

Grade 3 Module 1

What a Character!

Essential Question: What makes a character interesting?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about bold, interesting characters. A genre focus on realistic fiction provides students with opportunities to identify point of view, literary elements, and theme in order to better understand unfamiliar texts. Students will also encounter fantasy to build knowledge across genres. As students build their vocabulary and synthesize topic knowledge, they will learn that each protagonist is a unique individual, just as they are.

Students will also write a narrative piece as they develop an understanding of how authors typically lay out character development, setting, plot, problems, turning points, and resolutions.

Language Arts Connection: Characters

Module 1 Essential Question: What makes a character interesting?

Week 1		Vocabulary	
Academic Critical Vocabulary <i>Marisol McDonald Doesn't Match</i> : clash, winking, suggest, scrunches, mushy, usual, bilingual, mismatched 3L6 Vocabulary Strategy: Context Clues* 3L4a Generative Vocabulary: Prefixes mis-, un-* 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Zach Jumps In!</i> 3RF4A p. T24-T25 (myBook) <i>Marisol McDonald Doesn't Match</i> 3RF4A p. T32-T51 (myBook)	Module Launch Point of View: first and third person* 3R6 Read for Understanding Make & Confirm Predictions: prediction, confirm 3R1 Close Read Point of View: first and third person* 3R6 Literary Elements: character, setting, plot, events* 3R3 Theme: * 3R2 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Personal Narrative p. W1-W16 <i>Westlandia</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary: genre, prediction, topic, theme, draft p.W5	Narrative: Personal Narrative Priming the students (exploring topic “summer”) 3SL1b ; 3SL1d ; 3SL1e p. W2 Priming the text (pre-read) 3LS1a ; 3SL1c ; 3SL1d ; 3SL2 ; 3SL3 ; 3L3b ; 3L5b p. W3 The Read: Focal Text 3W3a ; 3L4a ; 3L4d ; 3L6 p. W4 Vocabulary: Begin creating year long list Teach Context Clues 3LS1a ; 3SL1e ; 3L4d p.W5 Prewriting I: Explain the Writing Process, Discuss the Writing Prompt, Set Goals for Writing p. W6 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Short Vowels Spelling: Short Vowels Fluency: Accuracy & Self-Correction Lesson Slides, Module 1, Lesson 1 Lesson Slides, Module 1, Lesson 3 3RF3	Teacher Read-Aloud: “<i>The Elephant Moon of Sir Herbert Spoon</i>” pp. T34-T37
Week 2	Vocabulary	

Academic Critical Vocabulary <i>Judy Moody, Mood Martian</i>: moody, pesky, snarled, illustrate 3L6 <i>Stink and the Freaky Frog</i>: annual, protested, recited Vocabulary Strategy: Context Clues* 3L4a Generative Vocabulary: Prefix non-* 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>Judy Moody, Mood Martian</i> 3RF4A p. T64-T73 (myBook) <i>Stink and the Freaky Frog</i> 3RF4A p. 76-87 (myBook)	Read for Understanding Monitor & Clarify: clarify, context clue, monitor, reread Close Read Figurative Language: Idiom, hyperbole, metaphor, onomatopoeia, simile* 3L5a Literary Elements: character, setting, plot, events, literary elements* 3R3, 3R5, 3R9 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Personal Narrative p.W1-W16 <i>Westlandia</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary: characters, setting, problem, solution, dialogue	Narrative: Personal Narrative Prewriting II: Preparing to Write-Generate Ideas, Begin prewriting p. W7 Drafting I: Beginning the Draft-Review Features of a Personal Narrative, Prepare to Draft, Begin to Draft 3W2a p. W8 Drafting II: Elements of a Narrative-Focus on Parts of a Narrative, Review the Model, Continue to Draft 3W2a, 3W3a p.W9 Drafting III: Completing the Draft -Focus on Conclusions, Complete the Draft 3W2a, 3W3a p.W10 Revising I: Common & Proper Nouns-Focus on Nouns, Continue Revising p. W11 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Decoding: Long Vowels a, e, i, o, u Spelling: VCe Spellings Fluency: Expression Lesson Slides: Module 1, Lesson 6 Lesson Slides: Module 1, Lesson 8 3RF3	Make Connections: Synthesize Topic Knowledge p.T89

Week 3	Vocabulary			
Academic Critical Vocabulary: <i>Scaredy Squirrel</i> : venturing, predictable, emergency, consult, distract, drastic 3L6				
Vocabulary Strategy: Context Clues* 3L4a				
Generative Vocabulary: Suffixes –ful,-less* 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Scaredy Squirrel</i> 3RF4A p. T100-T119 (myBook)	Read for Understanding Making Inferences: Background Knowledge, evidence, experience, inference 3R1 Close Read Point of View: narrator, point of view* 3R6 Text & Graphic Features: graphic feature, bold text, text feature, type* 3R7 Theme: moral, theme, topic* 3R2 Performance Task: Expository Essay pp. T124-T127 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Personal Narrative p. W1-W16 <i>Westlandia</i> (Online Mentor Text or Hardcopy)	Narrative: Personal Narrative Revising II: Conferencing-Small Group Conferencing, Continue Revising 3SL1d p. W12 Revising III: Adjectives as Details-Introduce the Revision Skill, Revise Adjectives to Make Writing Stronger 3SL1d; 3L6 p.W13 Editing: Peer Conferencing-Peer Proofreading, Use Feedback to Edit p. W14 Publishing-Prepare the Final Copy, Enrich the Personal Narrative, Share Writing, Reflection 3W2a; 3W2b; 3W2d; 3W2e; 3W4; 3W6; 3SL4 p.W15-16 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	

	Foundational Skills	Communication
	Decoding: More long a, long e Spellings Spelling: More long a, long e Spellings Fluency: Reading Rate Lesson Slides: Module 1, Lesson 11 Lesson Slides: Module 1, Lesson 13 3RF3	Make Connections: Synthesize Topic Knowledge, p.T120