Curriculum Sample Template
Max. 8 Pages

Grade Level	Third Grade	**Content Area**	Writing
Course Title (grades 9-12 Only)			
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The scholars in the third grade will be able to read, comprehend and write at a third grade level. Third grade scholars will be able to write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section. At this point in the curriculum the scholars can use digital devices to access information, read up to two different text items for the purpose of speaking and writing. They can compare and contrast a limited amount informational text.		
Alignment to Program of Instruction *Briefly outline methods of instruction found in this sequence of lessons that align to the Program of Instruction described in A.3.*	This unit aligns to the Core Knowledge Sequence of Reading. The domain of "Life Science" will be concurrently taught in Writing and Social Studies at the 3rd grade level. Content in the reading passages will align with this domain. The skill of comprehending opinion pieces and point of view is revisited at increasingly higher levels of rigor as set forth in the ADE 2010 ELA Standards (CCSS). The content knowledge of science is spiraled throughout the Core Knowledge Sequence from Kindergarten to 6th grade. As described in the Program of Instruction, Cooperative Learning will take place throughout this unit. Each lesson includes a combination of teacher-led instruction, small group interaction, independent practice, and ongoing assessment.		
Standard Number and Description *List the Number* and the full description for the Required Standard or Science Performance Objective listed in section A.6.*	**3.W.1** Write opinion pieces on topics or texts, supporting a point of view with reasons. a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. b. Provide reasons that support the opinion. c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons. d. Provide a concluding statement or section.		
Materials/Resources Needed	Document camera, books of plants and animals of the Mohave Desert, Science textbook, tablets, notecards, graphic organizers, personal letter model		

* ***Standard Number****: For English Language Arts (Reading and Writing), use Grade, Strand, Standard (e.g., 3.RI.2). For K-8 Math, use Grade, Domain, Standard (e.g., 6.EE.7). For HS Math, use Conceptual Category-Domain, Standard (e.g., A-REI.6). For Science, use Grade, Strand, Concept, PO (e.g., 4.1.3.1).*

Lesson (add as needed)	Instructional Strategies	Student Activities
1	**Lesson:** Scholars will introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons. **Anticipatory Set**: The teacher will ask the scholars, "What do you think life would be like in the Mohave Desert?" **Guided Practice**: The teacher will instruct the scholars that it is important to briefly research a topic or text before they can write or form an opinion on the topic. This lesson will focus on the content of plants and animals that live in the Mohave Desert. The teacher will inform scholars of resource materials within the classroom to use for their research. Scholars will also use their tablets to find digital material on the topic. Scholars will be working in small learning groups to create a power point presentation about various plants and animals of the desert. One group will research plants and the other animals. The teacher will instruct scholars to use reading skills to locate information by focusing on key points. The key points are located at the beginning of sections or chapter of the text. They key points are often in bold text are located in subtitles. The teacher will instruct and review the process of introducing a topic and researching texts to located key points that will support the topic and their opinion statement in the small groups. The teacher will model for the scholars in small groups writing the opinion statement and reasons that use gathered information to support the opinion statement. The power point presentation will be a class project with each small group creating slides on plants and animals of the desert. Each topic will be introduced and presented with facts and details. The teacher will create a class power point folder where each group will create and save their slides. When the power point is finished each group will present their slides.	1. Listen and share answers to the teacher's question, "What do you think life would be like in the Mohave Desert?" 2. Get into small learning groups. 3. Listen to the teacher provide direct instruction on how to determine key points in a text. 4. Scholars will review several text items and use reading skills to locate key points and a variety of texts. 5. The scholars groups will be researching texts to find information on the plants and animals that live in the Mohave Desert. 6. The assigned learning groups will be preparing a power point presentation to be shared with the class. 7. Scholars will observe and participate in the direct instruction with the teacher in the small group learning how to gather and use key points to support an opinion statement. 8. Scholar groups will conduct research to locate key points to support the topic and their opinion statement "What do you think life would be like in the Mohave Desert?" 9. Scholars will prepare the power point presentation in

