

# CLK ELEMENTARY

## ELA Curriculum Guide

### Grade 3



Into Reading Module	Standards	Essential Question	Foundational & Vocabulary Essential Skills	Reading Workshop Essential Skills	Writing Workshop Essential Skills	Assessments	Module Learning Targets
<b>Module 1:</b> What a Character! 18 days	<b>Essential:</b> RF.3.3c, R.3.1, R.3.2, W.3.2a, W.3.3a, SL.3.1, L.3.2 (L.3.4), L.3.6  <b>Need to Know:</b> R.3.3, R.3.4, R.3.5, R.3.7, R.3.9, W.3.5, W.3.7, SL.3.2, SL.3.4, L.3.5a/b,  <b>Familiar With:</b> RF.3.4a/b/c, R.3.6, W.3.4, SL.3.3, SL.3.5, L.3.1a	<b>Essential Question:</b> What makes a character interesting?	<b>Foundational:</b> <b>Decoding:</b> Short vowels a, e, i, o, u Long vowels a, e, i, o, u (VCe) More Long a, Long e Spellings  <u>Spelling:</u> Short vowels VCe Spellings More Long a, Long e Spelling  <b>Fluency:</b> Accuracy and Self-Correction Expression Reading Rate  <u>Vocabulary:</u> Academic: Critical Vocabulary Instructional Vocabulary Generative Vocabulary: Prefixes mis-, un-, non- Suffixes -ful, -less Strategies: Context Clues	<b>Genre:</b> Realistic Fiction, Fantasy  <b>Comprehension:</b> Use Metacognitive Skills: Make and Confirm Predictions Monitor and Clarify Make Inferences Literary Elements/Author's Purpose and Craft: Point of View Literary Elements Theme Figurative Language Text and Graphic Features  Response to Text: Write a Story Idea Write an Email Write a Retelling Write a Biography  Performance Task: Write a Personal Narrative  <b>Communication:</b> Speaking and Listening: Engage in Discussion,	<b>Writing Process:</b> <b>Narrative:</b> Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present  <b>Writing Form:</b> Personal Narrative  <b>Grammar:</b> Conventions: Simple Sentences Kinds of Sentences Compound Sentences	<b>Summative:</b> End of module assessment  <b>Common Formative:</b> Selection quizzes <b>Weekly Assessment</b> <a href="#">Exit tickets</a>	I can listen to, read, and view a variety of texts and media that present information about bold, interesting characters.  I can identify points of view, literary elements, and themes to better understand unfamiliar texts.  I can build vocabulary to learn that each protagonist is a unique individual, just as I am.

				<b>Work Collaboratively Research: Generate a Plan</b>			
<b>Module 2:</b> Use Your Words  18 days	<b>Essential:</b> RF.3.3c, R.3.1, R.3.2, W.3.2a, SL.3.1a/b/d, L.3.2f (L.3.4), L.3.6  <b>Need to Know:</b> R.3.3, R.3.4, R.3.5, R.3.7, W.3.5, SL.3.2, SL.3.4, L.3.5a/b,  <b>Familiar With:</b> RF.3.4, R.3.6, W.3.1, W.3.4, SL.3.3	<b>Essential Question:</b>  How do people use words to express themselves?	<b>Foundational: Decoding:</b> More long o spellings More long i spellings Review long and short vowels  <b>Spelling:</b> More long o spellings More long i spellings Review long and short vowels  <b>Fluency:</b> Rhyming Reading Rate Expression  <b>Vocabulary:</b> Academic: Critical vocabulary Instructional vocabulary <b>Generative Vocabulary:</b> Prefixes re-, pre- Prefixes dis- Suffixes -y, -ly <b>Strategies:</b> Synonyms and Antonyms	<b>Genre:</b> Letters/Poetry  <b>Comprehension:</b> Retell/Summary Ask and Answer Questions Visualize  <b>Response to Text:</b> Write a friendly letter Write a Poem Write a Retelling Write a Comparison  <b>Performance Task:</b> Write a Persuasive Letter  <b>Communication:</b> Research: Gather Information Speaking and Listening: Use Formal and Informal Language Media Literacy: Create a Multimedia Presentation	<b>Writing Process:</b> Correspondence Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present  <b>Writing Form:</b> Letter  <b>Grammar:</b> Common and Proper Nouns Plural Nouns with -s and -es Types of Verbs	<b>Summative:</b> End of module assessment  <b>Common Formative:</b> Selection quizzes Weekly Assessment <a href="#">Exit tickets</a>	I can listen to, read, and view a variety of texts and media that present them with information about the importance of words and how they are used to express ideas and feelings.  I can identify elements of poetry and figurative language in order to better understand unfamiliar texts. I will also encounter memoir and fantasy to build knowledge across genres.  I can build vocabulary and synthesize topic knowledge that will take me on an adventure or teach me something new.

