

Unit Plan Template

Teacher Candidate Name: ESPERANCE NYINAWUMUNTU

Unit Name: Opinion Writing

Subject Area: Writer's Workshop

Grade Level(s): 3

Introduction: What will students learn in this unit and why is it important? Describe the theme and student outcomes, including guiding questions and real-world connections.

Unit Introduction
<p>Students will learn the structure of opinion writing over multiple lessons. The two month long unit, will dive deep into the structure of introduction paragraphs, imagining reasons to student opinions, elaborating on those opinions to form paragraphs, using transitional phrases and linking words and conclusion writing.</p> <p>Throughout this learning process, students will work on daily writing, revising, editing according to their grade 3 opinion writing rubric. They will write a collection of opinion pieces on topics or texts, supporting a point of view with reasons, creating impactful opinion writing.</p> <p>Students start by learning the structure of opinion pieces. The overall big picture that the standard leads students to is having a world mindset. Students start off with small problems; problems they may see at home such as wanting a new pet. Then they think about problems that they want to solve at school or in the classroom. This leads to big problems, or problems in the world such as pollution, racism, poverty, etc. The unit evolves and gets the students thinking about things that they relate to and issues that resonate with them. Their passion then turns into creativity in their writing.</p> <p>At the end of the unit, students choose one piece to finalize, record and share with peers.</p>
Guiding Question(s) and/or Real-World Connections
<p><i>Consider how you would make the unit relevant to students. What real-world connections or guiding questions would you use to hook your students?</i></p> <ul style="list-style-type: none"> • What are some things you want to change at home? What are your imagined solutions to them? • What are things you feel strongly about at school? What are your solutions to them? • What issues in the world are you passionate about and feel need attention? What are your solutions to them? • Can we write about noteworthy people, places, things, ideas in speech form? How do we persuade others about the things we like?

Standards: What are the standards or curricular outcomes of this unit as provided by your school, district, or government? Add all applicable content-area standards, including cross-curricular standards. (Add rows as needed.)

Content Area	Standard(s) Addressed
Curriculum Map Template...	<p>CCSS.ELA-LITERACY.W.3.1 : Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.A : Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.B: Provide reasons that support the opinion.</p> <p>CCSS.ELA-LITERACY.W.3.1.C: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>CCSS.ELA-LITERACY.W.3.1.D: Provide a concluding statement or section.</p>
Language	CCSS.ELA-LITERACY.L.3.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Language	CCSS.ELA-LITERACY.L.3.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Language	<p>CCSS.ELA-LITERACY.L.3.3 - Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p> <p>CCSS.ELA-LITERACY.L.3.3.A - Choose words and phrases for effect.*</p> <p>CCSS.ELA-LITERACY.L.3.3.B - Recognize and observe differences between the conventions of spoken and written standard English.</p>
Language	CCSS.ELA-LITERACY.L.3.6 - Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., <i>After dinner that night we went looking for them</i>).

Overarching Goals: [Curriculum Map Template-Espe.docx](#)

- By the end of this unit, students will be able to evaluate topics, develop claims and give reasons to support claims in order to develop opinion writing pieces.
- By the end of this unit, students will be able to write opinion pieces on topics or texts, supporting a point of view with reasons.
- By the end of this unit, students will be able to apply linking words and phrases to connect opinion and reasons and create a concluding statement or section.
- By the end of this unit, students will understand how to write their opinions in the form of an impactful speech
- By the end of this unit, students will be able to analyze their writing, making sure to demonstrate command of the conventions of standard English grammar and usage when writing.
- By the end of this unit, students will be able to analyze their writing, making sure to demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Objectives:

