



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 1: Launching -Narrative**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will be learning how to generate ideas for their personal narratives.	The teacher will conduct a read aloud and model how to complete a "Heart Map" using a Write Aloud. Teacher will create their own "Heart Map" beginning with special people in their life and what they do with them. (I.e., dancing with mom)	<ul style="list-style-type: none"> • <u>More Stories Julian Tells</u> by Ann Cameron • Chart Paper & Markers • "Heart Map" template • "Heart Mapping: Writing from the Heart" questions • Colored pencils, crayons, pencils • Student Writing Folder/Notebook
2	Students will create their own "Heart Map" to assist with writing personal narratives and other pieces of writing.	The teacher will conduct a read aloud and model how to complete a "Heart Map" using a special place as a possible writing idea. The teacher will focus on a small moment that happened at that place.	<ul style="list-style-type: none"> • <u>One Green Apple</u> by Eve Bunting • Chart Paper & Markers • "Heart Map" template • "Heart Mapping: Writing from the Heart" questions • Colored pencils, crayons, pencils • Student Writing Folder/Notebook
3	Students will continue to work on their "Heart Map". Students will share some of their examples from their "Heart Maps" and begin to write for a reason. They will start to label and code their "Heart Map".	The teacher will conduct a read aloud and model how to complete a "Heart Map" focusing on a change that has occurred in their life. The teacher will add labels and color code to add further specificity. See lesson plan.	<ul style="list-style-type: none"> • <u>Pecan Pie Baby</u> by Jacqueline Woodson • Chart Paper & Markers • "Heart Map" template • "Heart Mapping: Writing from the Heart" questions • Colored pencils, crayons, pencils • Student Writing Folder/Notebook
4	Students will create lists to assist with writing based on the "Heart Map". The lists will be used as a reference for future writing pieces. The lists will be written on the "Where Do My Personal Story Ideas Come From?" template	Teacher will use the "Heart Map" to start to draft some lists to add to the Writing Notebook/Folder to use for future writing ideas. Teacher will use the "Where Do My Personal Story Ideas Come From?" or the "Our List of Ideas" template to start their draft.	<ul style="list-style-type: none"> • Chart Paper & Markers • Teacher/Student "Heart Map" • "Where Do My Personal Story Ideas Come From?" template • "Our List of List Ideas" template • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
5/6	Students will zoom in on one of their moments from the template to assist them in planning their personal narrative story. They will use the graphic organizers "Story Mountain" or "Cartoon Strip".	The teacher will choose one of the personal story ideas from the list and develop it into a personal narrative using a Story Mountain or Cartoon Strip.	<ul style="list-style-type: none"> • "Where Do My Personal Story Ideas Come From?" template • "Our List of Ideas!" template • Strategy 5.8 Story Mountain: "Uh-Oh---UH-OH---Phew" Jennifer Serravallo • "Cartoon Strip" Template • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper



Linden Public Schools
Third Grade
Scope and Sequence
Unit 1: Launching -Narrative

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
7	Students will use the same process and review of templates in order to begin to draft the beginning of their personal narrative.	The teacher will take the previous templates and start to write the Personal Narrative – Beginning”.	<ul style="list-style-type: none"> • Mentor Texts: <u>Come on Rain</u> by Karen Hesse, <u>One Green Apple</u> by Eve Bunting, <u>Pecan Pie Baby</u> by Jacqueline Woodson, <u>More Stories Julian Tells</u> by Ann Cameron • Cartoon Strip” Template • “Important Events of My Personal Narrative” • Personal Narrative – Beginning • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
8	Students will use the same process and review of templates in order to begin to draft the middle of their personal narrative.	Teacher will take the previous templates and start to write the “Personal Narrative – Middle	<ul style="list-style-type: none"> • Cartoon Strip” Template • “Important Events of My Personal Narrative” • Personal Narrative – Middle • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
9	Students will use the same process and review of templates in order to begin to draft the end of their personal narrative.	Teacher will take the previous templates and start to write the “Personal Narrative – End”	<ul style="list-style-type: none"> • “Cartoon Strip” Template • “Important Events of My Personal Narrative” • Personal Narrative – End • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
10	Students will be using their storyteller’s voice to tell their stories in scenes by sharing details.	The teacher will conduct a read aloud and model how to use a storyteller’s voice to tell their stories in scenes by sharing small details. The teacher will model how to put on a mask to See the story through their “eyes”. Feel? Notice	<ul style="list-style-type: none"> • Come on Rain by Karen Hesse • Strategy 6.32 Jennifer Serravallo • “Writing Through a Mask” • “Cartoon Strip” Template • Sensory Detail - template • “Important Events of My Personal Narrative” • Colored Pencils, Crayons, Pencil • Student Writing Folder/Notebook Paper
11/12	Students will choose a piece of work from the Writing Folder/Notebook and work on editing the piece using the teacher examples as reference. Student goal will be publication.	Teacher will model re-reading the personal narrative and fixing/editing/revision. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.	<ul style="list-style-type: none"> • Chart Paper & Markers • Previous Writing Pieces • Pencil and Crayons • Student Writing Folder/Notebook • Editing Checklist Template • Student Writing Reflection Template

Linden Public Schools
Scope and Sequence
Unit 1: Launching/Personal Narrative

Teacher Notes

- Third Grade writing – Completed templates serve as an assessment. Some templates may be affixed into a notebook unless the template is a part of the publication.
- Teachers can use the resources in two ways. – To recreate on chart paper or as a projectable to write over on a whiteboard or PROMETHEAN or SMARTBOARD
- Teacher can begin the Writer’s Workshop with a meeting. It could be beneficial to refer to the students during writing time as WRITERS.
- Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:
 - ❖ Author’s Chair
 - ❖ Museum Walk
 - ❖ Teacher’s Choice
 - ❖ Parents or special visitors
 - ❖ Share with another class or administration

Additional pieces in the resource section can be used for center work or for homework, such as the “Author’s Note” and “My Writing Life Student Reflection on Writing Personal Narrative.”