<p><b>Module 3:</b> Let Freedom Ring!</p>	<p><b>Essential:</b> RF.3.3c, R.3.1, R.3.2, W.3.2, SL.3.1, L.3.2 (L.3.4), L.3.6</p> <p><b>Need to Know:</b> R.3.3, R.3.5, R.3.7, R.3.8, R.3.9, W.3.5, W.3.7, SL.3.2, SL.3.4., L.3.5b,</p> <p><b>Familiar With:</b> RF.3.4a/b, W.3.1a, W.3.4, SL.3.3</p>	<p><b>Essential Question:</b> How do historical places, documents, and symbols represent our nation?</p>	<p><b>Foundational: Decoding:</b> Three-Letter Blends (spl, scr, spr, str) Words with /j/, /k/, and /kw/ Silent Letters (kn, wr, gn, mb, rh)</p> <p><b>Spelling:</b> Three-Letter Blends (spl, scr, spr, str) Words with /j/, /k/, and /kw/ Silent Consonants</p> <p><b>Fluency:</b> Reading Rate Phrasing Expression</p> <p><b>Vocabulary:</b> <b>Academic:</b> Critical Vocabulary Instructional Vocabulary <b>Generative Vocabulary:</b> Suffixes –y, –less and Prefix dis– Suffix –er/–est with Spelling Change Prefix im– (not)</p> <p><b>Strategies:</b> Multiple Meaning Words</p>	<p><b>Genre:</b> Nonfiction</p> <p><b>Comprehension:</b> Synthesize Retell/Summarize Ask and Answer Questions</p> <p><b>Response to Text:</b> Write an Encyclopedia Entry Write a Summary Write an Autobiography Write an Opinion Letter</p> <p><b>Performance Task:</b> Write an Informative Article</p> <p><b>Communication:</b> Research: Take Notes Media Literacy: Interpret/Analyze Media Speaking and Listening: Give a Presentation</p>	<p><b>Writing Process:</b> Informational Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Form:</b> Descriptive Essay</p> <p><b>Grammar:</b> Verb Tense Abstract Nouns</p>	<p><b>Summative:</b> End of module assessment</p> <p><b>Common Formative:</b> Selection quizzes Weekly Assessment <a href="#">Exit tickets</a></p>	<p>I can listen to, read, and view a variety of texts and media that present me with information about important U.S. documents and symbols.</p> <p>I can identify the central idea, text structure, and media techniques in order to better understand unfamiliar texts.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about our country's history and how various symbols came to represent the values and ideals of the United States.</p>

<p><b>Module 4:</b> Stories on Stage</p> <p>18 days</p>	<p><b>Essential:</b> RF.3.3c, R.3.1, R.3.2, W. 3.2a, W.3.3a/b, SL.3.1, L.3.2 (L.3.4), L.3.6</p> <p><b>Need to Know:</b> R3.3, R.3.3, R.3.5, R.3.8, R.3.9, W.3.5, W.3.7, W.3.8, SL.3.2, SL.3.4, L.3.4, L.3.5</p> <p><b>Familiar With:</b> RF.3.4, R.3.6, W.3.4, SL.3.3</p>	<p><b>Essential Question:</b> Why might some stories be better told as plays?</p>	<p><b>Foundational:</b> <b>Decoding:</b> Consonant Digraphs ch, tch, sh, wh, th, ph, ng Vowel Diphthongs ow, ou Vowel Sounds au, aw, al, o</p> <p><b>Spelling:</b> Spelling the /ch/ Sound Vowel Sound in town Vowel Sound in talk</p> <p><b>Fluency:</b> Expression Intonation Reading Rate</p> <p><b>Vocabulary:</b> <b>Academic:</b> Critical Vocabulary Instructional Vocabulary <b>Generative Vocabulary:</b> Prefixes im-, in- Suffixes -er, -or Latin roots aud, vis</p> <p><b>Strategies:</b> Shades of meaning</p>	<p><b>Genre:</b> Drama</p> <p><b>Comprehension:</b> Visualize Retell/Summarize Monitor and Clarify</p> <p><b>Response to Text:</b> Write Flash Fiction Write a Travel Guide Write a Newspaper Report Write a Character Study</p> <p><b>Performance Task:</b> Write a story</p> <p><b>Communication: Speaking and Listening:</b> Summarizing and Paraphrasing</p> <p><b>Research:</b> Evaluate and Organize Information Speaking and Listening: Oral Instructions</p>	<p><b>Writing Process:</b> Narrative Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Form:</b> Story</p> <p><b>Grammar:</b> Pronouns and Antecedents More Plural Nouns Writing Quotations</p>	<p><b>Summative:</b> End of module assessment</p> <p><b>Common Formative:</b> Selection quizzes Weekly Assessment <a href="#">Exit tickets</a></p>	<p>I can listen to, read, and view a variety of texts and media that give me information about the features of drama.