Content-Area Objectives
<ul style="list-style-type: none"> • Students will brainstorm and collect topics that they will write opinions about such as problems at home, problems at school and problems in the world and collect these topics in their notebooks or jot lot board displayed daily in the class throughout the unit. • Students will be able to author daily writing on opinion pieces rotating between home, school and world opinions throughout the unit. • Students will be able to write thought provoking introductions that grab the reader's attention starting with a question, quote, fact, dialogue, etc. and learn the structure of introduction writing in one lesson. • Students will be able to recognize ways to make an impactful speech through watching and evaluating other powerful speeches in one lesson. • Students will be able to persuade or engage their reader with reasons that work with their claim by making sure their reasons work with their claim in one class. Students provide reasons that work with their claim provided by research, prior knowledge, etc. throughout the unit. • Students will be able to prepare their writing with boxes and bullets, note taking methods before writing each new piece in order to prepare their ideas and plan their writing throughout the unit. • Students will be able to use and defend their opinion with at least three valid reasons for their claims and be able to elaborate on them, making each reason a full paragraph by using the t-chart problem and solutions activity in one class. • Students will be able to incorporate and implement transition phrases appropriate to their writing and grade 3 standard between paragraphs and written thoughts with daily review and reminders through posters of transition phrases on the classroom walls which is kicked off by a transitional phrase group activity in one class. • Students will be able to close out and conclude their writing through daily writing practice and through reviewing peer conclusion writing in one class. Students will examine other conclusion paragraphs to note the characteristics that create a powerful closing. • Students will be able to examine their writing using their Grade 3 Opinion Writing Rubric to edit and revise their summative speech which includes punctuation, structure, language, grammar, etc. for their summative writing project in the last half of the unit. • Students will be able to recognize the methods of turning their opinion into a speech through daily speech writing throughout the second half of the unit. • Students will be able to formulate a final draft of their speech using their laptops to type their final draft in the final two lessons. • Students will be able to record their speech in order to share with their peers on Seesaw in the final lesson..

Literacy Goals:

Literacy Skills
<p>Opinion writing, persuasive writing, creating complex sentences, writing impactful speeches</p> <p>Structure:</p> <p>Overall :Writer tells reader opinions and ideas on a topic and helps the reader understand the reasons.</p> <p>Lead : Opinion writing introduction or beginning that sets the readers up with what to expect</p> <p>Transitions :Writer connects ideas and reasons with examples using transition phrases.</p> <p>Ending : Ending or conclusion related to the opinion.</p> <p>Organization :several reasons why the reader should agree with the opinion and can write several sentences about each reason.</p> <p>Development:</p> <p>Elaboration: Writers can name each reason to support the opinion and write more about it.</p> <p>Craft: Writers not only tell readers to believe the opinion but also write in ways that get the reader thinking or feeling certain ways.</p> <p>Revise and Editing</p>
Vocabulary
<p>Opinion Writing, Introduction , Reasoning , Claim, Supporting reasons , Conclusion , Closing statement, Language Conventions, Final Draft , Speech Writing , Persuasive Writing , Impactful writing, Punctuation Dialogue</p>
21st-Century Skills
<p>Critical thinking, note taking, prepare writing, creativity, communication, speech writing, public speaking, technology - Seesaw, post to blog, record speech, world thinking, problem solving, thinking about the world around them, persuasive writing, impactful writing, editing and revision skills, typing skills</p>

Prerequisite Skills: What skills and prior knowledge do students need before this unit?

Structure: The writer can write his opinion or likes and dislikes and give reasons for his opinion. Students are able to use transition words such as also, another, because. Ending that reminds reaser of the opinion. The piece has different parts.

Development: Able to write at least two reasons and write words that would make readers agree with his opinion.

Language Conventions: Writers used what they knew about spelling patterns to spell a word.

Use of quotation marks to show what characters say.

Use of apostrophe in words such as can't and don't.


Assessments: What form of evaluation tools will you use to measure student learning and achievement both at the end of the unit and throughout? Clarify any modifications you would make based on student readiness, ability level, primary language, or interest.

Summative Assessment	
(Include projects, performances, tasks, or traditional tests you will implement for students to demonstrate that they have met the overarching goals and objectives.)	
Description(s)	Modifications
<ul style="list-style-type: none"> Student daily writing pieces are a part of the summative assessment, as this unit is broken into two parts. Students gain writing fluency with daily writing. They are also challenged to think of opinions or claims daily. They are challenged to alternate between opinions at home, school and the world. The accumulation of their claims, writing and writing stamina are considered part of their summative assessment on the first part of this unit. Then teachers can ask students to think of similar stories that stand out to them. Jot them down in the writer's notebook. Throughout the unit, students will work on daily boxes and bullets and then write about that topic. They should have been able to write about changes they want at home, changes at school and changes in the world. They use their opinions to write about these changes, following the grade 3 opinion writing rubric. The summative assessment is a well structured speech that each student took the final weeks to plan, write, revise, edit and make into a final typed document. Students have the opportunity to share their speeches by uploading to seesaw. 	<p>ESL and Learning Support students would continue this lesson in their literacy interventions in order to have further understanding of the lesson as well as the chance to work on the writing portion of the lesson. The intervention also gives students the opportunity to work on areas of growth such as grammar, spelling, comprehension, etc. Students with learning disabilities may find that technology such as speech to text will be beneficial for writing. If needed, these extra interventions can be used as a quiet time to record speeches.</p> <p>Online Learning: This lesson can be done on slides through a virtual classroom. Students can upload their images and recordings to Seesaw and the blog.</p>
Formative Assessments	
(Include checks for understanding, quizzes, activities, and other progress monitoring as students move toward mastery of the overarching goals and objectives.)	

