

Mini-project rubrics,
daily lesson plan sample

Name _____ Date _____

Animal Mini-project 1

3rd Grade Opinion Writing Rubric

Components	3points	2 points	1 point	total
Focus	Opening sentence that includes an opinion that is clear and for the most part maintained.	Opinion is stated but is unclear or unfocused	Opinion is attempted, but is confusing and has no focus.	
Development	Clearly states two reasons with at least two supporting details for each reason.	Clearly states reasons with at least one supporting detail for each reason.	Reasons are stated but there are no supporting details.	
Organization	Reasons and details are expressed in a logical order with sufficient use of transitional words and strategies.	Reasons and details are expressed with some use of transitional words.	Reasons are expressed with no transitional words.	
Conclusion	The opinion is clearly restated in different words.	The opinion is restated in same words.	The opinion is restated but is unclear or confusing.	
Mechanics	Sentences are varied. There are no more than three errors in grammar, punctuation, capitalization and spelling.	Sentences all start the same or similarly. There are no more than four errors in grammar, punctuation, capitalization and spelling.	No sentence variation. There are several errors in grammar, punctuation, capitalization and spelling.	
			Total Score	

Power point
or
poster

Components	3 points	2 points	1 point	Total
Organization	Has an appropriate title that fits the content area and includes the author's name, has at least 3 supporting details that includes pictures.	Has a good title that fits the content and includes the author's name, has at least 2 supporting details with pictures.	Has a title with or without author's name, has 1 supporting detail with 1 or no pictures.	
Visual Appeal	Creatively uses colors, pictures and design to create a presentation that is visually pleasing and contributes to the overall presentation. Word size is appropriate and is easy to read.	Good use of colors and pictures to create a presentation that is visually good. Word size varies and is somewhat hard to read.	Use of some colors and pictures to create a presentation that is visually busy. Words are too dark/light or too small and is difficult to read.	

Opinion Writing: ____/15

Visual presentation: ____/6

Total: ____/21

Name _____ Date _____

Luck Mini-project 2

3rd Grade Informational/Explanatory Writing Rubric

Components	3points	2 points	1 point	total
Focus	Opening sentence that includes a topic sentence that is clear and gets the reader's attention.	Topic is introduced in a complete sentence.	Topic sentence is attempted, but is confusing and has no focus.	
Development	Clearly states two descriptive supporting details about the topic.	States at least one detail that is loosely based on the topic.	Details are stated but are not focused on the topic.	
Organization	Details support the topic and are expressed in a logical order with sufficient use of transitional words and strategies.	Details vaguely support topic and there is some use of transitional words.	Details are vague and no transition words are used.	
Conclusion	The topic is clearly restated in different words.	The topic is restated using the same words.	The topic is restated but is unclear or confusing.	
Mechanics	Sentences are varied and flow well. There are no more than two errors in grammar, punctuation, capitalization and spelling.	Sentences all start the same or similarly. There are no more than four errors in grammar, punctuation, capitalization and spelling.	No sentence variation. There are several errors in grammar, punctuation, capitalization and spelling.	
			Total Score	

Components	3 points	2 points	1 point	Total
Organization	Has an appropriate title that fits the content area and includes the author's name, has at least 3 supporting details that includes pictures.	Has a good title that fits the content and includes the author's name, has at least 2 supporting details with pictures.	Has a title with or without author's name, has 1 supporting detail with 1 or no pictures.	
Visual Appeal	Creatively uses colors, pictures and design to create a presentation that is visually pleasing and contributes to the overall presentation. Word size is appropriate and is easy to read.	Good use of colors and pictures to create a presentation that is visually good. Word size varies and is somewhat hard to read.	Use of some colors and pictures to create a presentation that is visually busy. Words are too dark/light or too small and is difficult to read.	
Group presentation	All members presented equally and actively. Voices were easily heard and understood and made good eye contact and had good posture.	All members presented, but one took the lead. Voices were easily heard and understood most of the time. Most members made good eye contact and had decent posture.	Only one member presented. Voices were difficult to hear and understand with little eye contact and poor posture.	

