quickly. So go ahead and do this warmup.

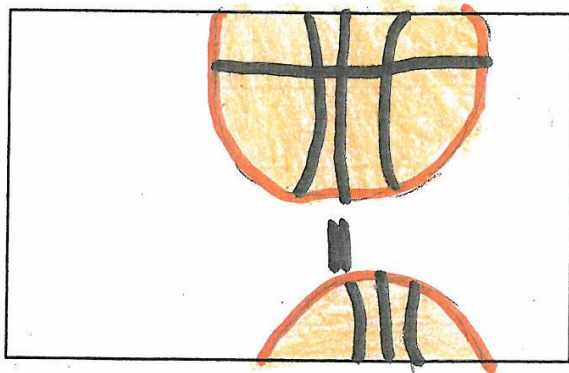
Last, you can start timing yourself when you run. Keep track of your time. Each time you run, try to beat your old record at least by 1. This should help a lot. Soon you will gradually increase your speed.

Improving Informational Writing: Grade 4
Writing Unit 3

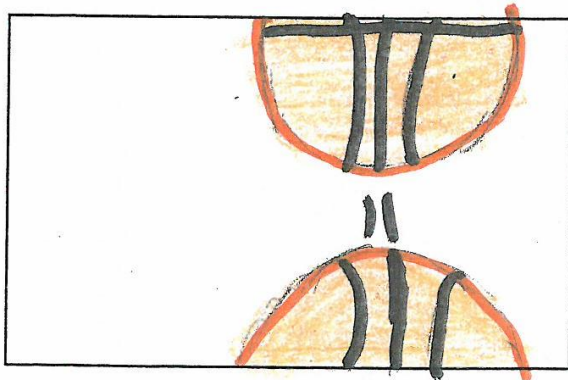
Chapter 2: Dribbling



Dribbling is important in basketball. Here is a way to dribble the ball. The first one is about hand positions. Most people get confused when they try and put

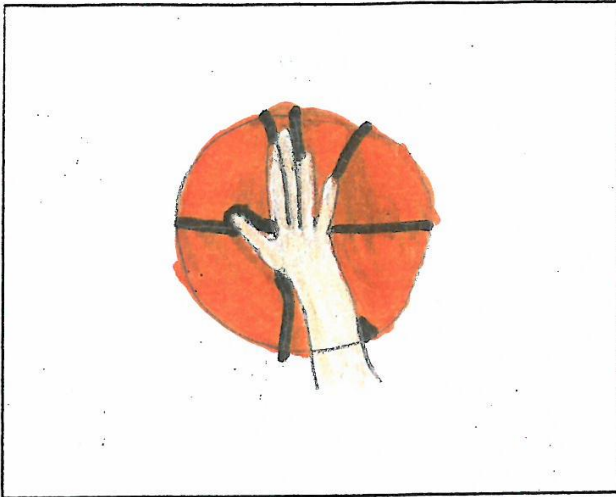


their hands in the right spots on the ball. But don't worry; you'll learn all about it. Also in dribbling you need to know how to bounce the ball. Some people think that



they can make up there own way to dribble. But it almost never works. So in this chapter, I'll tell you how to dribble the ball in Basketball.

Hand positions



↑
Their hand is in the right position.

If you're right handed, then you should dribble with your left hand mostly. But you can still dribble with your right hand. If you are left handed, then you should mostly dribble with your right hand. But again, you can still dribble with your left hand. That is what you need to know about Hand Positions.

How to Bounce the Ball

When you bounce the ball, you aren't supposed to bounce the ball with your hand. You mostly bounce the ball with your fingers and fingertips. Secondly, if you only

When you dribble your hands have to be in the right spot. For instance, don't put your left hand on the top of the ball and your right hand on top of your left. Don't switch them around either.

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bounce the ball with your palm, then it will just slowly get closer and closer to the ground, and eventually you won't be able to bounce it. But when you try it with your fingers and palm, then it will work. That's what you need to know about how to bounce the ball.

