

## Grade 3 Module 4

### Stories on Stage

**Essential Question:** Why might some stories be better told as plays?

#### Overview

In this module, students will listen to, read, and view a variety of texts and media that give them information about the features of drama.

A genre focus on drama provides students with opportunities to identify elements of drama and literary elements in order to better understand unfamiliar texts. Students will also encounter fables and videos to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the value of drama and the key differences between stories and plays.

Students will write a story about a person who made a difference in another person's life and what they did to help them.

**Language Arts Connection:** Drama

**Module 4 Essential Question:** Why might some stories be better told as plays?

| Week 1                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocabulary                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Academic Critical Vocabulary: <i>The Saga of Pecos Bill</i> : saga, genuine, coiled, whirled, tame p.T30-T31 <a href="#">3L6</a>                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Vocabulary Strategy: Shades of meaning p.T39 <a href="#">3L5</a>                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Generative Vocabulary: Prefixes in- (not), im- (into) p. T44-T45 <a href="#">3L4b</a>                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Reading                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Writing                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Required Resources                                                                                                                                                                                                                                                                   | Priority Skills & Instructional Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Required Resources & Instructional Vocabulary                                                                                                                                                                                                                                             | Priority Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| <p>Informational Text: <i>The Lion King's Friend</i> (Teacher Read- Aloud) <a href="#">3RF4A</a></p> <p>Argument/Opinion Essay: <i>That's Entertainment!</i> (myBOOK) <a href="#">3RF4A</a></p> <p>Drama/Tall Tale: <i>The Saga of Pecos Bill</i> (myBOOK) <a href="#">3RF4A</a></p> | <p>Module Launch</p> <p>Ideas and Support: Identify and state the author's claim and supporting facts <a href="#">3R3</a></p> <p>p. T24</p> <p>Read for Understanding</p> <p>Visualize: Articulate visualizations using details from the text. <a href="#">3R3</a></p> <p>p. T32</p> <p>Close Read</p> <p><b>Elements of Drama</b></p> <p>Script, cast of characters, dialogue, stage directions, acts, scenes *<a href="#">3R5</a></p> <p><b>Literary Elements:</b> Identify and articulate the conflict and resolution in a drama. *<a href="#">3R5</a></p> <p>p. T46</p> <p><b>Figurative Language:</b> Articulate the author's purpose for using hyperbole. *<a href="#">3R4</a></p> <p>p. T50</p> <p><b>Bold means priority skill – teach with more depth</b></p> | <p>Narrative Story</p> <p>p. W52-W66</p> <p><i>Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom</i> (Online Mentor Text or Hardcopy)</p> <p><b>Instructional Vocabulary:</b></p> <p>Characters, setting, plot, tale, dialogue, sensory language, narrative, dialogue tag</p> | <p><b>Narrative: Story</b></p> <p><b>Priming the Students</b> - (explore the topic “Friendship”), Discuss the Focus Statement <a href="#">3SL1c</a>; <a href="#">3SL1e</a>; <a href="#">3L6</a></p> <p>p.W52</p> <p>Priming the Text – Prepare to Read <a href="#">3SL1c</a>; <a href="#">3SL2</a>; <a href="#">3L3b</a>; <a href="#">3L6</a></p> <p>p.W53</p> <p><b>The Read:</b> Focal Text <a href="#">3L2d</a>; <a href="#">3L4d</a>; <a href="#">3L6</a></p> <p>p.W54</p> <p>Vocabulary – Review the Focal Text <a href="#">3W3a</a>; <a href="#">3W3b</a>; <a href="#">3L5b</a>; <a href="#">3L6</a></p> <p>p.W55</p> <p><b>Prewriting: Preparing to Write</b> – Review the Writing Process; Discuss the Writing Prompt; Set Goals for Writing <a href="#">3W3a</a>; <a href="#">3L5a</a>; <a href="#">3L5b</a>; <a href="#">3L6</a></p> <p>p.W56</p> <p><b>Bold means priority skill – teach with more depth</b></p> |

