

New York State Common Core

English Language Arts Curriculum



GRADE 3 Module 3A **Unit 3** Student Workbook

Basic Summary Checklist

- **Who** the characters are in the book
- **Where** the book takes place: setting
- **What** the main events of the book are
- **Interesting words and sentences** to make the reader want to read the book

Rain School Model Summary

Rain School is a powerful story about Thomas, a boy who lives in the country of Chad. Thomas is very excited to be going to school. He goes to school on the first day, but he realizes that there is no school building. His teacher says that building the school will be the children's first lesson. He and the other children help to build the schoolhouse from mud and grass. Then they get to learn how to read and write with their wonderful teacher. At the end of the school year big rains come, and they totally wash the school building away. Thomas and the other children are not sad. The teacher tells the children that they will rebuild the school again next year. It was interesting to read about a school so far away. Thomas's school is like our school, since kids learn to read and write, but also very different from our school.

Peter Pan Where/Who/What Recording Form

Learning Target: I can describe the setting, characters, and events of *Peter Pan*.

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Accordion Paragraph Graphic Organizer

Name:

Date:

Introduction:

Important Character and Event from the Text:

Explain:

Important Character and Event from the Text:

Explain:

Accordion Paragraph Graphic Organizer

Important Character and Event from the Text:

Explain:

Homework

Name: _____

Date: _____

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

I think this word is precise because: _____

Homework

2. Write down any word or words that you found that you are unsure about.

Summary Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS) The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.</i></p>	<p>W.2 R.1-9</p> <p>W.2 R.1-8</p>		<ul style="list-style-type: none"> • I can explain key characters and events in the text. • I can use examples from <i>Peter Pan</i> that support my opinion and reasons. • I can use examples from <i>Peter Pan</i> to make my summary clear. 			

Summary Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
<p>ORGANIZATION And STYLE (COHERENCE, ORGANIZATION, and STYLE) The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3 L.6</p>		<ul style="list-style-type: none"> I can use a variety of sentences to make my writing interesting. I can use a topic and concluding sentence in my summary. 			
<p>CONVENTIONS (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>		<ul style="list-style-type: none"> I can use conventions to send a clear message to my reader. I can use beginning and ending punctuation. I can capitalize character names and titles. 			

Exit Ticket: Success and Challenge

Learning Target: I can write a first draft of my *Peter Pan* summary.

1. **Success:** One success that I had writing my paragraph was:

2. **Challenge:** One challenge that I had writing my paragraph was:

Homework

Name: _____

Date: _____

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

3. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

I think this word is precise because: _____

Homework

4. Write down any word or words that you found that you are unsure about.

Simple and Compound Sentences Recording Form

Name:

Date:

Part A: Simple and Compound Sentences

A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:

- I ran to the park yesterday afternoon.
- José and Kelly played on the playground after school.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *or*, *and*, *nor*, *but*, *or*, *yet*, *so*.

Examples:

- Alejandro played football, so Maria went biking.
- I went to bed early, but my brother stayed up late.

Part B: Finding Compound Sentences in *Peter Pan*

Directions: Please turn to page 78 in your Classic Starts *Peter Pan* text. Read this page with your partner and try to find at least two compound sentences.

Conventions Checklist

I can use conventions to send a clear message to my reader.

I can use beginning and ending punctuation.

I can capitalize character names and titles.

Simple and Compound Sentences Homework

Name:

Date:

Part A: Simple and Compound Sentences

A **simple sentence** contains a subject and a verb and shows a complete thought.

Examples:

- I ran to the park yesterday afternoon.
- José and Kelly played on the playground after school.

A **compound sentence** is two simple sentences joined by a conjunction. A conjunction is a connecting word like *or*, *and*, *nor*, *but*, *or*, *yet*, *so*.

Examples:

- Alejandro played football, so Maria went biking.
- I went to bed early, but my brother stayed up late.

Part B: Are these sentences simple or compound?

