## 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
Module 1: What a Character! 18 days	Essential: 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 Need to Know: 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, Familiar With: RF.3.4a/b/c, R.3.6, W.3.4, SL.3.3, SL.3.5, L.3.1a	Essential Question: What makes a character interesting?	Foundational: Decoding: Short vowels a, e, i, o, u Long vowels a, e, i, o, u (VCe) More Long a, Long e Spellings Short vowels VCe Spellings More Long a, Long e Spelling Fluency: Accuracy and Self-Correction Expression Reading Rate Vocabulary: Academic: Critical Vocabulary Instructional Vocabulary Instructional Vocabulary: Prefixes mis-, un-, non- Suffixes -ful, -less Strategies: Context Clues	Genre: Realistic Fiction, Fantasy Comprehension: 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 Retelling Write a Personal Narrative Communication: Speaking and Listening: Engage in	Writing Process: Narrative: Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present Writing Form: Personal Narrative Grammar: Conventions: Simple Sentences Kinds of Sentences Compound Sentences	Summative: End of module assessment Common Formative: Selection quizzes Weekly Assessment <u>Exit tickets</u>	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.

				Work Collaboratively Research: Generate a Plan			
Module 2: Use Your Words 18 days	Essential: 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 Need to Know: 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, Familiar With: RF.3.4, R3.6, W.3.1, W.3.4, SL.3.3	Essential Question: How do people use words to express themselves?	Foundational: Decoding: More long o spellings More long i spellings Review long and short vowels Spelling: More long o spellings More long i spellings Review long and short vowels Fluency: Rhyming Reading Rate Expression Vocabulary: Academic: Critical vocabulary Instructional vocabulary Generative Vocabulary: Prefixes re-, pre- Prefixes dis-	Generate a Plan Genre: Letters/Poetry Comprehension: Retell/Summary Ask and Answer Questions Visualize Response to Text: Write a friendly letter Write a Poem Write a Retelling Write a Retellin	Writing Process: Correspondence Plan and Generate Ideas Organize Draft Revise and Edit Publish and Present Writing Form: Letter Grammar: Common and Proper Nouns Plural Nouns with -s and -es Types of Verbs	Summative: End of module assessment Common Formative: Selection quizzes Weekly Assessment Exit tickets	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
			Suffixes -y, -ly Strategies: Synonyms and Antonyms	Create a Multimedia Presentation			teach me something new.

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

Module 4:	Essential:	Essential	Foundational:	Genre:	Writing Process:	Summative:	I can listen to,
Stories on Stage	RF.3.3c, R.3.1,	Question:	Decoding:	Drama	Narrative	End of module	read, and view a
Ŭ	R.3.2, W. 3.2a,		Consonant		Plan and	assessment	variety of texts
	W.3.3a/b, SL.3.1,	Why might some	Digraphs ch, tch,	Comprehension:	Generate Ideas		and media that
18 days	L.3.2 (L.3.4),	stories be better	sh, wh, th,	Visualize	Organize		give me
-	L.3.6	told as plays?	ph, ng	Retell/Summarize	Draft		information about
			Vowel Diphthongs	Monitor and	Revise and Edit		the features of
	Need to Know:		ow, ou	Clarify	Publish and		drama.
	R3.3, R.3.3,		Vowel Sounds au,		Present	Common	
	R.3.5, R.3.8,		aw, al, o	Response to		Formative:	I can identify
	R.3.9, W.3.5,			Text:	Writing Form:	Selection quizzes	elements of
	W.3.7, W.3.8,		Spelling:	Write Flash	Story	Weekly	drama and literary
	SL.3.2, SL.3.4,		Spelling the /ch/	Fiction		Assessment	elements in order
	L.3.4, L.3.5		Sound	Write a Travel	Grammar:	Exit tickets	to better
			Vowel Sound in	Guide	Pronouns and		understand
	Familiar With:		town	Write a	Antecedents		unfamiliar texts. I
	RF.3.4, R.3.6,		Vowel Sound in	Newspaper	More Plural		will also
	W.3.4, SL.3.3		talk	Report	Nouns		encounter fables
				Write a Character	Writing		and video to build
			Fluency:	Study	Quotations		knowledge across
			Expression				genres.
			Intonation	Performance			
			Reading Rate	Task:			I can build
				Write a story			vocabulary and
			Vocabulary:				synthesize topic
			Academic:	Communication:			knowledge, and I
			Critical	Speaking and			will learn more
			Vocabulary	Listening:			about the value of
			Instructional	Summarizing			drama and the
			Vocabulary	and Paraphrasing			key differences
			Generative	Research:			between stories
			Vocabulary:	Evaluate and			and plays.
			Prefixes im–, in–	Organize			
			Suffixeser,or	Information			
			Latin roots aud,	Speaking and			
			vis	Listening: Oral			
				Instructions			
			Strategies:				
			Shades of				
			meaning				