Writing: ____/15

Presentation: ____/9

Total: ____/24

Name _____ Date _____

Talent Mini- project 3

3rd Grade Informational/Explanatory Writing Rubric

Components	4points	3points	2 points	1 point	total
Focus	Clear opening statement that gets the reader's attention and includes a clear topic sentence that focused and maintained.	Opening sentence that includes a topic sentence that is clear and for the most part maintained.	Topic is introduced but is unclear or unfocused.	Topic sentence is attempted, but is confusing and has no focus.	
Development	Clearly states at least three descriptive supporting details about the topic.	Clearly states two supporting details about the topic.	States at least one detail that is loosely based on the topic.	Details are stated but are not focused on the topic.	
Organization	Details are supportive and written in a logical order with an effective and consistent use of transitional words.	Details support the topic and are expressed in a logical order with sufficient use of transitional words and strategies.	Details vaguely support topic and there is some use of transitional words.	Details are vague and no transition words are used.	
Conclusion	The topic is clearly paraphrased. (Restated in different words)	The topic is clearly restated. (restated in same words)	The topic is restated.	The topic is restated but is unclear or confusing.	
Mechanics	Sentences are varied and flow well. There are no errors in grammar, punctuation, capitalization, and spelling.	Sentences are varied. There are no more than three errors in grammar, punctuation, capitalization and spelling.	Sentences all start the same or similarly. There are no more than four errors in grammar, punctuation, capitalization and spelling.	No sentence variation. There are several errors in grammar, punctuation, capitalization and spelling.	
				Total Score	

Letter: _____/20

Name _____ Date _____

EQ Mini- project 4

3rd Grade Opinion Writing Rubric

Components	4points	3points	2 points	1 point	total
Focus	Clear opening statement that gets the reader's attention and includes an opinion that is clearly stated, focused and maintained.	Opening sentence that includes an opinion that is clear and for the most part maintained.	Opinion is stated but is unclear or unfocused	Opinion is attempted, but is confusing and has no focus.	
Development	Clearly states at least three reasons with at least two supporting details for each reason.	Clearly states two reasons with at least two supporting details for each reason.	Clearly states reasons with at least one supporting detail for each reason.	Reasons are stated but there are no supporting details.	
Organization	Reasons and details are written in a logical order with an effective and consistent use of transitional words and strategies.	Reasons and details are expressed in a logical order with sufficient use of transitional words and strategies.	Reasons and details are expressed with some use of transitional words.	Reasons are expressed with no transitional words.	
Conclusion	The opinion is clearly paraphrased. (Restated in different words)	The opinion is clearly restated. (restated in same words)	The opinion is vaguely restated.	The opinion is confusing.	
Mechanics	Sentences are varied and flow well. There are no errors in grammar, punctuation, capitalization, and spelling.	Sentences are varied. There are no more than two errors in grammar, punctuation, capitalization and spelling.	Sentences all start the same or similarly. There are no more than four errors in grammar, punctuation, capitalization and spelling.	No sentence variation. There are several errors in grammar, punctuation, capitalization and spelling.	
				Total Score	

Opinion Writing: _____/20

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Introduction Activities: 10 min: New York info (Glad) 15 min: Times Square Background info (Glad) 30 min: New York Info article: Explain annotating and text coding. Do 1st paragraph as model. Do 2nd paragraph together. Do 3rd paragraph in partners. Do rest of paper individual. Discuss 10 min: Read New York from Kid perspective. 15 min: Go over PowerPoint with Pics of New York and Subway</p> <p>Materials: Glad papers and script Copy of New York article Text coding (from Amy) Copies of New York Kid article PowerPoint</p>	<p>5-10 min: Introduce Essential Questions 5 min: Set up Journal for EQ 3 min: do quick write on essential questions 10 min: Chapter 1 vocabulary 30-45 min: Read and discuss chapter 1 20-25 min: Character analysis of Tucker (Model) Go over character traits, physical and emotional, personality, etc. 5 min: Copy into journal 5-10 min: Journal write</p> <p>Add to essential question chart if needed</p> <p>Materials:</p>	<p>5 min: Check that journals are completed from Tuesday 10 min: Chapter 2 vocabulary 30-45 min: Read and discuss Chapter 2 20-25 min: Character analysis of Chester with students help 5 min: Character analysis in journal 5-10 min: Journal write</p> <p>Add to essential question chart if needed</p> <p>Materials:</p>	<p>5-10 min: Review using Glad papers (Get vocab ready) 5 min: Summarize what has happen so far. 10 min: Chapter 3 vocabulary 30-45 min: Read and discuss chapter 3 20-25 min: Character analysis of Mario (partners) Check Character analysis when finished (physical, emotional, personality) 5-10 min: Journal Write</p> <p>Add to essential question chart if needed</p> <p>Materials: Vocab cards to go with Glad papers</p>	<p>10 min: Chapter 4 vocabulary 30-45 min: Read and discuss chapter 4 20-25 min: Character analysis of Harry Cat (individual for grade) 20-30 min: Section 1 quiz 5-10 min: Journal write</p> <p>Add to essential question chart if needed</p> <p>Materials:</p>