|  | *Means assessed at end of week<br>or end of module                                                                                                             | *Means assessed at end of week or<br>end of module                                                                                                                            |
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|  | Foundational Skills                                                                                                                                            | Communication                                                                                                                                                                 |
|  | Lesson Slides: Module 4 Lessons 1, 3<br><br>Decoding: Consonant Digraphs<br><br>Spelling: the /ch/sound<br><br>Fluency: Expression<br><br><a href="#">3RF3</a> | Listening Comprehension: Read-Aloud <i>“the Lion King’s Friends”</i> p. T34-T37<br><br>Speaking and listening: Summarizing/Paraphrasing p. T52<br><br>Make Connections p. T53 |

| Week 2                                                                                                                                                         | Vocabulary                                                                                                   |                                                                                                                          |                                                                                                                                                                                  |  |
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| Academic Critical Vocabulary: <i>The Traveling Trio: Cesky Krumlov, Czech Republic</i> : Baroque, pulleys, backdrop, performance p.T62-T63 <a href="#">3L6</a> |                                                                                                              |                                                                                                                          |                                                                                                                                                                                  |  |
| <i>Gigi and the Wishing Ring</i> : eminent, peasant, stately, deceive, superior, merciful p.T74-T75                                                            |                                                                                                              |                                                                                                                          |                                                                                                                                                                                  |  |
| Vocabulary Strategy: Shades of Meaning p. T71, T81 <a href="#">3L5</a>                                                                                         |                                                                                                              |                                                                                                                          |                                                                                                                                                                                  |  |
| Generative Vocabulary: Suffixes –er/-or “one who” p. T84-T85 <a href="#">3L4b</a>                                                                              |                                                                                                              |                                                                                                                          |                                                                                                                                                                                  |  |
| Reading                                                                                                                                                        |                                                                                                              | Writing                                                                                                                  |                                                                                                                                                                                  |  |
| Required Resources                                                                                                                                             | Priority Skills & Instructional Vocabulary                                                                   | Required Resources & Instructional Vocabulary                                                                            | Priority Skills                                                                                                                                                                  |  |
| Media/Education Video: <i>The Traveling Trio-Cesky Krumlov, Czech Republic</i> (Teacher Read-Aloud) p. T64-T73                                                 | View for Understanding<br>Summarize: Central Ideas <a href="#">3R3</a><br>p. T64                             | Narrative Story<br>p. W52-W66                                                                                            | Narrative Story                                                                                                                                                                  |  |
| Drama/Classical Tale:<br><i>Gigi and the Wishing Ring</i> (myBOOK) p.T76-T87 <a href="#">3RF4.4</a>                                                            | Close View<br>cMedia Techniques: Sound Elements, live action, animation <a href="#">3SL5</a> p. T72          | <i>Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom</i> (Online Mentor Text or Hardcopy)                    | <b>Drafting I: Beginning the Draft –</b><br>Prepare to Draft; Identify the Parts of a Well-Constructed Story, Begin to Draft<br><a href="#">3W3a; 3SL2; 3L3b; 3L5b</a><br>p. W57 |  |
|                                                                                                                                                                | Read for Understanding<br>Retell: Explain, events, plot <a href="#">3R2</a> p. T76                           | <b>Instructional Vocabulary:</b><br>Characters, setting, plot, tale, dialogue, sensory language, narrative, dialogue tag | <b>Drafting II: Writing the Middle -</b><br>Writing What Happens<br><a href="#">3W3a; 3W3c; 3L6</a><br>p.W58                                                                     |  |
|                                                                                                                                                                | Close Read<br><b>Elements of Drama:</b> dialogue, stage directions, acts, scenes <a href="#">*3R5</a> p. T82 |                                                                                                                          | <b>Drafting III: Completing the Draft</b><br>– Review Text Structure, Circulate the Room<br><a href="#">3W3d; 3W3c; 3L5b</a><br>p.W59                                            |  |
|                                                                                                                                                                | <b>Theme:</b> topic, clues, message <a href="#">*3R3</a> p. T86                                              |                                                                                                                          | <b>Revising I: Integrating Narrative Elements –</b> Review Narrative Elements, Introduce Adding Details, Revise to Add Details<br><a href="#">3W3b; 3W4; 3L4a; 3L6</a><br>p. W60 |  |
|                                                                                                                                                                | <b>Bold means priority skill – teach with more depth</b>                                                     |                                                                                                                          |                                                                                                                                                                                  |  |
|                                                                                                                                                                | <b>*Means assessed at end of week or end of module</b>                                                       |                                                                                                                          |                                                                                                                                                                                  |  |