Linden Public Schools
Third Grade
Scope and Sequence
Unit 2: Informative -Compare and Contrast

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will discuss their favorite subjects in school and describe them based on specific criteria on a Description Organizer template before actually comparing them.	The teacher will model how to describe two subjects separately using a Description Organizer template while providing specific criteria to focus on.	<ul style="list-style-type: none"> • “Description Organizer” (projectable and template) • Chart Paper & Markers • Anecdotal Notes
2	Students will compare the two subjects identifying ways they are similar and different on a “Top Hat” Comparison Organizer.	The teacher will model good comparative thinking using the information from the description organizer. The teacher will use their descriptions and criteria from the description organizer to search for similarities and differences. The teacher will model how to complete the “Top Hat” Comparison Organizer.	<ul style="list-style-type: none"> • Completed Description Organizer • “Top Hat” Comparison Organizer (projectable and template) • Anecdotal Notes
3	Students will be learning how to write a comparative paragraph using the information from their Comparative Organizers to assist with their writing. Students will be learning how to use linking and transition words.	The teacher will model how to write a comparative paragraph using a Write Aloud. The information from the Comparison Organizers will guide the writing.	<ul style="list-style-type: none"> • Chart Paper & Markers • “Top Hat” Comparison Organizer • Compare-Contrast Paragraph Frame • Student Writing Folder/Notebook • Informational Writing Rubric
4	Students will continue to write their comparative paragraph. Students will revise and edit their comparative paragraph.	The teacher will model how to edit their paragraph; focusing on capitalization, punctuation and linking words. The teacher will guide writing in small groups and conduct writing conferences.	<ul style="list-style-type: none"> • Student Drafts • Student Writing Folder/Notebook • Editing Checklist Template • Informational Writing Rubric • Student Published Writing • Reflective Conversations handout
5	Students will be learning how to read and analyze nonfiction text that uses comparisons and contrasts as a way to organize information. Students will locate keywords and phrases to identify how things are alike and different	The teacher will conduct a read aloud and model how to identify the similarities and differences in the text. Teacher will then use a Write Aloud to model how to identify keywords that can help identify how things are alike and how they are different.	<ul style="list-style-type: none"> • <u>Communities</u> by National Geographic • Chart Paper & Markers • Description Organizer



Linden Public Schools
Third Grade
Scope and Sequence
Unit 2: Informative -Compare and Contrast

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will be learning how to identify similarities and differences by comparative thinking. They will complete a comparison organizer about two communities to organize their information.	The teacher will model how to record the similarities and/or differences of the two communities on a Comparison Organizer.	<ul style="list-style-type: none">• <u>Communities</u> by National Geographic• Chart paper & markers• Highlighters• “Top Hat” Comparison Organizer
7	Students will be writing a compare and contrast paragraph on the similarities and difference of two communities.	The teacher will model how to write a compare and contrast paragraph using a topic sentence, transition words, details and a conclusion to compare and contrast two subjects.	<ul style="list-style-type: none">• <u>Communities</u> by National Geographic• Chart paper & markers• “Top Hat” Comparison Organizer• Transition Words Chart• Informational Writing Rubric
8	Students will be learning how to read and analyze nonfiction text that uses comparisons and contrasts as a way to organize information. Students will locate keywords and phrases to identify how things are alike and different.	The teacher will conduct a read aloud and model how to identify the similarities and differences in the text. Teacher will then use a Write Aloud to model how to identify keywords that can help identify how things are alike and how they are different.	<ul style="list-style-type: none">• <u>What’s the Difference? Frogs and Toads</u> by Scholastic• Chart paper & Markers• Description Organizer
9	Students will discuss frogs and toads and describe them based on specific criteria on a Description Organizer template before actually comparing them.	The teacher will model how to describe two subjects separately using a Description Organizer template while providing specific criteria to focus on.	<ul style="list-style-type: none">• <u>What’s the Difference? Frogs and Toads</u> by Scholastic• Description Organizer
10	Students will compare the frog and toad identifying ways they are similar and different on a “Top Hat” Comparison Organizer.	The teacher will model how to record the similarities and/or differences of the frog and toad on a Comparison Organizer with the students.	<ul style="list-style-type: none">• <u>What’s the Difference? Frogs and Toads</u> by Scholastic• Chart paper & markers• Highlighters• “Top Hat” Comparison Organizer



Linden Public Schools

LINDEN PUBLIC SCHOOLS – REVISED AUGUST 2018

Third Grade
Scope and Sequence
Unit 2: Informative -Compare and Contrast

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will write an informational compare and contrast essay on frogs and toads.	The teacher will conduct a Write Aloud that explains how things are different and how things are similar. The teacher will highlight how the author uses a topic sentence, transition words, details and a conclusion to compare and contrast two subjects.	<ul style="list-style-type: none"> • <u>What's the Difference? Frogs and Toads</u> by Scholastic • Chart paper and markers • "Top Hat" Comparison Organizer • Transitional Words Chart • Informational Writing Rubric
12	Students will be revising and editing their informational compare and contrast essay on frogs and toads.	The teacher will model how to edit his or her essay; focusing on capitalization, punctuation and linking words. Teacher will guide writing in small groups and conduct writing conferences.	<ul style="list-style-type: none"> • Student Drafts • Student Writing Folder/Notebook • Editing Checklist Template • Informational Writing Rubric



Scope and Sequence Unit of Study:

CROSS CURRICULAR EXTENSIONS

- Third Grade Writing – Completed templates serve as an assessment. Some templates may be affixed into a notebook unless the template is a part of the publication.
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Additional pieces in the resource section can be used for center work or for homework, such as the “Author’s Note” and “My Writing Life Student Reflection on Writing Personal Narrative.”

Third Grade
Scope and Sequence
Unit 2: Informative -Compare and Contrast

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will write an informational compare and contrast essay on frogs and toads.	The teacher will conduct a Write Aloud that explains how things are different and how things are similar. The teacher will highlight how the author uses a topic sentence, transition words, details and a conclusion to compare and contrast two subjects.	<ul style="list-style-type: none"> • <u>What's the Difference? Frogs and Toads</u> by Scholastic • Chart paper and markers • "Top Hat" Comparison Organizer • Transitional Words Chart • Informational Writing Rubric
12	Students will be revising and editing their informational compare and contrast essay on frogs and toads.	The teacher will model how to edit his or her essay; focusing on capitalization, punctuation and linking words. Teacher will guide writing in small groups and conduct writing conferences.	<ul style="list-style-type: none"> • Student Drafts • Student Writing Folder/Notebook • Editing Checklist Template • Informational Writing Rubric



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Linden Public Schools
Third Grade
Scope and Sequence
Unit 3: Opinion- Compare & Contrast

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will learn the meaning of opinion and they will have the opportunity to compare, contrast topics. They will also support arguments using evidence from ReadWorks articles.	Introduce the article from ReadWorks, "Should School Be Year-Round?" Clarify any vocabulary words that are unknown and begin to answer questions from the article. Use highlighter to find answers and model how to restate questions to formulate answers.	<ul style="list-style-type: none"> • What is an Opinion?- anchor Chart –See graphic organizers • ReadWorks articles, "Should School Be Year- Round?" • Fact & Opinion Quick Check (homework or center work activity)- Optional • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • RACE- anchor chart • NOTE: (SAVE) The ReadWorks articles, "Should School Be Year- Round? & Should Students Pay to Play?" they will be used in Unit 6
2	Students will learn how to find the evidence in the articles and finish answering questions in selection.	Have students finish answering questions from articles, model using the Top Hat organizer (using one article) to find two arguments that supports each article. Note: Both articles focus on a school	<ul style="list-style-type: none"> • ReadWorks article "Should Students Pay to Play?" • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Top Hat Organizer



