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Day and Main Objectives	NFS+ New Focus Skills from the CCSS	RFS- Review Focus Skills from the CCSS	Visual Aids
Day 1 Opinion +Introduce topic, state an opinion, and list reasons	W.3.1a		Student Video: Show This First – Opinion Writing (video length: 6:00)
Day 2 Opinion -Introduce topic, state an opinion, and list reasons		W.3.1a	Demo Video: What is Opinion Writing? Fact vs. Opinion What Is Opinion Writing
Day 3 Opinion +Provide reasons -Write opinion pieces, introduce topic, state an opinion, and list reasons --Nouns, pronouns, verbs, adjectives, and adverbs	W.3.1b	W.3.1a L.3.1a	Fact vs. Opinion Advertisements Fact vs. Opinion T-Chart Fact vs. Opinion T-Chart (sample answers)
Day 4 Opinion -Write opinion pieces -Introduce topic, state an opinion, and list reasons -Provide reasons		W.3.1 W.3.1a W.3.1b L.3.1a	Writing prompt – Homework Gabbriella's <i>Kids Should Not Have Chores</i>
Day 5 Opinion -Write opinion pieces -Introduce topic, state an opinion, and list reasons		W.3.1 W.3.1a W.3.10 L.3.1a	Just Say No Writing prompt – Chores 5 Square Paragraph Graphic Organizer Evan's <i>Say No To Zoos</i>

Day 6 Opinion +Use linking words and phrases -Write opinion pieces -Introduce topic, state an opinion, and list reasons -Provide reasons	W.3.1c	W.3.1 W.3.1a W.3.1b	Linking/Transition Word List
Day 7 Opinion +Provide a concluding statement -Write opinion pieces -Introduce topic, state an opinion, and list reasons -Provide reasons -Use linking words and phrases -Produce writing appropriate to task and purpose -Capitalization, punctuation, and spelling -Capitalize titles -Choose words and phrases for effect	W.3.1d	W.3.1 W.3.1a W.3.1b W.3.1c W.3.4 L.3.2 L.3.2a L.3.3a	Advanced Preparation: Uno Dos Traits cards need to be cut into 1-6 strips. <i>Asia's Kids Should Do Chores</i> <i>Charlie's Chores</i> Rubric
Day 8 Opinion -Write opinion pieces -Introduce topic, state an opinion, and list reason -Provide a concluding statement		W.3.1 W.3.1a W.3.1d	Advanced Preparation: Prepare for modeling a planning sheet and writing an introduction and conclusion to an opinion piece. Teacher's prepared 5 Square Paragraph Organizer Teacher prepared Opinion Writing: <i>Chores</i> Different Leads Four Different Kinds of Endings

<p>Day 9 Opinion</p> <ul style="list-style-type: none"> -Write opinion pieces -Introduce topic, state an opinion, and list reasons -Provide reasons -Use linking words and phrases -Provide a concluding statement -Produce writing appropriate to task and purpose -Capitalization, punctuation, and spelling -Capitalize titles -Choose words and phrases for effect 		<p>W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.4 L.3.2 L.3.2a L.3.3a</p>	<p>Opinion Writing Focus Skills List</p>
<p>Day 10 Opinion</p> <ul style="list-style-type: none"> -Write opinion pieces Introduce topic, state an opinion, and list reasons -Provide reasons -Use linking words and phrases -Provide a concluding statement -Strengthen writing by planning, revising, and editing -Capitalization, punctuation, and spelling -Capitalize titles -Choose words and phrases for effect 		<p>W.3.1 W.3.1a W.3.1b W.3.1c W.3.1d W.3.5 W.3.10 L.3.3a</p>	<p>Revising poster</p> <p>5 Square Opinion Writing</p> <p>Revising Checklist</p> <p><i>Sam's Kids Should Not Do Chores</i></p>

<p>Day 11 Opinion -Strengthen writing by planning, revising, and editing -Write over extended time frames and shorter time frames -Capitalization, punctuation, and spelling -Capitalize titles -Form and use possessives -Use conventional spelling for high-frequency and add suffixes to base words -Use spelling patterns and generalizations -Consult reference materials to check and correct spellings</p>		<p>W.3.5 W.3.10 L.3.2a L.3.2d L.3.2e L.3.2f L.3.2g</p>	<p>Third Grade Editing Checklist Editing poster</p>
<p>Day 12 Opinion +Describe the logical connection between sentences and paragraphs. +Read and comprehend informational texts at the high end of grades 2-3. -Answer questions to demonstrate understanding of a text, referring explicitly to the text. -Determine the main idea; recount the key details and explain how they support the main idea. -Determine the meaning of general academic and domain-specific words and phrases -Write opinion pieces Introduce topic, state an opinion, and list reasons -Produce writing appropriate to task and purpose -Write over extended time frames and shorter time frames</p>	<p>RI.3.8 RI.3.10</p>	<p>RI.3.1 RI.3.2 RI.3.4 W.3.1 W.3.4 W.3.10</p>	<p>Talking Back to Books (optional) Evidence Based Terms <i>The Monthly Message – Eat Your Greens</i> <i>Yummalicious NOT Nutritious</i> Short Response Rubric</p>

<p>Day 13 Opinion</p> <ul style="list-style-type: none"> +Compare and contrast points and details presented in two texts -Answer questions to demonstrate understanding of a text, referring explicitly to the text -Determine the main idea; recount the key details and explain how they support the main idea. -Read and comprehend informational texts at the high end of grades 2-3. -Produce writing appropriate to task and purpose -Write over extended time frames and shorter time frames 	<p>RI.3.9</p>	<p>RI.3.1 RI.3.2 RI.3.10 W.3.4 W.3.10</p>	<p>RACES</p> <p>Short Response Rubric</p>
<p>Day 14 Opinion</p> <ul style="list-style-type: none"> -Answer questions to demonstrate understanding of a text, referring explicitly to the text -Write opinion pieces Introduce topic, state an opinion, and list reasons -Produce writing appropriate to task and purpose -Write over extended time frames and shorter time frames 		<p>RI.3.1 W.3.1 W.3.4 W.3.10</p>	<p>Persuasive Letter Writing Template</p> <p>Short Response Rubric</p>