Grade Level	3	**Content Area**	English Language Arts – Writing
Course Title (grades 9-12 Only)	NA		
Expected Prior Knowledge *The knowledge/skills mastered earlier in the year foundational to the mastery of the required Standard in the current sample.*	The student will be able to use an outline to prewrite for a three paragraph essay. The student will also be able to write an introduction and body paragraph with little instruction from the teacher. The student will be able to work with a partner to peer-edit, looking for spelling and grammar errors. Finally, the student will know the difference from fact and opinion.		
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.*	The program of instruction at The Caepe School is designed to meet the needs of students in its target population and prepare them to compete academically with students from any school in the country when they graduate. During Writing, a variety of shared, interactive, guided, and independent writings are used to meet the needs of all children. Differentiation may occur if a student needs extra help or more of a challenge.		
Standard Number and Description *List the Number* and 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 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	Student copies of article "Phoenix Immigrant Mom Tells Her Story" found at the website: http://www.azcentral.com/community/phoenix/articles/20130318phoenix-immigrant-mom-tells-her-story.html, book titled *Becoming a Citizen* by Sarah DeCapua,, writing journals, and table for pros/cons for opinion paper.		

* ***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).*

<table>
<tr><th>Lesson
(add as needed)</th><th>Instructional Strategies
The teacher will:</th><th>Student Activities
The students will:</th></tr>
<tr><td>1</td><td>

Whole Group Instruction: Allow four students to share the paragraph they wrote in their writing journals.

Whole Group Instruction: Review with students the difference between fact and opinion. Then, the teacher will remind the students of the article and story read over the past couple of days on being a citizen in another country. The teacher will talk about moving to another country.

Whole Group Instruction: Introduce the writing piece. The students will write an opinion essay on how you would feel moving to a new country. The teacher will explain that the first step is outlining the paper. Then they can move to the rough draft where they will write their introduction and body paragraph. By the end of class students should

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Warm-up: Look at the board when they come in to find the writing prompt…Would you choose cold or warm weather? Pick only one and state three reasons why you would chose that particular weather. This work will be done in students writing journals.

Shared Writing: Work with the teacher to create a list of pros and cons to moving to a new country. The teacher will ask students to remember the article and story and think about different ideas brought up in the article and book.

<table>
<tr><th>Pros</th><th>Cons</th></tr>
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	have the first two paragraphs written.	**Independent Writing:** Use their writing journals to outline their opinion and give at least three reasons why they have that opinion. Then students will move to the writing process and complete the rough draft of their introduction and body paragraph.
2	**Whole Group Instruction:** Allow one student from each flavor to share their paragraph with the class. **Whole Group Instruction:** Talk about linking words. Up to third grade, students have been using linking words like and, because, and also. Talk to the children about how in third grade we are now going to use better linking words such as therefore, since, for example, and because. The teacher will remind students that in an opinion piece linking words are used to connect the opinion to the reason. **Whole Group Instruction:** Express that today the students will begin to proof their two paragraphs today. There will be three parts to the editing process. The first is a self-edit. The students will go through their own paper and look for spelling and grammar errors. In addition, students should look to make sure they are using linking words in their second paragraph. **Whole Group Instruction:** Instruct the students to move into groups of 2 in order to begin to peer-edit.	**Warm-up:** Look at the board when they come in to find the writing prompt…Which would you choose chocolate, vanilla, or strawberry ice cream? Pick only one flavor and write a paragraph stating which flavor you would choose and back it up with reasons why you would chose this particular flavor. This work will be done in students writing journals. **Shared Writing:** Look at the warm-up examples and change some of the examples to utilize the new linking words. **Independent Writing:** Begin with a self-edit, attempting to look for spelling and grammar errors as well as attempt to put some of the new linking word in. **Guided Writing:** Work with a partner to continue to find spelling and grammar errors as well as finding ways to add linking words into the

		piece. The partner will put his/her name on the partner's paper as proof of a peer-edit.
3	**Whole Group Instruction:** Allow two students from each holiday to share their paragraphs. **Whole Group Instruction:** Explain that the students now have two paragraphs ready to go to the final draft. The only thing that is missing is the conclusion paragraph. Review with students the elements of a conclusion paragraph. The elements are to restate the opinion, restate the reasons and why, and end with a conclusion (This is why I feel…).	**Warm-up:** Look at board when they come in to find the writing prompt…What is the better holiday, Valentine's Day or Fourth of July? Pick one and give three reasons why you feel it is the better one. Make sure to use linking words in your reasons. This work will be done in the students writing journals. **Independent Writing:** Write their conclusion paragraph and self-edit it. When they have finished they will bring it to the teacher to be partnered with someone to peer-edit. Finally, the student will re-write the paper for the final draft.

Summative Assessment: The students will receive the prompt, "How I Feel about Moving to a New School." Students should use a pre-write and then write the three paragraphs. The students must use at least three linking words. The essay should have an introduction paragraph, one body paragraph, and a conclusion paragraph.

Answer Key: A score of 8/9 demonstrates mastery.

	3 points	2 points	1 point
Introduction	Student begins with an opening sentence, draws the reader in, and ends with a clearly stated opinion.	Student begins with an opening sentence and clearly states an opinion.	Student clearly states an opinion.
Body	Student gives three reasons for the opinion, uses three linking words, and linking words connect opinion to reasons.	Student gives three reasons for the opinion and uses three linking words.	Student gives three reasons for opinion.
Conclusion	Student restates opinion, restates opinions why, and ends with conclusion sentence.	Student restates opinion and restates opinions why.	Student restates opinion.