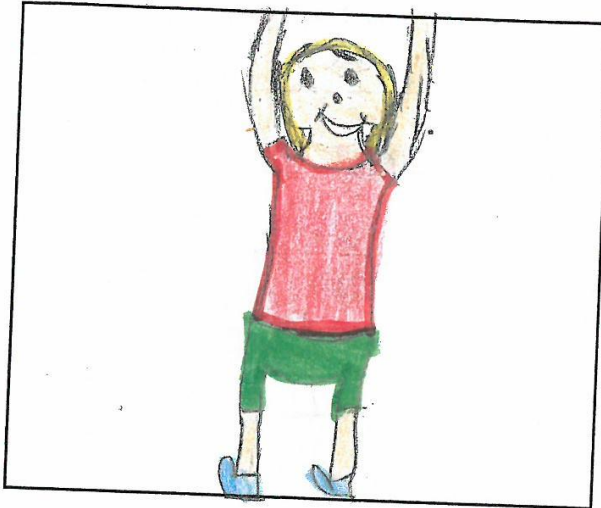
Shooting

In this chapter about shooting, you will learn about two things. The first thing is about your position and your stance. You need to learn about position/stance, because if you don't, you will easily start becoming a bad player.

The second thing is about your right and left hand when you shoot. You will learn how to shoot with your right and left hand. You will definitely need to learn how, because you will use it a lot.

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Position / Stance



Position



Stance

In this chapter, I told you that you would learn about your position/stance.

On this page, you will learn your position/stance is very important. And when you think about it, you will realize it. First, never shoot from a bad distance. Most likely, you won't make the hoop. Usually,

get at least 3 feet away from the hoop. Then try. Now about stance. Stance is almost the same as position.

Position is a moving spot that you're in. Stance, is a spot that you're in, but you don't move. So they call this stance.

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Right /Left hand

Now I'll tell you how to shoot with your left hand and right hand. First, we'll do right. First, start by holding the ball underneath with your right hand, fingertips facing you. Next, you put your left hand on the left side of the ball. That's your guide hand. After, push up your hands and stretch. Then, sort of flick the ball off your hand.

Now left hand. First, you put your left hand under the ball, fingertips facing you. Then, use your right hand as a guide hand and put it on the right side of the ball. Quickly push up the ball and flick it off your hand. That's how you shoot with your right and left hand.

Defense



DEFENSE!

to your hoop and get a shot.

Even if the person you're guarding doesn't have the ball, that doesn't mean that you should stop defending them. You keep guarding them! If you don't guard them, the person with the ball will pass the ball to them and they'll make a hoop.

If your person has the ball, and they start to

In basketball, defending is an awesome to win the game. You need to defend the ball in basketball. Otherwise, what will happen is, you aren't defending the ball, so the person with the ball can easily dribble up

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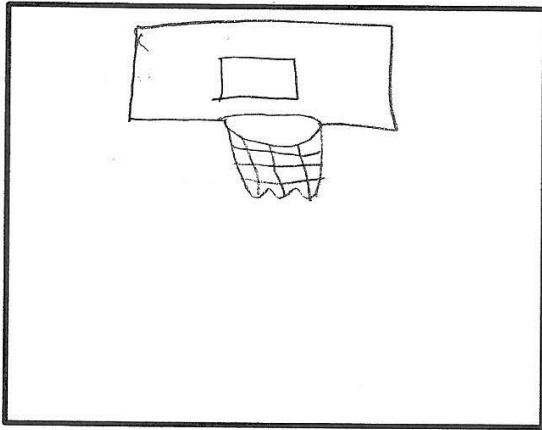
dribble around backwards towards your hoop,
DO NOT chase after the ball. Otherwise, you'll be
behind them and they can make a hoop. Always
stay in between them and their hoop. If you defend,
you can easily win the game.

Gaurding the person with the ball

Gaurding the person with the ball is even harder
er than gaurding the hoop. The reason is, because
if you want to steal the ball, you have to make sure
they don't pass the ball, and if you chase after the
ball you could let them make a hoop.

First, you must wait till the right time to grab it.
Second, you always should make sure not to
chase after the ball.

Gaurding the hoop



Defending is
an awesome way to
win the game. One of
the ways to defend
is gaurding the hoop.

Gaurding the hoop is important because you
might be able to stop the ball from going into your
hoop.

When you gaurd the hoop you need to
jump up as high as you can and put your hands
up in the air. That way when the person shoots they
might miss because they couldn't throw the ball over
you. Gaurding the hoop is an important way to
defend.

Chapter 5: Famous basketball players

Julius Erving
Karl Malone
Michael Jordan

To the right, I gave
you a few names of
NBA players. Here,
I'll tell you about
two of them.

