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| **Learning Goal**  What do you want students to know and be able to do?  **S**pecific  **M**easurable  **A**ppropriate  **R**ealistic  **T**ime Limited | **STANDARDS:** What do you want students to know and be able to do?  *Points to consider:* Is the goal ambitious, yet realistic, for the grade level? | | | |
| **Big Idea:** Students will be able to write an informative/explanatory text on a certain topic and convey their ideas and information clearly.  **Standard(s):**   * **W.3.2-** Write informative/explanatory texts to examine a topic and convey ideas and information clearly. * **W.3.2a-** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension * **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.   **Student Learning Goal:** By the end of the academic year, students will be able to produce an informative text using two supplied documents that introduces and develops a clear topic, uses linking words and phrases, and provides a concluding statement.  **Time Span for SLO Cycle:** One academic school year | | | |
| **Assessment**  How will you evaluate each student’s understanding and achievement? | **Starting Point:** How will you evaluate each student’s depth of understanding and achievement before the instruction?  Teachers will give students this informative prompt to respond to in writing: “A penguin is a marvelous animal that lives in the Antarctic. Write to describe how a penguin survives in its harsh environment.”     1. Students/teacher will read two informative texts related to the writing prompt from this list:   *Penguin Chick* by Betty Tatham (Treasures Reading Basal Unit 1)  <http://www.timeforkids.com/files/media/110304_g2_2.pdf>  <http://www.softschools.com/facts/animals/penguin_facts/7/>   1. Students will be provided a graphic organizer, or other tool, to plan their informational piece. 2. Students will respond to the texts in their writing.   Students will be evaluated using the [informational writing rubric](https://webertube.com/document/26569/third-grade-informational-writing-rubric) to determine their baseline. | | | |
| **Progress monitoring:** How will you evaluate each student’s depth of understanding and achievement during instruction?  Students will be evaluated on their informational writing at least two times per academic school year using the [informational writing rubric](https://webertube.com/document/26569/third-grade-informational-writing-rubric). Teachers will also use formative assessments, such as journals, free writes, quick jots, Utah Compose etc. throughout the school year. | | | |
| **Expected Targets:** How will you evaluate each student’s depth of understanding at the conclusion? What are various ways students may demonstrate their understanding and achievement?  Teachers will give students this informative prompt to respond to in writing: “Endangered tigers can be found in the wild and captivity. Write to describe the characteristics of these tigers and how humans can help increase the tiger population.”     1. Students will read two informative texts related to the writing prompt from this list:   *Mother to Tigers* by, George Ella Lyon (Treasures Reading Basal Unit 6)  <http://www.softschools.com/facts/animals/tiger_facts/11/>  <http://www.timeforkids.com/news/roaring-return/10946>     1. Students will create a graphic organizer, or other tool, to plan their informational piece. 2. Students will respond to the texts in their writing.   Students will be evaluated using the [informational writing rubric](https://webertube.com/document/26569/third-grade-informational-writing-rubric) used throughout the year to determine student growth. | | | |
| **Learning Target(s)** | | | |
| **Level** | **Baseline Data** | **Expected Target(s)** | **Outcome Data** |
| **Highly Proficient**  4 |  |  |  |
| **Proficient**  3 |  |  |  |
| **Approaching Proficiency**  2 |  |  |  |
| **Below Proficient**  1 |  |  |  |
| **Curriculum & Instruction**  What learning experiences and teaching strategies best promote understanding and achievement?  Consider:   * whole group * small group * partner * individual * collaborative experiences | Describe the instructional strategies you will use to achieve the desired outcome. *Points to consider: As you integrate multiple standards, how are you using a variety of experiences and incorporating diverse resources, media and formats to support student learning?*  Teachers will explicitly teach students how to write informational text through modeling, guided practice, collaboration and independent practice. First, the teacher will model how to use two informational texts to inform their writing. The student/teacher will read informational texts (which has been provided) and model how to use a graphic organizer to extract main ideas and details that will guide their writing. Then, the teacher will model how to use this graphic organizer to write an informational paragraph with a topic sentence, supporting details and a conclusion.  The teacher will slowly reduce the amount of support given to create graphic organizers for writing. After teacher modeling, the students will create a graphic organizer with the teacher, then with a partner, and finally on their own. Throughout this process, the teacher will use think alouds to explicitly teach their students how to use graphic organizers to create informational writing pieces.  The teacher will also show students how they will be assessed using the informational writing rubric. The teacher can project a variety of writing samples (at different levels) onto the whiteboard and explain how each piece of writing is assessed according to that rubric.  Resources:   * [Informational Writing Rubric](https://webertube.com/document/26569/third-grade-informational-writing-rubric) * <http://www.timeforkids.com> * <http://www.softschools.com> * <http://www.readworks.org> * <https://write.utahcompose.com/Home/Welcome> * <https://webertube.com/document/26591/graphic-organizers-3rd-grade-informative-writing> | | | |
| How will you ensure productive collaborative learning experiences that promote both individual and group engagement and accountability? *Points to consider: How will you ensure that all students develop a deep understanding of the desired outcome(s) and increase their abilities to apply and extend knowledge in meaningful ways?*   * Students will work with partners to plan their writing—they will work together on graphic organizers. * Students will revise and edit their writing with peers. * The teacher will provide students with the informational writing rubric to edit and revise with their partner. | | | |
| **Differentiation**  How will you respond to differing levels of understanding and achievement throughout the learning cycle? | How will you provide additional instructional support for students who don’t understand?   * Simplify the graphic organizer for students who are struggling. * Students can dictate to the teacher and the teacher can write what they say (for very low writers) * Cloze sentences or sentence starters to provide additional support, when needed. * The teacher can use writing conferences to provide targeted support for specific skills to small groups or individual students. * Differentiate texts given to students based on reading level. | | | |
| How will you extend or deepen learning for students who are already proficient?   * Expand the graphic organizer for students who are excelling in writing. * Students can be asked to use more than two texts and synthesize information in writing. * Create illustrations, charts, graphs etc. to enhance their writing. | | | |
| **Reflection and Data Analysis**  How will evidence of student understanding and achievement be used to drive instructional decisions? | **Based on your SLO data** | | | |
| What conclusions can you draw about your instruction and what refinements would you make for future instruction of this concept? | | | |
| What does your SLO data tell you about each subgroup (low, average, high) and their achievement and growth? | | | |
| What changes could be made to your instructional practice to address the needs of all (low, average, high) students? | | | |