

Grade 3 Focus Wall

Module 1: What a Character

Made for you by:

Autumn Dvorak Grade 3, AZ

Instructional Focus Areas:

- Instructional Routines
- Foundational Skills
- Data Driven Instruction
- Project Based Learning
- Academic Discourse
- Personalized Learning





**Essential
Question**



Reading



**Small Group
Instruction**



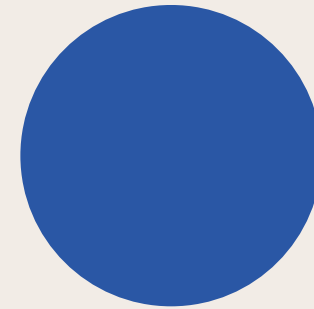
Vocabulary



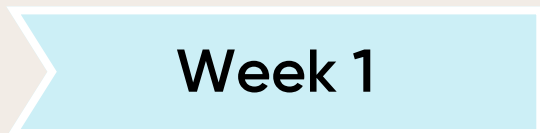
**Foundational
Skills**



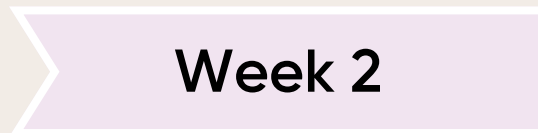
Writing



Communication



Week 1



Week 2



Week 3

Essential Question

What makes a character interesting?



Knowledge Map



Big Idea Words

Week 1

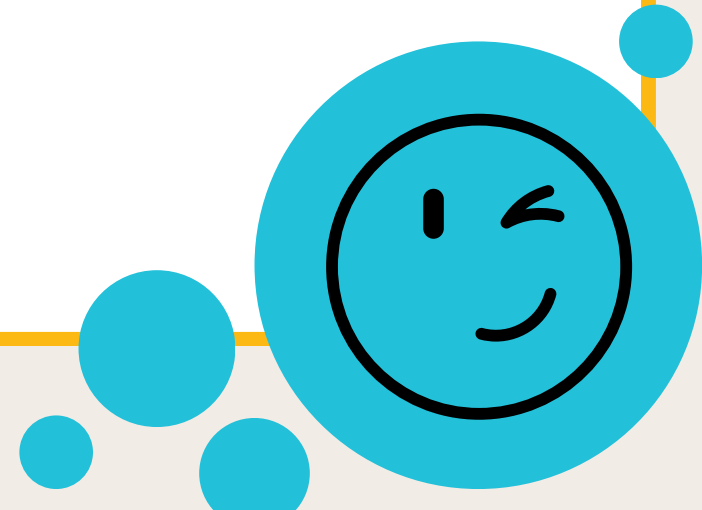
- individuality
- unique
- feature
- personality



Critical Vocabulary

Week 1

- clash
- winking
- suggest
- scrunches
- mushy
- usual
- bilingual
- mismatched



Vocabulary

Week 1

Vocabulary Strategy:

- Context clues

Generative Vocabulary:

- Prefixes mis-, un-



Texts of the Week

Week 1

**Zach
Jumps In!**

Genre: Realistic Fiction
Type: myBook

**Marisol
McDonald
Doesn't
Match**

Genre: Realistic Fiction
Type: myBook

**The
Elephant
Moon of
Sir
Herbert
Spoon**

Genre: Historical Fiction
Type: Read Aloud



Reading Skills & Strategies

Week 1

Skills:

- Point of View
- Literary Elements
- Theme

Strategies:

- Make and Confirm Predictions



Reading Anchor Charts

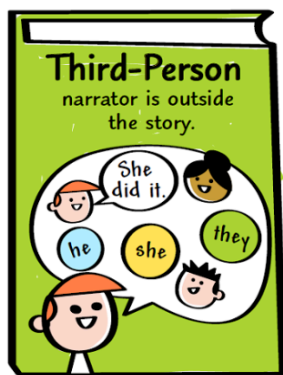
Week 1

Point of View

Who is telling the story?



A story told in **first-person point of view** has a character in the story as the narrator. Readers learn about other characters from what they say to the narrator.



A story told in **third-person point of view** has an outside narrator. The narrator can tell readers what all of the characters are saying, doing, and thinking.

Literary Elements

Literary elements are the pieces that make up a story.