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|                                                                                                                                                                                      |  |  | <p><b>Revising II: Conferencing</b> – Small Group Conferences, Continue to Revise<br/> <a href="#">3L4b; 3L4c; 3L4d; 3L6</a><br/> p.W61</p> <p><b>Bold means priority skill – teach with more depth</b></p> <p><b>*Means assessed at end of week or end of module</b></p> |
| <p><b>Foundational Skills</b></p>                                                                                                                                                    |  |  | <p><b>Communication</b></p>                                                                                                                                                                                                                                               |
| <p>Lesson Slides: Module 4 Lessons 6, 8</p> <p>Decoding; Vowel Diphthongs ow, ou</p> <p>Spelling: Spelling the /ou/ Sound</p> <p>Fluency: Intonation</p> <p><a href="#">3RF3</a></p> |  |  | <p>Make Connections: Synthesize topic knowledge p. T89</p>                                                                                                                                                                                                                |

| Week 3                                                                                                                                      | Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
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| Academic Critical Vocabulary: <i>Two Bear Cubs</i> : drowsy, hesitation, burden, reassuring, greedily, unnoticed p.T106 <a href="#">3L6</a> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Vocabulary Strategy: Multiple Meaning Words p. T107 <a href="#">3L4</a>                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Generative Vocabulary: Latin Roots aud, vis p.T110-T111 <a href="#">3L4b</a>                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Reading                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Writing                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Required Resources                                                                                                                          | Priority Skills & Instructional Vocabulary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Required Resources & Instructional Vocabulary                                                                                                          | Priority Skills                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |  |
| Drama/Myth: <i>Two Bear Cubs</i><br>p.T100-T119 (myBOOK) <a href="#">3RF4.4</a>                                                             | <p>Read for Understanding<br/>Monitor and Clarify: Articulate Strategies for clarifying comprehension <a href="#">3R1</a><br/>p. T100</p> <p>Close Read<br/><b>Elements of Drama:</b> prologue and scene <a href="#">*3R5</a><br/>p. T108</p> <p>Literary Elements: Conflict, Resolution, characters, character traits <a href="#">*3R5</a> p. T112</p> <p><b>Theme:</b> Topic, main message, lesson, moral <a href="#">*3R2</a> p. T118</p> <p><b>Bold means priority skill – teach with more depth</b></p> <p><b>*Means assessed at end of week or end of module</b></p> | <p>Narrative Story<br/>p. W52-W66</p> <p><i>Crossing Bok Chitto: A Choctaw Tale of Friendship and Freedom</i><br/>(Online Mentor Text or Hardcopy)</p> | <p><b>Revising III: Adding Dialogue</b> – Using Dialogue in a Story; Revise for Ideas<br/><a href="#">3SL1b</a>; <a href="#">3L3b</a>; <a href="#">3L5b</a>; <a href="#">3L6</a><br/>p. W62</p> <p><b>Editing I: Grammar and Mechanics</b> – Review Editing Checklist; Proofread Writing<br/><a href="#">3W2a</a>; <a href="#">3L4a</a>; <a href="#">3L6</a><br/>p. W63</p> <p>Editing II: Peer Proofreading – Clocking Activity, Edit Writing<br/><a href="#">3W3a</a>; <a href="#">3W3b</a>; <a href="#">3W3d</a>; <a href="#">3L3a</a><br/>p. W64</p> <p><b>Publishing</b> – Prepare the Final Copy, Publish Writing<br/><a href="#">3W3a</a>; <a href="#">3W3b</a>; <a href="#">3W4</a>; <a href="#">3SL1e</a>; <a href="#">3L3a</a><br/>p. W65-66</p> <p><b>Bold means priority skill – teach with more depth</b></p> <p><b>*Means assessed at end of week or end of module</b></p> |  |

|  | Foundational Skills                    | Communication                                     |
|--|----------------------------------------|---------------------------------------------------|
|  | Lesson Slides: Module 4 Lessons 11, 13 | Speaking and listening: Oral Instructions p. T120 |
|  | Decoding: Vowel au, aw, al, o          | Make Connections p. T121                          |
|  | Spelling: Spelling the /aw/ Sound      |                                                   |
|  | Fluency: Reading Rate                  |                                                   |