Linden Public Schools
Third Grade
Scope and Sequence
Unit 3: Opinion- Compare & Contrast

		related issues which can be debated.	
3	Students will use the evidence found in the articles to finish completing the Top Hat organizer to support their opinion. Then students will write about which article they enjoyed more.	Continue to model using the Top Hat organizer in writing two arguments to support opinion for writing piece.	<ul style="list-style-type: none"> • ReadWorks articles, "Should School Be Year-Round? & Should Students Pay to Play?" • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Top Hat Organizer • Opinion Sentence Starter-Template
4	Students will find comparisons between a nonfiction and fictional articles and use information to support answers.	Model using the Top Hat organizer to find evidence that are comparisons between the two articles. Model using highlighters to find supporting details in the articles.	<ul style="list-style-type: none"> • ReadWorks Articles-"Atka and the Wolves of South Salem" & "A School Trip to the Aquarium" • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Top Hat Organizer
5	Students will find evidence that contrast in the two articles and find evidence to support.	Use highlighter to find answers from the articles and model how to restate questions and formulate answers.	<ul style="list-style-type: none"> • ReadWorks Articles-"Atka and the Wolves of South Salem & A School Trip to the Aquarium" • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Top Hat Organizer-Template



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 3: Opinion- Compare & Contrast**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Students will continue to find evidence that contrast in the two articles and find examples to support claims.	Use highlighter to find answers from the articles and model how to restate questions and formulate answers. Model using the SMART board or chart paper which article you liked most. Model using the Top Hat organizer to gather reasons for writing their opinion.	<ul style="list-style-type: none">• ReadWorks Articles- "Atka and the Wolves of South Salem & A School Trip to the Aquarium"• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters• Top Hat Organizer- Template
7	Students will learn how to compare and contrast articles and create opinion writing based on information provided in the articles.	Model using the SMART board or chart paper which article you liked most. Use the OREO graphic organizer to help students in gathering opinions, reasons, example from article. See lesson plan for ideas.	<ul style="list-style-type: none">• ReadWorks Articles- "Bust of Benjamin Franklin & The Thinker"• Writing notebook• Chart Paper & Markers• SMART Board• Highlighters• Opinion Sentence Starters- Template• Top Hat Organizer- Template• OREO Graphic Organizer



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 3: Opinion- Compare & Contrast**

8	Students will continue to finish task from previous day.	Completed OREO graphic organizer and choose favorite ReadWorks article from unit to expand on writing.	<ul style="list-style-type: none"> • ReadWorks Articles- "Bust of Benjamin Franklin & The Thinker" • Writing notebook • Chart Paper & Markers • SMART Board • Highlighters • Opinion Sentence Starters- Template • Top Hat Organizer- Template • ORERO Graphic Organizer
LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
9	Students will create opening and concluding statements for writing using the OREO graphic organizer.	Model using the OREO Writing Template on chart paper or SMART board and create opening/ concluding statements.	<ul style="list-style-type: none"> • ORERO Writing Template • OREO template • Chart Paper/SMART Board • Markers • Writer's Notebooks • Opinion Sentence Starters- Template
10	Students will compare & contrast between two articles from the unit. Students will create a writing piece using one to two reasons and	Model and add additional information to favorite writing piece that was written from the previous articles in the unit. Model revising	<ul style="list-style-type: none"> • ORERO Writing Template • OREO template • Chart Paper/SMART Board • Markers • Writer's Notebooks



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 3: Opinion- Compare & Contrast**

	examples to support their opinion writing.	and editing previous written work.	<ul style="list-style-type: none">• Signal Words used for compare & contrast-Template
11	Students will continue to compare & contrast two from the unit. Students will create a writing piece using one to two reasons and provide examples to support their opinion writing.	Continue from previous day, model and add additional information to favorite writing piece that was written from the previous articles in the unit. Model revising and editing previous written work and reflect on Opinion Writing checklist.	<ul style="list-style-type: none">• Opinion Writing Checklist• Opinion Writing – Template for Final Piece
12	Students will finalize their favorite opinion writing piece using one to two reasons and provide examples to support their opinion writing.	Students share final writing pieces with partners or in small group and celebrate success.	<ul style="list-style-type: none">• Congratulations, Author- template• Celebrate students' opinion writing success



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 3: Opinion- Compare & Contrast**

**Scope and Sequence
Unit of Study:**

CROSS CURRICULAR EXTENSIONS

- ❖ Grammar focus should follow the Scope & Sequence from the Journey's Program.

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:

- ❖ Author's Chair
- ❖ Museum Walk
- ❖ Share with another class or administration
- ❖ refreshments

****Teacher can begin the Writer's Workshop with a meeting.

-It could be beneficial to refer to the students during writing time as WRITERS.

****All templates for Unit 3 Opinion- Compare & Contrast can be uploaded and used on the Promethean Boards. Teachers may use either chart paper & markers or Promethean Boards to model templates for students.



Linden Public Schools
Third Grade
Scope and Sequence
Unit 4: Narrative (Compare & Contrast)

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will review the elements of a story and explain how to compare and contrast by discussing the similarities and differences of two objects.	The teacher will introduce the compare/contrast unit by asking students to identify the similarities and differences between an apple and orange. Then, the teacher will use the responses to lead into a PowerPoint presentation that reviews the purpose of a compare/contrast essay. Today's lesson will also be used as a review of literary elements of fiction.	<ul style="list-style-type: none"> • Apple and orange (pictures, real fruit, make-believe fruit, etc.) • "Compare/Contrast" PowerPoint presentation • "Top Hat" template • "Elements of Fiction" chart
2	Students will do a literary analysis of a text by completing a description template with guidance from the teacher.	The teacher will read <i>Elmer</i> and help students identify the elements of fiction for this text. Students will complete the "Description" template by following the teacher's example. The teacher and students will discuss the characters, setting, events, conflict, point of view, and theme.	<ul style="list-style-type: none"> • "Helpful Guide" chart • <i>Elmer</i> by David McKee • "Description" template
3	Students will do a literary analysis of a text by completing a description template with guidance from the teacher.	The teacher will read <i>Tarra & Bella</i> and remind students of the criteria on the "Description" template from the previous lesson. With the teacher's guidance, students will complete the template based on this lesson's text.	<ul style="list-style-type: none"> • <i>Tarra & Bella</i> by Carol Buckley • "Description" template
4	Students will complete a Top Hat template to create a framework for a literary analysis. They will then review transition words used in a compare/contrast essay.	The teacher will explain the "Top Hat" template again to model how to compare and contrast two texts. The students will use their "Description" template for <i>Elmer</i> and <i>Tarra & Bella</i> to complete the "Top Hat" template.	<ul style="list-style-type: none"> • "Top Hat" template • "Description" template (completed) • "Compare/Contrast" PowerPoint presentation • List of transitional words and phrases • Sample structure for a Compare-and-Contrast paragraph



