A.6 Curriculum Sample for 3rd Grade Writing

Grade Level	3rd	**Content Area**	Writing
Course Title (grades 9-12 Only)	n/a		
Length of Unit	5 days	**Time of Year**	3rd Quarter
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	Students must understand concepts of writing, know how to access and use informational resources. Students will be expected to know how to write informative/explanatory texts in which they introduce a topic, use facts, and definitions to develop points, and provide a concluding statement or section.		
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.*	Students will be taught using scaffolding methods as well as with direct instruction. Through lecture-discussions and demonstrations, Students will develop their knowledge while practicing problem-based learning & inquiry activities.		
Standard Number and Description *List the Number* and full description for the required Standard.*	3.W.2. -Write informative/explanatory texts to examine a topic and convey ideas and information clearly. a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. b. Develop the topic with facts, definitions, and details. c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. d. Provide a concluding statement or section.		
Summative Assessment *Describe a cumulative and comprehensive activity, clearly separate from instruction and guided or independent practice, which allows each Student to individually demonstrate mastery of the required Standard. A copy of the summative assessment must be attached to the curriculum sample.*	For the summative assessement, Students will be asked to write an informative/explanatory essay discussing whether an invention of their choice was harmful or helpful to people. Throughout the assessment, Students will be using the strategies learned from the week. Students may include an illustrated picture to aid in comprehension. The Students need to provide an introduction, develop a topic, support it with facts, definitions, and details, use linking words and phrases, and provide a concluding statement or section with proper use of conventions.		
Scoring Scale and Mastery Level *Explain how the assessment is scored, to include points per question, how points are awarded, total points possible, criteria necessary to demonstrate mastery, and grading scale. A copy of the answer key and scoring rubric (whichever applicable) must be attached to the curriculum sample.*	In this assessment, Students will be writing an informative/explanatory essay to examine a topic and convey ideas and information clearly. Students will be assessed in six categories of a 3rd Grade Scoring Rubric: Texts and paragraphs; introduction of topic; development of topic; use of linking words; creation of concluding statement; and use of proper conventions. The summative assessment has a total of 30 points; 24 points or higher = mastery which is set at 80%.		

Materials/Resources Needed	Workbook Plus; Unit 11/Teachers Resource Book; Grammar and Writing Assessment book; Transparencies/overhead Projector; Unit 11 CD-ROM/CD/Audio Tapes; iPads; http://www.eduplace.com/kids/hme/ or http://www.eduplace.com/rdg/hme; Test Booklet, Unit 11 Paper; Pencils; Dictionaries; Thesauri

Lesson	Instruction	Student Activities
1	*A Published Model* "Baseball Caps Rule" **Lesson Objectives** Teacher will instruct Students to use Workbook Plus Unit 11 p. 389 to read a published model of an opinion essay. Teacher and Students will then discuss the details of the essay. **Focus on the Model** Teacher instructs Students to read p. 389 with a partner. When Students are done, Teacher instructs them to work as a whole group introducing the key vocabulary words *brim* and *adjustable*. Teacher has volunteers give definitions to the key vocabulary words. Teacher explains to Students that the author was writing about a topic and his or her opinion. Teacher makes use of audiotape or CD to listen to the above selection for students acquiring English or for differentiated learning. **Response** Teacher instructs Students to turn to p392. Teacher discusses this page as a whole group. Teacher goes over each section in depth with the class. Teacher allows Students time to volunteer to answer appropriate questions. After group discussion, Teacher instructs Students to utilize class iPads to search the internet using www.eduplace.com/kids/ to find information about Brian Pinkney, the author of the above essay. Teacher instructs Students to discuss with a partner the information they found. Teacher allows time to work one-on-one with Students needing further help.	*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 p392. Students participate in discussing this page as a whole group. Students are to volunteer to answer appropriate questions. After group discussion Students are to utilize iPads 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.
2	*What Makes a Great Essay?* **Lesson Objectives** Teacher will discuss with Students the characteristics of a well-	*What Makes a Great Essay?* **Lesson Objectives** Students will discuss the characteristics of a well-written opinion

	written opinion essay. **<u>Focus on Instruction</u>** Teacher explains to Students that "Baseball Caps Rule" from the day before is an opinion essay. Teacher has Students discuss the definition and characteristics that are in the published model. Teacher has Students volunteer a time when they have given their opinion. Using Workbook Plus Unit 11 p.393 Teacher goes over, "What Makes a Great Opinion Essay?" Teacher asks volunteers to read and allows time to answer and discuss questions. Teacher instructs class to continue to p. 394-395 and instructs Students that they will read a working draft of an opinion essay written by a real Student, Cody Reid. Teacher points out that Cody has already made some revisions and will correct them when he writes his final copy. Teacher makes use of audiotape or CD to listen to the above selection for students acquiring English or for differentiated learning. **<u>Responding</u>** Teacher asks Students to use the bottom of p. 395 and answer the questions under *Reading as a Writer.* Teacher instructs Students to write down their answers and discus with a partner when done. Teacher allows this time to work one on one with Students needing further help.	essay. **<u>Focus on Instruction</u>** 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 to 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 above selection. **<u>Responding</u>** Students to use the bottom of p. 395 and answer the questions under *Reading as a Writer.* Students are to write down their answers and discus with a partner when done.
3	*Write an Opinion Essay* **<u>Lesson Objectives</u>** Teacher will encourage Students to list their ideas for an opinion essay, discuss with a partner and choose an appropriate topic to write about. **<u>Focus on Instruction</u>** Using Workbook Plus Unit 11 p. 398, Teacher discusses as a whole group how to *Write an Opinion Essay*. Teacher allows Students time to answer all questions. Teacher instructs Students to brainstorm considering their audience, purpose, and how they will publish/share their opinion essay. Teacher encourages Students	*Write an Opinion Essay* **<u>Lesson Objectives</u>** Students will list their ideas for an opinion essay, discuss with a partner and choose an appropriate topic to write about. **<u>Focus on Instruction</u>** 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