	This class project will take up to three days for the scholars to complete and will not be used in any scholar assessments. Upon **Independent Practice:** The scholars will focus on prior knowledge of writing opinion pieces with reasons to complete the independent practice of this lesson. The teacher will instruct the scholars to use the information is the power point and write an opinion piece using the question asked at the beginning of the lesson. "What do you think life in the Mohave Desert would be like?" The scholars will create a topic, introduce the topic, state reasons to support the topic and provide a closure. **Closure:** The teacher will collect the opinion pieces and determine how many scholars comprehend writing opinion pieces.	small groups when the teacher in not instructing their group. Instruction groups: • Scholars will work collaboratively with their peers to read and gathering information from key points in texts to create a power point presentation as a class project, not to be used as an individual assessment. • Scholars will use the information gathered in the small groups to write an opinion piece supported by reasons 10. Turn in the opinion piece.
2	**Lesson**: Use linking words and phrases (e.g. because, therefore, since, for example) to connect opinion and reasons. **Anticipatory Set:** The teacher will hand back the scholars opinion piece from the previous lesson and give general comments to the whole group on strengths and areas of improvement. **Guided Practice**: The teacher will instruct the whole class that linking words and phrases will strengthen the opinion piece by connecting the opinion to the reasons. A word bank will be created through a questions and answer discussion. The teacher will write the linking words and phrases on the white board to be used for the remainder of the unit. The teacher will provide direct instruction to the small groups. The groups will be created by the results of the graded opinion pieces from the previous lesson. The teacher will reteach group in need of more instruction. The teacher will instruct the remaining scholars how to strengthen the opinion piece by using linking phrases or words to connect the opinion to the reasons.	1. Scholars will receive and review their opinion piece from the previous lesson and listen to general comments from the teacher for areas of strength and improvements. 2. Listen and observe the teacher giving instruction on how to use linking words to connect the reasons to the opinion piece. 3. Participate in a think aloud strategy and record the linking words in the scholar's journal. 4. Participate in the teacher's direct instruction in the small groups. The group will be teacher created by the scores of the opinion pieces from lesson 1. Scholars not comprehending the standard will receive more instruction and support from the teacher. 5. The remaining group will practice using the linking words to connect the reasons to the written opinion statement.

	Modeling: The teacher will work with each group to revise an opinion piece using linking words or phrases. **Independent Practice**: The scholars will independently revise their opinion pieces from the previous lesson using the linking phrases and words to connect specific facts and reasons to the opinion statement. The teacher will meet with each scholar to check for understanding and to review the revised opinion pieces. After all scholars have met with the teacher the assessment item 1 will be given. **Assessment Item 1:** The teacher will pass out the assessment piece to each scholar. The directions will be read to the entire group and clarification questions will be answered. **Closure**: Collect all assessment pieces.	6. The scholars will work independently to revise their opinion pieces using the linking words to relate the reasons of fact and information to the opinion statement. 7. Each scholar will meet with the teacher to receive individual instruction. 8. Scholars will take assessment item #1 9. Turn in assessment to the teacher for scoring.
3	**Lesson**: Provide a concluding statement or section Anticipatory Set: The teacher will ask scholars to share what they know about closing statements in a written text. **Guided Practice**: The teacher will use the document camera to present a variety of closing statements and have the scholars give thumbs up or thumbs down for each. The teacher will unveil the correct closing and provide an explanation. **Independent Practice**: The teacher will ask the scholars to get with a partner and select an opinion statement from the writing basket. The scholar pairs will write a closing statement using the scholar white boards. The teacher will take this time to reteach and provide additional instruction to scholars not comprehending the standard. **Closure**: The partners will present their closing statements with the class. **Assessment Item 2**: The teacher will present the scholars with the assessment item 2. The directions will be explained to the entire class and the scholar's will individually take the assessment and turn into the teacher.	1. Listen and observe the closing statements on the document camera provided by teacher. Give a thumbs up or down based on the scholars prior knowledge of closing statements, if any. 2. Scholars will work with a partner and select an opinion statement from the writing basket. The scholars will practice writing a closing statement on the scholar white boards. 3. The scholars will read their closing statements to the class. 4. Take assessment item 2. 5. Turn into the teacher.
4	**Anticipatory Set:** The teacher will review the writing process and remind scholars of the components needed in the opinion	1. Listen to the review of information given to the class by the teacher.