Description(s)	Modifications
<ul style="list-style-type: none"> Initial 40 minute writing formative assessment. Give students the type of writing they will be doing. They will have 40 minutes to write. No lessons or assistance will be provided. This is so teachers can get an idea of what level the student is on in that writing style so teachers can plan lessons and make modifications accordingly. Jot Lots What is an opinion how is it different from a fact What is an opinion you have about your life at home? What is something you feel strongly about in the classroom / school? What is an opinion you feel strongly about in the world? Break lessons into writing sections (structure) and evaluate student progress and writing each day. Boxes and bullets, once those are approved, do daily writing on their chosen topic. 	<p>ESL and Learning Support students would continue this lesson in their literacy interventions in order to have further understanding of the lesson as well as the chance to work on the writing portion of the lessons. The intervention also gives students the opportunity to work on areas of growth such as grammar, spelling, comprehension, etc. Students with learning disabilities may find that technology such as speech to text will be beneficial for writing.</p> <p>Online Learning: Writing assessment can be timed through a google meet and sent through seesaw. Teachers can monitor work through google classroom documents.</p> <p>Jot lots can be established through the jamboard notes.</p> <p>Mini lessons through prepared slides in the virtual classroom.</p> <p>Lessons can be done on slides through a virtual classroom. Students can upload their writing to Seesaw.</p>

Lessons: How will you sequence the lessons, formative assessments, and summative assessment in this unit? Briefly describe each lesson including techniques to differentiate the product, content, and/or process for the diverse needs of your students.

1. Lesson 1 (Week 1&2)

- a. Objective: Teach the difference between fact and opinion so students can consider their own opinions, and make their writing convincing and persuasive.
- b. Prerequisite Skills: Grade 3 opinion writing standards
- c. Description: Introduce Fact vs. Opinion, give several examples of facts and opinions and have students determine which statements are facts and which are opinions. Then have students write their own opinion, about anything. Introduce their opinion as a claim. Then have students find three reasons for their opinion or claim. This is an introduction so their writing is a formative assessment to gauge their level of understanding.
 Copy of 3E Unit 3: Opinion Writing
- d. Differentiation: ESL and Learning Support students would continue this lesson in their literacy interventions in order to have further understanding of the lesson as well as the chance to work on the writing portion of the lesson. The intervention also gives students the opportunity to work on areas of growth such as grammar, spelling, comprehension, etc. Students with learning disabilities may find that technology such as speech to text will be beneficial for writing.
Online Learning: This lesson can be done on slides through a virtual classroom. Students can upload their writing to Seesaw.

2. Lesson 2 (Week 3&4)

- a. Objective: Students will take a large amount of time to brainstorm claims. This lesson will introduce students to the ‘big idea’. Students will be able to brainstorm and collect topics that they will write opinions about such as problems at home, problems at school and problems in the world. Students will be able to complete daily writing on opinion pieces rotating between home, school and world opinions.
- b.
- c. Prerequisite Skills: Grade 3 opinion writing standards
- d. Description: Students will brainstorm ideas for persuasive writing speeches. They’ll be asked to think about problems and solutions. Starting with problems at home, then problems at school or in their classroom, and finally problems in the community or world. Students will be reminded to imagine solutions to these problems. Students will take the independent learning time to write down lists of ideas for their speeches in three categories; home, school, world. These lists will remain in their writer’s notebooks and topics can be added throughout the unit. Then as a class we’ll write problem/solution t-charts in their writer’s notebooks. On the left, we’ll come up with a problem, on the right, we’ll write down imagined solutions which will give students practice for their own writing.
- e. Differentiation: Additional brainstorming with teacher’s assistance can be done through learning support interventions. This lesson can be introduced through slides in a virtual classroom.

3. Lesson 3 (Week 5&6)

- a. Objective: Drawing on a repertoire of strategies for generating opinion writing.
- b. Prerequisite Skills: grade 3 opinion writing
- c. Description: The previous lessons involved writing to change the world, where we asked students to look at the world, seeing problems and solutions. This lesson involves a different strategy for generating the sorts of writing that can change the world. Specifically, that people can look at what's there in the world and see not what's broken, but what's beautiful. And seeing beauty, celebrating beauty, makes the world a better place. Students are asked to think of noteworthy people, places, things and ideas and use the persuasive speech writing method to help others see how noteworthy these topics are. For independent work time, students choose someone they think is noteworthy and try to write about a page about why they are so special so that other people can notice them too.
- d. Differentiation: ESL and Learning Support students would continue this lesson in their literacy interventions in order to have further understanding of the lesson as well as the chance to work on the writing portion of the lesson. The intervention also gives students the opportunity to work on areas of growth such as grammar, spelling, comprehension, etc. Students with learning disabilities may find that technology such as speech to text will be beneficial for writing.
Online Learning: This lesson can be done on slides through a virtual classroom. Students can upload their writing to Seesaw.