1. My dog runs around the house, but my cat likes to sleep on the couch.

2. Alicia goes to the library and studies every day.

3. My mom and dad like the beach, but my sister and I prefer the mountains.

Simple and Compound Sentences Homework

4. Juan and Arturo play soccer every afternoon.

Part C: Combine these two simple sentences with a conjunction to form a compound sentence.

I play the piano. My sister plays the flute.

Waiting for the Biblioburro Where/Who/What Recording Form

Name:

Date:

Where does this chapter take place?	Who are the important characters in this chapter?	What are the most important events in this chapter?

Mid-Unit Assessment:

Writing A Summary about *Waiting for the Biblioburro*

Name:

Date:

After reading *Waiting for the Biblioburro*, write a summary about the book. You may also use the Accordion Paragraph graphic organizer to plan your writing.

Accordion Paragraph Graphic Organizer

Name:

Date:

Introduction:

Important Character and Event from the Text:

Explain:

Important Character and Event from the Text:

Explain:

Accordion Paragraph Graphic Organizer

Important Character and Event from the Text:

Explain:

Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can write a strong summary

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help to
learn this**



**I understand
some of this**



**I am on
my way!**



3. The evidence to support my self-assessment is:

Homework

Name: _____

Date: _____

Read your independent reading book. Follow the direction in each section.

Title of Book: _____

Pages Read: _____

Just like we have done when reading *Peter Pan*, use this chart to keep track of what you read.

Where	Who	What

Words

1. Write one word that struck you because it was a precise word. This could be a verb, or it could be a good adjective (describing word).

I think this word is precise because: _____

Homework

2. Write down any word or words that you found that you are unsure about.

Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS) The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>		<ul style="list-style-type: none"> • I can state my opinion clearly. • I can provide strong reasons that support my opinion. • I can use specific details about my character to strengthen my reasons. 			

Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
<p>ORGANIZATION And STYLE (COHERENCE, ORGANIZATION, and STYLE) The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3 L.6</p>		<ul style="list-style-type: none"> • I can use an introduction sentence that states my opinion clearly for my reader. • I can use linking words and phrases to connect my reasons together. <p>I can organize my reasons logically to send a clear message to my reader (not specifically instructed to, but instructed to in previous modules).</p> <ul style="list-style-type: none"> • I can use a variety of sentences to make my writing interesting • I can use a concluding sentence to wrap up my writing and make my opinion stand out. 			

Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
<p>ORGANIZATION And STYLE (COHERENCE, ORGANIZATION, and STYLE) The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3 L.6</p>		<ul style="list-style-type: none"> • I can use an introduction sentence that states my opinion clearly for my reader. • I can use linking words and phrases to connect my reasons together. <p>I can organize my reasons logically to send a clear message to my reader (not specifically instructed to, but instructed to in previous modules).</p> <ul style="list-style-type: none"> • I can use a variety of sentences to make my writing interesting • I can use a concluding sentence to wrap up my writing and make my opinion stand out. 			

Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
<p>CONVENTIONS (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>		<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. • I can use beginning and ending punctuation. • I can capitalize character names and titles. • I can use apostrophes in my writing to show belonging. 			

Opinion Rubric

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS) The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>	<ul style="list-style-type: none"> • Clearly introduce topic in a manner that follows logically from the task and purpose • Demonstrate comprehension and analysis of the text • Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> • Clearly introduce a topic in a manner that follows from the task and purpose • Demonstrate grade-appropriate comprehension of the text • Develop the topic with relevant facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> • Introduce a topic in a manner that follows generally from the task and purpose • Demonstrate a confused comprehension of the text • Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant 	<ul style="list-style-type: none"> • Introduce a topic in a manner that does not logically follow from the task and purpose • Demonstrate little understanding of the text • Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant 	<ul style="list-style-type: none"> • Demonstrate a lack of comprehension of the text or task • Provide no evidence or provide evidence that is completely irrelevant