	pieces. **Guided Practice:** Teacher will pass out the assessment prompt and explain the directions. **Independent Practice:** Scholars will take the assessment and turn it into the teacher **Closure:** Scholars will tell their peers what plant or animal they selected to write about.	2. Take the unit assessment 3. Turn in to the teacher.

Summative Assessment Items: *Attach here.* For each summative assessment item, include an answer key or scoring rubric describing how points are to be awarded.

Assessment Item 1:
This assessment is designed to assess the scholar's ability to use linking words in the reasons to strengthen the opinion statement. The scholars will revise a given opinion statement using the appropriate linking words and phrases discussed in the lesson to connect the reasons to the opinion statement.
Scoring: The assessment will be worth a total of 10 points. The scholar will earn 4 points for naming four linking words or phrases that can be used to strengthen the reasons and 6 points for revising the opinion piece using appropriate linking words, two points for each word used. 2 points for each linking word used appropriately and 1 point for the linking word used in appropriately or out of context.
Scoring scale: 10 pts. = 100% 9 pts. = 90% 8pts. = 80% mastery 7pts. = 70%
Any scholar earning below an 80% will require individual instruction and re-teaching from the teacher. They will be re-assessed until a mastery score of 80% is reached. If the scholar achieves a mastery score they will progress to the next lesson(s) and ultimately to the unit assessment.
Mastery: a score of 8 will determine mastery

Third Grade Writing Assessment Item 1

Name_____

Directions: Read the following and answer the question.

1. Write down four linking words that can be used to relate the reasons to the opinion statement as discussed in the lesson.

   _____ _____ _____ _____

2. Read the following opinion piece and revise it using linking words and phrases to connect the reasons to the opinion statement.

   Arizona is a good place to live. There are a lot of things to do. The weather is good. It is not very cold in the winter. The summers are hot. You can swim in the river to get cool. It is fun to live in the desert.

_____
_____
_____.

Rubric:

1. List 4 linking words: **And, because, also, as well as, (1 point for each word up to 4 points)**
2. Revise the opinion piece and use the linking words to strengthen the reasons. (**2 points for each linking word used appropriately; 1 point for each word used out of context or inappropriately)**

Arizona is a good place to live. There are a lot of things to do and the weather is good. I like to live in Arizona because it is not very cold in the winter. The summers are hot but you can always swim in the river to get cool. The desert is a good place to live because it is so much fun.

Mastery 8 / 10 pts.

Assessment Item 2:

This assessment will determine the level of mastery toward the standard. Scholars will demonstrate their ability to use linking words and phrases to relate their reasons to their opinion statement by writing a letter to a friend persuading him/her to move to Arizona. Scholars will use prior knowledge learned in the Science unit to provide facts and reasons about Arizona. This is an independent assessment. The scholar will earn points for their writing using the Six Traits of Writing Rubric.

Scoring: The assessment will determine how well the scholar is progressing toward mastering the standard of writing an opinion piece with supporting reasons. The assessment will be worth 20 points. Each scholar will earn 4 points for the accuracy and completeness of writing to meet the components of the standard based upon the rubric to follow. Up to 4 points will be awarded for each of the following components; introducing the topic, stating an opinion, supplying reasons to support the opinion statement; using linking words and providing a closing statement for a total of 20 points. The scoring rubric follows the assessment. If a score of 16 points or 80% is achieved the scholar will progress to the next lesson(s) and ultimately to the unit assessment. If the scholar does not achieve a mastery score of 80% they will be re-taught by the teacher and re-assessed until a mastery score of 80% is achieved.