Linden Public Schools
Third Grade
Scope and Sequence
Unit 4: Narrative (Compare & Contrast)

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
5	Students will identify three different ways to compare and contrast: Whole Structure, Similarities to Differences Structure, and Point by Point Structure.	The teacher will review three different structures to show students how to organize their writing. Students will break up into three groups, and each group will be responsible for completing a template to compare and contrast <i>Elmer</i> and <i>Tarra & Bella</i> .	<ul style="list-style-type: none"> • “Whole-to-whole” template • “Similarities-to-differences” template • “Point-to-point” template
6	Students will identify and analyze the theme of a story using the RACE strategy.	The teacher will review elements of fiction by reading <i>Frederick</i> . Students will write a well-developed paragraph about the theme using textual evidence.	<ul style="list-style-type: none"> • <i>Frederick</i> by Leo Lionni • “RACE” template
7	Students will do a literary analysis of a text by completing a description template with a partner.	The teacher will read “The Little Girl Who Would Not Work”. Then, students will complete the “Description” template based on the text.	<ul style="list-style-type: none"> • “The Little Girl Who Would Not Work” by Carolyn Sherwin Bailey • “Description” template
8	Students will do a literary analysis of a text by completing a description template with a partner.	The teacher will read “The Ants and the Grasshopper”. Then, students will complete the “Description” template based on the text.	<ul style="list-style-type: none"> • “The Ants and the Grasshopper” by Aesop • “Description” template



Linden Public Schools
Third Grade
Scope and Sequence
Unit 4: Narrative (Compare & Contrast)

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
9	Students will complete a Top Hat template independently. They will then choose one structure to use for the writing piece.	Students will use their “Description” templates from the previous two lessons to complete the “Top Hat” template for the two texts and begin writing the compare/contrast essay.	<ul style="list-style-type: none">• “Top Hat” template• “Structure” template
10-11	Students will work on the rough draft of the compare/contrast essay.	Students will write the rough draft of their compare/contrast essay. Two focus areas for this essay will be the structure for the essay as well as transitional words and phrases.	<ul style="list-style-type: none">• “Top Hat” template
12	Students will revise and edit writing piece with a partner by highlighting transitional words and phrases and identifying the structure implemented in the essay.	Students will exchange essays with a partner and complete the “Peer add-it” template. Students will rewrite their essay, highlighting transitional words and phrases.	<ul style="list-style-type: none">• List of transitional words and phrases• Highlighters• “Peer add-it” template



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 4: Narrative (Compare & Contrast)**

CROSS CURRICULAR EXTENSIONS

Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:

All templates for the unit can be uploaded and displayed on a Smartboard. Teachers may use either chart paper & markers or their Projector/Smartboard to model templates for students.

TEACHER NOTES

Completed templates serve as an assessment. Some templates may be affixed into a notebook unless the template is part of the final publication.

Grammar Focus can be aligned with Journeys focus for any writing assignment in this unit.



Linden Public Schools
Third Grade
Scope and Sequence
Unit 5: Informative (On Demand)

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Students will understand the qualities of informational writing and differentiate between fact and opinion. Students will also have an opportunity to write a summary of important facts on a topic.	Teacher will introduce informational writing by showing a PPT. Teacher will prepare a scavenger hunt with facts and opinions placed around the classroom. Then, the teacher will prompt students to take the most important information from the scavenger hunt and write a brief summary.	<ul style="list-style-type: none"> • PPT on Informational Writing • Scavenger hunt: Fact vs. Opinion example strips from J.K. Rowling's biography (to be displayed around classroom). • "Scavenger Hunt" template
2	Students will read a text and identify important information by taking notes. They will then write a summary of the informational text by writing a paragraph focusing on the topic sentence, supporting details, and a concluding sentence.	Teacher will read 4 biographies and model how to take notes using one of the informational texts. Teacher will then explain how to write a well-developed paragraph (focusing on topic sentence and supporting details).	<ul style="list-style-type: none"> • "She Persisted Around the World" by Chelsea Clinton (biographies 1-4) • Copies of two of the biographies (teacher's choice) • "5W's and an H" template • Traffic Lights Paragraph handout • Lined paper
3	Students will create a summary by incorporating the main idea and its supporting details. They will find textual evidence to support the main idea.	Teacher will read 4 more biographies and model how to complete another template to take notes on an informational text. Teacher will also model how to organize notes into well-developed paragraph using textual evidence.	<ul style="list-style-type: none"> • "She Persisted Around the World" by Chelsea Clinton (biographies 5-8) • Copies of two of the biographies (teacher's choice) • "Note Manager" template • Lined paper
4	Students will annotate a writing prompt. They will then read two short texts and take notes using the "Top Hat" template to prepare a written response.	Teacher will model how to annotate a writing prompt by circling key words. Teacher will review how to create an outline for the writing task.	<ul style="list-style-type: none"> • Performance-Based Task #1 • Biographies of 2 historical figures • www.ducksters.com • "Top Hat" template



Linden Public Schools
Third Grade
Scope and Sequence
Unit 5: Informative (On Demand)

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
5	Students will write an essay that compares and contrasts the different kinds of inventions and the important impact each scientist made on our society.	Teacher will review writing prompt and model how to organize essay into 3 or 4 paragraphs.	<ul style="list-style-type: none"> • Performance-Based Task #1 • Biographies of 2 historical figures • www.ducksters.com • “Top Hat” template
6	Students will revise and edit writing piece with a partner by reviewing paragraph structure.	Teacher will review paragraph structure and model how to complete “Peer Review” checklist using student sample.	<ul style="list-style-type: none"> • “Peer Review” checklist • Performance-Based Task #1 • Biographies of 2 historical figures • “Top Hat” template • Red and blue crayons; highlighters
7	Students will review qualities of informational writing and identify text features (headings, bolded words, italics, illustrations, captions, etc.).	Teacher will explain format of mentor text and review text features used in mentor text. Teacher will read 3 descriptions of house structures and model how to complete a template to take notes using one of the descriptions.	<ul style="list-style-type: none"> • “Houses” video • World map • “If You Lived Here” by Giles Laroche • Copy of one house description for students • Chart with text features • “Nonfiction Notes” template
8	Students will annotate text by completing template and focusing on domain-specific vocabulary in the text.	Teacher will read 3 more descriptions of house structures and continue to model how to take notes using an informational text. Teacher will highlight domain-specific vocabulary and emphasize word choice.	<ul style="list-style-type: none"> • “If You Lived Here” by Giles Laroche • Copy of one house description for students • “I can read informational texts” template • “Read and Respond Nonfiction” template • “Comparing Facts from Two Texts” template