Module 5:	Essential:	Essential	Foundational:	Genre:	Writing Process:	Summative:	I can listen to,
Teamwork	RF.3.3, R.3.1,	Question:	Decoding:	Realistic Fiction	Argument	End of module	read, and view a
	R.3.2, W.3.2a,	What can sports	Vowel Diphthongs		Plan and	assessment	variety of texts
	W.3.3a, SL.3.1,	teach us about	oi, oy	Comprehension:	Generate Ideas		and media that
18 days	L.3.2c/f, (L.3.4),	working together?	Homophones	Ask and Answer	Organize		present me with
	L.3.6		Contractions	Questions	Draft		information about
				Monitor and	Revise and Edit		the concept of
	Need to Know:		Spelling:	Clarify	Publish and		teamwork.
	R.3.3, R.3.5,		Vowel Sound in	Make and	Present	Common	
	R.3.4, R.3.7,		јоу	Confirm		Formative:	I can identify
	R.3.8, R.3.9,		Homophones	Predictions	Writing Form:	Selection quizzes	literary elements,
	W.3.5, W.3.7,		Contractions		Persuasive Letter	Weekly	author's craft, and
	SL.3.2, L.3.5b/c,			Response to		Assessment	theme in order to
			Fluency:	Text:	Grammar:	Exit Tickets	better understand
	Familiar With:		Accuracy and	Write a Sports	Subject-Verb		unfamiliar texts. I
	RF.3.4a/b,		Self-Correction	Column	Agreement		will also
	W.3.1a, W.3.4,		Intonation	Write an Email	Pronoun-Verb		encounter
	SL.3.3		Reading Rate	Write a Memoir	Agreement		narrative
				Write a Hall of	Verb Tenses II		nonfiction and
			Vocabulary:	Fame Biography			video to build
			Academic:				knowledge across
			Critical	Performance			genres.
			Vocabulary	Task:			
			Instructional	Write an Editorial			I can build
			Vocabulary				vocabulary and
				Communication:			synthesize topic
			Generative				knowledge, and
			Vocabulary:	Research:			learn more about
			Suffixeser,or;	Cite Sources			the way that
			–er, –est	Speaking and			sports can bring
			Greek Root bio;	Listening:			people together to
			Latin Root vid	Summarizing			work as a team.
			Suffix -ment	and Paraphrasing			
				Speaking and			
			Strategies:	Listening: Engage			
			Homographs/Hom	in			
			ophones	Discussion			

