



Informative Response

Dear Parents,

Over the next few weeks, the writing focus for the class will be on how to write informative responses. In these responses, third graders will learn to craft engaging opening sentences to introduce their main ideas. They'll support their ideas with specific examples from the text, including facts and details. Students will use transition words to connect their ideas seamlessly. Finally, they'll wrap up with a conclusion that summarizes their main points. Mastering this skill is important as it's frequently tested by states and demonstrates your child's ability to comprehend texts and think critically at their grade level.

Ideas for Home Support

As your child practices writing these informative responses at school you might consider practicing at home with the following ideas:

- Together, research a topic of interest and create a fact file or mini-booklet with information and illustrations. This hands-on activity allows your child to engage with informational texts creatively and reinforces their understanding of the material.
- Pretend to be a journalist interviewing your child about a topic they've learned about. Ask open-ended questions to encourage them to share what they know in detail.
- Provide your child with writing prompts that encourage them to explain a concept or share information about a topic. For example, ask them to write about their favorite animal and include facts about its habitat, diet, and behavior. This allows them to practice writing informative responses creatively and engagingly.
- Choose a familiar nonfiction text and take turns retelling it to each other. Encourage your child to include important details and organize their retelling in a logical sequence.

Thank you for all your support!

Sincerely,

Informative Response Rubric 3rd Grade

Genre Chart Informative: Response	4 Exceeded Goal	3 Accomplished Goal	2 Just Beginning	1 Hasn't Started
Has an engaging topic sentence	Engages the reader in a creative way	Engages the reader	Engaging sentence is weak or off-topic	Does not engage the reader
Uses text evidence	Uses meaningful text evidence to support the response	Uses text evidence to support the response	Uses little text evidence with weak support of the response	Does not use text evidence
Develop details of the main idea with facts, reasons, and connections	Develops the main idea with meaningful facts, reasons, and connections	Develops the main idea with facts, reasons, and connections	Uses very few facts, reasons, or connections	Details are not developed
Uses transition words	Uses interesting and effective transition words	Uses transition words to connect reasons	Uses very few transition words or ones that do not work	Does not use transition words
Ends with a concluding statement	Ending sentence is creative and makes a statement about the main idea	Ending sentence makes a statement about the main idea	Has an ending sentence, but does not make a statement about the main idea	No ending sentence
Correct conventions support the meaning	No errors or minor errors in spelling, punctuation, and grammar	A few errors but they do not interfere with meaning	Frequent errors that distract the reader	So many errors that make it hard to read

North Dakota has a State Bug - Finally!

P1 - Main Idea

In 2011, a group of kids from Turtle Lake, North Dakota, made history. Jaden McNeiley, Logan



Redding, Megan Simmer, and Isabel Sieg, all second-graders at the time, helped create a law! But how did they do it?

P2 - Actions

It all started when they learned about ladybugs in school. Megan and Logan, who were farm kids, knew ladybugs were helpful to farmers because they ate crop-eating pests called aphids. When they found out North Dakota didn't have a state insect, they had an idea. Why not make the ladybug the state insect?

P3 - Actions

The kids talked to their teacher, who helped them meet their local state representative. The representative said they needed to convince lawmakers that North Dakota needed the ladybug as the state insect. So, the kids got to work. They researched ladybugs, talked to experts, and even ordered ladybug larvae to watch them grow.

P4 - Actions

In their second-grade year, they went to the state capitol building to speak to a committee. They wore ladybug costumes and sang songs about ladybugs. Their hard work paid off – the committee passed the bill! But they weren't done yet. They still had to present the bill to the state senate. After an hour-long presentation, the senate passed the bill too!

P5 - Actions

On April 12, 2011, Governor Jack Dalrymple signed the bill into law. Now, the ladybug is the official state insect of North Dakota, all thanks to the hard work and dedication of these four kids. The students want everyone to know that kids can make a difference. “Whether you are 8 or 80,” says Isabel, “you have a voice in your community. “Believe in your dreams, “ says Jaden and Megan.

“But make sure you are ready to do work to back them up!” says Logan.

Essential Question:

What lessons do the actions of the kids in “North Dakota has a State Bug - Finally!” teach the reader?

Describe the actions and what they teach. Support your response with important details from the text.

North Dakota has a State Bug - Finally! - Model

P1 - Main Idea

Kids made history

Created a law

North Dakota

In 2011, a group of kids from Turtle Lake, North Dakota, made history. Jaden



McNeiley, Logan Redding, Megan Simmer, and Isabel Sieg, all second-graders at the time, helped create a law! But how did they do it?

P2 - Actions

Learned about ladybugs

Knew they were helpful to farmers

North Dakota no state insect

Had an idea

It all started when they learned about ladybugs in school. Megan and Logan, who were farm kids, knew ladybugs were helpful to farmers because they ate crop-eating pests called aphids. When they found out North Dakota didn't have a state insect, they had an idea. Why not make the ladybug the state insect?

