

## Unit Synopsis

During this unit, students will engage in informational writing. They will apply what they learned about informational writing during Module 1 in order to develop an extended constructed response (ECR) that is aligned to the STAAR (State of Texas Assessments of Academic Readiness) assessment. The STAAR ECR task is a critical measure of students' reading comprehension and writing abilities, requiring effective preparation and practice to achieve success. This unit aims to support teachers and students with the ECR informational writing task and to proactively address common student pitfalls.

The ECR is considered one of the more challenging aspects of the STAAR assessment. Spring 2025 STAAR data indicates that a significant percentage of students struggle with this task, with many students receiving low scores due to inadequate responses or lack of engagement with the prompt. To enhance student performance, teachers are encouraged to:

- introduce constructed response questions early in the academic year;
- provide explicit instruction on how to analyze prompts and organize responses;
- explicitly model the ECR writing process by conducting think alouds;
- demonstrate how to identify and select relevant text evidence within a selection and elaborate on it effectively;
- implement scaffolded practice;
- utilize mentor essays and sample responses to illustrate expectations and scoring criteria;
- provide timely feedback focused on both strengths and areas of improvement; and
- incorporate practice with writing tasks that mirror the ECR format.

Throughout the unit, the students will engage in the writing process and engage in a variety of reading, writing, listening, speaking, and thinking routines and tasks. Teachers will model and write alongside students. The unit includes a strong focus on revision to ensure students are well-versed in revision terminology and routines. By integrating these elements, students will develop a deeper understanding of the revision process and its crucial role in improving their ECR responses. This approach will help students internalize revision strategies, making them more likely to apply these skills independently while writing.

## Lesson 1: Introductory Lesson

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li>• <b>3.9(D):</b> recognize characteristics and structures of informational text, including: <b>i)</b> the central idea with supporting evidence</li> <li>• <b>3.7(B):</b> write a response to a literary or informational text that demonstrates an understanding of a text</li> <li>• <b>3.7(C):</b> use text evidence to support an appropriate response</li> </ul>	<ul style="list-style-type: none"> <li>• Students will be able to gain information about an extended constructed response (ECR) writing task by analyzing and discussing example ECR prompts with a group of peers.</li> <li>• Students will demonstrate the ability to dissect an ECR writing prompt by accurately identifying five key elements: source of text evidence, main writing topic, required composition style, scoring criteria, and specific essay structure guidelines.</li> <li>• Students will be able to understand how to approach an informational writing task by engaging in a guided writing task.</li> </ul>

## Lesson 2: Prewriting & Drafting an Extended Constructed Response (ECR)

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li><b>3.6(B):</b> The student is expected to generate questions about text before, during, and after reading to deepen understanding and gain information.</li> <li><b>3.7(C):</b> The student is expected to use text evidence to support an appropriate response.</li> <li><b>3.11A:</b> The student is expected to plan a first draft by selecting a genre for a particular topic, purpose, and audience using a range of strategies such as brainstorming, freewriting, and mapping</li> <li><b>3.11Bi:</b> The student is expected to develop drafts into a focused, structured, and coherent piece of writing by: organizing with purposeful structure, including an introduction, transitions, and a conclusion</li> <li><b>3.12B:</b> The student is expected to compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to gain information about how scientists use tools to learn more about sea creatures by reading, annotating, and discussing an informational article.</li> <li>Students will be able to plan a first draft about how scientists use tools to study sea creatures by using a sticky note outline strategy.</li> <li>Students will be able to develop a first draft about how scientists use tools to study sea creatures by referencing their sticky note outline.</li> </ul>

## Lesson 3: Revision Terminology & Revising by Focusing on Organization

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li><b>3.11C:</b> The student is expected to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity</li> <li><b>3.11Bii:</b> The student is expected to develop drafts into a focused, structured, and coherent piece of writing by: ii) developing an engaging idea with relevant details</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to revise their informational essay for clarity, coherence, organization, word choice, and sentence structure by reflecting on their writing.</li> <li>Students will be able to use and apply revision terminology while revising their essay by creating a foldable reference tool.</li> <li>Students will be able to demonstrate their understanding of text structure, coherence, and organization within informative essays by analyzing and identifying the connections between introductions and conclusions in mentor essays.</li> <li>Students will be able to revise their essay for organization by using an informative writing model.</li> </ul>

## Lesson 4: Revising by Focusing on Clarity & Word Choice

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"> <li><b>3.11C:</b> The student is expected to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</li> </ul>	<ul style="list-style-type: none"> <li>Students will be able to understand how authors make choices to improve their writing for clarity by participating in a collaborative writing activity with a group of peers.</li> <li>Students will be able to understand how authors make choices to improve their writing for word choice by participating in a word choice Pictionary activity.</li> <li>The students will be able to revise their informational essay for clarity and word choice by reflecting on their writing and applying revision strategies.</li> </ul>

## Lesson 5: Revising by Focusing on Sentence Structure & Coherence

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"><li>• <b>3.11C:</b> The student is expected to revise drafts to improve sentence structure and word choice by adding, deleting, combining, and rearranging ideas for coherence and clarity.</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to understand how authors make choices to improve their writing for sentence structure by participating in a collaborative sentence combining activity.</li><li>• Students will be able to understand how authors make choices to improve their writing for coherence by reading and discussing mentor paragraphs along with a partner.</li><li>• The students will be able to revise their informational essay for sentence structure and coherence by reflecting on their writing and applying revision strategies.</li></ul>

## Lesson 6: Edit & Share Final Draft

Focus Standards (TEKS)*	Content Objectives
<ul style="list-style-type: none"><li>• <b>3.12B:</b> The student is expected to compose informational texts, including brief compositions that convey information about a topic, using a clear central idea and genre characteristics and craft.</li><li>• <b>3.11D:</b> The student is expected to edit drafts using standard English conventions.</li></ul>	<ul style="list-style-type: none"><li>• Students will be able to edit their drafts using peer feedback and an editing checklist.</li><li>• Students will be able to write an extended constructed response by responding to a prompt and engaging in the writing process.</li><li>• Students will be able to share their written work with their classmates.</li></ul>
<ul style="list-style-type: none"><li>• If you plan on having the students enter their draft into Edcite, the following assignment is available:<ul style="list-style-type: none"><li>○ <b>TX_ELA_3rdELA_F25_Writing_Success_Unit_ECR</b></li></ul></li></ul>	

\*Please note that the focus standards listed do not include the TEKS that are integrated throughout the unit, such as those from Strand 2 (Comprehension), Strand 3 (Response Skills), and Strand 6 (Composition Skills).