Characters:

the people and animals in a story



- What do they say and think?
- What do they do?
- What do other characters say and think about them?

Setting:

where and when the story takes place



- affects the plot because certain events happen in certain settings
- affects the plot by creating its mood

Plot:

Conflict

the main problem that the characters face

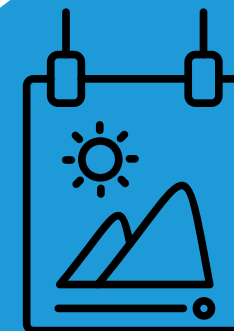
Resolution

how the conflict or problem is solved

Events:

things that happen in a story

- to **change** a character
- to **affect** the mood
- to **build** the plot



Reading Anchor Charts

Week 1

THEME

The **theme** is the main message, lesson, or moral of the text.

The theme can be stated in text.

Fables and myths might tell the theme at the end.



The theme can be implied.

Use text clues to figure it out.

- ♥ What happens to the characters?
- ♥ How do the characters react?
- ♥ What do the characters learn?
- ♥ How do the characters grow or change?

ASK: What is the author trying to teach me?

EXAMPLES

Be kind to others.

Friends are important.

Don't give up.

Make and Confirm Predictions

A prediction is a guess you make about what is going to happen in a selection or story.

Before READING

- Look at the cover and read the title.
- Look at the text features and illustrations.
- Then predict what the text will be about.



During READING

- Stop and think about what you read.
- What do you think will happen next?

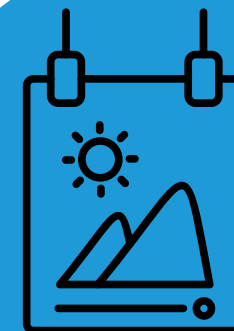
What will happen next?



After READING

- Confirm or adjust your prediction.
- Ask: Was I right?

Yes! I was right!



Foundational Skills

Week 1

Decoding:

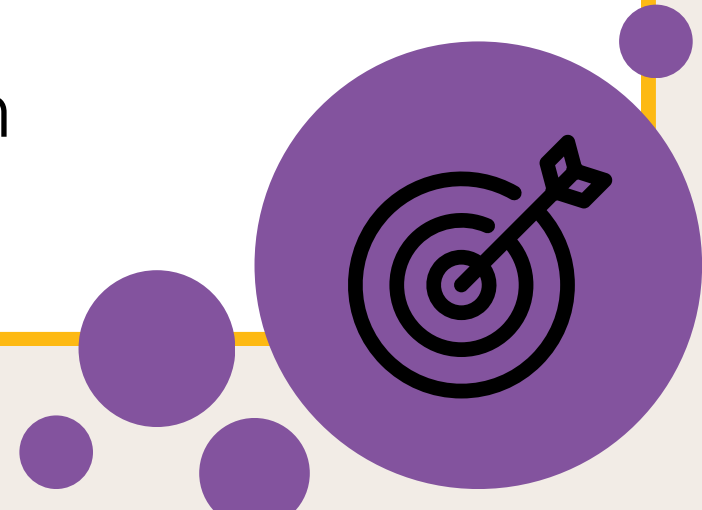
- Short Vowels a, e, i, o, u

Spelling:

- Short Vowels

Fluency:

- Accuracy and Self-Correction



Spelling Pattern Words

Week 1

1. crop

2. plan

3. thing

4. smell

5. shut

6. sticky

7. spent

8. lunch

9. pumpkin

10. clock

11. gift

12. class

13. skip

14. swing

15. crash

16. dish

17. frog

18. plum

19. planning

20. sprint

21. wedge

22. problem



Writing Process

Week 1

Genre: Narrative, Personal Narrative

Focus Statement: Summer friends can last forever.

Prompt: WRITE about something that happened during the summer.

- Prime the Students
- Prime the Text
- Review Vocabulary
- Prewriting I: Start the Writing Process



Writing Prompt

Week 1

Genre: Narrative, Personal Narrative

Focus Statement: Summer friends can last forever.

READ the following sentence: Summer friends can last forever.

THINK about what you did and whom you played with last summer.

WRITE about something that happened during the summer.



Inquiry and Research

Week 1

Create a Preparedness Campaign

Students will work in groups to research a safety and preparedness topic.