4. Lesson 4 (Week7)

- a. Objective: Edit and Revise work as you go. Students will be able to edit and revise their summative speech which includes punctuation, structure, language, grammar.
- b. Prerequisite Skills: grade 3 opinion writing
- c. Description: This lesson is all about revising and editing work. Students will use the grade 3 Opinion Writing Rubric to edit and revise their opinion writing on their latest piece. Students are reminded that they don't have to be completed with their writing in order to edit. Editing can be done at any time during the writing process. During this editing time, students are asked to focus on the rubric standards such as spelling, sentence structure, punctuation. Students are reminded to write an opinion or claim that is bold, address their audience directly, edit spelling as they are writing, and check that their writing is separated by paragraphs.
- d. Differentiation: ESL and Learning Support students would continue this lesson in their literacy interventions in order to have further understanding of the lesson as well as the chance to work on the writing portion of the lesson. The intervention also gives students the opportunity to work on areas of growth such as grammar, spelling, comprehension, etc. Students with learning disabilities may find that technology such as speech to text will be beneficial for writing.
Online Learning: This lesson can be done on slides through a virtual classroom. Students can upload their writing to Seesaw. Teachers can ask students to edit their work in a different color pen to see the progress of student work.

5. Lesson 5 (Week8)

- a. Objective: Prepare for speech day and record speeches. Students will be able to type their speech. Students will be able to record their speech in order to share with their peers on Seesaw.
- b. Prerequisite Skills: grade 3 opinion writing
- c. Description: So far the students have:
Drafted a speech that has a clear thesis and reasons to support it.
They have addressed their audience and tried to make their speech powerful.
They have listened to other speeches.
They have been editing their writing as they go, using transition words and paragraphs.


Now students will take time to assess their speech using a checklist that guides them on structure, development and conventions. Next, is the submission of their summative assessment; the speech. They will write their thesis on a sheet of paper and hold it up while their partner takes their picture. This picture will be their cover page, or title page. It will act as the image while people listen to their speech. Next, they will record their speech and upload it to seesaw and the blog so the community can listen to the speech as well.

- d. Differentiation: ESL and Learning Support students would continue this lesson in their literacy interventions in order to have further understanding of the lesson as well as the chance to work on the writing portion of the lesson. The intervention also gives students the opportunity to work on areas of growth such as grammar, spelling, comprehension, etc. Students with learning disabilities may find that technology such as speech to text will be beneficial for writing. If needed, these extra interventions can be used as a quiet time to record speeches.
Online Learning: This lesson can be done on slides through a virtual classroom. Students can upload their images and recordings to Seesaw and the blog.

Remediation & Next Steps: How will you remediate, review, and extend prior to moving to the next unit? Include considerations for students who lack prior knowledge.

Remediation Activities	<ul style="list-style-type: none"> Additional boxes and bullets planning, brainstorming topics, transition word review and examples, review how to add details to the reasons and conclusion practice writing can be done in interventions or for the class, depending on the need for review and reteach.
Review Activities	<ul style="list-style-type: none"> Second time around brainstorm ideas Boxes and bullets note taking, where the students need approval to move on to writing in order to make sure there is enough valuable content in the boxes and bullets plan. Daily writing, but break the writing into sections daily. Introduction one day with review of the structure of the intro. The following day would be the first reason paragraph, focusing on the structure of that paragraph. Each day solely focus on a paragraph until you reach the conclusion. Additional revision and checkpoint with the writing rubric.
Extension Activities	<ul style="list-style-type: none"> How can we change the world? Challenge students to write an opinion piece that can help change the world. Students also have the opportunity to meet with the principal and vice principal about opinions and changes they wrote about that involve our school. Students prepare as a group, portion off their proposal, combine their speeches and present their proposals to the administration.

References: Add resources you used to create this unit plan and links to important texts and tools referenced within.

- <http://www.corestandards.org/ELA-Literacy/W/3/1/>
- <http://www.corestandards.org/ELA-Literacy/W/3/>
-  Unit 3: Opinion Writing