A.5. Curriculum Sample for 3rd Grade Writing

Grade Level	**Content Area**	**Course Title** *(For 9-12 Samples Only)*	**Unit Title**
Third	Writing	N/A	Writing to Express an Opinion
Length of Unit	**Time of Year Taught**	**Expected Prior Knowledge**	
5 days (150 minutes)	3rd Quarter	Students must understand concepts of writing, know how to access and use various informational resources.	
Unit Description Students will learn the importance and the proper process to express a written opinion.			
Standards: Common Core State Standards in ELA W.3.2.	W.3.3 writes informative/explanatory texts to examine a topic and convey ideas and information clearly. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. Develop the topic with facts, definitions, and details. Use linking words and phrases (e.g., also. Another, and, more, but) to connect ideas within categories of information. Provide concluding statement or section.		
Summative Assessment *In addition to the description, include a copy of the summative assessment in the application package.*	For the summative assessement students will be asked to write an opinion essay of whether on not homework is necessary using the strategies they learned throughout the week. Students may include a small illustrated picture to aide comprehension. The students need to be to provide an introduction, develop a topic supported wiht facts, definitions, and etails, use linking words and phrases, and provide a concluding statement or section, and proper use of conventions. The summative assessment correlates with the program of instruction and aligns with the particular Common Core Standard by requiring the students to apply the strategies learned in the unit as the student is required to write an informative/explanatory text by introducing a topic, including facts and details to support the opinion, including illustrations as necessary. Also the student must use phrases that connect ideas and will include a concluding statement.		
Scoring for Summative Assessment *In addition to the description, include a copy of the answer key and scoring rubric (if applicable) for the summative assessment in the application package.*	The summative assessment will be scored using a 3rd grade Scoring Rubric with mastery level set at 80%, students need to score 24 out of 30 possible to demonstrate mastery.		
Materials/Resources Needed *Include all items for the entire unit.*	Workbook plus, Unit 11/Teachers Resource Book, Grammar and Writing Assessment book, Transparencies/overhead Projector, Unit 11 CD-ROM/CD/Audio Tapes, Internet Computer Access http://www.eduplace.com/kids/hme/ or http://www.eduplace.com/rdg/hme, Test Booklet, Unit 11 Paper, Pencils, Dictionary, Thesaurus,		

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Instruction and Time line (Discovery, Cooperative, and demonstration teaching styles)	*A Published Model "Baseball Caps Rule"* **Lesson Objectives** Students will use Workbook Plus Unit 11 p. 389 to read a published model of an opinion essay. Students will discuss as a whole group the details of the essay. **Focus on the Model** Instruct students to read p. 389 with a partner. When students are done work as a whole group introducing the key vocabulary words *brim* and *adjustable*. Have volunteers give definitions to the key vocabulary words. Explain to students that the author was writing about a topic and their opinion. Students acquiring English or for differentiated learning styles use the audiotape or CD to listen to the above selection. **Response** Instruct students to turn to p 392. Discuss this	*What Makes a Great Essay?* **Lesson Objectives** Students will discuss the characteristics of a well-written opinion essay. **Focus on Instruction** Explain to students that "Baseball Caps Rule" from the day before is an opinion essay. Have students discuss the definition and characteristics that are in the published model. Have students volunteer a time when they have given their opinion. Using Workbook Plus Unit 11 p.393 go over *What Makes a Great Opinion Essay?* Ask volunteers to read and allow time to answer and discuss questions. Continue to p. 394-395 instruct students that they will read a working draft of an opinion essay written by a real student, Cody Reid. Point out that Cody has already made some revisions and will correct them when he write his final	*Write an Opinion Essay* **Lesson Objectives** Students will list their ideas for an opinion essay, discuss with a partner and choose an appropriate topic to write about. **Focus on Instruction** Using Workbook Plus Unit 11 p. 398 go over and discuss as a whole group how to *Write an Opinion Essay*. Allow students time to answer all questions. Students will brainstorm their audience, purpose, and how to publish/share their opinion essay. Allow students who choose to use a laptop to go to Workbook Plus Unit 11 p. H35 for ideas on using a computer during the writing process. **Response** Instruct student that they will make a folder titled *My Opinion Essay*. Explain to students that they will keep notes, organizers, and drafts in	*Draft and Revise your Opinion Essay* **Lesson Objectives** Students will write a draft, using details form their Opinion Essay folder. Student will revise & proofread their onion essay. **Focus on Instruction** Using Workbook Plus Unit 11 p. 403 discuss as a whole group how to draft their opinion essay. Discuss numbers 1-3. Allow student time to ask questions. Students will continue to p. 407 and discuss the *Revising Strategies* listed on this page. Explain to students that they will soon begin drafting either on paper or on the classroom laptop. Remind student to reference their Essay folder when they write. Remind student that first drafts are not expected to be perfect and they will proof read and revise before their final draft is complete. **Response**	*Publish your Opinion Essay* **Lesson Objectives** Students will make a neat final copy of their own essay. **Focus on Instruction** Using Workbook Plus Unit 11 p. 409 go over and discuss with students how to *Publish Your Opinion Essay*. Allow students opportunity to ask and discuss any questions regarding the process. Point out to student that before they write they should consider who they are going to submit their final draft to. Discuss different options such as family members, other teachers or possibly submitting it to a local magazine. **Response** Instruct student to take their Essay folder and use their revised copy of the essay to now complete their final draft. Remind student that they may either write or use