Focus: Text-dependent questions and finding evidence in the story Teacher driven

For Monday: Create 6 groups

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Begin Mini-Project 1 Go over Rubric: 5-10 min. 15 min: introduce Focus question, go over objectives, and vocabulary 10 min: Explain expert/jigsaw groups 20 min: as a group, students will read and annotate animal article and take notes on note catcher 15 min: Groups with the same animal will get together to discuss note catcher and practice explaining information 30 min: Students will create jigsaw groups and share information. Each member will fill out the rest of the note catcher.</p> <p>Materials: Note catcher Animal articles groups</p>	<p>5 min: Review notes on note catcher 10 min: Introduce vocabulary Opinion, topic sentence/claim, transition words, evidence, conclusion Write in journals 15-20 min: Create a topic sentence/claim for the focus question (Use Step-Up-To-Writing: Write claim on green strip) 15 min: In partners, have students share their claim and discuss what evidence they would need to prove or disprove it. (Will need to do any example first) 30 min: students will use their note catcher to cite evidence. One piece per yellow strip. Need at least 3-5. 15 min: Conclusion: One sentence that wraps it up. Write on red strip</p> <p>Materials: Green, yellow, red strips</p>	<p>10-15 min: Finish claim, evidence and conclusion if needed. 10 min: Students will read their strips and decide on the order. Number strips and glue onto paper. 10 min: Transition words: also, in addition to, in conclusion, next, then, lastly, etc. Have students add at least 1-2 transition words to their sentences to make it flow. 30 min. Rough draft: Go over paragraph aspects: Indenting, word wrapping etc. Students will rewrite their paragraph on lined paper. Project: Poster/PowerPoint Begin working on poster/PowerPoint Go over requirements: Title, author, pictures with captions, claim, evidence.</p> <p>Materials: Poster board Strips glue</p>	<p>Review rubric and project requirements</p> <p>Word day: Students will finish rough draft. When finished, they will do peer editing and teacher conference and work on final copy and project</p> <p>Materials:</p>	<p>Finish up projects and present</p> <p>Materials:</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Finish presentations if needed</p> <p>Begin Section 2 10 min: Introduce focus question and objectives 5 min: Choose lucky item 5 min: Set up journal for lucky experiment. Do quick write on focus question 5 min: Vocabulary: literal and non-literal</p> <p>Will work on Vocabulary as we read the text. Determine meaning by modeling context clues and word structure</p> <p>30-45 min: Read chapter 5 5-10 min: Journal write Add to essential question T-Chart</p> <p>Materials: Lucky items</p>	<p>Continue to work on Vocabulary using context clues and word structure</p> <p>30-45 min: Read chapter 6 5-10 min: Journal write</p> <p>10-15 min: Character analysis of Sai Fong</p> <p>Check journals</p> <p>Pass out fortune cookies, read and discuss fortunes.</p> <p>Add to lucky experiment section</p> <p>Add to essential question T-Chart</p> <p>Materials: Fortune cookies</p>	<p>Create A/B partners. Teacher will pull out words and phrases from chapter. Partners will work together to determine meaning of words using context clues and word structure</p> <p>45-60 min: Read chapter 7 allow time for students to discuss the vocabulary and determine meaning</p> <p>10-15 min: Journals</p> <p>Add to lucky experiment section</p> <p>Add to essential question T-Chart</p> <p>Materials:</p>	<p>Teacher will pull out words and phrases from chapter. Partners will work together to determine meaning of words using context clues and word structure</p> <p>45-60 min: Read Chapter 8 allow time for students to discuss the vocabulary and determine meaning</p> <p>10-15 min: Journals</p> <p>Add to lucky experiment section</p> <p>Add to essential question T-Chart</p> <p>Materials:</p>	<p>Students will generate words and phrases as they read. Individually they will work on figuring out the meaning using context clues and word structure.</p> <p>40-50 min: Read chapter 9 allow time for students to discuss the vocabulary and determine meaning</p> <p>20-25 min: Section 2 quiz</p> <p>10-15 min: Journals</p> <p>Add to lucky experiment section and all character analyses</p> <p>Add to essential question T-Chart</p> <p>Materials:</p>

Focus: finding meaning of words using context clues, word structure

Teacher will present text dependent questions and student will work in partners to find evidence in text

