

UNIT PLAN

Grade Level and Standard

Grade: 3

Content Area: English Language Arts Writing Standards

Standard: California Common Core State Standards. Writing Standards. Texts Types and Purposes. Common Core W.3.1

1. Write opinion pieces on topics or texts, supporting a point of view with reasons.
 - a. Introduce the topic or texts they are writing about, state an opinion, and create an organization structure that lists reasons
 - b. Provide reasons that support the opinion
 - c. Provide a concluding statement or section

Goals

1. Students will be able to format a letter correctly.
2. Students will be able to express their opinion through writing.
3. Students will be able to support their opinion with reasons that are presented in through their writing in an organized way.
4. Students will be able to think critically while expressing their opinion.
5. Students will be able to work with their peers through brainstorming, editing and revising.
6. Students will be able to read a peers' work and effectively help revise their paper.
7. Students will be able to revise their writing.
8. Students will be able to present their opinion letters to their peers in a creative and fun way.

Academic Vocabulary

1. Dear _____,
2. Because
3. Therefore
4. For example
5. Since
6. The

Lesson Table

Lesson	Related Unit	Primary Instructional Goal(s) Strategy	Summary of Instruction	Assessment Summary
1	5	Cooperative Learning	Brainstorm Topics for Writing Your Opinion Letter: The teacher will explain the assignment as effectively and clearly as possible. Students will get broken up in groups of 4-5 children and begin the brainstorming process. The teacher will provide materials such as butcher paper and markers for students to organize their ideas. Once students have chosen what they will write their opinion about and who they will write their letter to, they will bring their	Formative: Teacher will circulate and over see what is going on in the classroom
2	1, 2, 3, 4	Indirect Instruction	Write Your Opinion Letter: Students will have the opportunity to create an outline of how they will compose their letter.	Formative: Teacher will circulate and check in on individual students while they work on their
3	1, 2, 5, 6	Cooperative Learning, Setting objectives and providing feedback	Peer Review/Edit: Students will be given a rubric that outlines exactly what is expected of them and how their	Formative: Teacher will facilitate and circulate classroom. Summative: Teacher will collect the papers for one night before returning them in order to look over the students' rough drafts and get a good grasp of where the students are at.
4	1, 7	Homework and Practice	Revise Your Papers: Students will be given time in class to make the revisions from their peer edits to their rough drafts. The teacher will bring the class to the computer lab (if possible) to give students time to type up their opinion letters and print them. If students need to work more on their papers, they may complete their opinion letters at home with their parents if they have access to family computer and printer.	Summative: Teacher will read over the students' final drafts before they turn them in to get approved for their presentations.
5	8, 4	Nonlinguistic Presentations	Present Your Final Draft of Your Opinion Letter: Students will present their opinion papers to their peers in order to put their final product on display and explain what they worked on.	Summative: Students will be graded against a rubric on their presentation to the class. Students will have received this rubric early on in the unit. The rubric will not count for a grade, just to give them feedback.

Narrative

Rationale:

It is important for students to learn how to compose a properly formatted persuasive letter because this is a skill that they will use later on in life. Students will need to know how to back up their opinion with fact later on in their life as well. It is important for students to learn to work together cooperatively through brainstorming and groupwork because this is a skill students will use for the rest of their lives. In high school, college and in work settings, young people will be asked to work together towards a larger goal.

Content:

The standards that this unit will address include writing an informed letter of opinion. The letter will be developmentally appropriate for third graders, but it will also give students the chance to work on their writing skills. This letter will give students the opportunity to think critically and support their opinions with facts.

Instructional Strategies:

I chose to start this unit out with a cooperative learning lesson because I believe it is important for students to enjoy working together.

Assessment:

Formative assessment and summative assessment were used pretty equally throughout this unit. The formative assessment is most often used when the students are working more independently or in groups or pairs. Formative assessment really allows the students to work freely without the pressure of summative assessment. The summative assessment comes into play when the students have a product to submit to the teacher. This allows for the teacher to really check out their work in depth.

Personal Reflection:

I will assess my own teaching of this unit through the success of my students. I want my students to be working effectively with one another throughout the unit in order to enhance their experience in the classroom. I want this unit to be a mixture of group work, partner work, and individual work in order to add variety to the unit. I want to have them working on paper, with posters and markers, and on computers in order to add variety to the unit as well.