	page as a whole group. Go over each section in depth with the class. Allow students time to volunteer to answer appropriate questions. After group discussion instruct students to utilize class laptops to search the internet using www.eduplace.com/kids/ to find information about Brian Pinkney the author of the above essay. Students are to discuss with a partner the information they found. Allow this time to work one on one with students needing further help.	copy. Students acquiring English or for differentiated learning styles use the audiotape or CD to listen to the above selection. **Responding** Ask students to use the bottom of p. 395 and answer the questions under *Reading as a Writer*. Instruct student to write down their answers and discus with a partner when done. Allow this time to work one on one with students needing further help.	this folder. Have students include papers that they brainstormed their ideas for their essay on. Allow this time to work one on one with students needing further help.	Explain to students that they can use their essay folder and begin drafting their opinion essay. When students are done have them proof read for any mistakes and mark their paper. Remind them this is the time to check for proper punctuation, spelling and content. Remind student to use a dictionary or thesaurus. Use this time to work one on one with students needing help. When students are done instruct them to work with a partner and peer proof read for any further revisions.	the classroom laptops to make their final draft. As students work walk around the room and monitor all aspects of students writing, Posture, handwriting, and sentence/word spacing. Allow this time to work one on one with students needing further help. When students are done have them share their final draft with the class.

	Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Student Activities and Time line (Discovery, Cooperative, and demonstration teaching styles)	*A Published Model "Baseball Caps Rule"* **Lesson Objectives** Students will use Workbook Plus Unit 11 p. 389 to read a published model of an opinion essay. Students will discuss as a whole group the details of the essay. **Focus on the Model** Students will choose a partner and read p. 389. When students are done they will work as a whole group introducing the key vocabulary words *brim* and *adjustable*. Volunteers give definitions to the key vocabulary words. Students acquiring English or for differentiated learning styles use the audiotape or CD to listen to the above selection. **Responding** Students will turn to p 392. Students participate in discussing this page as a whole group. Students are to	*What Makes a Great Essay?* **Lesson Objectives** Students will discuss the characteristics of a well-written opinion essay. **Focus on Instruction** Students will recall from the day prior reading "Baseball Caps Rule" and how it is an opinion essay. Students discuss the definition and characteristics that are in the published model. Students are to volunteer a time when they have given their opinion. Students will use Workbook Plus Unit 11 p.393 go over *What Makes a Great Opinion Essay?* Volunteers will read and discuss questions. Continue to p. 394-395 will read a working draft of an opinion essay written by a real student, Cody Reid. Students acquiring English or for differentiated learning styles use the audiotape or CD to listen to the	*Write an Opinion Essay* **Lesson Objectives** Students will list their ideas for an opinion essay, discuss with a partner and choose an appropriate topic to write about. **Focus on Instruction** Students will use Workbook Plus Unit 11 p. 398 to go over and discuss as a whole group how to *Write an Opinion Essay*. Students will volunteer to answer all questions. Students will brainstorm their audience, purpose, and how to publish/share their opinion essay. Students who choose to use a laptop can reference Workbook Plus Unit 11 p. H35 for ideas for using a computer during the writing process. **Responding** Student will make a folder titled *My Opinion Essay*. Students will use this to keep notes,	*Draft and Revise your Opinion Essay* **Lesson Objectives** Students will write a draft, using details form their Opinion Essay folder. Student will revise and proofread their onion essay. **Focus on Instruction** Students will use Workbook Plus Unit 11 p. 403 to discuss as a whole group H*ow to draft their opinion essay*. Students will volunteer to read numbers 1-3 and ask questions. Students will continue to p. 407 and discuss the *Revising Strategies* listed on this page. **Response** Students can now reference their Essay folder and begin drafting their opinion essay. When students are done they will proof read for any mistakes and mark their paper accordingly. When students are done they	*Publish your Opinion Essay* **Lesson Objectives** Students will make a neat final copy of their own essay. **Focus on Instruction** Students will use Workbook Plus Unit 11 p. 409 to go over and discuss how to *Publish Your Opinion Essay.* Students will ask and discuss any questions regarding the process. Students are to think about who they want to submit their final draft to. Students are to discuss different options such as family members, other teachers or possibly submitting it to a local magazine. **Response** Students are to use their Essay folder and their revised copy of the essay to now complete their final draft. Students may either write or use the classroom laptops to make their final draft.