The first one is Julius Erving. Julius Erving
was born on February 22, 1950. He did many am-
azing things such as, he led the Philadelphia 76ers
to title in 1983. He did many more cool things
but lets get down to Karl Malone.

Karl Malone was born on July 24th, 1963. He
was born in Summertfield Louisiana. His nickname
was "The Mailman." In the article, "Karl Malone factmonster.com"
it said, "Karl Malone said this, 'Even though I left

for a year, I grew here as a jazz man...
If I'm fortunate enough to go into the hall of
fame, I will go as a jazz man. That's what he
said."

Conclusion

Basketball is an awesome sport. That's my opinion. You may have a different one. But I still think that you should give it a try. Or at least give a sport that try and courage from you. Sports are important in our lives. Basketball is one of those.

So I decided to write about it. People through out the intire world have different opinions about basketball. So do you. So put your opinions out into the world and give things a try. Basketball is important, so I taught you about it. I hope that my information helped you learn more.

High Bar
Improving Informational Writing: Grade 4
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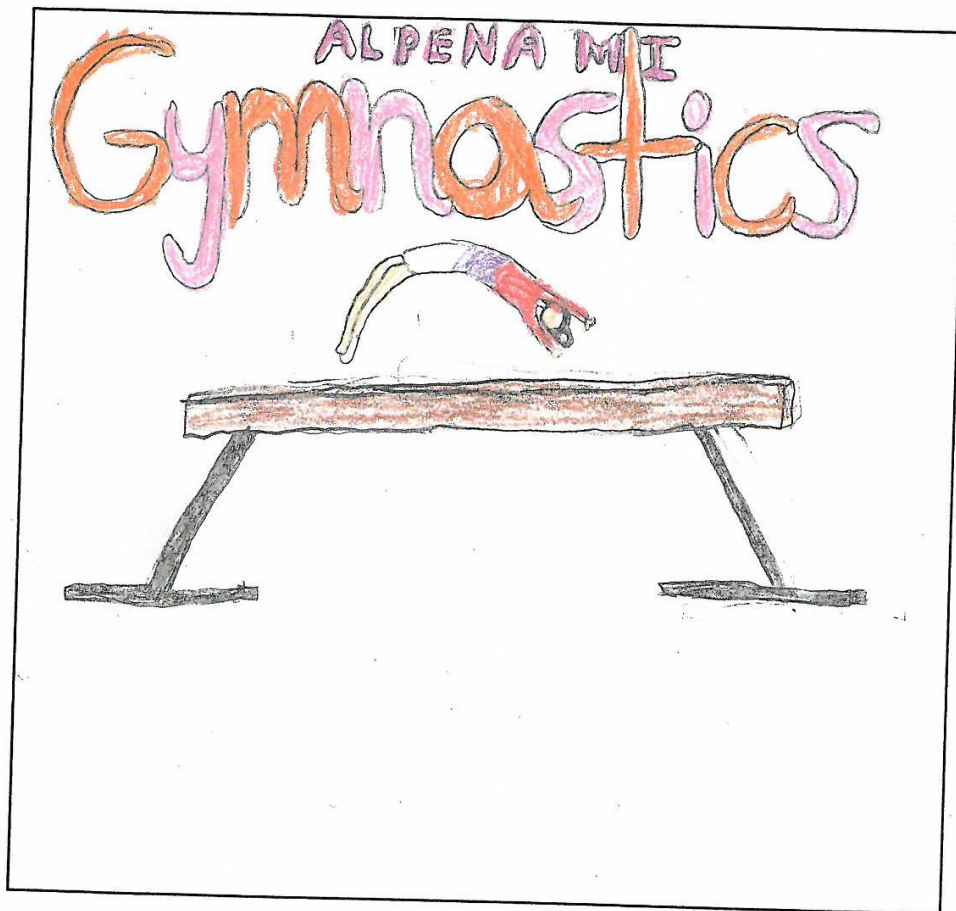
Fantastic Gymnastic