</p> <p>I can identify elements of drama and literary elements in order to better understand unfamiliar texts. I will also encounter fables and video to build knowledge across genres.</p> <p>I can build vocabulary and synthesize topic knowledge, and I will learn more about the value of drama and the key differences between stories and plays.</p>
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<p><b>Module 5:</b> Teamwork</p> <p>18 days</p>	<p><b>Essential:</b> RF.3.3, R.3.1, R.3.2, W.3.2a, W.3.3a, SL.3.1, L.3.2c/f, (L.3.4), L.3.6</p> <p><b>Need to Know:</b> R.3.3, R.3.5, R.3.4, R.3.7, R.3.8, R.3.9, W.3.5, W.3.7, SL.3.2, L.3.5b/c,</p> <p><b>Familiar With:</b> RF.3.4a/b, W.3.1a, W.3.4, SL.3.3</p>	<p><b>Essential Question:</b> What can sports teach us about working together?</p>	<p><b>Foundational:</b> <b>Decoding:</b> Vowel Diphthongs oi, oy Homophones Contractions</p> <p><b>Spelling:</b> Vowel Sound in joy Homophones Contractions</p> <p><b>Fluency:</b> Accuracy and Self-Correction Intonation Reading Rate</p> <p><b>Vocabulary:</b> <b>Academic:</b> Critical Vocabulary Instructional Vocabulary</p> <p><b>Generative Vocabulary:</b> Suffixes –er, –or; –er, –est Greek Root bio; Latin Root vid Suffix –ment</p> <p><b>Strategies:</b> Homographs/Homophones</p>	<p><b>Genre:</b> Realistic Fiction</p> <p><b>Comprehension:</b> Ask and Answer Questions Monitor and Clarify Make and Confirm Predictions</p> <p><b>Response to Text:</b> Write a Sports Column Write an Email Write a Memoir Write a Hall of Fame Biography</p> <p><b>Performance Task:</b> Write an Editorial</p> <p><b>Communication:</b></p> <p><b>Research:</b> Cite Sources Speaking and Listening: Summarizing and Paraphrasing Speaking and Listening: Engage in Discussion</p>	<p><b>Writing Process:</b> Argument Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Form:</b> Persuasive Letter</p> <p><b>Grammar:</b> Subject-Verb Agreement Pronoun-Verb Agreement Verb Tenses II</p>	<p><b>Summative:</b> End of module assessment</p> <p><b>Common Formative:</b> Selection quizzes Weekly Assessment <a href="#">Exit Tickets</a></p>	<p>I can listen to, read, and view a variety of texts and media that present me with information about the concept of teamwork.</p> <p>I can identify literary elements, author's craft, and theme in order to better understand unfamiliar texts. I will also encounter narrative nonfiction and video to build knowledge across genres.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about the way that sports can bring people together to work as a team.</p>
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<p><b>Module 6:</b> Animal Behaviors</p> <p>*Integrated with Science Life Cycle Unit</p>	<p><b>Essential:</b> RF.3.3b/c, R.3.1, R.3.2, W.3.2, W.3.3c, SL.3.1, L.3.2 (L.3.4), L.3.6</p> <p><b>Need to Know:</b> R.3.3, R.3.5, R.3.7, R.3.8, R.3.9, W.3.5, W.3.7, W.3.8, SL.3.4, L.3.5a/b,</p> <p><b>Familiar With:</b> RF.3.4b, W.3.1a, W.3.4, SL.3.3,</p>	<p><b>Essential Question:</b> What behaviors help animals survive?