P3 - Actions

Talked to their teacher and a state representative

Convince lawmakers

Got to work - research, experts, ordered larvae

The kids talked to their first grade teacher, who helped them meet their local state representative. The representative said they needed to convince lawmakers that North Dakota needed the ladybug as the state insect. So, the kids got to work. They researched ladybugs, talked to experts, and even ordered ladybug larvae to watch them grow.

P4 - Actions
Second grade - state capital
Wore costumes
Committee passed the bill
1 hour to the state senate

In their second-grade year, they went to the state capitol building to speak to a committee. They wore ladybug costumes and sang songs about ladybugs. Their hard work paid off – the committee passed the bill! But they weren't done yet. They still had to present the bill to the state senate. After an hour-long presentation, the senate passed the bill too!

P5 - Actions
Signed into law
Hard work
Dedication
Quote - do the work to back it up

On April 12, 2011, Governor Jack Dalrymple signed the bill into law. Now, the ladybug is the official state insect of North Dakota, all thanks to the hard work and dedication of these four kids. The students want everyone to know that kids can make a difference. “Whether you are 8 or 80,” says Isabel, “you have a voice in your community. “Believe in your dreams, “ says Jaden and Megan.

“But make sure you are ready to do work to back them up!” says Logan.

Essential Question:

What lessons do the actions of the kids in “North Dakota has a State Bug - Finally!” teach the reader?

Describe the actions and what they teach. Support your response with important details from the text.

Restate the Question:

Using details from the text, what did I learn from the example of the kids in North Dakota?

Informative Response Engaging Beginning Models

Have you ever wondered if you can make a difference in the world? I learned from the article "North Dakota has a State Bug - Finally!" that kids can make a difference if you work hard enough.

What happens when first graders come up with a big idea? A state law! In the article "North Dakota has a State Bug - Finally!" I learned that if you are determined enough you can change the state laws.

Is it true that first graders are too young to work hard and make a difference? Absolutely not! In the article "North Dakota has a State Bug - Finally!", six year olds showed their ability to work hard and change state law.

Annotations

Engaging question about the topic is red and bolded

Statement about the essential question is green

Title of the article is green and underlined

Informative Response Model

What happens when first graders come up with a big idea? A state law! In the article "North Dakota has a State Bug - Finally!" I learned that if you are determined enough you can change the state laws.

There were several examples in the article where the kids did not give up. They were determined to get a state insect for North Dakota. The article said that when they found out North Dakota did not have a state insect they started researching about ladybugs and talked to experts. They even ordered ladybugs to watch them grow. This showed that they were committed to knowing all about them. The article also stated that they got the state representative to approve it and it wasn't until their second grade year that they finally got the bill passed. Which means they worked for over a year! That shows a lot of determination to stick with it for a whole year, especially when they were only 6 or 7 years old.

They certainly were determined and it really paid off. South Dakota can thank some first grades for an awesome state insect.

Annotated Informative Response Model

What happens when first graders come up with a big idea? A state law! In the article **“North Dakota has a State Bug - Finally!”** I learned that if you are determined enough you can change the state laws.

There were several examples in the article where the kids did not give up. They were determined to get a state insect for North Dakota. The article said that **when they found out North Dakota did not have a state insect they started researching about ladybugs and talked to experts.** They even **ordered ladybugs** to watch them grow. This showed that they were committed to knowing all about them. The article also stated that they got the **state representative to approve it** and it wasn't until their **second grade year** that they finally got **the bill passed.** Which means **they worked for over a year!** That shows a lot of determination to stick with it for a whole year, especially when **they were only six or seven years old.**

They certainly were determined and it really paid off. South Dakota can thank some first grades for an awesome state insect.

Annotations

Engaging topic sentence is in red

Text evidence, facts and reasons are in bolded green

Addressing the essential question is in green

Concluding statement is in red

Name of the article is in bolded black

The History of Play-Doh

Did you know that the first Play-Doh only came in one color: white? In fact, Play-Doh, originally, wasn't even a toy for kids. Would you believe it if I told you that Play-Doh was originally made as a cleaner?



In the 1930s a soap company, Kutol Products, was trying to create a product that would clean wallpaper without damaging it. At the time, most homes had coal-powered heaters. Burning coal is very dirty. It left **soot**, a fine black dust, on most surfaces. Many customers needed a way to wipe the soot off their walls without staining or ruining their wallpaper. One of Kutol's employees took flour, water, salt, and other ingredients and mixed them together into a putty. He tested the putty and found that it could not only remove the soot from dirty wallpaper without staining it, but it also could be reused!