- Participate in shared research projects.
- Answer a research question.
- Gather information and evidence from sources.
- Work collaboratively to develop a plan of shared responsibilities.



Critical Vocabulary

Week 2

- moody
- pesky
- snarled
- illustrate
- annual
- protested
- recited



Vocabulary

Week 2

Vocabulary Strategy:

- Context clues

Generative Vocabulary:

- Prefixes non-



Texts of the Week

Week 2



Genre: Realistic Fiction
Type: myBook



Genre: Realistic Fiction
Type: myBook



Reading Skills & Strategies

Week 2

Skills:

- Figurative Language
- Literary Elements

Strategies:

- Monitor & Clarify



Reading Anchor Charts

Week 2

Figurative Language

Figurative Language creates a special effect or feeling or makes a point.

Onomatopoeia A word that imitates the sound of what it describes



Alliteration A sound device used to repeat the same consonant sound at the beginning of nearby words



Sally sent Susan some samples of soup.

Personification Gives human qualities or characteristics to an animal or object



The moon follows me when I walk at night.

Imagery Language that describes how something looks, sounds, feels, smells, or tastes



I bit into the juicy, sweet apple.

Literary Elements

Literary elements are the pieces that make up a story.

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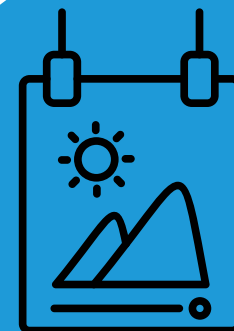
Resolution

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Events:

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Reading Anchor Charts

Week 2

Figurative Language

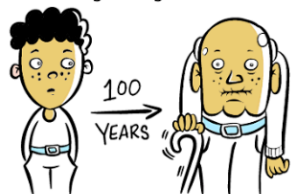
Figurative Language includes “figures of speech” that compare, exaggerate, or mean something different from what is expected.

Simile A comparison of two things using “like” or “as”



I'm happy as a clam!

Hyperbole Exaggerations that make things sound bigger, better, or more than what they truly are



I waited for 100 years!

Metaphor A comparison of two things by saying one thing is another thing

You must be a walking encyclopedia to know all those facts.



Idiom An expression that means something different from the meaning of its individual words

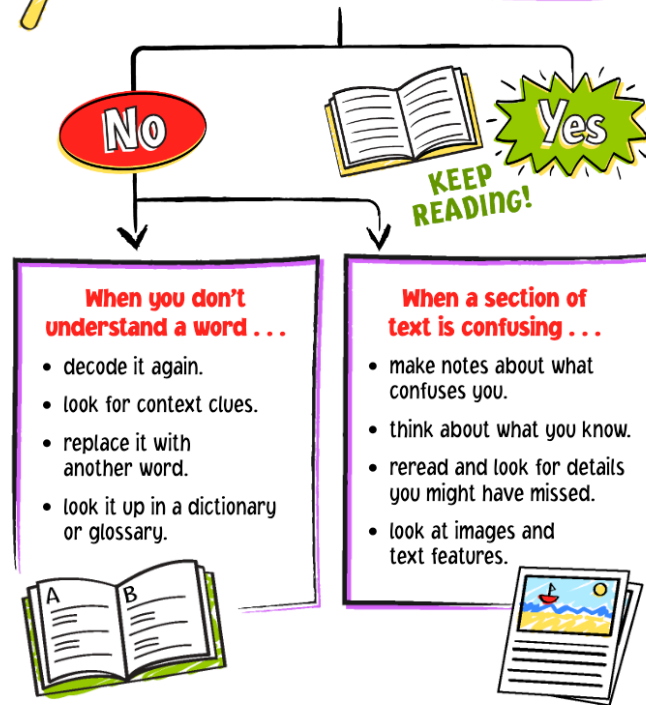


I feel sick as a dog.

Monitor and Clarify



ASK: Do I understand what I just read?



