Grade Level: 3 Subject: Writing

Trimester 1

Unit: Opinion Writing	**Unit Length: 5 weeks**
Enduring Understanding(s): Opinion writing comes in various forms, but is always intended to convince the reader of a point of view. Writers can influence a reader by supporting their point of view with convincing reasons and evidence supported by facts. Writing your opinion in an organized way helps a reader understand your ideas.	Essential Question(s):

Common Core Standards	**Common Core en español**
Writing Standards ***Text Type and Purposes*** 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. ***Production and Distribution of Writing*** 4. With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3.) 5. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on page 14.) 6. With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. ***Range of Writing*** 10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.	Estándares de escritura y redacción ***Tipos de texto y sus propósitos*** 1. Escriben propuestas de opinión sobre temas o textos, apoyando su punto de vista con razones. a. Presentan el tema o texto sobre el cual están escribiendo, expresan su opinión y elaboran una estructura organizativa que enumera las razones. b. Ofrecen las razones que apoyan la opinión. c. Usan palabras y frases de enlace (ejemplo: porque, por lo tanto, desde) para conectar la opinión con las razones. d. Ofrecen una declaración o sección final. ***Producción y redacción*** 4. Con la orientación y el apoyo de adultos, producen redacciones en las cuales el desarrollo y la organización son adecuadas a la tarea y el propósito. (Se definen las expectativas específicas del nivel de grado para los tipos de escritura, en los estándares 1–3 antes mencionados.) 5. Con la orientación y el apoyo de compañeros y adultos, desarrollan y mejoran la escritura según sea necesario mediante la planeación, revisión y corrección. (La corrección debe demostrar el dominio de los estándares de Lenguaje 1-3, incluyendo el tercer grado, en las páginas 13-15.) 6. Con la orientación y el apoyo de adultos, usan la tecnología para hacer y publicar escritos (utilizan sus habilidades con el teclado), así como para interactuar y colaborar con los demás. ***Rango de escritura y redacción*** 10. Escriben habitualmente durante periodos prolongados (tiempo para investigación, reflexión y revisión) y periodos cortos (una sola sesión o uno o dos días), para un rango de tareas específicas a una disciplina, propósito y audiencia.

Assessment

This assessment will be an on-demand – that is, it aims to assess kids' ability to independently read informational texts and construct a written argument that incorporates multiple sources of information. The assessment will consist of three tasks; the final product will be a ***restaurant review*** for a local newspaper. Directions for administrations, student testing booklet, and Common Core Aligned opinion writing rubrics will be provided by the district.	Other Formative Assessments: • Anecdotal conferring notes of student's writing progress • Quick writes/Journal samples related to opinion writing

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Learning Plan

Mentor Texts for Opinion Writing

The mentor text list below is not exhaustive; it's intended to serve as a list of recommendations of texts to be read aloud, used for craft study, or to spark writing topics or ideas.

Students will also need access to short nonfiction articles so they can identify an author's argument/claim and identify the evidence the author uses to support their claim. The Time for Kids articles listed below are intended to spark debate and help students begin to develop arguments on topics that matter to them.
Scholastic News
http://sni.scholastic.com/sn3
Time for Kids
http://www.timeforkids.com/
"Should Schools Ban Soda?" by: Laura Leigh Davidson
"Get Your Healthy Lunches! "By Alexandra Sifferlin
"Obesity Rates Falling" by Cameron Keady
"The Tube, Food, and You "by Alice Park
"Bye, Bye, Junk Food" By Alexandra Sifferlin
"Big Drinks Are Back" by Alice Park
"Goodbye Big Drinks" by Alice Park
"Sleep Tight" by Alice Park
"Hot Potato Issue" by Kelli Plasket

English

- I WannaIguana by Karen Kaufman Orloff
- Click, Clack, Moo Cows, that Type by Dorreen Cronin
- Dear Annie by Judith Caseley
- The Jolly Pocket Postman by Janet Ahberg and Alan Ahlberg
- Ira Sleeps Over by Cynthia Rylant
- Stand Tall, Molly Lou Melon by Patty Lowell
- Sheila Rae, the Brave by Kevin Henkes
- The Recess Queen by Alex O'neil
- Should There Be Zoos?by Tony Stead and Judy Ballester
- Gooseberry Parkby Cynthia Rylant
- Earrings by Judith Viorst
  Dear Dr. Larue by Mark Teague
- Red is Best by Kathy Stinson
- Hey, Little Ant by Philip Hoose
- The Salamander Room by Anne Maze
- Can I Keep Him? by Steven Kellogg
- Freedom Summer by Deborah Wiles (Third Grade)
- The Best Town in the World by Byrd Baylor
- A Pig Parade is a Terrible Idea by Micheal Ian Black
- Duck for President by Dorreen Cronin
  My Brother Dan's Delicious by Steven L. Layne
- The Great Kapok Tree: A Tale of the Amazon Rain Forest by Lynne Cherry
- Don't Let the Pigeon Drive the Bus by Mo Willems