</p>	<p><b>Foundational:</b> <b>Decoding:</b> Words with ar, or, ore Words with er, ir, ur, or Words with /âr/ and /îr/</p> <p><b>Spelling:</b> Vowel + /r/ Sounds Vowel + /r/ Sounds in nurse Vowel + /r/ Sounds in air and fear</p> <p><b>Fluency:</b> Expression Reading Rate Accuracy and Self-Correction</p> <p><b>Vocabulary:</b> <b>Academic:</b> Critical Vocabulary Instructional Vocabulary <b>Generative Vocabulary:</b> Greek Prefixes uni-, bi-, tri- Prefix un- Suffix -ly <b>Strategies:</b> Reference Sources: Thesaurus</p>	<p><b>Genre:</b> Nonfiction</p> <p><b>Comprehension:</b> Retell/Summarize Ask and Answer Questions Monitor and Clarify Response to Text: Write a Book Review Write an Announcement Write a Poem Write an Opinion Blog Entry</p> <p><b>Performance Task:</b> Write a Science Article</p> <p><b>Communication:</b> Research: Paraphrase Speaking and Listening: Give a Presentation Speaking and Listening: Work Collaboratively</p>	<p><b>Writing Process:</b> Informational Text Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Form:</b> Expository Essay</p> <p><b>Grammar:</b> Adjectives and Articles Adjectives That Compare The Verb Be and Helping Verb</p>	<p><b>Summative:</b> End of module assessment</p> <p><b>Common Formative:</b> Selection quizzes Weekly Assessment <a href="#">Exit Tickets</a></p>	<p>I can listen to, read, and view a variety of texts and media that present me with information about animal survival</p> <p>I can identify author's purpose, central idea, and text structure in order to better understand unfamiliar texts.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about the way animals utilize behaviors and characteristics, or traits, to help them survive.</p>
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<p><b>Module 7:</b> Make a Difference</p> <p>18 days</p>	<p><b>Essential:</b> RF.3.3b/c, R.3.1, W.3.2, SL.3.1, L.3.2 (L.3.4), L.3.6</p> <p><b>Need to Know:</b> R.3.3, R.3.4, R.3.5, R.3.7, R.3.8, R.3.9, W.3.5, W.3.7, W.3.8, SL.3.2, SL.3.4, L.3.5b/c</p> <p><b>Familiar With:</b> RF.3.4a/b, R.3.6, W.3.4, SL.3.3, L.3.1a</p>	<p><b>Essential Question:</b></p> <p>How can one person make a meaningful difference in their local or global community?</p>	<p><b>Foundational:</b></p> <p><b>Decoding:</b> Compound Words and Abbreviations Irregular Plurals Words with /M/ and /B/</p> <p><b>Spelling:</b> Compound Words and Abbreviations Irregular Plurals Words with /M/ and /B/</p> <p><b>Fluency:</b> Phrasing Intonation Accuracy and Self-Correction</p> <p><b>Vocabulary:</b></p> <p><b>Academic:</b> Critical Vocabulary Instructional Vocabulary</p> <p><b>Generative Vocabulary:</b> Suffix –ion Suffixes –ness, –able Compound Words</p> <p><b>Strategies:</b> Analogies</p>	<p><b>Genre:</b> Narrative Nonfiction</p> <p><b>Comprehension:</b> Make and Confirm Predictions Make Inferences Synthesize</p> <p><b>Response to Text:</b> Write a How-To Report Write a Newspaper Article Write an Encyclopedia Entry Write a Pamphlet</p> <p><b>Performance Task:</b> Write an Informative Report</p> <p><b>Communication:</b> Research: Plan and Gather Information Research: Evaluate and Organize information Research: Paraphrase/Cite Sources</p>	<p><b>Writing Process:</b></p> <p><b>Argument</b> Plan and Generate Ideas OrganizeDraft Revise and Edit Publish and Present</p> <p><b>Writing Form:</b> Opinion Essay</p> <p><b>Grammar:</b> More Irregular Verbs Types of Adverbs Adverbs that Compare</p>	<p><b>Summative:</b> End of module assessment</p> <p><b>Common Formative:</b> Selection quizzes Weekly Assessment <a href="#">Exit Tickets</a></p>	
