

Grade 3 Module 3

Let Freedom Ring!

Essential Question: How do historic places, documents, and symbols represent our nation?

Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about important U.S. documents and symbols.

A genre focus on nonfiction provides students with opportunities to identify central idea, text structure, and media techniques to better understand unfamiliar texts. As they build vocabulary and knowledge, they will learn more about our country's history and symbols of the United States.

Students will write a descriptive essay about a familiar place using details, descriptions, examples, facts, and explain why it is memorable.

Social Studies Connection: U.S. History

Putnam NY SS Program Unit 2 Lesson 4: Flags and Seals

Inquiry and Research Project-Create a National Symbols Pamphlet

Standards: Time, Continuity, and Change: 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

Module 3 Essential Question: How do people use words to express themselves?

Week 1	Vocabulary			
Academic Critical Vocabulary: <i>The U.S. Constitution</i> : delegates, convention, domestic, welfare, posterity p.T286-T287 3L6 Vocabulary Strategy: Multiple Meaning Words p.T295 3L4 Generative Vocabulary: Suffixes-y, -less; Prefix dis- p.T300-T301 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Get Curious Video: <i>American Landmarks</i> Informational Texts: <i>Patriotic Tunes</i> 3RF4A (myBook) <i>American Places, American Ideals</i> 3RF4A (myBook) <i>The U.S. Constitution</i> 3RF4A (myBook)	Module Launch Author’s Purpose: Persuade, Inform or Entertain *3R6 p.T280 Read for Understanding Summarize: Explain central or main ideas and supporting details 3R2 p. T288 Close Read Central Idea: Identify the central idea using details (text clues) and key ideas (branches). *3R2 p.T296 Text Structure: Identify transition words that signal a sequence. (Problem/solution, cause/effect, compare/contrast, sequence) *3R5 p.T302 Text and Graphic Features: Identify text and graphic features and articulate their purposes. *3R5 p. T306	Descriptive Essay (Informational Text) p. W34-W50 <i>All The Places to Love</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary: brainstorm, describe, describing words, details, narrator, sensory words	Informational Text: Descriptive Essay Introducing the Focal Text - Priming the Students (exploring the topic “places”); Priming the Text, The Text 3W7 ; 3SL1c ; 3SL1d p. W34 Vocabulary – Review the Focal Text 3SL1a ; 3SL3 , 3L4a ; 3L5b p.W37 Prewriting I: Preparing to Write – Discuss the Writing Prompt, Make a Blueprint for Writing, Set Writing Goals 3W2a ; 3W3a ; 3L4a ; 3L4d p.W38 Prewriting II: Choosing Descriptive Words – Using Sensory Details, Begin Prewriting 3W2a ; 3W3a ; 3LS1a ; 3L4b p.W39 Drafting I: The Central Idea – Form the Central Idea, Write the Central Idea	

		Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	3W3a; 3W3b; 3W7 p.W40 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
Foundational Skills			Communication
Lesson Slides; Module 3, Lessons 1, 3 Decoding: Three-Letter Blends Spelling: Three-Letter Blends Fluency: Reading Rate 3RF3			Listening Comprehension: Teacher Read-Aloud: <i>“Patriotic Tunes”</i> p. T290-T293 Make Connections p. T309 Inquiry and Research Project: Brainstorm and research: <i>“Create a National Symbols Pamphlet”</i> aligned with Social Studies Connection: U.S. History Putnam NY SS Program Unit 2 Lesson 4: Flags and Seals Standards: Time, Continuity, and Change: 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays. p.T266, T275