	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** Teacher instructs Students that they will make a folder titled *My Opinion Essay.* Teacher explains to Students that they will keep notes, organizers, and drafts in this folder. Teacher has Students include papers that they brainstormed their ideas for their essay on. Teacher allows time to work one-on-one with Students needing further help.	during the writing process. **Responding** Student will make a folder titled *My Opinion Essay.* Students will use this to keep notes, organizers, and drafts. Students are to include papers that they brainstormed their ideas for their essay on.
4	*Draft and Revise your Opinion Essay & Publish your Opinion Essay* **Lesson Objectives** Teacher instructs Students to write a draft, using details form their Opinion Essay folder. Teacher explains that Students will revise & proofread their onion essay. Finally, Teacher instructs Students to then make a neat final copy of their own essay. **Focus on Instruction** Using Workbook Plus Unit 11 p. 403, Teacher discusses as a whole group how to draft their opinion essay. Teacher discusses numbers 1-3. Teacher allows Student time to ask questions. Teacher instructs Students to continue to p. 407 and discuss the *Revising Strategies* listed on this page. Teacher explains to Students that they will soon begin drafting either on paper or on the classroom laptop. Teacher reminds Students to reference their Essay folder when they write. Teacher also reminds Students that first drafts are not expected to be perfect and they will proofread and revise before their final draft is complete. Using Workbook Plus Unit 11 p. 409, Teacher goes over and discusses how to *Publish Your Opinion Essay* with Students. Teacher allows Students opportunity to ask and discuss any questions regarding the process. Teacher points out to Students that before they write they should consider who they are going to submit their final draft to. Teacher discusses different options such as family members, other Teachers or possibly submitting it	*Draft and Revise your Opinion Essay& Publish 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. Students will make a neat final copy of their own 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. 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 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 will work with a partner and peer proof read for any further revisions.

	to a local magazine. **<u>Response</u>** Teacher explains to Students that they can use their essay folder and begin drafting their opinion essay. When Students are done, Teacher has them proofread for any mistakes and mark their paper. Teacher reminds them this is the time to check for proper punctuation, spelling and content. Teacher reminds Student to use a dictionary or thesaurus. Teacher uses this time to work one-on-one with Students needing help. When Students are done, Teacher instructs them to work with a partner and peer proofread for any further revisions. Teacher instructs Students to take their Essay folder and use their revised copy of the essay to now complete their final draft. Teacher reminds Students that they may either write or use the classroom laptops to make their final draft. As Students work, Teacher walks around the room and monitors all aspects of Students writing, posture, handwriting, and sentence/word spacing. Again, Teacher allows this time to work one-on-one with Students needing further help. When Students are done, Teacher has them share their final drafts with the class.	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. When Students are done have them share their final draft with the class.
5	Teacher begins by stating to Students, "Inventions are all around us. Think of an invention that has been especially helpful or harmful to people. Today you will write an essay that explains why. In this assessment, you will show me everything that you learned this week about writing opinion essays." Teacher continues, "Please follow the guidelines written at the top of your paper. Good luck and write well!" Teacher gives an ample amount of time to Students to complete their essays and collects them at the end of the class period.	Students think of inventions. Students write opinion essays discussing the topic of helpful or harmful inventions. Students turn in their papers.

Summative Assessment for 3rd Grade Writing:

Inventions are all around us. Think of an invention that has been especially helpful or harmful to people, and write an informative/explanatory paper that justifies why. Please follow these guidelines:

a. Write a 3-paragraph essay and 2-4 sentences per paragraph
b. Include an introduction that clearly expresses your opinion.
c. Support your opinion with facts, definitions and details.
d. Use linking words and phrases (e.g., furthermore, another, next, then, however) to connect ideas.
e. Include a concluding statement.
f. Use proper punctuation, grammar and spelling.

3rd Grade Scoring Rubric for Writing

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

Levels/Criteria	5	4	3	2	1	Score
Text and Paragraphs	Text has 3 paragraphs each paragraph will contain at least 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.	Text has little to no paragraph.	
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 expresses an opinion somewhat.	Introductory statement does not express the opinion.	Introductory statement is omitted.	
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.	Does not support opinion with any facts or definitions.	
Use linking words and phrases (*e.g., also, another, and, more, but*) to connect ideas within categories of information.	Include 5 or more linking words and phrases (e.g., also. Another, and, more, but) to connect ideas.	Includes 3 –4 linking words and phrases (e.g., also. Another, and, more, but) to connect ideas.	Includes 2 linking words (e.g., also. another, and, more, but) to connect ideas.	Includes one linking word (e.g., then) to connect ideas.	Includes no linking words.	
Provide a concluding statement or section.	Has a profound concluding statement.	Has a concluding statement.	Concluding statement is somewhat unclear.	Concluding statement is very vague.	Has no concluding statement.	
Conventions: Spelling, capitalization, grammar	Proper punctuation grammar and spelling.	Uses mostly proper punctuation, grammar spelling.	Some proper punctuation, grammar and spelling.	Many punctuation and grammar errors.	There is no punctuation.	
						__/30

Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage	Points	Percentage
24	80*mastery	25	83*mastery	26	87*mastery	27	90*mastery	28	93*mastery	29	97*mastery	30	100*mastery