

Grade 3 Module 11
Genre Study: Nonfiction
Essential Questions:

What are the characteristics of informational text?

What are the characteristics of narrative text?

What are the characteristics of opinion text?

Overview

Students will review the different genres of text and understand the central idea of an informational text using text structure and text and graphic features. In narrative nonfiction, students will understand the author's purpose and point of view. When reading an opinion text, students will distinguish between fact and opinion, revisit author's purpose and be able to identify ideas and supporting details. During this module you will revisit one or more of the following informational texts from earlier in the year for a week-long focus on genre: • Week One: • myBook, Book 1: The U.S. Constitution • myBook, Book 2: The Nose Awards • myBook, Book 2: T.J. The Siberian Tiger Cub • myBook, Book 2: Timeless Thomas • myBook, Book 2: A Bumpy Ride • myBook, Book 2: How Did That Get in My Lunchbox? • myBook, Book 2: How Do You Raise a Raisin? • myBook, Book 2: It's Our Garden • • Week Two: • myBook, Book 1: The Upside Down Boy • myBook, Book 1: The Flag Maker • myBook, Book 1: Why Is the Statue of Liberty Green? • myBook, Book 1: Brothers at Bat • myBook, Book 2: This Is Your Life Cycle • myBook, Book 2: Octopus Escapes Again! • myBook, Book 2: Energy Island

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- **Week Three:**
- myBook, Book 1: That's Entertainment!
- myBook, Book 2: Let's Build a Park!
- myBook, Book 2: Edison's Best Invention
- myBook, Book 2: Great Ideas from Great
- Parents!
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Students will write a persuasive essay arguing why people should or should not do something.

Module 11 Essential Question: What are the characteristics of an informational text?

Week 1		Vocabulary	
Academic Critical Vocabulary: Vocabulary Strategy: Generative Vocabulary:			
		Reading	Writing
Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
Genre Study Informational Text: <i>The US Constitution</i> (myBook 1) <i>The Nose Awards</i> (myBook 2) <i>The Siberian Tiger Club</i> (myBook 2) <i>Timeless Thomas</i> (myBook 2) <i>A Bumpy Ride</i> (myBook 2) <i>How Did That Get in My Lunchbox</i> (myBook 2) <i>How Do You Raise Raisin</i> (myBook 2) <i>It's Our Garden</i> (myBook 2) 3RF4A	Genre Characteristic: Informational Text- inform, central idea, facts, content area words, text structure 3R1 , 3R2 , 3R3 , 3R7 p. T136 Genre Study Central Idea: text clues, details, key ideas *3R2 p.T142 Text and Graphic Features: Bold face, headings, captions, timelines, graphs *3R7 p. T144 Text Structure: Compare/Contrast, Cause/Effect, Sequence, Problem/Solution *3R5 p. T148 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Argument: Persuasive Essay p. W166-182 <i>Lilly's Purple Plastic Purse</i> (Online Mentor Text or Hardcopy) Academic Vocabulary – fact, opinion, convince, persuade, stand, reason, central idea, hook	Argument: Persuasive Essay Introducing the Focal Text – Explore the Topic “Strong Thoughts and Feelings”, Priming the students, priming the text, The read 3W2a ; 3L4d ; 3L4a ; 3L6 p.W166 Vocabulary – Review the Focal Text 3L5b ; 3L4b ; 3L1b ; 3W2a ; 3L4d p. W169 Prewriting I: Preparing to Write – Review the Writing Process, Set Goals for Writing 3W2a ; 3L6 ; 3W1a p. W170 Prewriting II: Topic, Audience, and Purpose 3L6 ; 3W1a p. W171 Drafting I: Beginning the Draft – Prepare to Draft, Begin to Draft 3L6 ; 3W1a p. W172

				Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
		Foundational Skills	Communication	
		Lesson Slides: Module 11 Lesson 1,3 Decoding: Position-Based Spellings Spelling: Review of Position-Based Spellings Fluency: Reading Rate 3RF3		

