

Editable Weekly Plan: Grade 3 Module 11

How to Use this Editable Weekly Plan

- Review each week's plan, focusing on the non-shaded priority instruction and the skills tested on the Weekly and Module Assessments (indicated with an asterisk *). The portions of the lesson shaded in gray are lower priority.
- Based on your class schedule and student needs, decide which elements of the lesson you will use during your whole-class instruction. Edit the planner as needed.
- Because daily writing opportunities are embedded in the Reading lessons as response to reading, some of the Writing Workshop lessons are lower priority.
- If you have a separate block for Writing, consider using the Writing Workshop lessons during that time.

Small Group Considerations

- As you work with your students during whole-class instruction, note areas where they need additional teacher-led instruction.
 - If students need additional direct instruction in comprehension skills and strategies, utilize the *Tabletop Minilessons: Reading* and/or the *Rigby Readers* and *Take & Teach Lessons*.
 - If students need targeted instruction in foundational skills, utilize *Foundational Skills and Word Study Studio* and/or the *Blending Board*.
 - If students need English language development, utilize *Tabletop Minilessons: English Language Development*.
- While you are working with a small group, provide additional practice opportunities and/or centers for the rest of the class.
 - If students need additional practice in specific comprehension skills and strategies, utilize the *Read and Respond Journal*.

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Grade 3 Module 11 Week 1				
Genre Study: Nonfiction. Focus on Informational Text. Sample Informational Text: <i>T.J. The Siberian Tiger Cub</i>				
Lesson 1	Lesson 2	Lesson 3	Lesson 4	Lesson 5
Reading	Reading	Reading	Reading	Reading
Informational Text pp. T136–T137 <i>T.J. The Siberian Tiger Cub</i> myBook pp. 75–86	Central Idea* pp. T142–T143 <i>T.J. The Siberian Tiger Cub</i> myBook pp. 75–86	Text and Graphic Features* pp. T144–T145 <i>T.J. The Siberian Tiger Cub</i> myBook pp. 75–86	Text Structure* pp. T148–T149 <i>T.J. The Siberian Tiger Cub</i> myBook pp. 75–86	Synthesize Genre Knowledge and Present pp. T150–T151 <i>T.J. The Siberian Tiger Cub</i> myBook pp. 75–86
Foundational Skills		Foundational Skills		
Decoding: Position-Based Spellings Spelling: Review of Position-Based Spellings Fluency: Reading Rate pp. T138–T141		Decoding: Position-Based Spellings pp. T146–T147		
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Persuasive Essay Introducing the Focal Text pp. W166	Persuasive Essay Vocabulary p. W169	Persuasive Essay Prewriting I: Preparing to Write p. W170	Persuasive Essay Prewriting II: Topic, Audience, and Purpose p. W171	Persuasive Essay Drafting I: Beginning the Draft p. W172
Grammar: Review Common and Proper Nouns p. W233	Grammar: Review Simple Sentences p. W203	Grammar: Review Kinds of Sentences p. W208	Grammar: Review Compound Sentences p. W213	Grammar: Connect to Writing: Review Commas in Sentences and Series p. W328

Grade 3 Module 11 Week 1	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies • Tabletop Minilessons: Reading ○ 57: Informational Text ○ 17: Central Idea ○ 20: Text and Graphic Features ○ 18: Text Structure • Rigby Readers/Take & Teach Lessons ○ Select by Genre Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level ○ Reading Log	Practice and Reinforce Foundational Skills • Blending Board • Know It, Show It ○ Decoding: Position-Based Spellings (234, 235) • Spelling ○ Dictation Sentences 11.1 ○ Spelling Word Cards 11.1 ○ Proofreading 11.1 • Foundational Skills and Word Study Studio ○ Phonics: Vowel Combinations (Session 210) ○ Phonics: Digraphs <i>ch</i>, <i>tch</i> (Session 162) Any of these selections from Grade 3 can be used for this Genre Study: myBook 1: <i>The U.S. Constitution</i> myBook 2: <i>The Nose Awards</i> myBook 2: <i>T.J. The Siberian Tiger Cub</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 a Raisin?</i> myBook 2: <i>It's Our Garden</i>