Opinion Rubric

Criteria	CCLS	4	3	2	1	0
<p>ORGANIZATION And STYLE (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3 L.6</p>	<ul style="list-style-type: none"> • Clearly and consistently group related information together • Skillfully connect ideas within categories of information using linking words and phrases • Provide a concluding statement that follows clearly from the topic and information presented 	<ul style="list-style-type: none"> • Generally group related information together • Connect ideas within categories of information using linking words and phrases • Provide a concluding statement that follows from the topic and information presented 	<ul style="list-style-type: none"> • Exhibit some attempt to group related information together • Inconsistently connect ideas using some linking words and phrases • Provide a concluding statement that follows generally from the topic and information presented 	<ul style="list-style-type: none"> • Exhibit little attempt at organization • Lack the use of linking words and phrases • Provide a concluding statement that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> • Exhibit no evidence of organization • Lack a concluding statement

Opinion Rubric

Criteria	CCLS	4	3	2	1	0
<p>CONVENTIONS (CONTROL of CONVENTIONS):</p> <p>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>	<ul style="list-style-type: none"> • Demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> • Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> • Demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> • Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> • Minimal, making assessment of conventions unreliable

If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.

Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.

A response copied from the text(s) with no original student writing should be scored a 0.

Selecting Characters Recording Form

Learning Target: I can describe my two favorite characters from *Peter Pan*.

Characters Who Best Capture Your Imagination	Why is this character your favorite? Use Evidence from the Text.
Character 1:	
Character 2:	

Opinion Writing Planning Page

Opinion:		
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:

Progress Check-in

Which best describes your progress today?

_____ I finished my first draft.

_____ I am almost finished with my draft.

_____ I barely have my draft started.

_____ I am still working on my planning page.

Opinion Writing Rubric Anchor Chart

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Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
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Opinion Writing Rubric Anchor Chart

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<p>CONVENTIONS (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>		<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. • I can use beginning and ending punctuation. • I can capitalize character names and titles. • I can use apostrophes in my writing to show belonging. 			

Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
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Introduction and Conclusion Drafting Page

Introducing My Opinion

One Way:

Another Way:

Another Way:

Concluding Sentences

Wrapping it up for my reader; making my opinion stand out

One Way:

Another Way:

Another Way:

I think I am a score of _____ for Organization and Style

because

Teacher Comment:

Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS) The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student friendly language, two categories were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>		<ul style="list-style-type: none"> • I can state my opinion clearly. • I can provide strong reasons that support my opinion. • I can use specific details about my character to strengthen my reasons. 			

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Criteria	CCLS	4	3	2	1	0
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Weak Model Opinion Writing

Tinker Bell is my favorite.

Tinker Bell is a fairy.

She doesn't like Wendy.

Tinker Bell drank the water instead of Peter Pan.

That's why she is my favorite character.

Quiz Quiz Trade Cards

Huffed	exhaling, irritated, or angry
Shrill	high-pitched voice
Maternal	motherly
Uncooperative	not working together; not agreeing to do something
Arrogant	overly confident, thinking you are better than someone else
Sternly	firm, hard
Cockiness	confident, arrogant
Stubborn	not willing to give in
Excitedly	happy
Nervous	worried
Mischievous	causing trouble, sneaky
Sinister	mean, evil

Praise Question Suggest Protocol Recording Form

My Name:

My Partner's Name:

STEPS:

1. Sit with your partner. Sit facing each other and close enough so that you can speak quietly and still hear.
2. Choose one person to go first.
3. Read your draft aloud while your partner listens for the criteria and completes the table.
4. Switch.
5. Complete the second part of the recording form, working together to help each other.

Opinion Writing Criteria	Yes	No
The opinion is clear.		
There are reasons to support the opinion.		
There are a variety of sentences to make the writing more interesting.		
There are linking words that connect reasons together.		
There are specific details about the character that make the reasons stronger.		