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<p><b>Module 8:</b> Imagine! Invent!</p> <p>18 days</p>	<p><b>Essential:</b> RF.3.3, R.3.1, R.3.2, W.3.2, SL.3.1, L.3.2e/f, (L.3.4), L.3.6</p> <p><b>Need to Know:</b> R.3.3, R.3.4, R.3.5, R.3.7, R.3.8, R.3.9, W.3.5, W.3.7, SL.3.4, L.3.3a, L.3.5a/b</p> <p><b>Familiar With:</b> RF.3.4b, R.3.6, W.3.1, W.3.4, SL.3.3</p>	<p><b>Essential Question:</b> What does it take to make a successful invention?</p>	<p><b>Foundational:</b> <b>Decoding:</b> Review of Prefixes and Suffixes Prefixes re-, un- and Suffixes -less, -ness Plurals</p> <p><b>Spelling:</b> Words with -ed and -ing Prefixes re-, un- and Suffixes -less, -ness Changing Final y to i</p> <p><b>Fluency:</b> Reading Rate Accuracy and Self-Correction</p> <p><b>Vocabulary:</b> <b>Academic:</b> Critical Vocabulary Instructional Vocabulary</p> <p><b>Generative Vocabulary:</b> Greek Word Root graph and Suffix -logy Prefix ex- Latin Roots vis, mem</p> <p><b>Strategies:</b> Reference Sources: Dictionary/Glossary</p>	<p><b>Genre:</b> Nonfiction</p> <p><b>Comprehension:</b> Make Inferences Make and Confirm Predictions Retell/Summarize</p> <p><b>Response to Text:</b> Write a Friendly Letter Write a Magazine Article Write a Summary Write a Caption</p> <p><b>Performance Task:</b> Write Persuasive Essay</p> <p><b>Communication:</b> Speaking and Listening: Oral Instructions Speaking and Listening: Give a Presentation Research/Media Literacy: Create a Multimedia Presentation</p>	<p><b>Writing Process: Informative Text</b> Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Form:</b> Research Report</p> <p><b>Grammar:</b> Making Comparisons Possessive Nouns and Pronouns Complex Sentences</p>	<p><b>Summative:</b> End of module assessment</p> <p><b>Common Formative:</b> Selection quizzes Weekly Assessment <a href="#">Exit Tickets</a></p>	<p>I can listen to, read, and view a variety of texts and media that provide information about building communities.</p> <p>I can identify author's purpose, text structure, and text and graphic features in order to better understand unfamiliar texts. I will also encounter historical fiction to build knowledge across genres.</p> <p>I can build vocabulary and synthesize topic knowledge, and learn more about the way a dedicated individual or group of people can help make a community stronger and better.</p>
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<p><b>Module 9:</b> From Farm to Table</p> <p>18 days</p>	<p><b>Essential:</b> R.F.3.3a/c, R.3.1, R.3.2, W.3.2a, W.3.3a, S.L.3.1, L.3.2 (L.3.4), L.3.6</p> <p><b>Need to Know:</b> R.3.3, R.3.5, R.3.7, R.3.9, W.3.5, W.3.7, S.L.3.2, S.L.3.4, L.3.5</p> <p><b>Familiar With:</b> R.F.3.4b, R.3.6, W.3.1a, W.3.4, S.L.3.3</p>	<p><b>Essential Question:</b> How does food get to your table?</p>	<p><b>Foundational:</b> Decoding: Suffixes –ful, –y, –ly, –er, –or Words with ough, augh Words with /j/ and /s/ <b>Spelling:</b> Suffixes –ful, –ly, and –er Words with ough, augh Words with /j/ and /s/ <b>Fluency:</b> Intonation Accuracy and Self-Correction Reading Rate <b>Vocabulary:</b> <b>Academic:</b> Critical Vocabulary Instructional Vocabulary <b>Generative Vocabulary:</b> Prefixes in–, re–; Suffix –ful; Root mem Suffixes –ness, –able Suffix –ion and Compound Words <b>Strategies:</b> Context Clues</p>	<p><b>Genre:</b> Informational Text</p> <p><b>Comprehension:</b> Synthesize Ask and Answer Questions Monitor and Clarify Response to Text: Write a Critique Write a Question and Answer Summary Write an Opinion Essay Write an Instruction Manual Performance Task: Write an Informative Article/How-to</p> <p><b>Communication:</b> Research: Plan and Gather Information Media Literacy: Interpret/Analyze Media Speaking and Listening: Engage in Discussion</p>	<p><b>Writing Process:</b> <b>Poetry</b> Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Form:</b> Poem</p> <p><b>Grammar:</b> Abbreviations Contractions Commas in Sentences and Series</p>	<p><b>Summative:</b> End of module assessment</p> <p><b>Common Formative:</b> Selection quizzes Weekly Assessment <a href="#">Exit Tickets</a></p>	<p>I can listen to, read, and view a variety of texts and media that present them with information about where our food comes from.</p> <p>I can identify text structure, central idea, and text and graphic features in order to better understand unfamiliar texts. I will also encounter videos to build knowledge across genres.</p> <p>I can build their vocabulary and synthesize topic knowledge, they will learn that food's journey to our table often begins on a farm.</p>