Week 2	Essential Question: What are the characteristics of narrative nonfiction?			
	Vocabulary			
	Academic Critical Vocabulary:			
	Vocabulary Strategy:			
	Generative Vocabulary:			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	Genre Study Narrative Nonfiction: <i>The Upside-Down Boy</i> (myBook 1) <i>The Flag Maker</i> (myBook 1) <i>Why is the Statue of Liberty Green?</i> (myBook 1) <i>Brothers at Bat</i> (myBook 1) <i>This is Your Life Cycle</i> (myBook 2) <i>Octopus Escapes Again!</i> (myBook 2) <i>Energy Island</i> (myBook 2) 3RF4A	Genre Characteristics: Narrative Nonfiction- Purpose to inform and entertain 3R3, 3R5, 3R6, 3R7 p. T 156 and p. T 170 Genre Study Point of View: First Person, Third person *3R6 p. T168 Author's Purpose: Persuade, Inform, Entertain *3R6 p. T 164 Text and Graphic Features: Boldface, headings, sidebars, captions, timelines, graphs *3R7 p. T162 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Argument: Persuasive Essay p. W166-182 <i>Lilly's Purple Plastic Purse</i> (Online Mentor Text or Hardcopy) Academic Vocabulary – evidence, conjunction, correlative conjunction, compound sentence	Argument: Persuasive Essay Drafting II: Elements of an Argument – Supporting an Opinion, Continue to Draft 3W1a; 3W1b; 3L6 p. W173 Drafting III: Completing the Draft – Drafting a Conclusion, Circulate the Room 3L4d; 3W1d p. W174 Revising I: Combining Sentences – Introduce the Revision Skill, Revise for Combining Sentences 3L4c; 3L6; 3W1c p. W175 Revising II: Conferencing – Small Group Conferences, Continue to Revise p. W176 Revising III: Strong Reasons – Introduce the Revision Skill, Continue to Revise 3W1a

				p. W177 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module
		Foundational Skills		Communication
		Lesson Slides: Module 11 Lesson 6,8		
		Decoding: Words that begin with a –be-		
		Spelling: Words that begin with a –be-		
		Fluency: Expression		
		3RF3		

Week 3	Essential Question: What are the characteristics of opinion text?			
	Vocabulary			
	Academic Critical Vocabulary: Vocabulary Strategy: Context Clues Generative Vocabulary:			
	Reading		Writing	
	Required Resources	Priority Skills & Instructional Vocabulary	Required Resources & Instructional Vocabulary	Priority Skills
	Genre Study: Opinion Text <i>That's Entertainment</i> (myBook 1) <i>Let's Build a Park</i> (myBook 2) <i>Edison's Best Invention</i> (myBook 2) <i>Great Ideas from Great Parents</i> (myBook 2) 3RF44	Genre Characteristics: Opinion Text- opinion, evidence, facts, argument, claim 3R6, 3R7, 3R4 p. T176 Genre Study Author's Purpose: Persuade, Inform, Entertain *3R6 p. T182 Identify Claim: Opinion, claim, evidence *3R8 p. T184 Ideas and Support: Fact and Opinion *3R8 p. T188 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module	Argument: Persuasive Essay p. W166-182 <i>Lilly's Purple Plastic Purse</i> (Online Mentor Text or Hardcopy) Academic Vocabulary – Transition Words	Argument: Persuasive Essay Revising IV: Connecting Ideas – Introduce the Revision Skill, Continue to Revise 3L6; 3W1c p. W178 Editing I: Mechanics – Review Editing Checklist, Proofread Writing 3SL1a p.W179 Editing II: Peer Proofreading – Clocking Activity, Edit Writing 3SL1a p.W180 Publishing – Prepare the Final Copy, Publish Writing 3SL1a p. W181-182 Bold means priority skill – teach with more depth *Means assessed at end of week or end of module

	Foundational Skills	Communication
	Lesson Slides: module 11 Slides 11, 13 Decoding: Open and closed syllables review Spelling: Open and closed syllables review Fluency: Intonation 3RF3	