Praise Question Suggest Protocol Recording Form

1. A specific piece of praise from my partner is:

2. A suggestion from my partner is:

My next step is going to be:

Teacher Comment:

Editing Checklist

Name: _____

Date: _____

Target	Not Yet	Almost There	Excellent!	Teacher Comments
I can capitalize appropriate words, such as character names and titles.				
I can use simple and compound sentences in my writing.				
I can use apostrophes (where appropriate) in my writing to show belonging.				
I can use resources to check and correct my spelling.				
I can use correct beginning and end punctuation in my writing. <i>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</i>				
I can spell grade-appropriate words correctly. <i>(Note: Target not explicitly taught in this unit, but previously taught/assessed in Module 1.)</i>				

Using Apostrophes in Our Writing

Apostrophes show that something belongs to someone.

Captain Hook's hand is made of a hook.

The apostrophe shows that the HAND belongs to Captain Hook.

Peter Pan's pride made him not want to give in.

The apostrophe shows that PRIDE belongs to Peter Pan—it is something he has.

Wendy's motherly nature makes her a nice girl.

The apostrophe shows that MOTHERLY NATURE belongs to Wendy—it is something she has.

Tinker Bell's jealousy gets her into trouble.

The apostrophe shows that JEALOUSY belongs to Tinker Bell—it is something she has.

Opinion Writing Rubric Anchor Chart

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Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
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Criteria	CCLS	4	3	2	1	0
<p>CONVENTIONS (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>		<ul style="list-style-type: none"> • I can use conventions to send a clear message to my reader. • I can use beginning and ending punctuation. • I can capitalize character names and titles. • I can use apostrophes in my writing to show belonging. 			

Opinion Writing Rubric Anchor Chart

Criteria	CCL S	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS) The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>	<ul style="list-style-type: none"> • Clearly introduce topic in a manner that follows logically from the task and purpose • Demonstrate comprehension and analysis of the text • Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> • Clearly introduce a topic in a manner that follows from the task and purpose • Demonstrate grade-appropriate comprehension of the text • Develop the topic with relevant facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> • Introduce a topic in a manner that follows generally from the task and purpose • Demonstrate a confused comprehension of the text • Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant 	<ul style="list-style-type: none"> • Introduce a topic in a manner that does not logically follow from the task and purpose • Demonstrate little understanding of the text • Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant 	<ul style="list-style-type: none"> • Demonstrate a lack of comprehension of the text or task • Provide no evidence or provide evidence that is completely irrelevant

Opinion Writing Rubric Anchor Chart

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<p>ORGANIZATION And STYLE (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3 L.6</p>	<ul style="list-style-type: none"> • Clearly and consistently group related information together • Skillfully connect ideas within categories of information using linking words and phrases • Provide a concluding statement that follows clearly from the topic and information presented 	<ul style="list-style-type: none"> • Generally group related information together • Connect ideas within categories of information using linking words and phrases • Provide a concluding statement that follows from the topic and information presented 	<ul style="list-style-type: none"> • Exhibit some attempt to group related information together • Inconsistently connect ideas using some linking words and phrases • Provide a concluding statement that follows generally from the topic and information presented 	<ul style="list-style-type: none"> • Exhibit little attempt at organization • Lack the use of linking words and phrases • Provide a concluding statement that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> • Exhibit no evidence of organization • Lack a concluding statement • Exhibit no evidence of organization • Lack a concluding statement

Opinion Writing Rubric Anchor Chart

Criteria	CCLS	4	3	2	1	0
<p>CONVENTIONS (CONTROL of CONVENTIONS):</p> <p>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>	<ul style="list-style-type: none"> • Demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> • Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> • Demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> • Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> • Minimal, making assessment of conventions unreliable

If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.

Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.

A response copied from the text(s) with no original student writing should be scored a 0.