Week 2	Vocabulary			
Academic Critical Vocabulary: <i>Why We Celebrate the Fourth of July</i> : endowed, declaring, independence, presented p.T318-T319 3L6				
<i>The Flag Maker</i> : gritty, hoisted, broad p.T330-331				
Vocabulary Strategy: Multiple Meaning Words p.T327, T337 3L4				
Generative Vocabulary: Suffix-er/-est with spelling change p.T340-341 3L4b				
Reading		Writing		
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills	
Media: Educational Video <i>Why We Celebrate the Fourth of July</i> -p. T320-329	View for Understanding Summarize: Central Ideas, Details 3R2 p. T320 Close View Media Techniques: Sound Elements, experts, live action, animation 3SL2 p. T328 Read for Understanding Retell: retell, conflict, resolution 3R2 p. T332 Close Read Text Structure: sequence *3R5 p. T338 Content-Area Words: context clues *3R4 p. T342 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Descriptive Essay (Informational Essay) p.W34-W50 <i>All The Places to Love</i> (Online Mentor Text or Hardcopy) Instructional Vocabulary: brainstorm, describe, describing words, details, narrator, sensory words	Informational Text: Descriptive Essay Drafting II: Organizing a Description – Organize a Description, Organize the Draft 3W3a; 3W3b; 3W3a; 3L5b p. W41 Drafting III: Moving into the Draft – Precise Details and Sensory Words, Begin to Draft 3W2c; 3W3b; 3L6 p.W42 Drafting IV: Completing the Draft – Focus on Beginnings and Endings, Circulate the Room 3W3c; 3W3d p.W43 Revising I: Sentence Variety – How Sentences Begin, Revise for Sentence Structure 3L1b; 3L4d; 3L6 p.W44	

			Revising II: Conferencing – Small group conferences, Continue to Revise 3L4a ; 3L4b ; 3L6 p.W45 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
	Foundational Skills		Communication
	Lesson Slides, Module 3 Lessons 6, 8 Decoding: Words with /j/, /k/, and /kw/ Spelling: words with /j/, /k/, and /kw/ Fluency: Phrasing 3RF3		Make Connections p. T345 Inquiry and Research Project: Write and Create: <i>“Create a National Symbols Pamphlet”</i> aligned with Social Studies Connection: U.S. History Putnam NY SS Program Unit 2 Lesson 4: Flags and Seals p.T267, T315 Standards: Time, Continuity, and Change: 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.

Week 3	Vocabulary		
	Academic Critical Vocabulary: <i>Why is the Statue of Liberty Green?</i> ferry, torch, sculptor, monument, inspired p.T372-373 3L6		
	Vocabulary Strategy: Synonyms/Antonyms p.T363 3R4		
	Generative Vocabulary: Prefix im- (not) p.T366-367 3L4b		
Reading		Writing	
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Narrative Fiction: <i>Why is the Statue of Liberty Green?</i> p. T 356-p. T375 3RF4A (myBook)	Read for Understanding Ask and Answer Questions: Articulate questions and answers about the text 3R1 p. T356 Close Read Central Idea: Identify the central idea and supporting details *3R2 p. T364 Author's Purpose: Persuade, inform, entertain *3R6 p. T368 Literary Elements: Characters, setting, plot, events 3R5 p. T374 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Descriptive Essay (Informational Essay) p.W34-W50 <i>All The Places to Love</i> (Online Mentor Text or Hardcopy)	Informational Text: Descriptive Essay Revising III: Sentence Combining – Introduce the Revision Skill, Revise for Sentence Length 3L1n ; 3L3b ; 3L5b p. W46 Editing I: Spelling and Mechanics – Review Editing Checklist, Proofread Writing 3W1a ; 3L4a ; 3L6 p.W47 Editing II: Peer Proofreading – Clocking Activity, Edit Writing 3W2a ; 3L4b ; 3L4d p. W48 Publishing – Prepare the Final Copy, Publish Writing 3W2b ; 3W4 ; 3SL4 p. W49-50 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Lesson Slides, Module 3 Lessons 11, 13 Decoding: Silent Letters (kn, wr, gn, mb, rh) Spelling: Silent Consonants Fluency: Expression	Make Connections p. T377 Inquiry and Research Project: Practice and Present: <i>“Create a National Symbols Pamphlet”</i> aligned with Social Studies Connection: U.S. History Putnam NY SS Program Unit 2 Lesson 4: Flags and Seals p.T267, T383 Standards: Time, Continuity, and Change: 3.4 Each community or culture has a unique history, including heroic figures, traditions, and holidays.