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<p><b>Module 10:</b> Tell a Tale</p> <p>18 days</p> <p>*integrate with social studies Native American Legends</p>	<p><b>Essential:</b> R.F.3.3a/c, R.3.1, R.3.2, W.3.2a, W.3.3a, L.3.2 (L.3.4)</p> <p><b>Need to Know:</b> R.3.3, R.3.4, R.3.5, R.3.7, W.3.5, W.3.7, W.3.8, S.L.3.2, S.L.3.4, L.3.3a,, L.3.5b/c</p> <p><b>Familiar With:</b> R.F.3.4a/b, W.3.4, S.L.3.3, S.L.3.5</p>	<p><b>Essential Question:</b></p> <p>Why is it important to pass stories down to the next generation?</p>	<p><b>Foundational:</b></p> <p><b>Decoding:</b> Final Stable Syllables -tion, -sure, -ture VCCV Syllable Division Pattern Words Ending in -le, -al, -el, -er</p> <p><b>Spelling:</b> VCCV Pattern Words with Double Consonants Words Ending in -er or -le</p> <p><b>Fluency:</b> Phrasing Expression Intonation</p> <p><b>Vocabulary:</b></p> <p><b>Academic:</b> Critical Vocabulary Instructional Vocabulary</p> <p><b>Generative Vocabulary:</b> Review Prefix re-, Suffix -y, Root graph Suffix -ment Prefixes im-, in-</p> <p><b>Strategies:</b> Multiple Meaning Words</p>	<p><b>Genre:</b> Tales</p> <p><b>Comprehension:</b> Make Inferences Visualize Retell/Summarize</p> <p><b>Response to Text:</b> Write a Wiki Entry Write a Lesson Write an Opinion Post Write a Trickster Tale</p> <p><b>Performance Task:</b> Write a story</p> <p><b>Communication:</b> Speaking and Listening: Oral Instructions Research and Media Literacy: Evaluate and Organize Information Speaking and Listening: Give a Presentation</p>	<p><b>Writing Process:</b></p> <p><b>Narrative</b> Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present</p> <p><b>Writing Form:</b> Story</p> <p><b>Grammar:</b> Prepositions and Prepositional Phrases Correct Pronouns Frequently Misspelled Words</p>	<p><b>Summative:</b> End of module assessment</p> <p><b>Common Formative:</b> Selection quizzes Weekly Assessment (1) <a href="#">Exit Tickets</a></p>	<p>I can listen to, read, and view a variety of texts and media that present me with information about stories that are worth retelling.</p> <p>I can identify author's craft, theme, and figurative language in order to better understand unfamiliar texts.</p> <p>I can build my vocabulary and synthesize topic knowledge, I will learn more about how people pass their culture's tales from one generation to the next.</p>
<p><b>Module 11:</b> Genre Study: Nonfiction</p>	<p><b>Essential:</b></p> <p><b>Need to Know:</b></p> <p>Familiar With:</p>	<p>Essential Question:</p>	<p>Foundational: Decoding:  Spelling:  Fluency:  Vocabulary: Academic:  Generative Vocabulary:  Strategies:</p>	<p>Genre:  Comprehension:  Response to Text:  Performance Task:  Communication:</p>	<p>Writing Process:  Writing Form:  Grammar:</p>	<p>Summative: End of module assessment</p> <p>Common Formative: Selection quizzes</p>	

<p>Module 12: Genre Study: Literary Texts</p>	<p>Essential: Need to Know:  Familiar With:</p>	<p>Essential Question:</p>	<p>Foundational: Decoding:  Spelling:  Fluency:  Vocabulary: Academic:  Generative Vocabulary:  Strategies:</p>	<p>Genre:  Comprehension:  Response to Text:  Performance Task:  Communication:</p>	<p>Writing Process: Writing Form: Grammar:</p>	<p>Summative: End of module assessment   Common Formative: Selection quizzes Running Records One-to-One observation records</p>	
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