

Grade 3 Module 7
Make a Difference

Essential Question: How can one person make a meaningful difference in their local or global community?

Overview

In this module, students will listen to, read, and view a variety of texts and media that provide information about building communities.

A genre focus on narrative nonfiction provides students with opportunities to identify the author's purpose, text structure, and text and graphic features to better understand unfamiliar texts. Students will also encounter historical fiction to build knowledge across genres.

As students build their vocabulary and synthesize topic knowledge, they will learn more about the way a dedicated individual or group of people can help make a community stronger and better.

Students will write an opinion essay about a way students can help make their school better for everyone.

Social Studies Connection: Community

Module 7 Essential Question: How can one person make a meaningful difference in their local and global community?

Vocabulary			
Academic Critical Vocabulary: <i>Farmer Will Allen and the Growing Table</i> : scarce, greenhouses, pollution, crowded, vats, vertical, factories p.T30-T31 3L6			
Vocabulary Strategy: Analogies p.T39 3L6			
Generative Vocabulary: Suffix –ion p.T44-T45 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Biography: <i>The Eco-Tronbadour</i> 3RF4A Opinion Essay: <i>Let's Build a Park!</i> p.T24-T25 (myBook) 3RF4A Biography: <i>Farmer Will Allen and the Growing Table</i> p.T32-T51 (myBook) 3RF4A	Module Launch Author's Purpose: Articulate an author's purpose and intended audience. *3R6 p. T24, T40 Read for Understanding Make and Confirm Predictions: Build academic vocabulary through guided discussion. 3R2 p. T32 Close Read Author's Purpose: Articulate an author's purpose and intended audience. *3R6 Text Structure: Use graphic organizers to list problems and solutions *3R5 p. T46 Point of View: Who is telling the story? *3R6 p. T50 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Argument: Opinion Essay p.W100-W116 <i>What if Everybody Did That?</i> (Online Mentor Text or Hardcopy) Academic Vocabulary: synonym, antonym, argument, opinion, support, reasons, facts, call to action, transition word	Argument: Opinion Essay Introducing the Focal Text (explore the topic “choices”) – Priming the Students, Priming the Text, The Read 3L4d p. W100 Vocabulary – Review the Focal Text 3L5b, 3L4b, 3L6 p. W103 Prewriting I: Preparing To Write – Discuss the Writing Prompt, Set Goals for Writing, Explore Topics 3L6, 3W1a p. W104 Prewriting II: Choosing Support – Think About Audience and Purpose, Support your Opinion 3W1a p.W105 Drafting I: Beginning the Draft – Identify the Parts of a Strong Opinion Essay: A Strong Opening, Begin to Draft 3W6; 3W7; 3SL1a; 3SL1b; 3SL3; 3L6

				p.W106 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
		Foundational Skills	Communication	
	Lesson Slides: Module 7 Lesson 1, 3		Listening comprehension: Teacher Read-Aloud: <i>The Eco Troubadour</i>	
	Decoding: Compound Words and Abbreviations		p.T34-37	
	Spelling: Compound Words and Abbreviations		Make connections p.T53	
	Fluency: Phrasing		Project checkpoint: Brainstorm and research “Person of the Year” p.10, T19	
	3RF3			

Week 2		Vocabulary	
Academic Critical Vocabulary: <i>One Plastic Bag</i> : confesses, forage, recycled p.T62-63 3L6			
<i>Energy Island</i> : cable, environmental, renewable, converted, resources, willing p.T74-T75			
Vocabulary Strategy: Analogies p.T81 3L6			
Generative Vocabulary: Suffixes –ness and –able p.T84-T85 3L4b			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Biography: <i>One Plastic Bag</i> p. T 64-T73 (myBook) 3RF4A Narrative Nonfiction: <i>Energy Island: How One Community Harnessed the Power of Wind and Changed Their World</i> p. T76-T87 (myBook) 3RF4A	Read for Understanding Make Inferences: Evidence, background, knowledge, experience 3R1 p. T 64 and T76 Close Read Text Structure: different structures compare/contrast, cause/effect, sequence, problem/solution *3R5 p. T72 Point of View: Narrator, First and Third Person *3R6 p.T82 Text and Graphic Features: sidebars, graphic features, diagrams, maps *3R5 p. T86 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Argument: Opinion Essay p. 100-116 <i>What if Everybody Did That?</i> (Online Mentor Text or Hardcopy) Academic Vocabulary: synonym, antonym, argument, opinion, support, reasons, facts, call to action, transition word	Argument: Opinion Essay Drafting II: Writing the Body – Writing your Reasons 3W1a p. W 107 Drafting III: Completing the Draft – Review Text Structure, Introduce Call to Action 3L6, 3W1c, 3W1d p. W108 Revising I: Integrating Persuasive Language – Introduce The Revision Skill, Revise for Persuasive Language 3L5b, 3L6, 3W1c p. W109 Revising II: Conferencing – Small Group Conferences, Continue to Revise 3W2a; 3L4a; 3L6 p. W110 Revising III: Strong Support – Introduce the Revision Skill, Revise for Support 3W1c, 3W1a

				p. W111
				Bold means priority skill – teach with more depth
				*Means assessed at end of week or end of module
		Foundational Skills		Communication
		Lesson Slides: Module 7 Lesson 6, 8		Make connections p.T89
		Decoding: Irregular Plurals		Project checkpoint: Practice and Present “Person of the Year” p.T11, T59
		Spelling: Irregular Plurals		
		Fluency: Intonation		
		3RF3		

Week 3	Vocabulary		
Academic Critical Vocabulary: <i>The Storyteller's candle</i> : slender, gallant, chimed, preparations, flickered, concluded p.T98-T99 3L6			
Vocabulary Strategy: Reference sources: Thesaurus p.T107 3L4b			
Generative Vocabulary: Compound words p.T110-111 3RF3c			
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Historical Fiction: <i>The Storyteller's Candle</i> p. T100-T119 (myBook) 3RF4A	Read for Understanding Synthesize: Thinking may change as they read and analyze new information 3R4 p. T100 Close Read Literary Elements: How the author develops characters and brings them to life *3R3 p. T108 Text and Graphic Features: graphic features, type, text italic text, graphic features *3R7 p. T112 Figurative Language: Using figures of speech to set a mood or make a connection *3R4 p.T118 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Argument: Opinion Essay p. W100-116 <i>What if Everybody Did That?</i> (Online Mentor Text or Hardcopy) Academic Vocabulary: synonym, antonym, argument, opinion, support, reasons, facts, call to action, transition word	Argument: Opinion Essay Revising IV: Connecting Ideas – Introduce the Revision Skill, Revise for Organization 3L6, 3W1c p. W112 Editing I: Punctuation – Introduce the Punctuation Skill: Apostrophes, Edit for Punctuation 3L2h p. W113 Editing II: Peer Proofreading – Clocking Activity, Edit Writing 3L4b; 3L4d p. W114 Publishing – Prepare the Final Copy, Publish Writing 3W2a; 3W2b; 3W2d; 3W2e; 3SL4 p. W115-116 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Lesson Slides: Module 7 Lesson 11, 13	Make connections p.T121
	Decoding: Words with /OO/	Research and media literacy p.T120
	Spelling: Words with /OO/	Project checkpoint: practice and present: Hold a “person of the year” nomination ceremony p.T11-T128
	Fluency: Accuracy and Self Correction	
	3RF3	