	volunteer to answer appropriate questions. After group discussion students are to utilize class laptops to search the internet using www.eduplace.com/kids/ to find information about Brian Pinkney the author of the above essay. Students are to discuss with a partner the information they found.	above selection. **Responding** Students to use the bottom of p. 395 and answer the questions under *Reading as a Writer*. Student are to write down their answers and discus with a partner when done.	organizers, and drafts. Students are to include papers that they brainstormed their ideas for their essay on.	will work with a partner and peer proof read for any further revisions.	When students are done have them share their final draft with the class.

Student Activity Sheet

Unit 11 Test

Name _____

Writing an Opinion Essay *(continued from page 44)*

Writing Prompt: An Opinion Essay 11–30. Follow the prompt below to plan and write an opinion essay.

Think of a food or snack you have tried lately. Write an opinion essay that tells what you liked or did not like about it. Use reasons and details to explain your opinion. Write it for someone your age to read.

Plan Use this chart to plan your opinion essay before you write.

	reason	**details**
Opinion	**reason**	**details**
	reason	**details**

Write your opinion essay on the next page. ➡

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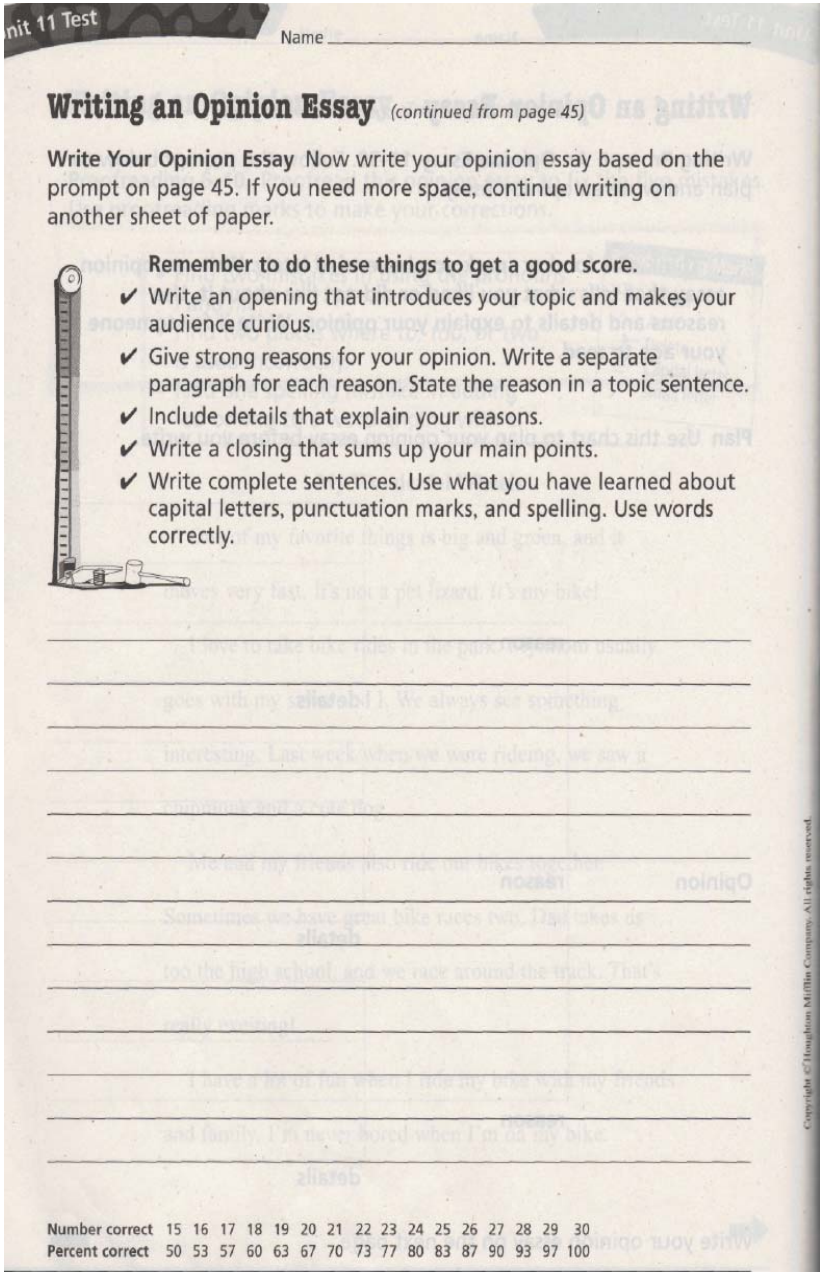

