



PROJECT 4: Fables, Futures, and Forecasts

Level: Third Grade

Subject: English Language Arts

The following project requires students in the third grade to develop their skills in writing by developing an opinion piece that includes a point of view with a clear rationale. To receive full marks on the final product, the students must convey their ideas clearly and must provide thorough and accurate evidence that supports their opinion. To be effective, the implementation of the project must specifically focus on the targeted skill sets while using students' knowledge gained in previous years to ensure that they are concentrating on learning new writing techniques rather than focusing on the unfamiliar context. In the second grade, students spent significant time recounting stories including fables and folktales from diverse cultures and spent time determining their central message, lessons, or morals. This project relies on the students' background knowledge of this genre of literature.

The conclusion of the project has students conduct an author's speak where students present their writing to a group of parents, community members, teachers, and peers. The presentation includes a series of questions and answers in which the students must discuss how they conducted their research and reached a point of view. After the presentations, the teacher tasks students with writing a brief opinion piece on other subjects of interest that are linked to the students' prior knowledge.

Key Standards

Students who demonstrate understanding can

CCSS.ELA-LITERACY.W.3.1

Write opinion pieces on topics or texts, supporting a point of view with reasons.

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.

CCSS.ELA-LITERACY.W.3.1.B

Provide reasons that support the opinion.

CCSS.ELA-LITERACY.W.3.1.C

Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.

(Continued)

CCSS.ELA-LITERACY.W.3.1.D

Provide a concluding statement or section.

CCSS.ELA-LITERACY.W.3.2

Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

CCSS.ELA-LITERACY.W.3.2.A

Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.

CCSS.ELA-LITERACY.W.3.2.B

Develop the topic with facts, definitions, and details.

CCSS.ELA-LITERACY.W.3.2.C

Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.

CCSS.ELA-LITERACY.W.3.2.D

Provide a concluding statement or section.

PHASE 1	PHASE 2	PHASE 3	PHASE 4
<ul style="list-style-type: none"> • Launch project. • Conduct pre/postassessment. • Go through Know/Need to Know list. 	<ul style="list-style-type: none"> • Engage in surface workshops. • Begin completing major tasks at surface level. 	<ul style="list-style-type: none"> • Engage in deep-learning workshops. • Postassessment • Begin completing major tasks at deep level. 	<ul style="list-style-type: none"> • Presentation • Reflection • Provide new context for students to discuss.

(Continued)

PROJECT DESIGN		
STEP 1: Learning Intention(s)		
<ul style="list-style-type: none"> • Learning Intention (1): I can write and support my opinion on a topic. • Learning Intention (2): I can write on a topic that conveys information clearly. 		
STEP 2: Success Criteria		
Surface	Deep	Transfer
<ul style="list-style-type: none"> • Use <i>because, therefore, since, for example</i>. • Identify reasons, opinions, points of view in texts and own writing. 	<ul style="list-style-type: none"> • Link <i>because, therefore, since, and for example</i> to opinions and reasons. • Sequence reasons, opinion, and points of view in own writing and in text. • Connect facts, definitions, and details to backup opinion. 	<ul style="list-style-type: none"> • Write an opinion piece that includes a clear rationale with details, definitions, and facts to enable others to understand your ideas.
STEP 3: Driving Question(s)		
How do we use the lessons conveyed in the stories of our youth to [develop classroom rules]?		
Context <ul style="list-style-type: none"> • Classroom rules • Study habits • Understanding others • Developing friendships • Future goals and actions • Predict our future based on our decisions 		
STEP 4: Tasks		
Surface	Deep	Transfer
<ul style="list-style-type: none"> • Identify connecting words in texts. • In dyads, practice sharing and backing up opinions with facts. 	<ul style="list-style-type: none"> • Write a series of paragraphs that sequence reasons, opinions, and points of view. • Develop a narrative organizer that relates details to specific opinions. • Review texts for connecting words, points of view, and related rationale. 	<ul style="list-style-type: none"> • Develop an opinion piece.
STEP 5: Entry Event		
Context . . . Third-grade classroom Expectations. . . Develop an opinion piece Patron. . . School community Format . . . Written piece and public presentation including a Q&A		
WORKSHOPS		
Surface	Deep	Transfer
<ul style="list-style-type: none"> • Workshop exploring connectors (Use <i>because, therefore, since, for example</i>.) • Identify reasons, opinions, points of view in texts and own writing. 	<ul style="list-style-type: none"> • Review and evaluate student work in light of success criteria. • Craft organizers to link opinions to data that supports and or refutes ideas. 	<ul style="list-style-type: none"> • Analyze the structure of an opinion piece in different situations.

(Continued)

PROJECT CALENDAR					
	Monday	Tuesday	Wednesday	Thursday	Friday
Week 1 <i>[Phase 1 and Phase 2]</i>	Project launch Review fables. Review exemplar opinion pieces. Discuss success criteria. Review examples of excellence.	Surface workshops Practice writing. Dyad practice Find a fable.	Surface Identify reasons, opinions, points of view in texts and own writing. Practice writing.	Surface Practice writing.	Deep Review and evaluate student work in light of success criteria.
Week 2 <i>[Phase 2 and Phase 3]</i>	Practice writing.	Deeper workshops Craft organizers to link opinions to data that supports or refutes ideas.	Practice writing.	Submit draft. Receive feedback (make changes).	Deep to transfer workshops Analyze the structure of an opinion piece.
Week 3 <i>[Phase 3 and Phase 4]</i>	Submit draft II. Receive feedback (make changes).	Author's Speak— Based on feedback, make corrections.	Transfer workshop Craft an opinion piece developing effective study habits and review with peers using success criteria.	Reflections Analyze the structure of an opinion piece in different situations.	

Retrieved from the companion website for *Rigorous PBL by Design: Three Shifts for Developing Confident and Competent Learners* by Michael McDowell. Thousand Oaks, CA: Corwin, www.corwin.com. Copyright © 2017 by Corwin. All rights reserved. Reproduction authorized only for the local school site or nonprofit organization that has purchased this book.