B

E

A

M



Vault



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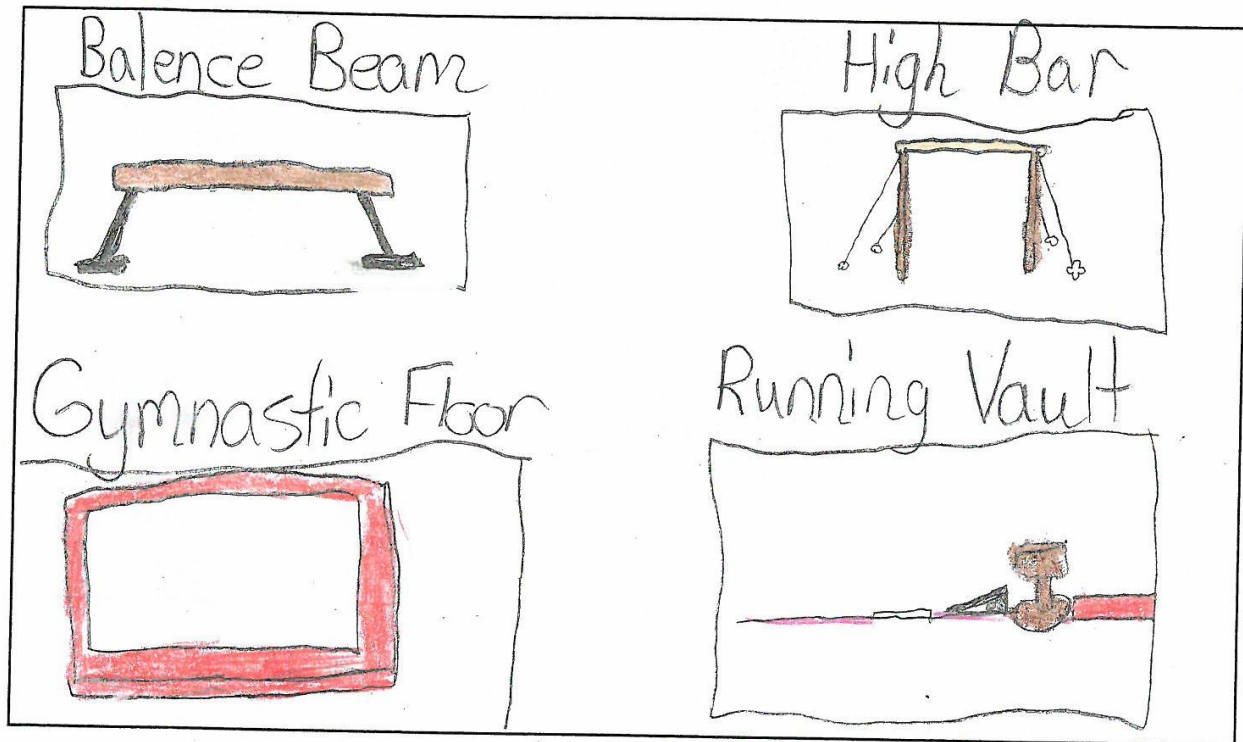
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Conclusion .. Gymnastics ending!!	pg 7
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Introduction

WOW! Gymnastics what a big topic!
I hope you are interested in American
Olympics, gymnastics events, stretches, and
just for fun stuff! But let me tell you,
Gymnastics is not something ^{like} when you go
to practice and you can just do it all.
At the start you probaly can't do everything.
Gymnastics takes a long, long, long
time! Your gonna need practice!
O.K, lets get to the book!

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Gymnastics Events



There are 4 girls gymnastic events. The High Bar, the Floor, the Balance Beam, and the Vault. The High Bar is a pole that hangs horizontally. The Floor is just a floor with springs in it. The Balance Beam is a board that is 4 feet tall. And finally the Vault, it is something where you run as fast as you can and flip off it. (look on glossary)

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The High Bar is a popular Gymnastics Event.
Both men and women do it in the Olympics.

The Floor is popular too! Really that's what
lots of people think of when they think of
Gymnastics.

The Balance Beam is just like it sounds,
a beam you balance on. Every girl does it
in the Olympics.

The Vault is a fun, popular event too.
Everyone does it.