For almost 20 years, Kutol Products was the largest wallpaper cleaner **manufacturer**, a company that makes products to sell, in the world. Their future looked bright! However, by the mid-1950s many homes were now being heated by natural gas which did not leave soot on surfaces. Suddenly, Kutol had a lot of wallpaper cleaner and not a lot of dirty wallpaper.

At this time, a Kutol's employee got an idea from his sister-in-law. What if they used the putty in schools for art projects? It turns out some teachers had been using the cleaning putty in their classrooms because it was **non-toxic**, or safe, and it was even softer than modeling clay. This made it easier for young children with small hands to use.

Kutol renamed their wallpaper cleaner Rainbow Modeling Compound. And the rest is history! Not. Rainbow Modeling Compound doesn't have the right ring to it. They named it Play-Doh! and the rest really was history after that.

Essential Question:

Explain how Kutol Products adapted to meet customer needs.

Informative Response Engaging Beginning Models

Have you ever wondered where Play-Doh came from? I read the article “The History of Play-Doh” and realized that the company that made Play-Doh was not trying to make a children's toy. Their product changed from a wallpaper cleaner!

Did you know that a business may not always go as smoothly as you think? In the article “The History of Play-Doh” the company started making one thing and ended up making Play-Doh!

Have you ever played with Play-Doh? Did you know that it is possible that Play-Doh may have never existed? In the article “The History of Play-Doh” the company started making wallpaper cleaner and ended up making this favorite children's modeling clay.

Annotations

Engaging question about the topic

Statement about the essential question and article title

Informative Response Model

The History of Play-Doh

Did you know that a business may not always go as smoothly as you think? In the article "The History of Play-Doh" the company started making one thing and ended up making Play-Doh!

The Kutol Products Company made a wallpaper cleaner that removed soot from walls. People used to heat their house with coal and it made a mess so they cleaned it with a non-toxic product from the Kutol company. Eventually, families heated their house with natural gas. The soot remover was no longer needed. It was then that an employee recognized that the putty could be used as a fun modeling clay for teachers. The company adapted and began to produce the putty for customers to play with instead of clean their wallpaper. It was called the Rainbow Modeling Compound. Now it is called Play-Doh and has been sold since the 1950's

The Kutol Products Company is a good example of a business that was able to adjust when their wallpaper cleaner was no longer needed. Thanks to them we now have Play-Doh. I am glad it is still around because I love to play with Pay-Doh!

Annotated Informative Response Model

The History of Play-Doh

Did you know that a business may not always go as smoothly as you think?

In the article **“The History of Play-Doh”** the company started making one thing and ended up making Play-Doh!

The Kutol Products Company made a **wallpaper cleaner that removed soot** from walls. People used to heat their house with coal and it made a mess so they **cleaned it with a non-toxic product** from the Kutol company. **Eventually**, families **heated their house with natural gas**. The soot remover was no longer needed. **It was then** that an **employee recognized that the putty** could be used as a **fun modeling clay for teachers**. **The company adapted** and began to produce the **putty for customers** to play with instead of clean their wallpaper. It was called the Rainbow Modeling Compound. **Now** it is called **Play-Doh and has been sold since the 1950's**

The Kutol Products Company is a good example of a business that was able to adjust when their wallpaper cleaner was no longer needed. Thanks to them we now have Play-Doh. I am glad it is still around because I still love to play with Pay-Doh!

Annotations

Engaging topic sentence is in red

Text evidence, facts and reasons are in bolded green

Addressing the essential question is in green

Transitions are in bolded orange

Text-to-self connection is underlined and green

Concluding statement is in red

Name of the article is in bolded black

Exploring our Oceans

Did you know that the ocean covers more than 70% of the Earth's surface? That's a whole lot of water to explore! The ocean is home to all kinds of amazing creatures, from tiny shrimp to enormous whales. But there's still so much we don't know about the ocean, the creatures that live there or how to protect it.



One of the most fascinating things about the ocean is its depth. The deeper you go, the darker and colder it gets, and there are creatures down there that we've never even seen before! Scientists use special equipment to explore these deep, dark depths and discover new species of fish, jellyfish, and even sharks.

But perhaps the biggest mystery of all is the impact of human activity on the ocean. Pollution, overfishing, and climate change are all having a big effect on the health of the ocean and the creatures that live there. Did you know that plastic pollution is a major problem in our oceans? Millions of tons of plastic waste end up in the ocean every year, harming marine life and polluting the water. Overfishing is another big problem. When too many fish are caught, it can disrupt the balance of the ocean life.

Scientists are working hard to understand these impacts and find ways to protect our oceans for future generations. One way we can help is by reducing our use of plastic and recycling what we do use. We can also support sustainable fishing practices by choosing seafood that is caught or farmed in environmentally friendly ways. And we can speak up and advocate for policies that protect our oceans and the creatures that call them home.

Essential Question

How can we help protect the ocean and the creatures that live there? Use evidence from the text to support your response.