Foundational Skills

Week 2

Decoding:

- Long Vowels a, e, i, o, u

Spelling:

- VCe Spellings

Fluency:

- Expression



Spelling Pattern Words

Week 2

1. spoke

2. mile

3. save

4. excuse

5. cone

6. invite

7. cube

8. price

9. erase

10. ripe

11. broke

12. flame

13. life

14. rule

15. spent

16. swing

17. class

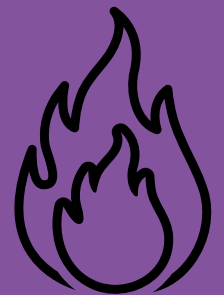
18. lunch

19. surprise

20. decide

21. clothes

22. strange



Writing Process

Week 2

Genre: Narrative, Personal Narrative

Focus Statement: Summer friends can last forever.

Prompt: WRITE about something that happened during the summer.

- Prewriting II: Prepare to Write
- Drafting I: Begin the Draft
- Drafting II: Elements of a Narrative
- Drafting III: Complete the Draft
- Revising I: Common and Proper Nouns




Writing Anchor Chart


Week 2

Narrative Elements

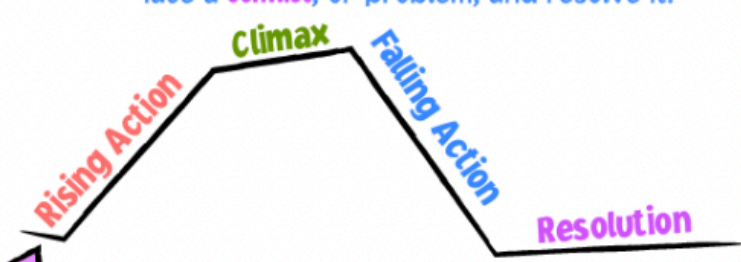
Setting
Time and place



Characters
The people (and sometimes animals) in a story: the **protagonist** is the main character. The **antagonist** works against the protagonist.



Plot What happens in the story: characters face a **conflict**, or problem, and resolve it.



Theme The story's message or lesson: the theme is usually not stated directly but can be inferred from the events of the story.

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Inquiry and Research

Week 2

Continue Create a Preparedness Campaign

Students will work in groups to research a safety and preparedness topic.

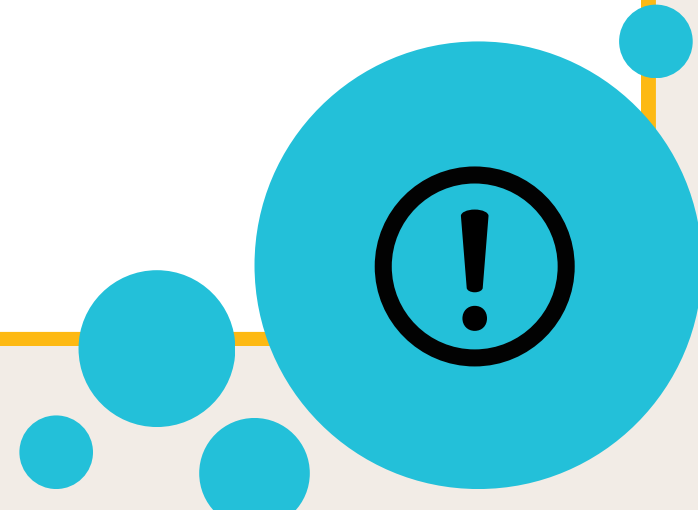
- Record notes and use them to create posters about preparing an emergency kit.



Critical Vocabulary

Week 3

- venturing
- predictable
- emergency
- consult
- distract
- drastic



Vocabulary

Week 3

Vocabulary Strategy:

- Context Clues

Generative Vocabulary:

- Suffixes -ful, -less



Text of the Week

Week 3



Genre: Fantasy
Type: myBook



Reading Skills & Strategies

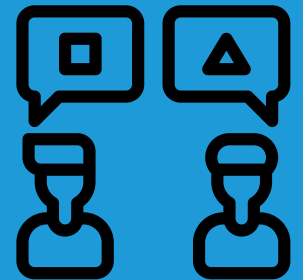
Week 3

Skills:

- Text and Graphic Features
- Theme

Strategies:

- Make Inferences
- Point of View



Reading Anchor Charts

Week 3

TEXT FEATURES

present important parts of the story in a different way.

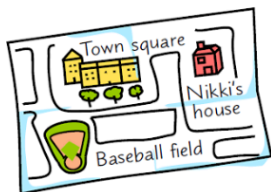
Punctuation, such as ellipses, em dashes, and colons, can indicate important text will follow.

