

Informational Prompt Practice- Teacher Model Lesson

Third Grade

Essential Learnings of the Unit: Standard:	Objective/Daily Question/Learning Target:
<ul style="list-style-type: none">• How do I respond clearly to an informational writing prompt?	<ul style="list-style-type: none">• I can find the key words in a prompt.• I can tell what the prompt is asking me to write about.• I can respond to a prompt while staying on topic.• I can use facts and details from the passage when responding to a prompt.
Formative Assessment Evidence:	
<ul style="list-style-type: none">• Quick Share• Thumbs up/down• Quick Writes	
Lesson 1: I Do (Model/All teacher)	
<p style="text-align: center;"><u>Checking for Understanding throughout the “I Do”</u></p> <ul style="list-style-type: none">• How will we explain the strategy/skill?<ul style="list-style-type: none">○ Explain to students that sometimes they will be asked to write without much time for research and preparations. Sometimes they will not be able to spend several weeks going through the writing process, but will need to complete the writing process in one sitting.○ Review the writing process.• How will we provide a model of the strategy or skill for the students?<ul style="list-style-type: none">○ Using the prompt “The Rock Cycle”, the teacher will model breaking down the prompt, underlining key words, understanding the task, and responding to the task by writing clearly.• How will I/we show our thinking in action?<ul style="list-style-type: none">○ Teacher will model using think aloud strategy. She will walk the students through each step of unpacking, and responding by modeling exactly what is expected from writing clearly, staying on topic, opening, closing, using transition words, and completing a nonnegotiable check.• What will be the key points of our think aloud?<ul style="list-style-type: none">○ Read aloud prompt○ Think about key words○ Think about what the prompt is asking me to do○ Think about what the prompt is asking me to include○ Brainstorming a topic○ Brainstorming facts○ Brainstorming specific information needed based on prompt○ Drafting a response○ Drafting opening○ Using temporal words○ Drafting closing○ Nonnegotiable checklist○ Prompt Response Assessment (think through self-assessment of meeting the requirements of the prompt) <p>*Passage used in prompt is from www.focuscurriculum.com</p>	

Example Item 1

DOK Level: 4

English Language Arts (ELA) Grade 3 Content Domain: Writing and Language

In this section, you will read two different passages about space and planets. Then you will write an informational essay describing the steps in the rock cycle.

Before you begin planning and writing, read the text:

1. “The Rock Cycle”

As you read the texts, think about what details from each you might use in your informational essay.

The Rock Cycle

Rocks in the same family look alike. But, these rocks can change families. This takes millions of years. This slow process is called “the rock cycle.”

Picture a large rock on top of a mountain. Slowly, wind, water, and plant roots break off tiny parts of the rock. These tiny particles look like sand or dirt. They wash downhill. When they come to rest, they pile up. These tiny bits of igneous rock become sedimentary rock.

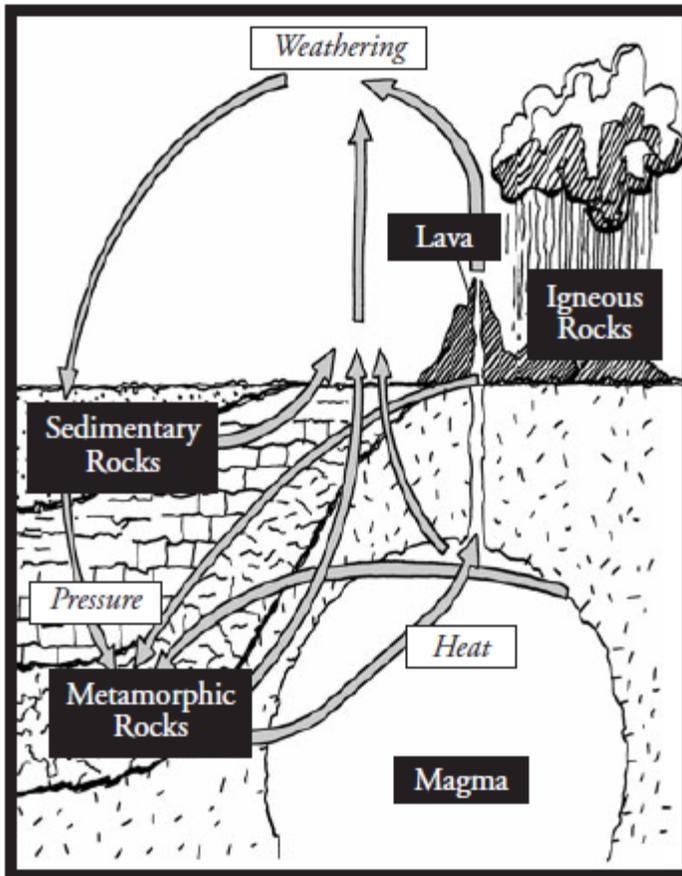
But that’s not the end of the story. More rock forms on top of this sedimentary rock. It gets buried and pushed down. Over millions of years, the rock is pressed down hard. Deep in Earth, this **pressure** turns the rock into metamorphic rock.

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The metamorphic rock is deep in Earth. But all the rock on Earth is moving slowly. This motion is so slow you cannot see it. After millions of years the metamorphic rock comes to a hot layer under the surface of Earth. It heats up and melts. This melting changes the metamorphic rock into magma or molten rock. When magma is pushed to Earth’s surface through an opening such as a volcano, it is called lava. When lava cools, it becomes igneous rock and the rock cycle begins again.

pressure: the force of something pressing down on something else

The Rock Cycle



Over time, rocks change from igneous, to sedimentary, to metamorphic, and then back to igneous again. This is the rock cycle.

WRITING TASK

Rocks can be as big as a car, or small enough to fit in your pocket. Think about the ideas in passage you read about the rock cycle. Then, write an informational piece describing the process rocks go through. Describe the steps of the cycle and why it is considered a cycle. Be sure to use information from the passage as you write a piece that informs or explains. Write your answer on the lines provided.

Before you write, be sure to:

- Think about ideas, facts, definitions, details, and other information and examples you want to use.
- Think about how you will introduce your topic and what the main topic will be for each paragraph.
- Develop your ideas clearly and use your own words, except when quoting directly from the passages.
- Be sure to identify the passages by title or number when using details or facts directly from the passages.
- You may use scratch paper if needed.

Now, write your informational piece. Be sure to:

- Introduce the topic clearly.
- Use information from the two passages so that your piece includes important details.
- Develop the topic in a clear order, with facts, definitions, and details related to the topic.
- Use linking words to connect ideas.
- Use clear language and vocabulary.
- Have a strong conclusion.
- Check your work for correct usage, grammar, spelling, capitalization, and punctuation.