End of Unit Assessment Planning Page

Opinion:		
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:
Reason:		
Example from the Book:		Page:

End of Unit Assessment Rubric

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS) The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>	<ul style="list-style-type: none"> • Clearly introduce topic in a manner that follows logically from the task and purpose • Demonstrate comprehension and analysis of the text • Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> • Clearly introduce a topic in a manner that follows from the task and purpose • Demonstrate grade-appropriate comprehension of the text • Develop the topic with relevant facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> • Introduce a topic in a manner that follows generally from the task and purpose • Demonstrate a confused comprehension of the text • Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant 	<ul style="list-style-type: none"> • Introduce a topic in a manner that does not logically follow from the task and purpose • Demonstrate little understanding of the text • Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant 	<ul style="list-style-type: none"> • Demonstrate a lack of comprehension of the text or task • Provide no evidence or provide evidence that is completely irrelevant

End of Unit Assessment Rubric

Criteria	CCLS	4	3	2	1	0
<p>ORGANIZATION And STYLE (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3 L.6</p>	<ul style="list-style-type: none"> • Clearly and consistently group related information together • Skillfully connect ideas within categories of information using linking words and phrases • Provide a concluding statement that follows clearly from the topic and information presented 	<ul style="list-style-type: none"> • Generally group related information together • Connect ideas within categories of information using linking words and phrases • Provide a concluding statement that follows from the topic and information presented 	<ul style="list-style-type: none"> • Exhibit some attempt to group related information together • Inconsistently connect ideas using some linking words and phrases • Provide a concluding statement that follows generally from the topic and information presented 	<ul style="list-style-type: none"> • Exhibit little attempt at organization • Lack the use of linking words and phrases • Provide a concluding statement that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> • Exhibit no evidence of organization • Lack a concluding statement

End of Unit Assessment Rubric

Criteria	CCLS	4	3	2	1	0
<p>CONVENTIONS (CONTROL of CONVENTIONS):</p> <p>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>	<ul style="list-style-type: none"> • Demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> • Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> • Demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> • Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> • Minimal, making assessment of conventions unreliable

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Sample Student Response

My second favorite character is the kind-hearted Wendy. The first reason I think Wendy is my favorite character is that she is motherly. Wendy took care of the lost boys. A second reason that Wendy is also one of my favorite characters is that she is very brave. Wendy left home to go to Neverland because she wanted to have an adventure. She wanted to be able to fly. Finally, Wendy is my second favorite character because she is a kind person. When Tootles shot her down with an arrow, she wasn't angry. She even told Peter Pan that he didn't have to send Tinker Bell away. She takes care of everyone. Wendy is a favorite character for all of those reasons.

Tracking My Progress, End of Unit 3

Learning Target: I can write an opinion piece that supports a point of view with reasons. (W.3.1)

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help to
learn this**



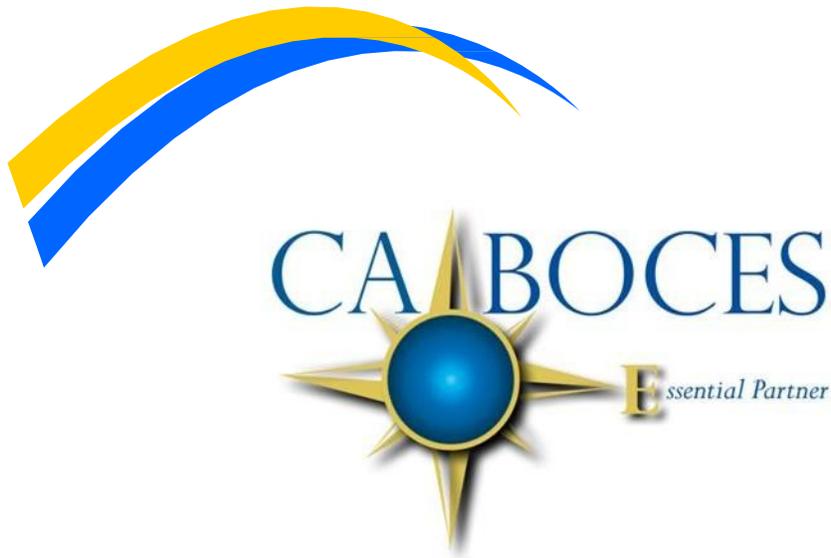
**I understand
some of this**



**I am on
my way!**



3. The evidence to support my self-assessment is:



Learning Resources
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Educational Media

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Human Resources Director, Cattaraugus-Allegany BOCES, 1825 Windfall Road, Olean, NY 14760; 716-376-8237.