Grade 3 Module 11 Week 2				
Genre Study: Nonfiction. Focus on Narrative Nonfiction. Sample Narrative Nonfiction Text: <i>This is Your Life Cycle</i>				
Lesson 6	Lesson 7	Lesson 8	Lesson 9	Lesson 10
Reading	Reading	Reading	Reading	Reading
Narrative Nonfiction pp. T156–T157 <i>This is Your Life Cycle</i> myBook pp. 17–42	Text and Graphic Features* pp. T162–T163 <i>This is Your Life Cycle</i> myBook pp. 17–42	Author's Purpose* pp. T164–T165 <i>This is Your Life Cycle</i> myBook pp. 17–42	Point of View* pp. T168–T169 <i>This is Your Life Cycle</i> myBook pp. 17–42	Synthesize Genre Knowledge and Present pp. T170–T171 <i>This is Your Life Cycle</i> myBook pp. 17–42
Foundational Skills		Foundational Skills		
Decoding: Words that begin with <i>a-</i> , <i>be-</i> Spelling: Words that begin with <i>a-</i> , <i>be-</i> Fluency: Expression pp. T158–T161		Decoding: Words that begin with <i>a-</i> , <i>be-</i> pp. T166–T167		
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Persuasive Essay Drafting II: Elements of an Argument p. W173	Persuasive Essay Drafting III: Completing the Draft p. W174	Persuasive Essay Revising I: Combining Sentences p. W175	Persuasive Essay Revising II: Conferencing p. W176	Persuasive Essay Revising III: Strong Reasons p. W177
Grammar: Review Adverbs that Compare p. W308	Grammar: Review Commas p. W323	Grammar: Review Correct Pronouns p. W263	Grammar: Review Verb Tenses p. W278	Grammar: Connect to Writing: Review Plural Nouns with <i>-s</i> and <i>-es</i> p. W238

Grade 3 Module 11 Week 2	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 32: Narrative Nonfiction ○ 19: Point of View ○ 20: Text and Graphic Features ○ 28: Author's Purpose ● Rigby Readers/Take & Teach Lessons ○ Select by Genre Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level ○ Reading Log	Practice and Reinforce Foundational Skills ● Blending Board ● Know It, Show It ○ Decoding: Words that Begin with <i>a-</i> or <i>be-</i> (236, 237) ● Spelling ○ Dictation Sentences 11.6 ○ Spelling Word Cards 11.6 ○ Proofreading 11.6 ● Foundational Skills and Word Study Studio ○ Decoding: Prefixes <i>be-</i>, <i>com-</i>, <i>de-</i>, <i>pre-</i>, <i>a-</i>, <i>con-</i>, <i>pro</i> (Session 375) Any of these selections from Grade 3 can be used for this Genre Study: myBook 1: <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 2: <i>This Is Your Life Cycle</i> myBook 2: <i>Octopus Escapes Again!</i> myBook 2: <i>Energy Island</i>

Grade 3 Module 11 Week 3				
Genre Study: Nonfiction. Focus on Opinion Text. Sample Opinion Text: <i>Edison's Best Invention</i>				
Lesson 11	Lesson 12	Lesson 13	Lesson 14	Lesson 15
Reading	Reading	Reading	Reading	Reading
Opinion Text pp. T176–T177 <i>Edison's Best Invention</i> myBook pp. 251–262	Author's Purpose* pp. T182–T183 <i>Edison's Best Invention</i> myBook pp. 251–262	Identify Claim* pp. T184–T185 <i>Edison's Best Invention</i> myBook pp. 251–262	Ideas and Support* pp. T188–T189 <i>Edison's Best Invention</i> myBook pp. 251–262	Synthesize Genre Knowledge and Present pp. T190–T191 <i>Edison's Best Invention</i> myBook pp. 251–262
Foundational Skills		Foundational Skills		
Decoding: Open and Closed Syllables Review Spelling: Review Spelling Patterns: VCCV, V/VC, VC/V Fluency: Intonation pp. T178–T181		Decoding: Open and Closed Syllables Review pp. TT186–T187		
Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop	Writing Workshop
Persuasive Essay Revising IV: Connecting Ideas p. W178	Persuasive Essay Editing I: Mechanics p. W179	Persuasive Essay Editing II: Peer Proofreading p. W180	Persuasive Essay Publishing W181	Persuasive Essay Sharing p. W182
Grammar: Review Action and <i>Being</i> Verbs p. W268	Grammar: Review Verb Tenses p. W273	Grammar: Writing Quotations p. W333	Grammar: Review Possessive Nouns and Pronouns p. W253	Grammar: Connect to Writing: Review Pronouns p. W258

Grade 3 Module 11 Week 3	
Small Group/Independent Options	
Reinforce Reading Skills and Strategies ● Tabletop Minilessons: Reading ○ 33: Opinion Text ○ 28: Author's Purpose ○ 23: Identify Claim ○ 21: Ideas and Support ● Rigby Readers/Take & Teach Lessons ○ Select by Genre Connections ○ Select by Skill/Strategy Connections ○ Select by Reading Level ○ Reading Log	Practice and Reinforce Foundational Skills ● Blending Board ● Know It, Show It ○ Decoding: Open and Closed Syllables (238, 239) ● Spelling ○ Dictation Sentences 11.11 ○ Spelling Word Cards 11.11 ○ Proofreading 11.11 ○ Any of these selections from Grade 3 can be used for this Genre Study: myBook 1: <i>That's Entertainment!</i> myBook 2: <i>Let's Build a Park!</i> myBook 2: <i>Edison's Best Invention</i> myBook 2: <i>Great Ideas from Great Parents!</i>