Linden Public Schools
Third Grade
Scope and Sequence
Unit 5: Informative (On Demand)

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
9	Students will annotate a writing prompt. They will then read a text and take notes using a template to prepare a written response.	Teacher will model how to annotate a writing prompt by circling key words. Teacher will review how to create an outline for the writing task.	<ul style="list-style-type: none"> • Performance-Based Task #2 • “Home Sweet Home” by Sarah J. Bell • “Nonfiction Notes” template
10	Students will write an essay that explains the connection between the houses that Native American tribes built and their way of life.	Teacher will review writing prompt and model how to organize essay into 3 or 4 paragraphs.	<ul style="list-style-type: none"> • Performance-Based Task #2 • “Home Sweet Home” by Sarah J. Bell • “Nonfiction Notes” template
11	Students will revise and edit writing piece with a partner by reviewing word choice.	Teacher will circle domain-specific vocabulary words and/or model how to add vocabulary words to essay using student sample.	<ul style="list-style-type: none"> • “Peer Review#2” checklist • List of domain-specific vocabulary • Performance-Based Task #2 • “Home Sweet Home” by Sarah J. Bell • Red, blue, and green crayons; highlighters
12	Students will create a display for the Museum Walk. Students can choose from any writing sample completed during this unit (ex. Famous women paragraphs, scientist/inventor essay, house structure paragraphs, Native American homes essay). Illustrations can be added to display if time permits.	Teacher will show examples of essays for both people and places to create the class’s Museum Walk. During the Museum Walk, students can complete a scavenger hunt as a review of the vocabulary that was introduced during this writing unit.	<ul style="list-style-type: none"> • Materials for Museum Walk display (construction paper, tape, scavenger hunt paper on domain-specific vocabulary, etc.)



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 5: Informative (On Demand)**

CROSS CURRICULAR EXTENSIONS

There are many additional resources and activities for “If You Lived Here” by Giles Laroche. If students complete the activities for the lesson plan early, you may choose to assign an activity as an extension to the book or the lesson for that day.

TEACHER NOTES

Completed templates serve as an assessment. Some templates may be affixed into a notebook unless the template is part of the final publication.

Additional templates can be found at the end of the unit (Summary Outline & Main Idea and Details).



Linden Public Schools

Third Grade

Scope and Sequence

Unit 6: Opinion/Letter

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Student will determine facts and opinions about the text regarding Sophie verbally and using the template.</p> <p>Students assist with completing the anchor chart using the 2 reasons to support Sophie's reasoning.</p> <p>Teachers will explain to students that they will be taking their opinions and putting them into letters to convince people; so strong reasons are important.</p>	<p>The teacher will facilitate a mini-lesson on fact vs. opinion. Teacher will conduct a read aloud. The teacher will model opinion vs, fact and use the book as a vehicle for teaching.</p> <p>Teacher will talk about completing a "FACT OPINION QUICK CHECK" about Sophie and her opinion.</p> <p>Teacher will review the book and will create an anchor chart (see example in resources and in lesson plan) using the story as a guide.</p>	<ul style="list-style-type: none"> • Stella Writes An Opinion, Janiel Wagstaff • Chart Paper & Markers • Writing Folder/Notebook, Pencils • Fact and Opinion Quick Check Template
2	<p>Teachers will explain to students that they will be taking their opinions and putting them into letters to convince people; emphasizing strong reasons is important to the lesson.</p> <p>Teachers will review the parts of a letter.</p>	<p>Students will draft a letter with their opinion about how Sophie wrote her opinion and affected change. Students will be encouraged to state an opinion and use reasons to support the opinion.</p> <p>5 Parts of the Letter will be reviewed using resource as listed in in resources. Link in the lesson plan.</p>	<ul style="list-style-type: none"> • Stella Writes An Opinion, Janiel Wagstaff • Chart Paper & Markers • Writing Folder/Notebook, pencils • OREO – Anchor chart • Friendly letter poster link & various tech links as listed in the lesson plans
3/4	<p>Teacher and students will create a model linking the reasons with concrete examples from the text to support the reasons.</p>	<p>Teacher and students will take the O-RE-RE-O graphic organizer to apply to the text read. Apply reasons and examples as a model using the main character request for his teacher.</p> <p>Students will brainstorm ideas of things they would like to convince their teacher or principal of something (use the book as an example)</p> <p>Students will complete their own Opinion Writing-O-RE-RE-O Writing template applicable to what they would like to convince their teacher/principal.</p>	<ul style="list-style-type: none"> • Can I Bring My Pterodactyl to School, Mrs. Johnson? by Lois G. Grambling • Chart Paper & Markers, Pencils • OREO - Anchor Chart • Opinion Writing - OREO Writing template (2 reasons and examples) • Writing Folder/Notebook
5	<p>Students will use their Opinion Writing - OREO template to begin to draft their letter to their teacher to convince them of something.</p> <p>Teacher will emphasize and model applying a strong opinion and strong opening and will make sure to allow students to assist with "fixing up" the teacher's example and student examples.</p>	<p>Teacher will review the parts of a letter. Heading, Greeting, Body, Closing, and Signature using resources provided in the lesson plan.</p> <p>Teacher uses the Opinion Writing - OREO template and refer to the "Opinion Words and Phrases" template to begin modeling writing a letter. Include your opinions and reasons, while modeling.</p> <p>Students can practice typing the letters on the computers.</p>	<ul style="list-style-type: none"> • Chart Paper & Markers, Pencils • Opinion Chart with 3 reasons • "Opinion Words and Phrases" template • Opinion Writing - OREO Writing template (2 reasons and examples) • "Letter" template • Friendly letter quiz • Friendly letter poster link & various tech links as listed in the lesson plan • ABCya friendly letter maker or readwritethink letter generator • Writing Folder/Notebook