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Begin Mini-project 2 Show rubric Review focus question 10 min: Review journal for Lucky experiment Students will discuss their experience in a small group</p> <p>10 min: On note catcher: Students will state a claim for the focus question (write on green strip)</p> <p>30-45 min: Using their journals and the text, students will find evidence to prove or disprove their claim. (Write each on yellow strips)</p> <p>20 min: Students will write a conclusion statement for claim. (Write on red strip) Rearrange strips and add transition words.</p> <p>20 min: Students will write rough drafts and begin peer editing and teacher conferencing</p> <p>Materials: Red, yellow, green strips Project 2 note catcher</p>	<p>30-45 min: Continue peer editing and teacher conferencing. Once students have completed these they will write their final copy of lucky experiment</p> <p>30-45 min: Groups of 3-4 Review annotating and text coding Each group will receive 2 articles on Chinese beliefs Groups will read and text code</p> <p>On note catcher groups will find at least 4 reasons the Chinese believe in crickets.</p> <p>Add to essential question T-Chart</p> <p>Materials: Note catcher Chinese articles</p>	<p>Begin projects: Poster, PowerPoint, or article written from the perspective of a cricket.</p> <p>Poster/PowerPoint Go over requirements: Title, author, pictures with captions, 4 or more reasons Chinese believe in crickets, section for each member's lucky experiment.</p> <p>Article: Must have title, author, 4 or more reasons Chinese believe in crickets and lucky experiment (may be typed)</p> <p>Groups will begin working on project. Each member must participate.</p> <p>Add to essential question T-Chart</p> <p>Materials: Poster paper</p>	<p>Review rubric and project requirements</p> <p>Word day: Students will finish rough draft. When finished, they will do peer editing and teacher conference and work on final copy and project</p> <p>Work on projects and get ready to present as a group</p> <p>Materials:</p>	<p>Finish up projects and present</p> <p>Materials:</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Review character analyses and summaries of book thus far</p> <p>10 min: Introduce point of view: explain not just 1st and 3rd but how a character feels, thinks, or believes about something</p> <p>10 min: Introduce section 3's focus question Do quick write</p> <p>34-45 min: Read Chapter 10 Focus on point of view: teacher will do think aloud and cite evidence to point out character point of view.</p> <p>10-15 min: journal</p> <p>Add to essential question T-Chart</p> <p>Materials:</p>	<p>Review point of view</p> <p>30-45 min: Chapter 11</p> <p>10-15 min: Journal write</p> <p>Add to essential question T-Chart</p> <p>Materials:</p>	<p>Continue Point of view Have students begin to identify character point of view and their own point of view. Compare and contrast</p> <p>30-45 min: Chapter 12</p> <p>10-15 min: Journal write</p> <p>20-30 min: Section 3 quiz</p> <p>Add to essential question T-Chart</p> <p>Materials:</p>	<p>60 min: Close Reading activity of Mr. Smedley's letter</p> <p>Follow Unit lesson plans page 10-11</p> <p>Vocabulary: close read, annotate, text code, point of view</p> <p>20 min: Review essential question and state a claim.</p> <p>Find evidence and write a conclusion</p> <p>Write rough draft, peer edit, teacher conference</p> <p>Write final copy</p> <p>Materials:</p>	<p>30 min: Continue working on paragraph for essential question</p> <p>60 min: Write letter to editor about special talent.</p> <p>Materials:</p>

Focus: Point of view

Students will develop text-dependent questions in partners.

Monday	Tuesday	Wednesday	Thursday	Friday
<p>10 Min: Review story and summaries</p> <p>10 min: Review EQs and notes</p> <p>15 min: Review skills for unit:</p> <ul style="list-style-type: none"> • Question and answers with evidence • Characters • Summarizing • Point of view • Discerning word meaning using context clues or word parts <p>Add to essential question T-Chart</p> <p>30-45 min: Read chapter 13</p> <p>10 min: Journal</p> <p>Materials:</p>	<p>45-60 min: Read Chapter 14-15</p> <p>10-15 min: Journal</p> <p>Add to essential question T-Chart</p> <p>Materials:</p>	<p>10-15 min: Review Essential Questions and notes, add to if needed for last chapters</p> <p>Go over Vocabulary:</p> <p>Topic/Claim Brain storm Transition words Evidence Conclusion</p> <p>5 min: Have students pick one essential question to complete assignment on.</p> <p>Use note catcher and T-chart from book. Have students fill out note catcher with claim, evidence and conclusion.</p> <p>Will have at least 3 paragraphs.</p> <p>Work on thesis statement and prepare for paragraphs.</p> <p>Introduction should be finished today.</p> <p>Materials:</p> <p>Note catcher Green, yellow, and red strips</p>	<p>Continue working on paper.</p> <p>Paragraphs using step up to writing.</p> <p>Paragraphs 1 and 2 should be done.</p> <p>Begin conclusion</p> <p>Materials:</p> <p>Green, yellow, and red strips</p>	<p>Continue conclusion.</p> <p>Begin peer editing.</p>

Monday	Tuesday	Wednesday	Thursday	Friday
<p>Continue drafting</p> <p>Peer editing and teachers conferencing</p> <p>Begin final copy on computers</p>	<p>Continue typing final copy on computers.</p> <p>Those who finish can create a cover. (class will vote)</p>	<p>Vote on cover and section dividers.</p> <p>Begin sharing stories in front of class.</p>		

Notes: For book: make title page, Essential question 1 page and essential question 2 page to divide stories into sections.