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Beginning Stretches



1st you do a straddle like in picture. You reach to one leg and then the other. Next, is pike. You sit with your legs together and reach for your toes. (printed) Now you do wrists. You get on your knees and put your hands on the ground. You rock back and forth putting your hands

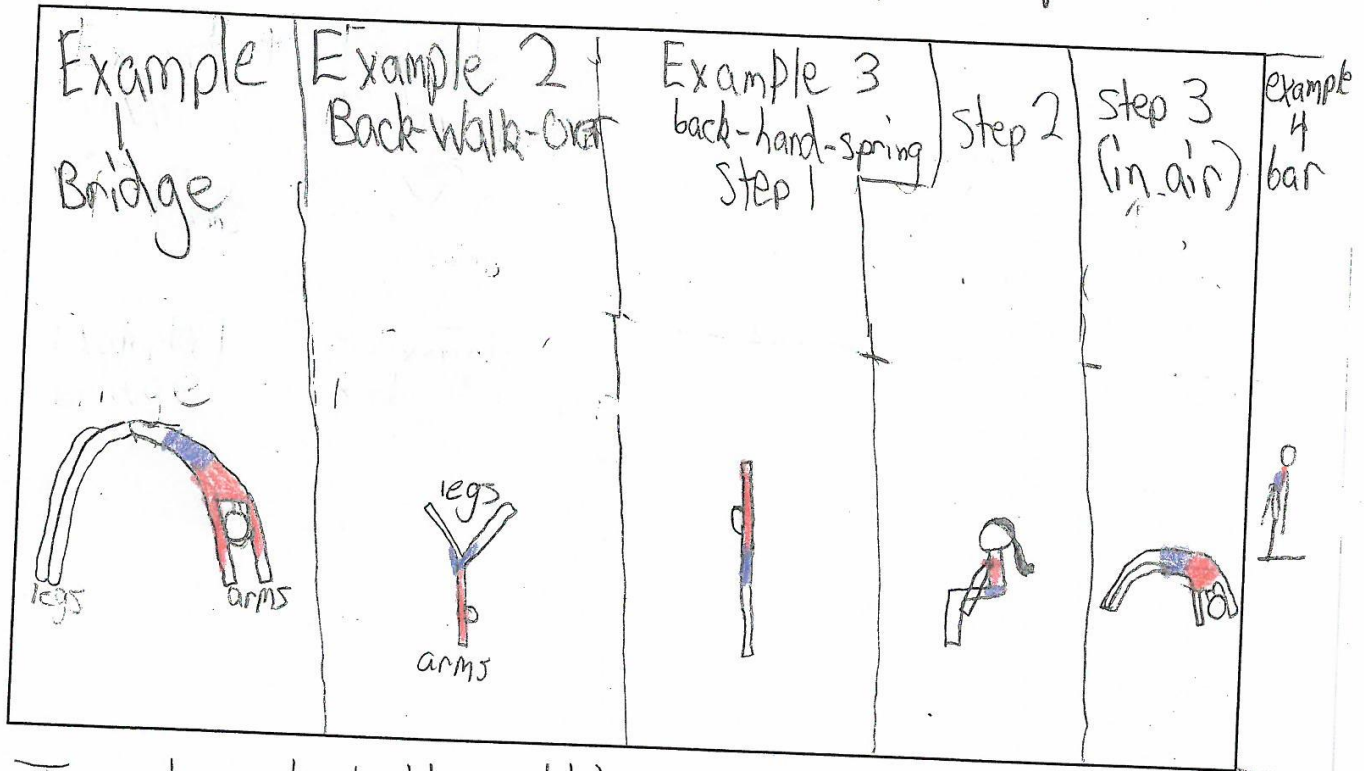
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in different directions. Now the killer splits. You put 1 leg forward and slide down. If you can go all the way down try putting your arms up. Make sure you switch legs. This is the worst splits, middle splits. You spread your legs apart and slide down. Try to point your toes too!

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Skills to Bump Up!



In level 1, the thing you need to learn is a Bridge-Kick-Over. You lay on your back, and put your arms over head, bent, and push up. Now that's a bridge. When your in it, kick-over. In level 2, you have to get your back walk over. Stand with arms up →

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Bounce the ball with your palm, then it will just slowly get closer and closer to the ground, and eventually you won't be able to bounce it. But when you try it with your fingers and palm, then it will work. That's what you need to know about how to bounce the ball.

Shooting

In this chapter about shooting, you will learn about two things. The first thing is about your position and your stance. You need to learn about position/stance, because if you don't, you will easily start becoming a bad player.

The second thing is about your right and left hand when you shoot. You will learn how to shoot with your right and left hand. You will definitely need to learn how, because you will use it a lot.

Conclusion

So, you see! Gymnastics and especially backflips, are really hard! You need lots of patience and practice! I hope you enjoyed the book! And I hope you learned a little more about Gymnastics. And just to let you know you can only be a gymnast if you are a true Michigan fan! No I'm teasing! Now never give up on your dream!