Linden Public Schools Third Grade Scope and Sequence Unit 6: Opinion/Letter

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6/7	<p>Teacher and students will create a model linking the reasons with concrete examples from the text to support the reasons for and against working dogs.</p> <p>Teacher will model 1 argument for and 1 argument against working dogs.</p> <p>Teacher can have students rate the reasons and discuss examples as strong. Discuss how specific details add to the argument.</p>	<p>Teacher will read the text from www.readworks.org, "Should Dogs Work?"</p> <p>Teacher can also provide a copy for students either on the computer (airdrop or hard copy)</p> <p>Teacher and students will take the O-RE-RE-O graphic organizer to apply to the text read. Apply reasons and examples as a model using the text and student argument examples for and against zoos.</p> <p>After viewing the video clips, students will begin to generate opinions toward the homework debate using the O-RE-RE-O template.</p>	<ul style="list-style-type: none"> • www.readworks.org article "Should Dogs Work?" • 2 you tube videos on homework debate – see lesson plans for links • Chart Paper & Markers, Pencils • OREO - Anchor Chart • Opinion Writing - OREO Writing template (2 reasons and examples) • Writing Folder/Notebook • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
8	<p>Students will use their Opinion Writing - OREO template to begin to draft their letter to the Superintendent of Linden Public Schools.</p> <p>Teacher will emphasize and model applying a strong opinion and strong opening and will make sure to allow students to assist with "fixing up" the teacher's example and student examples.</p>	<p>Teacher will review the parts of a letter. Heading, Greeting (Salutation), Body, Closing, and Signature using resources provided in the lesson plan.</p> <p>Teacher uses the Opinion Writing - OREO template and refer to the "Opinion Words and Phrases" template to begin modeling writing a letter. Include your opinions and reasons, while modeling.</p> <p>Students can practice typing the letters on the computers.</p>	<ul style="list-style-type: none"> • www.readworks.org article "Should Dogs Work?" • Opinion Chart with 3 reasons • "Opinion Words and Phrases" template • Opinion Writing - OREO Writing template (2 reasons and examples) • "Letter" template • Friendly letter quiz • Friendly letter poster link & various tech links as listed in the lesson plan • ABCya friendly letter maker or readwritethink letter generator • Writing Folder/Notebook • Letter Writing Templates/Blank Paper • Writing Folder/Notebook, Pencils
9/10	<p>Teacher and students will create a model linking the reasons with concrete examples from the text.</p> <p>Teacher will model 1 argument for and 1 argument against who the culprits of the crime are.</p> <p>Teacher can have students rate the reasons and discuss examples as strong. Discuss how specific details and emphasize writing a strong closing.</p>	<p>Teacher will read the text about IKE and his investigation. Organizer will be completed focused on Ike's opinion about the real culprits of the crime.</p> <p>Teacher and students will take the O-RE-RE-O graphic organizer to apply to the text read. Apply reasons and examples as a model using the text to promote the opinion about the culprits of the Snort City crimes.</p>	<ul style="list-style-type: none"> • Dear Mrs. LaRue, Letters from the Investigation • Chart Paper & Markers, Pencils • OREO - Anchor Chart • Opinion Writing - OREO Writing template (reasons and examples) • Writing Folder/Notebook • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
11	<p>Students will use their Opinion Writing - OREO template to begin to draft their letter to the police chief, Chief Bickel to share their opinion as to whether Ike will be a good member of the Snort City Police force.</p> <p>Teacher will emphasize and model applying a strong opinion and strong conclusion and will make sure to allow students to assist with "fixing up" the teacher's example and student examples.</p>	<p>Teacher will review the parts of a letter. Heading, Greeting (Salutation), Body, Closing, and Signature using resources provided in the lesson plan.</p> <p>Teacher uses the Opinion Writing - OREO template and refer to the "Opinion Words and Phrases" template to begin modeling writing a letter. Include your opinions and reasons, while modeling.</p> <p>Students can practice typing the letters on the computers.</p>	<ul style="list-style-type: none"> • Dear Mrs. Larue, Letters from Obedience School by Mark Teague • Opinion Sentence Starter Stems • OREO writing template • O-RE-RE-O chart • Letter Template • Chart Paper & Markers • Colored Pencils, Crayons, Pencils • Writing Folder/Notebook
12	<p>Students will choose a piece of work (one of the letters) from the Writing Folder/Notebook and work on editing the piece using the teacher examples as reference.</p> <p>Student goal will be publication.</p>	<p>Teacher will model choosing most interesting work. Teacher will choose a previous writing piece and work on editing. Focus on capitalization, punctuation, sensory details, etc.</p> <p>Teacher will conduct writing conferences.</p>	<ul style="list-style-type: none"> • Opinion Sentence Starter Stems • OREO writing template • O-RE-RE-O chart • Letter Template • Chart Paper & Markers, Pencils • Writing Folder/Notebook • Chart Paper & Markers • Previous Writing Pieces • Student Writing Folder/Notebook • Editing Checklist Template • Student Writing Reflection Template



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 6: Opinion/Letter**

TEACHER NOTES

- Teachers can use the resources in two ways. – To recreate on chart paper or as a projectable to write over on a whiteboard or PROMETHEAN or SMARTBOARD
- Teacher can begin the Writer’s Workshop with a meeting. It could be beneficial to refer to the students during writing time as WRITERS.
- Teacher may support the opinion writing with ancillary materials in centers or for homework. Scholastic Resources can be used for such tasks.
- Additional opinion writing topics provided in the graphic organizers download can also be used for center activities or homework to support developing the task.
- Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:
 - ❖ Author’s Chair
 - ❖ Museum Walk
 - ❖ Teacher’s Choice
 - ❖ Invite parents or special guests
 - ❖ Share with another class or administration
 - ❖ Have students work in groups and provide positive feedback in writing on post-its after reading student writing.
 - ❖ Grammar lessons can be incorporated into the plan in conjunction with the Journeys scope and sequence.



