**3rd Grade Non-Fiction MPI-Writing**

**GRADE: 3**

**ELD STANDARD: Language of Language Arts EXAMPLE TOPIC: Non-Fiction Writing \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_**

**CONNECTION: MA Curriculum Frameworks Writing Standards Pre-k-5 Grade 3 #2: Writing informative/expository texts to examine a topic and convey ideas and information clearly.**

**EXAMPLE CONTEXT FOR LANGUAGE USE:** Writing a non-fiction book

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| **COGNITIVE FUNCTION: Students at all levels of English Language proficiency will synthesize non-fiction information to create a text.** | | | | | | |
| **DOMAIN: \_Writing\_** | **Level 1**  **Entering** | **Level 2**  **Emerging** | **Level 3**  **Developing** | **Level 4**  **Expanding** | **Level 5**  **Bridging** | **Level 6 - Reaching** |
| List non-fiction information using graphic organizers, pictures, text feature anchor charts, partners, teacher support to sift and sort information, small group work and L1.  Example: Label photos or illustrations with one word per image. “Trees.” “Animals.” | List non-fiction information using graphic organizers, pictures, text feature anchor charts, partners, teacher support to sift and sort information and small group work.  Example: Label photos or illustrations with one simple sentence per image. “Trees are big.” “Animals live here.” | Summarize non-fiction information using graphic organizers, pictures, text feature anchor charts, partners, and teacher support to sift and sort information.  Example: 1 paragraph with simple sentences. “Trees are very big. They have leaves, trunks and roots. Birds build nests in trees. Trees help people breathe.” | Compose non-fiction text using graphic organizers, pictures, text feature anchor charts, partners, and teacher support to sift and sort information.  Example: At least 2 paragraphs with more complex sentences and more detail. “Trees come in many sizes. Some are as big as a building!” | Compose non-fiction text using graphic organizers, pictures, text feature anchor charts, and partners.  Example: At least 3 paragraphs with complex sentences with different structures and lengths, and more detail. |
| **TOPIC-RELATED LANGUAGE: Students at all levels of English Language proficiency interact with grade level words and expressions such as: linking words and phrases, introductory and concluding statements, and definitions.** | | | | | | |