Kinds of **type** can show emphasis or indicate a title.

Boldface
CAPITAL LETTERS
Italic **Large** small
Color

GRAPHIC FEATURES

are visuals, such as illustrations, diagrams, maps, and speech bubbles, that help explain ideas in the text.



THEME

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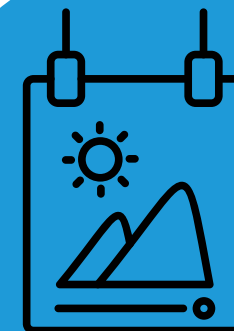
ASK: What is the author trying to teach me?

EXAMPLES

Be kind to others.

Friends are important.

Don't give up.



Reading Anchor Charts

Week 3

Make Inferences

Authors may not tell everything in a text. Sometimes you have to make inferences to fill in the holes.

Use clues from the text plus what you know to make inferences.



Text Evidence



Background Knowledge

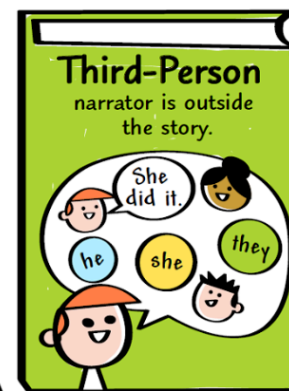
understanding

Point of View

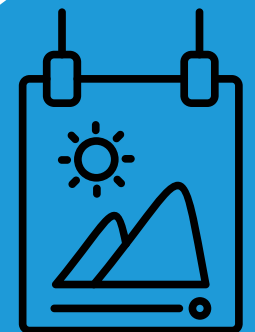
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A story told in **third-person point of view** has an outside narrator. The narrator can tell readers what all of the characters are saying, doing, and thinking.



Foundational Skills

Week 3

Decoding:

- More Long a, Long e

Spelling:

- More Long a, Long e Spellings

Fluency:

- Reading Rate



Spelling Pattern Words

Week 3

1. lay

2. reall

3. trail

4. sweet

5. today

6. dream

7. sleep

8. tea

9. treat

10. afraid

11. leave

12. bait

13. speed

14. lead

15. erase

16. invite

17. excuse

18. spoke

19. flavor

20. even

21. between

22. pavement



Writing Process

Week 3

Genre: Narrative, Personal Narrative

Focus Statement: Summer friends can last forever.

Prompt: WRITE about something that happened during the summer.

- Revising II: Conference
- Revising III: Adjectives as Details
- Editing: Peer Edit
- Publish
- Share



Writing Anchor Charts

Week 3

Revising Checklist

Improve sentence structure and word choice



Add sentences.



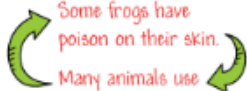
My bike is red. It has red wheels.

Remove unnecessary words or sentences.



The blue whale is the largest, ~~biggest~~ mammal in the ~~whole entire~~ world.

Rearrange words or sentences.



Some frogs have poison on their skin. Many animals use poison to hunt or stay safe.

Change words to make them clear, specific, and interesting.



Pizza is ~~good~~ chewy and delicious.

Improve Word Choice

Be Clear and Specific

OK: I have a few toys in my room.
Better: I have a racetrack and a dollhouse in my room.



Be Descriptive

OK: My art teacher is funny.
Better: My art teacher paints his face and tells jokes.



Avoid Overused Words

| | | | |
|--------|--------|------|-------|
| very | really | so | stuff |
| things | good | nice | fine |
| bad | big | get | go |

EDITING CHECKLIST



CAPITALIZE

- the first word of a sentence
- proper nouns
- the pronoun "I"
- historical periods, events, and documents
- titles of books, stories, and essays
- languages and nationalities

PUNCTUATE

- Periods end statements or commands.
- Commas create a pause or join compound sentences.
- Question marks end questions.
- Quotation marks show that someone is speaking.
- Exclamation points show emotion or excitement.

SPELL CORRECTLY

Use a dictionary.



Check spelling and meaning.



Inquiry and Research

Week 3

Complete Create a Preparedness Campaign

Students will work in groups to research a safety and preparedness topic.

- Participate in the presentation of a proposal to encourage disaster and emergency preparedness.