Module 6:	Essential:	Essential	Foundational:	Genre:	Writing Process:	Summative:	I can listen to,
Animal Behaviors	RF.3.3b/c, R.3.1,	Question:	Decoding:	Nonfiction	Informational Text	End of module	read, and view a
	R.3.2, W.3.2,		Words with ar, or,		Plan and	assessment	variety of texts
*Integrated with	W.3.3c, SL.3.1,	What behaviors	ore	Comprehension:	Generate Ideas		and media that
Science Life Cyle	L.3.2 (L.3.4),	help animals	Words with er, ir,	Retell/Summarize	Organize		present me with
Unit	L.3.6	survive?	ur. or	Ask and Answer	Draft		information about
			Words with /âr/	Questions	Revise and Edit		animal survival
	Need to Know:		and /îr/	Monitor and	Publish and		
	R.3.3, R.3.5,			Clarify	Present	Common	I can identify
	R.3.7, R.3.8,		Spelling:	Response to Text:		Formative:	author's purpose,
	R.3.9, W.3.5,		Vowel + /r/	Write a Book	Writing Form:	Selection quizzes	central idea, and
	W.3.7, W.3.8,		Sounds	Review	Expository Essay	Weekly	text structure in
	SL.3.4, L.3.5a/b,		Vowel + /r/	Write an		Assessment	order to better
			Sounds in nurse	Announcement	Grammar:	Exit Tickets	understand
	Familiar With:		Vowel + /r/	Write a Poem	Adjectives and		unfamiliar texts.
	RF.3.4b, W.3.1a,		Sounds in air and	Write an Opinion	Articles		
	W3.4, SL.3.3,		fear	Blog Entry	Adjectives That		I can build
					Compare		vocabulary and
			Fluency:	Performance	The Verb Be and		synthesize topic
			Expression	Task:	Helping Verb		knowledge, and
			Reading Rate	Write a Science			learn more about
			Accuracy and	Article			the way animals
			Self-Correction				utilize behaviors
				Communication:			and
			Vocabulary:	Research:			characteristics, or
			Academic:	Paraphrase			traits, to help
			Critical	Speaking and			them survive.
			Vocabulary	Listening: Give a			
			Instructional	Presentation			
			Vocabulary	Speaking and			
			Generative	Listening: Work			
			Vocabulary:	Collaboratively			
			Greek Prefixes				
			uni–, bi–, tri–				
			Prefix un-				
			Suffix –ly				
			Strategies:				
			Reference				
			Sources:				
			Thesaurus				

Module 7:	Essential:	Essential	Foundational:	Genre:	Writing Process:	Summative:	
Make a Difference		Question:	Decoding:	Genre: Narrative	Argument	End of module	
Make a Difference		Question:	-	Nonfiction	Plan and		
10 days	W.3.2, SL.3.1,		Compound Words	Noniction		assessment	
18 days	L.3.2 (L.3.4),	How can one	and Abbreviations	<b>.</b>	Generate Ideas		
	L.3.6	person make a	Irregular Plurals	Comprehension:	OrganizeDraft		
		meaningful	Words with /M/	Make and	Revise and Edit	Common	
	Need to Know:	difference in	and /B/	Confirm	Publish and	Formative:	
	R.3.3, R.3.4,	their local or		Predictions	Present	Selection quizzes	
	R.3.5, R.3.7,	global	Spelling:	Make Inferences		Weekly	
	R.3.8, R.3.9,	community?		Synthesize	Writing Form:	Assessment	
	W.3.5, W.3.7,		and Abbreviations		Opinion Essay	Exit Tickets	
	W.3.8, SL.3.2,		Irregular Plurals	Response to			
	SL.3.4, L.3.5b/c		Words with /M/	Text:	Grammar:		
			and /B/	Write a How-To	More Irregular		
	Familiar With:			Report	Verbs		
	RF.3.4a/b, R.3.6,		Fluency:	Write a	Types of Adverbs		
	W.3.4, SL.3.3,		Phrasing	Newspaper Article	Adverbs that		
	L.3.1a		Intonation	Write an	Compare		
			Accuracy and	Encyclopedia			
			Self-Correction	Entry			
				Write a Pamphlet			
			Vocabulary:				
			Academic:	Performance			
			Critical	Task:			
			Vocabulary	Write an			
			Instructional	Informative			
			Vocabulary	Report			
			Generative				
			Vocabulary:	Communication:			
			Suffix -ion	Research: Plan			
			Suffixes –ness,	and Gather			
			-able	Information			
			Compound Words	Research:			
			Strategies:	Evaluate and			
			Analogies	Organize			
			Ĭ	information			
				Research:			
				Paraphrase/Cite			
				Sources			