Español

Clic, clac, muu: vacas escitoras por Dorreen Cronin

El cartero simpatico bolsillo por Janet y Alan ahlberg

Quigue Duerme fuera de casa por Cynthia Rylant

¿Debería haver zoológicos ? por Tony Stead and Judy Ballester

¡No deces que la paloma conduzca el autobús! Por Mo Willems

Pato para presidente por Dorreen Corin

El Gran Copoquero: Un cuento de las selva amazonia por Lynne Cherry

Resources

Professional Resources:

Nonfiction Craft Lessons by Fletcher and Portalupi
Teaching the Qualities of Writing by Fletcher and Portalupi
Making Revision Matter by Janet Angelillo
The Revisers Toolbox byBarry Lane
*Writer's Notebook,*Aimee Buckner
Lessons for the Writer's Notebook by Fletcher and Portalupi
Lessons That Change Writers by Nancie Atwell
A Writer's Notebook: Unlocking the Writer Within You by Ralph Fletcher
Breathing In, Breathing Out: Keeping a Writer's Notebook Ralph Fletcher
Study Driven: A Framework for Planning Units of Study in the Writing Workshop by Katie Wood Ray
Wondrous Words: Writers and Writing in the Elementary Classroom by Katie Wood Ray
Mentor Author, Mentor Texts, by Ralph Fletcher
I Can Write Like That!: A Guide to Mentor Texts and Craft Studies for Writers' Workshop, K-6 by Susan Ehman and Kellyann Gayer
*Mentor Texts: Teaching Writing Through Children's Literature, K-6*byLynne R. Dorfman by Rose Cappelli
Nonfiction Mentor Texts: Teaching Informational Writing Through Children's Literature, K-8 by Lynne R. Dorfman by Rose Cappelli

Lesson Planning Resources available online:

Link to The Michigan Association of Intermediate School Administrators (MAISA) writing units for K-6.
The Power of Reviews – Second Grade
http://gomaisa-public.rubiconatlas.org/Atlas/Public/View/Default

Student reviews posted online
http://www.spaghettibookclub.org/title.php

Hall County Schools Launching Writer's Workshop Units of Study
http://www.hallco.org/literacy/index.php?option=com_content&view=article&id=8&Itemid=7

Portland Public Schools/K-5 Writing Units of Study
http://www.pps.k12.or.us/departments/curriculum/2022.htm
Jefferson County Public Schools/Literacy Resource Closet K-5 Resources
http://www.jefferson.kyschools.us/Departments/Gheens/LiteracyCloset/Writing%20Workshop%20Instructional%20Materials.html
Michigan's Mission Impossible K-3 LessonResources
http://www.missionliteracy.com/page79/page80/page82/page82.html
Stanislaus County office of Education – Opinion Units for K-12 from MAISA- Michigan Association of Intermediate Schools
http://www.stancoe.org/SCOE/iss/common_core/ela/ELA_sample_units.htm
Knox Education K-6 Lesson Resources for all three genres
http://www.knoxeducation.com/teaching-writing-common-core-standards

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Grade Level Standards

Common Core Standards	Common Core en español
Reading Standards 8. 8. Describe how reasons support specific points the author makes in a text.	Estándares de lectura 8. Describen cómo las razones apoyan los puntos específicos que el autor hace en un texto.
Speaking & Listening 1. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. a. Come to discussions prepared, having read or studied required material; explicity draw on that preparation and other information know about the topic to explore ideas under discussion. b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time aoubt the topics and texts under disscussion). c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.	Audición y expresión oral 1. Participan eficazmente en una serie de conversaciones colaborativas (uno-a-uno, en grupos, y dirigidas por el maestro) con diversos compañeros sobre temas y textos de tercer grado, elaborando en las ideas de los demás y expresando las propias con claridad. a. Vienen preparados a las conversaciones, después de haber leído o estudiado el material necesario; se basan explícitamente en esa preparación y otra información conocida sobre el tema para explorar las ideas que se están tratando. b. Siguen las reglas acordadas para participar en las conversaciones (ejemplo: tomar la palabra de una manera respetuosa, escuchar a los demás con atención, hablar uno a la vez sobre los temas y textos que se están tratando). c. Hacen preguntas para verificar la comprensión de la información presentada, mantenerse dentro del tema y para enlazar sus comentarios con las observaciones de los demás. d. Explican sus propias ideas y comprensión tomando en cuenta lo previamente hablado.
Language Standards **1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking**. d. Form and use regular and irregular plural nouns. k. Produce simple, compound, and complex sentences. **2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing**. e. Use conventional spelling patterns and generalizations for high frequency words and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).	Estándares de lenguaje **1. Demuestran dominio de las normativas de la gramática del español y su uso al escribir y al hablar** d. Forman y usan sustantivos plurales regulares e irregulares, incluyendo formas que requieren cambios ortográficos (ejemplo: pez, peces; lápiz, lápices; joven, jóvenes). k. Forman oraciones simples, compuestas y complejas. **2. Demuestran dominio de las normativas del español estándar para el uso de las letras mayúsculas, signos de puntuación y ortografía al escribir.** e. Usan ortografía convencional para palabras de uso frecuente y otras palabras ya estudiadas, y para añadir sufijos a palabras base (ejemplo: infinitivos: sentarse, verme, verlo; gerundios: sentándose, viéndolo; mandatos: démelo, siéntate).

