

## Online Resource 7.14 Third-Grade Unit Example

Note to Teachers: This guide is meant to be a template for you to fill out for a variety of different units, content areas, and grade levels. The responses (indicated in blue) are meant to be guidelines of content you might fill in here yourself.

| Unit Design            |   |  |   |
|------------------------|---|--|---|
| Learning Intention(s)  |   |  |   |
| <i>I will . . .</i>    | <ul style="list-style-type: none"> <li>Write an opinion piece.</li> </ul>   |  |   |
| Success Criteria       |   |  |   |
|                        | Surface   | Deep   | Transfer  |
|                        | <ul style="list-style-type: none"> <li>Identify a controversial topic or issue</li> <li>List evidence that supports different opinions on that topic</li> <li>Form an opinion (i.e., point of view) that you will support on the issue</li> </ul> | <ul style="list-style-type: none"> <li>Incorporate a thesis into the introduction of the opinion piece</li> <li>Apply linking words and phrases (e.g., <i>because, therefore, since, for example</i>) to connect facts and details to the reason for the opinions cited</li> <li>Apply contrasting connectives (e.g., <i>on the other hand, although, whereas</i>) to transition between opposing opinions</li> <li>Summarize rationale for each opinion in the closing</li> <li>Compose a counter narrative to the topic</li> </ul> | <ul style="list-style-type: none"> <li>Compose a counter claim to the topic</li> </ul>  |
| Student Tasks          |   |  |   |
|                        | Surface   | Deep   | Transfer  |
|                        | <ul style="list-style-type: none"> <li>Ask students to submit a document illustrating topics, evidence related to the topic, and their perspective on the topic.</li> </ul>   | <ul style="list-style-type: none"> <li>Ask students to write a paper with 5 paragraphs that incorporates the thesis, opinions for, opinions against, the author's opinion, and conclusion.</li> </ul>  | <ul style="list-style-type: none"> <li>Ask students to write a paper illustrating the opposing view to the original piece of work.</li> <li>Ask students to write a paper on a new topic that is also controversial in nature.</li> </ul> |
| Lessons                |   |  |   |
| <i>Prior Knowledge</i> | Surface   | Deep   | Transfer  |
|                        | <ul style="list-style-type: none"> <li>Students have typically written a persuasive essay in Grade 2.</li> </ul>  | <ul style="list-style-type: none"> <li>Students have familiarity with key transitional words and phrases.</li> </ul>   | <ul style="list-style-type: none"> <li>Students have familiarity with expressing opinions in various contexts (not necessarily through written expression).</li> </ul>  |
| <i>Lessons</i>         | <ul style="list-style-type: none"> <li>Lessons 4, 5</li> </ul>  | <ul style="list-style-type: none"> <li>Lessons 1, 2, 3, 6, 7</li> </ul>  | <ul style="list-style-type: none"> <li>Lessons 8–12</li> </ul>  |

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| Cross Context (Transfer)   |  |
|----------------------------|--|
| Purposeful and Provocative | <ul style="list-style-type: none"> <li>Construct an opinion piece on a contemporary and controversial local, national, or international topic.</li> <li>Develop an opinion piece that discusses how science has changed and public opinion swayed (or has not been swayed) (e.g., tobacco, mining, vaping, U.S. football).</li> <li>Combine features of opinion writing with argumentative writing (e.g., add further transitional words such as <i>conversely</i>, <i>in either case</i> or require a formal style of writing and add success criteria related to relevant and sufficient evidence and valid reasoning).</li> </ul> |
| Perplexing Problems        | Incorporate an analogy between the topic and opinions of an issue in the school and contemporary issues.   |
| Perspective-Laden          | Incorporate other perspectives into an opinion piece that may be influenced by the outcome of the topical issue (e.g., <i>Who is not mentioned in this paper who could be affected by this opinion if it were used to make decisions?</i> )  |

| Calendar |   |  |   |  |  |
|----------|---|--|---|--|--|
|          | Monday  | Tuesday  | Wednesday   | Thursday   | Friday   |
| Week 1   | <ul style="list-style-type: none"> <li>Lesson 1: Clarifying Success Criteria for effectively delivering an opinion</li> </ul> | <ul style="list-style-type: none"> <li>Lesson 2: Clarifying Success Criteria for effectively delivering an opinion in writing</li> </ul> | <ul style="list-style-type: none"> <li>Lesson 3: Evaluating opinion pieces (in writing)</li> </ul>              | <ul style="list-style-type: none"> <li>Lesson 4: Identify a topic or issue that has differing opinions.</li> <li>List evidence that supports different opinions on a topic.</li> </ul> | <ul style="list-style-type: none"> <li>Lesson 5: Form an opinion that you will support on a topic or issue.</li> </ul> |
| Week 2   | <ul style="list-style-type: none"> <li>Lesson 6: Begin drafting Opinion Piece #1.</li> </ul>                                  | <ul style="list-style-type: none"> <li>Lesson 7: Give and receive feedback on current work. (Review Lessons 1–3)</li> </ul>              | <ul style="list-style-type: none"> <li>Lesson 7: Draft Opinion Piece #1. Give and receive feedback.</li> </ul>  | <ul style="list-style-type: none"> <li>Lesson 8: Opinion Piece #2 (take the other side)</li> </ul>   | <ul style="list-style-type: none"> <li>Lesson 9: Draft Opinion Piece #2. Give and receive feedback.</li> </ul>         |
| Week 3   | <ul style="list-style-type: none"> <li>Lesson 10: Draft Opinion Piece #2. Give and receive feedback.</li> </ul>               | <ul style="list-style-type: none"> <li>Lesson 11: Opinion Piece #3 (controversial topic)</li> </ul>                                      | <ul style="list-style-type: none"> <li>Lesson 12: Draft Opinion Piece #3. Give and receive feedback.</li> </ul> | <ul style="list-style-type: none"> <li>Reflection on unit</li> <li>Students review progress and proficiency of writing over the unit.</li> </ul>                                       |  |