nit 11 Test

Name _____

Writing an Opinion Essay *(continued from page 45)*

Write Your Opinion Essay Now write your opinion essay based on the prompt on page 45. If you need more space, continue writing on another sheet of paper.

Remember to do these things to get a good score.

- ✔ Write an opening that introduces your topic and makes your audience curious.
- ✔ Give strong reasons for your opinion. Write a separate paragraph for each reason. State the reason in a topic sentence.
- ✔ Include details that explain your reasons.
- ✔ Write a closing that sums up your main points.
- ✔ Write complete sentences. Use what you have learned about capital letters, punctuation marks, and spelling. Use words correctly.

Number correct	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30
Percent correct	50	53	57	60	63	67	70	73	77	80	83	87	90	93	97	100

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Summative Assessment:
Write an informative/ explanatory a three paragraph essay, with 2-3 sentences per paragraph to express and explain whether you believe homework is necessary. Include the following:

a. Include an introduction that clearly expresses you opinion.
b. Support your opinion with facts, definitions and details.
c. Use linking words and phrases (e.g., also. Another, and, more, but) to connect ideas.
d. Include a concluding statement.
e. Use proper punctuation, grammar and spelling.
f. To aide understanding an illustration may be included.

<u>Scoring for the Summative Assessment:</u>

Scoring for the summative assessment will be done with the 3rd grade Scoring Rubric - Write informative/explanatory texts. With mastery level set at 80%, students need to score 24 points out of 30 possible to demonstrate mastery.

Scoring Rubric - Write informative/explanatory texts - 3rd Grade

Levels/Criteria	**5**	**4**	**3**	**2**	**Score/Level**
Text and Paragraphs	Text has 3 paragraphs each paragraph will contain 2-3 sentences	Text has 2 paragraphs each paragraph is 2-3 sentences	Text has 1-2 paragraphs each paragraph has 1-2 sentences.	Text has 1 paragraph, each paragraph has 1- 2 sentences.	
Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.	Text includes an introductory statement that clearly expresses an opinion	Text includes an introductory statement to express an opinion	Introductory statement express an opinion somewhat.	Introductory statement does not express the opinion.	
Develop the topic with facts, definitions, and details.	Supports the opinion with facts, definitions and details	Supports the opinion with some facts, definitions and details	Supports the opinion with few facts, definitions and details.	Supports the opinion with unclear facts, definitions and details.	
Use linking words and phrases (*e.g., also, another, and, more, but*) to connect ideas within categories of information.	Includes linking words and phrases (e.g., also. Another, and, more, but) to connect ideas	Includes some linking words and phrases (e.g., also. Another, and, more, but) to connect ideas.	Includes few linking words (e.g., also. another, and, more, but) to connect ideas.	Does not include linking words (e.g., also. Another, and, more, but) to connect ideas.	
Provide a concluding statement or section.	Has a concluding statement	Has a concluding statement.	Concluding statement is unclear.	Does not include a concluding statement.	
Conventions: Spelling, capitalization, grammar	Proper punctuation grammar and spelling	Uses mostly proper punctuation, grammar and spelling	Some proper punctuation, grammar and spelling.	Many punctuation, grammar and spelling errors	
					____30