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Essential ELD Standards

Part 1: Interacting in Meaningful Ways

	Emerging	Expanding	Bridging
A. Collaborative	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using basic learned phrases (e.g., *I think…*), as well as open responses in order to gain and/or hold the floor.	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using an expanded set of learned phrases (e.g., *I agree with X, and…*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, etc.	***3. Offering opinions*** Offer opinions and negotiate with others in conversations using a variety of learned phrases (e.g., *That's a good idea, but X*), as well as open responses in order to gain and/or hold the floor, provide counter-arguments, elaborate on an idea, etc.
B Interpretive	***7. Evaluating language choices*** Describe the language writers or speakers use to support an opinion or present an idea (e.g., by identifying the phrases or words in the text that provide evidence) with prompting and substantial support.	***7. Evaluating language choices*** Describe the specific language writers or speakers use to present or support an idea (e.g., the specific vocabulary or phrasing used to provide evidence) with prompting and moderate support.	***7. Evaluating language choices*** Describe how well writers or speakers use specific language resources to support an opinion or present an idea (e.g., whether the vocabulary or phrasing used to provide evidence is strong enough) with light support.
C. Productive	***10. Writing*** a) Write short literary and informational texts (e.g., a description of a flashlight) collaboratively (e.g., joint construction of texts with an adult or with peers) and sometimes independently. ***11. Supporting opinions*** Support opinions by providing good reasons and some textual evidence or relevant background knowledge (e.g., referring to textual evidence or knowledge of content).	***10. Writing*** a) Write longer literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and with increasing independence using appropriate text organization. ***11. Supporting opinions*** Support opinions by providing good reasons and increasingly detailed textual evidence (e.g., providing examples from the text) or relevant background knowledge about the content.	***10. Writing*** a) Write longer and more detailed literary and informational texts (e.g., an explanatory text on how flashlights work) collaboratively (e.g., joint construction of texts with an adult or with peers) and independently using appropriate text organization and growing understanding of register. ***11. Supporting opinions*** Support opinions or persuade others by providing good reasons and detailed textual evidence (e.g., specific events or graphics from text) or relevant background knowledge about the content.

Part 2: Learning About How English Works

A. Structuring	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially) to comprehending texts and writing basic texts.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages) to comprehending texts and writing texts with increasing cohesion.	***1. Understanding text structure*** Apply understanding of how different text types are organized to express ideas (e.g., how a story is organized sequentially with predictable stages versus how opinion/arguments are structured logically, grouping related ideas) to comprehending texts and writing cohesive texts.
B. Expanding	***4. Using nouns and noun phrases*** Expand noun phrases in simple ways (e.g., adding an adjective to a noun) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***4. Using nouns and noun phrases*** Expand noun phrases in a growing number of ways (e.g., adding comparative/superlative adjectives to nouns) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.	***4. Using nouns and noun phrases*** Expand noun phrases in a variety of ways (e.g., adding comparative/ superlative adjectives to noun phrases, simple clause embedding) in order to enrich the meaning of sentences and add details about ideas, people, things, etc.
C. Connecting	***6. Connecting ideas*** Combine clauses in a few basic ways to make connections between and join ideas (e.g., creating compound sentences using *and, but, so*).	***6. Connecting ideas*** Combine clauses in an increasing variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion came.*) or to make a concession (e.g., *She studied all night even though she wasn't feeling well.*).	***6. Connecting ideas*** Combine clauses in a wide variety of ways (e.g., creating compound and complex sentences) to make connections between and join ideas, for example, to express cause/effect (e.g., *The deer ran because the mountain lion approached them.*), to make a concession (e.g., *She studied all night even though she wasn't feeling well.*), or to link two ideas that happen at the same time (e.g., *The cubs played while their mother hunted.*).