Linden Public Schools

Third Grade

Scope and Sequence

Unit 7: Poetry

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	<p>Teacher will immerse students into the world of poetry and model using a poet's eyes. Seeing something simple can be turned into something of poetry</p> <p>Creating a poetic environment. See Chapter 2 of <i>Awakening the Heart, Exploring Poetry in Elementary and Middle School</i></p>	<p>Teacher will read aloud from book about poetry.</p> <p>Teacher will share poetry books and students will work in groups or partners to notice things about poetry.</p> <p>Together the students and teacher will create an anchor chart about the components of poetry called the "noticings". Teacher will add additional info and guide discussion as necessary.</p> <p>Students will take Writing Like a Poet template and complete around classroom and home.</p>	<ul style="list-style-type: none"> • <u><i>Awakening the Heart Exploring Poetry in Elementary and Middle School</i>, Georgia Heard</u> • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Writing Like a Poet" Template <p>Join the following web site to get a poem a day in your email inbox. https://www.poets.org/poetsorg/poem/land-words</p>
2	<p>Teacher will continue to immerse the children in poetry.</p> <p>Teacher and students will discuss strategies that poets use.</p> <p>Teacher will model an Alliteration Poem using the template provided.</p> <p>Students will write an Alliteration Poem.</p>	<p>Teacher and students will review several of the poems in the various texts.</p> <p>Additional "noticings" will be added to the "Writing Like a Poet" template.</p> <p>Discuss several poems that spoke to you and why. Teacher will be prepared with examples of poems to share.</p> <p>Alliteration Poem will be modeled by teacher. Students will attempt to create their own, using template.</p> <p>NOTE: Teacher can take students on a short trip around the school to make additional "noticings" to add to their list on the template or blank paper.</p>	<ul style="list-style-type: none"> • <u><i>Awakening the Heart Exploring Poetry in Elementary and Middle School</i>, Georgia Heard</u> • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Writing Like a Poet" Template • "Alliteration Poem" Template
3	<p>Teacher will discuss a List Poem and how a subject is selected and the words that follow link to that subject matter.</p> <p>Examples of List Poems will be shared.</p> <p>Students will write a List Poem using the format shared and the example provided.</p>	<p>Teacher will show the model for the List Poem. Teacher will think aloud and refer to his/her Writing Like a Poet template to find a subject to write about.</p> <p>Teacher will model writing a List Poem.</p>	<ul style="list-style-type: none"> • <u><i>In the Land of Words</i>, by Eloise Greenfield</u> • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Strategies Poets Use" • "Writing Like a Poet" Template • "List Poem" Template
4	<p>Teacher will discuss a Six-Room Poem and how a subject is selected and the words that follow link to that subject matter.</p> <p>Examples of Six-Room Poems will be shared.</p> <p>Students will write a Six-Room Poem using the format shared and the example provided.</p>	<p>Teacher will show the model for the Six-Room Poem. Teacher will think aloud and refer to his/her Writing Like a Poet template to find a subject to write about.</p> <p>Teacher will model writing a Six-Room Poem.</p>	<ul style="list-style-type: none"> • <u><i>In the Land of Words</i>, by Eloise Greenfield</u> • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Writing Like a Poet" Template • "Six Room Poem" explanation • Six Room Poem Planning Sheet • Six Room Poem Examples



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 7: Poetry**

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
5/6	<p>Teacher will discuss a Shape Poem and how a subject is selected and how the words that follow link to that subject matter of the topic.</p> <p>Examples of Shape Poems will be shared.</p> <p>Students will write a Shape Poem using the format shared and the example provided.</p>	<p>Teacher will show the model for the Shape Poem. Teacher will think aloud and refer to his/her Writing Like a Poet template to find a subject to write about.</p> <p>Teacher will model writing a Shape Poem.</p>	<ul style="list-style-type: none"> • <u>Doodle Dandies, Poems that Take Shape</u>, J. Patrick Lewis • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Writing Like a Poet" Template • Shape Poem Planning Sheet • Shape Poem Examples
7	<p>Teacher will continue to immerse the children in poetry.</p> <p>Teacher and students will discuss strategies that poets use while writing. Teacher will include the examples from our process and our own poems.</p> <p>Students will share and comment on each other's poetry.</p>	<p>Teacher and students will go back and review several new poems written by 3rd graders from the Routman text (and other texts). Additional "noticings" will be discussed and charted.</p> <p>Discuss several poems that spoke to you and why. Teacher will be prepared with examples of poems to share.</p> <p>NOTE: Teacher can take students on another short trip around the school to make additional "noticings" to add to their list on the template or blank paper.</p>	<ul style="list-style-type: none"> • <u>Awakening the Heart Exploring Poetry in Elementary and Middle School</u>, Georgia Heard • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Writing Like a Poet" Template • "Strategies Poets Use"
8/9	<p>Teacher will discuss a Haiku Poem and how a subject is selected</p> <p>Examples of Haiku Poems will be shared.</p> <p>Students will write a Haiku Poem using the format shared and the example provided.</p>	<p>Teacher will show the model for the Haiku Poem. Teacher will think aloud and refer to his/her Writing Like a Poet template to find a subject to write about.</p> <p>Teacher will model writing a Haiku Poem.</p>	<ul style="list-style-type: none"> • <u>In the Land of Words</u>, by Eloise Greenfield • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Writing Like a Poet" Template • "Haiku Starter" Template or "Writing a Haiku Poem" w/ examples or "Haiku" – Template
10/11	<p>Teacher will discuss a Poem with Two Voices and how a subject is selected and model adding words that link to that subject matter.</p> <p>Examples of <u>Poems for Two Voices</u> will be shared. Students will write a <u>Poem for Two Voices Poem</u> using the format shared and the example provided.</p>	<p>Teacher will show the model for the Poem with Two Voices. Teacher will think aloud and refer to his/her Writing Like a Poet template to find a subject to write about.</p> <p>Teacher will model writing a Poem with Two Voices.</p>	<ul style="list-style-type: none"> • <u>Joyful Noise, Poems for Two Voices</u>, Paul Fleischman • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Writing Like a Poet" Template • Two Voice Poetry • "A Poem for Two Voices" Template
12	<p>Students will choose two poems from the Writing Folder/Notebook and work on editing the piece using the teacher examples as reference.</p> <p>Student goal will be publication.</p>	<p>Teacher will model choosing most interesting work. Teacher will choose a previous writing piece and work on editing. Focus on capitalization, punctuation, sensory details, etc. Teacher will conduct writing conferences.</p>	<ul style="list-style-type: none"> • All written drafts of poems • Blank Paper, Markers, Chart Paper • Any additional poetry books that might be in your classroom library or school library. • "Writing Like a Poet" Template • Poetry Checklist



**Linden Public Schools
Third Grade
Scope and Sequence
Unit 7: Poetry**

TEACHER NOTES

- Teachers can use the resources in two ways. – To recreate on chart paper or as a projectable to write over on a whiteboard or PROMETHEAN or SMARTBOARD.
- Teacher can begin the Writer's Workshop with a meeting. It could be beneficial to refer to the students during writing time as WRITERS.
- Teacher may support the unit by creating a poetry center or enhancing a writing center with poetry.
- Teacher may choose to take a day to celebrate published pieces in fun and interesting ways:
 - ❖ Author's Chair
 - ❖ Museum Walk
 - ❖ Poetry Slam
 - ❖ Poetry Share
 - ❖ Teacher's Choice
 - ❖ Invite parents or special guests
 - ❖ Share with another class or administration
 - ❖ Have students work in groups and provide positive feedback in writing on post-its after reading student writing.



