# Writing Assessment Preparation Guide

Content Area: **Language Arts**
Course(s): **E/LA 3**
Time Period: **Marking Period 3**
Length: **4 weeks**
Status: **Published**

## Resources

- "U.S. National Parks"
- "Spotlight on Yellowstone National Park"
- "Fossil Fuels"
- "Renewable Energy"

## Assessments

- Student Narrative Piece
- Student Opinion Piece
- Student Informative Writing Piece

## Handwriting and Spelling

**Handwriting Goals:**

- Using the Handwriting Without Tears Program, teachers will provide formal and structured instruction for students to learn cursive writing. Students will learn a new physical approach to writing and motor control developed for learning cursive.
- Teachers will provide 3 stages of instruction:
  - Stage 1 Direct Instruction- Watch someone form a letter first, and then write it.
  - Stage 2 Guided Practice-Look at a letter and then write it
  - Stage 3 Independent Practice - Write without watching someone or seeing the letter

- Complete all lowercase letters in cursive.

**Spelling:**

Spelling List 10-Prefixes
Spelling List 11- Suffixes

## Enduring Understandings

- RI.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of an

informational text, referring explicitly to textual evidence as the basis for the answers.

● RI.CI.3.2. Recount in oral and written form the key details from a multi-paragraph informational text and explain how they support the main idea.
● RI.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, using text features (e.g., graphics, images, captions, headings) and search tools (e.g., key words, sidebars, hyperlinks) to locate and integrate
information relevant to a given topic efficiently. '
● RI.CT.3.8. Compare and contrast the elements of informational texts regarding the most important points and key details presented in two texts on the same topic.
● RL.CR.3.1. Ask and answer questions and make relevant connections to demonstrate understanding of a literary text, referring explicitly to textual evidence as the basis for the answers.
● RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).
● RL.TS.3.4. Utilize and reference features of a text when writing or speaking about a text, referring to parts of stories, dramas, and poems, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
● RL.MF.3.6. Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
● W.IW.3.2. Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
● W.IW.3.2.A Introduce a topic clearly.
● W.IW.3.2.B Develop the topic with facts, definitions, and concrete details, text evidence, or other information and examples related to the topic.
● W.IW.3.2.C Include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.
● W.IW.3.2.D Link ideas within sections of information using transition words and phrases (e.g., then, because, also, another, therefore).
● W.IW.3.2.E Provide a conclusion related to the information or explanation
presented.
● W.WR.3.5. Generate questions about a topic and independently locate related information from at least two reference sources (print and non-print) to obtain information on that topic.
● W.SE.3.6. Use discussion, books, or media resources to gather ideas, outline them, and prioritize the information to include while planning to write about a topic.
● W.RW.3.7. Engage in independent and task-based writing for both short and extended periods of time, producing written work routinely.

## Big Ideas

● Students read texts and use multimedia to answer research-based questions
● Students will take notes while reading articles
● Students will compose a fictional narrative using ideas from a given text.
● Students will read two nonfiction texts and answer text-evidence based
questions.
● Students will compare and contrast two nonfiction articles to create an
informational report.
● Students will read two nonfiction articles and then answer research questions
based on the text.
● Students will compose an opinion piece after reading two nonfiction texts.

## Essential Questions

- How can we create writing that focuses on different genres in a given time frame?
- How do we develop into effective writers?
- What role does writing play in our lives?
- What is the purpose of applying grammar, mechanical skills, and correct spelling?
- How do writers use language to effectively communicate their desired purpose in a piece of writing?