

PRESCOTT UNIFIED SCHOOL DISTRICT
2018-2019 District Instructional Guide: Writing
Date Revised

Grade Level:3rd	Subject: Writing (Opinion)	Time:Quarter 3	Core Text: Units of Study
------------------------	-----------------------------------	-----------------------	----------------------------------

Third Grade Benchmark #2 (Give this post-assessment prior to Bend 1 of Unit 4)

[Benchmark 2: Third Grade Common Core Post-Assessment](#) (Scroll down for Post-Assessment)

[Benchmark 2: Post-Assessment Article "Sugar Overload"](#)

[Benchmark 2: Opinion Essay Rubric](#)

Week	Unit/Bend/Lesson	AZCCRS Standards	Skills/Mini lessons	Benchmarks/ Assessments	Resources
Week 1	Bend 1 <u>Session 1</u> Practicing Persuasion <u>Session 2</u> Gathering Brave, Bold Opinions for Persuasive Writing <u>Session 3</u> Drawing on a Repertoire of Strategies for Generating Opinion Writing	W.3.1a,b W.3.5 W.3.10 W.4.1b W.3.1a,b W.3.5 W.3.10 W.4.1.b W.3.1.a,b,c, d W.3.4 W.3.10 W.4.1.b W.4.2c	-Teach through guided practice. -With Partners students “ write in the air” (dictate to a partner). - Students write speech (10 mins.). -Seeing problems and generating a possible solution. -Applying the above strategy to write a speech. -Share examples with table partners. -Demonstrate writing about a noteworthy person. -Students write an entry about a noteworthy person. -Reading aloud and self-assessment.	3rd Grade Opinion Student Checklist 3rd Grade Opinion Writing Rubric	Anchor Chart p.13 Fig. 2-1,2-2 p. 15 Bridge to <i>Terabithia</i> (example text). Anchor chart p.23 Anchor chart p.25 Opinion Writing

PRESCOTT UNIFIED SCHOOL DISTRICT
2018-2019 District Instructional Guide: Writing
Date Revised

	<p><u>Session 4</u> Considering Audience to Say More.</p>	<p>W.3.1.a,b W.3.5 W.3.10 W.4.1.b</p>	<p>-Give students practice to state their opinions in clear ways (rewrite wishy-washy claims). -Class works together to anticipate audience response when working with a speech. -Writers continue to write page-long entries with bold opinions, supporting reasons and keep audience in mind.</p>	<p>Checklist p.28 Fig. 4-1 p.33 4-2p.34 Anchor Chart p.35 Anchor Chart p.37</p>
	<p>Week 2 <u>Session 5</u> Editing as You Go <u>Session 6</u> Taking Stock and Setting Goals Bend 2 <u>Session 7</u> Gathering All you Know about Your Opinion <u>Session 8</u> Organizing and categorizing</p>	<p>W.3.1.a W.3.5 W.4.1.b W.3.5 W.3.1.a,b,c,d W.3.5 W.4.1.b W.3.1.a,b W.3.7 W.3.8 W.4.1.b W.3.1.b W.3.5 W.3.8 W.4.1.b</p>	<p>-strategies for spelling -Editing with a partner -Writers assess their best piece of writing against the Opinion Writing Checklist -Write goals to improve paper (action plan). -Collect evidence to support opinion. -Share with partners. - Writers help organize class opinion piece.</p>	<p>Opinion Writing Checklist p.28 Anchor Chart p.65,69</p>

PRESCOTT UNIFIED SCHOOL DISTRICT
2018-2019 District Instructional Guide: Writing
Date Revised