Linden Public Schools
3rd Grade
Scope and Sequence
Unit 8: Author's Study- Gail Gibbons - Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
1	Introduction to the author/illustrator - Gail Gibbons. Students will learn how the author writes books about nonfiction topics that include charts, pictures and graphs that appeal to children. Students will develop an opinion piece based on Gail Gibbons books.	Students will have the opportunity to examine Gail Gibbons books by taking a picture walk and learn about the author's strategies for writing.	<ul style="list-style-type: none"> • <u>Recycle, Sun Up to Sun Down, How a House Is Built, Nature's Green Umbrella</u> by Gail Gibbons • <u>www.gailgibbons.com</u> (optional) • "Biography of Gail Gibbons"- Template
2	Students will focus on the "how" of everyday objects which Gail Gibbons writes about in her nonfiction books which will build excitement for their own writing.	Students will learn how to use the "how" to build on their thinking to help write about topics for writing.	<ul style="list-style-type: none"> • <u>How a House Is Built</u> by Gail Gibbons • "The "How" in the Everyday"- Template • Writing notebooks • Chart paper/markers
3	Teaching students how to ask questions about topics which excites them and apply it to writing skills.	Students will focus on topics for writing that excites them. They will also learn how to take topics chosen and write questions they would like to learn more about while using mentor text to gain insight for writing.	<ul style="list-style-type: none"> • <u>How a House Is Built</u> by Gail Gibbons • "The "How" in the Everyday"- Template • Writing notebooks • SMART board or chart paper/markers • "Asking Questions About What Excites Me!"- Template
4	Students will learn how to think and wonder like Gail Gibbons by collecting information on topics to build on writing skills.	Students learn the importance of collecting information on topics to build on writing skills.	<ul style="list-style-type: none"> • <u>Recycle</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers

5	Students will focus on which books they enjoyed most from Gail Gibbons. They will also have the opportunity to provide three reasons and examples to support opinion.	Students will review what an opinion is. Then they are to write three examples/reasons to support which book they enjoyed most that was written by Gail Gibbons using the O-RE-RE-O graphic organizer. Note: Third example can be written on the back on the O-RE-RE-O Graphic Organizer.	<ul style="list-style-type: none"> • <u>Recycle</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • O-RE-RE-O –Graphic Organizer • “Opinion Words and Phrases”- Template • OREO Writing Graphic Organizer- Blue • “What is an Opinion?”– Template
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Linden Public Schools
3rd Grade
Scope and Sequence
Unit 8: Author’s Study- Gail Gibbons - Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
6	Continue from previous day focusing on which books they enjoyed most from Gail Gibbons using the O-RE-RE-O Graphic organizer. Also finish providing three reasons and examples to support opinion writing.	Review the O-RE-RE-O Graphic Organizer from previous day and have students finish completing examples and reasons for their opinion writing.	<ul style="list-style-type: none"> • <u>Recycle & How to Build a House</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • ORERO Graphic Organizer • OREO Writing Graphic Organizer- Blue • “What is an Opinion?” – Template

7	Students will learn how Gail Gibbons “talks” to her reader using writing “voice.” Students will have the opportunity to show their unique voice in their writing by examining mentor text.	Model read aloud for students and have students understand how Gail Gibbons writes using first person point of view. Students are to complete opinion writing piece from previous day.	<ul style="list-style-type: none"> • <u>Sun Up, Sun down</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • “Who Is Telling the Story?”-Template
8	Students will learn how Gail Gibbons makes her writing interesting for her readers by informing them everything she has learned. They will understand how she uses words and pictures to excite her readers.	Read aloud mentor text and stress to students Gail Gibbons hooks the reader by defining words in context. As an illustrator, she uses drawings to make her readers feel they are part of the story. By doing so, this helps keep the reader interested and focused on the topic. Model hooks used in the text that excite the reader.	<ul style="list-style-type: none"> • <u>Nature’s Green Umbrella</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • “Our Noticings” - Template
9	Students will choose which nonfiction text they enjoyed reading and write three examples why. All students must support their examples with evidence from the text on which they learned most.	Model from the mentor text one example you learned most for students. Support each example with one reason.	<ul style="list-style-type: none"> • <u>Nature’s Green Umbrella, Recycle, How To Build a House & Sun Up to Sun Down</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • O-RE-RE-O graphic organizer • “Opinion Sentence Starters- Template • “Temporal Words (Transition Words)”- Template
10	Continue to have students choose which book they learned the most information. All students must support their examples with evidence from the text.	Review information from previous day and have students complete the O-RE-RE-O Graphic organizer based on which text they learned the most information. All students must provide three examples and reasons from the mentor texts to support reasons.	<ul style="list-style-type: none"> • <u>Nature’s Green Umbrella, Recycle, How To Build a House & Sun Up to Sun Down</u> by Gail Gibbons • Writing notebook • SMART board or chart paper/markers • O-RE-RE-O graphic organizer

			<ul style="list-style-type: none"> • “Opinion Sentence starters”-Template
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**Linden Public Schools
3rd Grade**

Scope and Sequence

Unit 8: Author’s Study- Gail Gibbons - Opinion

LESSONS	CONTENT What will I be teaching?	METHOD How will I be teaching this?	RESOURCES What will I use to support?
11	Students will choose one of the two opinion writing pieces written throughout the unit. Students will work on revising, editing and adding (correct punctuation marks to strengthen opinion writing skills.	Model how to revise, edit and add to writing piece created throughout the unit using the “Editing Checklist” template.	<ul style="list-style-type: none"> • “Editing Checklist”- Template • Writing notebook • SMART board or chart paper/markers • Students are to choose favorite opinion writing piece from unit and revise • Writing templates for Final Piece
12	Publish favorite opinion writing piece and celebrate students’ successes in writing for the unit.	Students share final opinion writing piece that they created for the unit. Note: Students may work on the “Reflecting on My Work”- Template in small group or with partners to reflect on the Opinion Writing Author’s Study by Gail Gibbons.	<ul style="list-style-type: none"> • Writing template for Final Piece • Celebrate students’ opinion writing success • “Reflecting on My Work”- Template (optional)



**Linden Public Schools
3rd Grade
Scope and Sequence
Unit 8: Author's Study- Gail Gibbons - Opinion**

Teachers Notes & CROSS CURRICULAR EXTENSIONS

Notes for the Teachers,

All lessons may be modified to meet your students learning needs. Also, the writing templates provided for the students' final opinion writing pieces as suggested. It is important that students work on building their typing skills, this will also help them for state testing in the future.

The Author's Study- Opinion Writing Unit provides the teachers with, O-RE-RE-O Graphic Organizers, Writing Templates, Writer's Checklist, Opinion Writing Sentence Starters and Temporal Words. Within the unit, it is suggested to follow the Journey's Grammar sections that correlate with the unit to help in build the students grammar skills. Once the grammar skills are taught it can be reinforced during center activities, morning work, once students have finished writing assignments etc.

At the end of the unit don't forget to celebrate students writing successes by:

- ❖ Refreshments (optional)
- ❖ read writing pieces to another class
- ❖ Use an Author's Chair
- ❖ Invite parents/guardians to read student work

❖ Have a class debate