Informational Writing—3 rd grade	
Text Type: Informative/Explanatory	
GENRE FOCUS Revised: June, 2012	
Level 4.0 In addition to Level 3.0 performance, the student writer goes beyond what was taught:	<ul style="list-style-type: none"> • Introduces a topic clearly • Evidence of related information is grouped in a paragraph format • Conclusion is related to information presented • Varied word choice
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> • Introduces a topic • Groups related information together • Includes illustrations when useful to aiding comprehension • Develops the topic with facts, definitions, and details (3-4 throughout entire piece) • Uses transition words to connect ideas • Provides a concluding statement or section
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • Introduces a topic • Related information may not be grouped together • Limited development of topics with facts, definitions, and details (at least 2 throughout entire piece) • Attempts a concluding statement or section
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Informational Writing—3 rd grade	
Text Type: Informative/Explanatory	
MECHANICS FOCUS Revised: June, 2012	
Level 4.0	Students should demonstrate 90% proficiency in Level 3 mechanics. Mastery of conventions.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	Students should demonstrate 80% proficiency in the following areas. Lapses in writing conventions are not a distraction. <ul style="list-style-type: none"> • Appropriate end punctuation • Correct use of capitalization at the beginning of sentences • Correct spelling of high frequency words
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should demonstrate 60% proficiency in Level 3 mechanics. Lack of control makes writing difficult to understand.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Grades 3-6	
TO BE USED WITH ALL UNITS	
PROCESS FOCUS	
Level 4.0	<ul style="list-style-type: none"> With little support, writer uses planning, drafting, revising, and editing
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> With some support, writer uses planning, drafting, revising, and editing
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> With considerable support, writer uses planning, drafting, revising, and editing
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Informational Writing—4 th grade	
GENRE FOCUS	
Revised: December, 2012	
Level 4.0 In addition to Level 3.0 performance, the student writer goes beyond what was taught:	<ul style="list-style-type: none"> • Evidence of quotations which effectively develop the topic • Illustrations/multimedia are creatively chosen and extend comprehension • Quotation usage is strategically used and extend understanding of topic • Varied word choice
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> • Introduces a topic clearly • Groups related information together in paragraphs and sections that have headings • Includes illustrations/multimedia when useful to aiding comprehension • Develops the topic with facts, definitions, details, and quotations (3-4 throughout entire piece) • Uses transition words to connect ideas • Provides a concluding statement or section related to the information presented
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> • Introduces a topic • Related information may not be grouped together in paragraphs or sections with headings • Limited development of topics with facts, definitions, and details, and quotations (at least 2 throughout entire piece) • Attempt at transition words (may not connect ideas) • Attempts a concluding statement or section
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Informational Writing—4th grade	
Text Type: Informative/Explanatory	
MECHANICS FOCUS Revised: July, 2012	
Level 4.0	Students should demonstrate 90% proficiency in Level 3 mechanics. Mastery of conventions.
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	Students should demonstrate 80% proficiency in the following areas. Lapses in writing conventions are not a distraction. <ul style="list-style-type: none"> • Appropriate end punctuation • Correct use of capitalization • Correct spelling of high frequency words • Produce complete sentences (i.e. no fragments or run-ons)
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	Students should demonstrate 60% proficiency in Level 3 mechanics. Lack of control makes writing difficult to understand.
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.

Grades 3-6	
TO BE USED WITH ALL UNITS	
PROCESS FOCUS	
Level 4.0	<ul style="list-style-type: none"> With little support, writer uses planning, drafting, revising, and editing
Level 3.5	In addition to 3.0 performance, in depth inferences and applications with partial success.
Level 3.0 PROFICIENCY TARGET	<ul style="list-style-type: none"> With some support, writer uses planning, drafting, revising, and editing
Level 2.5	Demonstrates no major errors or gaps in the 2.0 content and partial knowledge of the 3.0 content.
Level 2.0	<ul style="list-style-type: none"> With considerable support, writer uses planning, drafting, revising, and editing
Level 1.5	Demonstrates partial knowledge of the 2.0 content with major gaps in the 3.0 content.
Level 1.0	With help , a partial understanding of some of the 2.0 content and some of the 3.0 content.
Level 0.5	With help , a partial understanding of some of the 2.0 content and none of the 3.0 content.