			-Students organize their evidence		
<p>Week 3 <u>Session 9</u> For Example</p> <p><u>Session 10</u> By Considering Audience, Writers Select and Discard Material.</p> <p><u>Session 11</u> Paragraphing to Organize Our Drafts</p> <p><u>Session 12</u> Choosing Words that Sound right and Evoke Emotion</p>	<p>W.3.1.b W.3.5 W.4.1.b W.4.3.d W.3.1.a,b W.3.5 W.4.1.b</p> <p>W.3.1.a,b,c W.3.10 W.4.1.b,c</p> <p>W.3.5</p>	<p>-Demonstrate coming up with a personal example to support your opinion. - Help student assess their evidence.</p> <p>-Writers select the most and least convincing evidence.</p> <p>-Students plan their paragraphs. -Conferencing -Transition words</p> <p>-Writers revise class speech to to add emotion.</p>	<p>3rd Grade Opinion Student Checklist</p>	<p>Fig. 12-1 p.107</p>	
<p>Week 4 <u>Session 13</u> Looking Back and Looking Forward</p>	<p>W.3.1.a,b,c, d W.3.4 W.3.6 W.4.1.a,b,c,</p>	<p>Preparing for mini-publication</p>		<p>Sample Editing Checklist p.114 Anchor chart p.115</p>	

PRESCOTT UNIFIED SCHOOL DISTRICT
2018-2019 District Instructional Guide: Writing
Date Revised

	<p>Bend 3 <u>Session 14</u> Inquiry into Petitions</p> <p><u>Session 15-</u> Becoming your Own Job Captain</p> <p><u>Session 16-</u> Gathering a Variety of Evidence</p>	<p>d W.3.1.a,b,c, d W.3.4 W.3.10 W.4.1.a,b</p> <p>W.3.1.a,b,c, d W.3.4,W.3.5, W.3.10 W.4.1.a,b,c, d</p> <p>W.3.1.a,b,c, d W.3.5 W.4.1.b W.4.7</p>	<p>-Introduce a petition, investigate the qualities of the type of writing. -Write mini-persuasive letters and petitions -Share favorite parts</p> <p>-Create a new class opinion piece - writers create webs for opinion piece</p> <p>-types of evidence we can gather -conferring and small group work</p>		<p>Fig.14-2 p.126</p> <p>Anchor Charts p. 130</p> <p>Anchor chart p. 137,139</p>
	<p>Week 5 <u>Session 17-</u> Revising Your Introductions and Conclusions to Get Your Audience to Care</p> <p><u>Session 18-</u> Taking Stock Again</p>	<p>W.3.1.a,d W.3.5 W.4.1.a,d</p> <p>W.3.1.a,b,c, d W.3.5 W.4.1.a,b,c,</p>	<p>-writing introductions, thesis sentences (hook sentence). -Writing Conclusions</p> <p>-Goal Setting with Opinion Writing Checklist -Revision</p>	<p>3rd Grade Opinion Student Checklist</p>	<p>Checklist page 114</p>

PRESCOTT UNIFIED SCHOOL DISTRICT
2018-2019 District Instructional Guide: Writing
Date Revised

		d W.4.4			
	Bend IV <u>Session 19-</u> Tackling A Cause	W.3.1.a,b,c, d W.4.1.a,b,c, d	-students approach their problems from different angles. -conferring -designing proposals		Fig. 19-1 p. 163
	Week 6 <u>Session 20-</u> Becoming Informed about a cause	W.3.1a,b,c,d W.3.5 W.3.6,W.3.7 W.3.8 W.3.10 W.4.1a,b,c,d	-Capturing Research Knowledge		Helpful Links p.171
	<u>Session 21-</u> Yesterday's Revisions Become today's Drafting Strategies	W.3.1a,b,c,d W.3.5 W.3.6 W.3.7	-Ways to revise -Conferring and small group work	3rd Grade Opinion Rubric	Anchor Chart p.173
	<u>Session 22-</u> Getting Our Writing Ready for Readers	W.3.1a,b,c,d W.3.5 W.3.6 W.4.2.a	-Editing -proof-reading -Publishing		Anchor Chart p. 177
	<u>Session 23-</u> Celebrating Activism	W.3.1a,b,c,d W.3.6 W.4.1a,b,c,d	Celebration		

PRESCOTT UNIFIED SCHOOL DISTRICT
2018-2019 District Instructional Guide: Writing
Date Revised
