

Grade 3 Module 2

Use Your Words

Essential Question: How do people use words to express themselves?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings.

A genre focus on poetry provides students with opportunities to identify elements of poetry and figurative language to better understand unfamiliar texts. Students will also encounter memoir and fantasy to build knowledge across genres.

As students build vocabulary and synthesize topic knowledge, they will learn that words can take them on an adventure or teach them something new.

Students will also write a letter to their future self as a grown-up. They will describe their goals and how they think they can accomplish them.

Language Arts Connection: Words

Module 2 Essential Question: How do people use words to express themselves?

Week 1		Vocabulary	
Academic Critical Vocabulary: <i>Dear Primo</i> : video, costumes, black, hydrant, march p.T158-T159 3L6 Vocabulary Strategy: Synonyms/Antonyms p.T167 3R4 Generative Vocabulary: Prefixes re-, pre- p.T172-T173 3L4a			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
<i>A LOL Story</i> 3R7 p. T152–T153 (myBook) <i>Dear Primo</i> 3R7 p. T160–T179 (myBook)	Module Launch Text and Graphic Features *3R7 p. T152, T174 Read or Understanding Retell/Summarize: read, summarize important events; make connections, 3SL1D p. T160 Close Read Point of View: first- and third person *3R6 p.T168 Characters: How characters develop during a story, characters’ perspectives, traits, behaviors, thoughts and emotions, appearance, voice and dialogue *3R3 p. T178 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Correspondence Letter W17-W32 <i>The Lemonade War</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary: character traits, context clues, correspondence, formal language, informal language	Correspondence: Letter Priming the students (exploring topic “identifying someone famous that has accomplished a goal, hope, or dream”) 3SL1c; 3SL1d; 3SL3 P.W18 Priming the text (pre-read) 3SL1c; 3SL1d; 3SL2; 3SL3 p.W19 The Read: Focal Text 3SL1d; 3L4a; 3L6 p. W20 Vocabulary: context clues 3L4b; 3L4d; 3L5b; 3L6 p. W21 Prewriting 1: Preparing to Write - Discuss the Writing Prompt, Begin Prewriting, Set Goals for Writing 3W6; 3W7 p.W22 Bold means priority skill – teach with more depth

				*Means assessed at end of week or end of module
		Foundational Skills		Communication
		Lesson Slides, Module 2 Lesson 1,3		Listening Comprehension: Teacher Read-Aloud “ <i>Wordy Birds</i> ” p. T162-T165
		Decoding: Long O		Make Connections p. T181
		Spelling: Long O		
		Fluency: Phrasing-		
		3RF3		

Week 2	Vocabulary			
Academic Critical Vocabulary: <i>Adventures with Words</i> : desires, entry p.T190-191 3L6				
<i>The Upside-Down Boy</i> : Steep, speed, breezy, conductor p.T202-T203				
Vocabulary Strategy: Synonyms/ Antonyms p. T199, p. T209 3R4				
Generative Vocabulary: Prefix dis-; Latin Root Form p.T212-213 3L4c				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Poetry: <i>Adventures with Words</i> p. T192-T201 (myBook) 3RF4A	Read for Understanding Ask and Answer Questions: Clarify and make Predictions 3R1 p. T192 and p.T204	Correspondence Letter p. W17-W32 <i>The Lemonade War</i> (Online Mentor Text or Hardcopy)	Correspondence: Letter	
Narrative/Non-Fiction: <i>Upside Down Boy-Memoir</i> p. T204-T215 (myBook) 3RF4A	Close Read Elements of Poetry: Stanzas, rhyme, rhyme scheme *3R5 p.T200 Figurative Language: literal, simile, metaphor 3R4 pT210 Text and Graphic Features: boldface, Italic text, punctuation, Graphic features *3R5 p. T214 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Instructional Vocabulary: character traits, context clues, correspondence, formal language, informal language	Drafting I: Beginning the Draft – Discuss Types of Correspondence, Prepare to Draft, Begin to Draft 3SL1b ; 3SL1d ; 3L5b ; 3L6 p. W23 Drafting II: Elements of a Letter – Focus of Formatting, Continue Drafting 3SL1d p.W24 Drafting III: Completing the Draft – Circulate the Room 3SL1d , 3L3b ; 3L4d ; 3L5b p. W25 Revising I: Punctuation and Capitalization – Introduce the Revision Skill, Revise for Capitalization and Punctuation 3W2a ; 3SL1d ; 3L4a p. W11	

			Revising II: Conferencing – Small Group Conferences, Continue to Revise 3W2a; 3SL1d p. W27 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
	Foundational Skills		Communication
	Lesson Slides, Module 2 Lessons 6, 8 Decoding: Long I Spelling: Long I Fluency: Reading Rate 3RF3		Speaking and Listening: Use Formal and Information Language p.T216 Make Connections: Synthesize Topic Knowledge p.T217

Week 3	Vocabulary			
Academic Critical Vocabulary: <i>Dear Dragon</i> : assigned, mosaics, retains, precious, demolition, projects p.T226-T227 3L6 Vocabulary Strategy: Context Clues p.T235 3L4a Generative Vocabulary: Suffixes –y, -ly p.T238-T239 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
<i>Dear Dragon</i> p. T228-T247 (myBook) 3RF4A	Read for Understanding Visualize: Creating a mental image of characters and events in the story 3R3 p. T228 Characters: Explain a characters’ perspective in a story *3R3 p. T236 Close Read Elements of Poetry: Stanza, rhyme, rhyme scheme, rhythm *3R5 p. T240 Point of View: first and third person *3R6 p. T246	Correspondence Letter p. W17-W32 <i>The Lemonade War</i> (Online Mentor Text or Hardcopy)	Correspondence: Letter Revising III: Adding Details – Introduce the Revision Skill, Revise to Add Details 3SL1d ; 3L3b ; 3L5b ; 3L6 p. W28 Editing I: Grammar and Mechanics – Review Editing Checklist, Proofread Writing 3SL1d ; 3L2h ; 3L4a ; 3L6 p. W29 Editing II: Peer Proofreading – Clocking Activity, Edit Writing 3SL1d ; 3L4b ; 3L6 p.W30 Publishing – Prepare the Final Copy, Publish Writing, Share Writing, Reflection 3W1a ; 3W1d ; 3W4 ; 3SL1e p. W31-32	
	Bold means priority skill – teach with more depth *Means assessed at end of week or end of module		Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	

	Foundational Skills	Communication
	Lesson Slides, Module 2 Lessons 11, 13 Decoding: Short and long vowels Spelling: Short and long vowels Fluency: Expression	Make Connections p. T249