A score of 20 =100%; 19-18 90%; 17-16 80% mastery; 15-14 70%; 13-12 60%

Mastery: A score of 16 or 80% will deem mastery

Third Grade Writing Assessment # 2

Name_____

Directions: Read the writing prompt below and write an opinion piece where you:

- State your opinion

- Give reasons to support your opinion
- Use linking words and phrases to connect the reasons to your opinion statement
- Provide a closing statement

Writing Prompt:

Write a letter to your friend encouraging him/her to move to Arizona.

Rubric:

3rd Grade Scoring Rubric (To be used in to score writing pieces in all three assessments)

	4 points (20) pts Above Grade Level	**3 points (15) At Grade Level**	**2 points (10) points Approaching Grade Level**	**1 point (5) Below Grade Level**	**Score**
Introduces the topic	Skillfully introduces the letter and states the topic with detail	Introduces the topic with little detail and vague.	Introduces the topic in a single sentence or word. The introduction is off topic	Does not introduce the topic at all	
States an Opinion	States a strong opinion that relates to the topic and provides detail in the opinion statement. It is written clear and concise.	States an opinion that is vague with little details. It is not concise.	States an unclear opinion and be off topic	The opinion statement is vague, off topic or does not state an opinion at all	
States reasons	Three or more reasons are written; they support the opinion statement in a clear and organized way, and provide in depth knowledge on the topic	Two reasons are written. The reasons are well written, and they support the opinion statement	A single reason is written and the sentence is vague and does not support the opinion statement.	Does not provide any reasons to support the opinion statement.	
Use of Linking Words	Uses a word or combination of linking words in all reasons used. Must use three of more. Must use the words accurately and in appropriate context. (e.g., because, therefore, since, for example)	Uses linking words in two reasons. Must use words in appropriate context	Uses one word in at least one reason with accuracy	Does not use linking words at all in the reasons.	
Closure	Provides a strong closing statement in which the topic and opinion is re-stated Provides a summary of the reasons that support the opinion statement	The concluding section provides some closure to the text. It is on topic, with most key points restated.	Provides a closing sentence where the topic or the opinion is vaguely stated. Provides a closing sentence.	Provides a closing sentence where the topic or opinion is not clearly stated and there is not a summary of reasons.	
Total Score					

Assessment Item 2 - A score of 16 = 80% mastery
Unit Assessment Item 3 – A score of 80 points = 80% mastery

Unit Assessment
This assessment will determine the scholar's ability to master the standard:

3.W.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.

a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
b. Provide reasons that support the opinion.
c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
d. Provide a concluding statement or section

The assessment will assess the scholar's ability to write an opinion piece with reasons that relate to the opinion statement. They must introduce the topic; write an opinion statement with reasons that related to the opinion statement. Linking words and phrases will be used to make the opinion piece stronger. The scholar will provide a concluding statement. The assessment will be scored using the rubric above.

Scoring: The summative assessment will determine if the scholar has mastered the standard of writing an opinion piece with all components; introducing the topic, stating an opinion, writing reasons to support the opinion statement, using linking words and making a closing statement. The assessment is worth 100 points. 20 points will be earned for introducing the topic, 20 points for writing an opinion statement, 20 points for writing reasons to support the statement, 20 points for using linking words and 20 points for providing closure for a total of 100 points. A score of 80 points or 80% will deem mastery. Any scholar not earning a score of 80% or better will have to be retaught and re-assessed by the teacher until a score of 80% is achieved. All scholars achieving the 80% mastery level will progress to the next standard.

A score of 100 pts. =100; 99-90; 89-80 mastery; 79-70; 69-60. All points will be converted to a percentage.

Mastery: Mastery will be determined by a score of 80 pts. = 80% mastery.

Writing Prompt

Choose the most interesting plant or animal in your opinion.

- Must introduce your plant or animal
- State your opinion
- Provide strong reasons to support your opinion
- Use linking words to connect the reasons to the opinion statement
- Provide a closing statement.
- Be sure to support your opinion with strong reasons and connect your reasons to the opinion statement. Provide a concluding statement.

Rubric: The rubric above will be used for the unit assessment. Each component will be worth 20 points for a total of 100 points on the unit assessment**.**