Module 8:	Essential:	Essential	Foundational:	Genre:	Writing Process:	Summative:	I can listen to,
Imagine! Invent!	RF.3.3, R.3.1,	Question:	Decoding:	Nonfiction	Informative Text	End of module	read, and view a
-	R.3.2, W.3.2,		Review of		Plan and	assessment	variety of texts
18 days	SL.3.1, L.3.2e/f,	What does it take	Prefixes and	Comprehension:	Generate Ideas		and media that
	(L.3.4), L.3.6	to make a	Suffixes	Make Inferences	Organize		provide
		successful	Prefixes re-, un-	Make and	Draft	Common	information about
	Need to Know:	invention?	and Suffixes	Confirm	Revise and Edit	Formative:	building
	R.3.3, R.3.4,		–less, –ness	Predictions	Publish and	Selection quizzes	communities.
	R.3.5, R.3.7,		Plurals	Retell/Summarize	Present	Weekly	
	R.3.8, R.3.9,					Assessment	I can identify
	W.3.5, W.3.7,		Spelling:	Response to	Writing Form:	Exit Tickets	author's purpose,
	SL.3.4, L.3.3a,		Words with -ed	Text:	Research Report		text structure, and
	L.3.5a/b		and-ing	Write a Friendly			text and graphic
			Prefixes re-, un-	Letter	Grammar:		features in order
	Familiar With:		and Suffixes	Write a Magazine	Making		to better
	RF.3.4b, R.3.6,		–less, –ness	Article	Comparisons		understand
	W.3.1, W.3.4,		Changing Final y	Write a Summary	Possessive		unfamiliar texts. I
	SL.3.3		to i	Write a Caption	Nouns and		will also
					Pronouns		encounter
			Fluency:	Performance	Complex		historical fiction to
			Reading Rate	Task:	Sentences		build knowledge
			Accuracy and	Write Persuasive			across genres.
			Self-Correction	Essay			
							I can build
			Vocabulary:	Communication:			vocabulary and
			Academic:	Speaking and			synthesize topic
			Critical	Listening: Oral			knowledge, and
			Vocabulary	Instructions			learn more about
			Instructional	Speaking and			the way a
			Vocabulary	Listening: Give a			dedicated
				Presentation			individual or
			Generative	Research/Media			group of people
			Vocabulary:	Literacy: Create a			can help make a
			Greek Word Root	Multimedia			community
			graph and Suffix	Presentation			stronger and
			–logy				better.
			Prefix ex-				
			Latin Roots vis,				
			mem				
			Strategies:				
			Reference				
			Sources:				
			Dictionary/Glossa				
			ry				

Module 9:	Essential:	Essential	Foundational:	Genre:	Writing Process:	Summative:	I can listen to,
From Farm to	R.F.3.3a/c, R.3.1,	Question:	Decoding:	Informational Text	Poetry	End of module	read, and view a
Table	R.3.2, W.3.2a,		Suffixes –ful, –y,		Plan and	assessment	variety of texts
	W.3.3a, S.L.3.1,	How does food	–ly, –er, –or	Comprehension:	Generate Ideas		and media that
	L.3.2 (L.3.4),	get to your table?	Words with ough,	Synthesize	Organize		present them with
18 days	L.3.6		augh	Ask and Answer	Draft	Common	information about
			Words with /j/ and	Questions	Revise and Edit	Formative:	where our food
	Need to Know:		/s/	Monitor and	Publish and	Selection guizzes	comes from.
	R.3.3, R.3.5,		Spelling:	Clarify	Present	Weekly	I can identify text
	R.3.7, R.3.9,		Suffixes –ful, –ly,	Response to Text:		Assessment	structure, central
	W.3.5, W.3.7,		and -er	Write a Critique	Writing Form:	Exit Tickets	idea, and text and
	S.L.3.2, S.L.3.4,		Words with ough,	Write a Question	Poem		graphic features
	L.3.5		augh	and Answer			in order to better
			Words with /j/ and	Summary	Grammar:		understand
	Familiar With:		/s/	Write an Opinion	Abbreviations		unfamiliar texts. I
	R.F.3.4b, R.3.6,			Essay	Contractions		will also
	W.3.1a, W.3.4,		Fluency:	Write an	Commas in		encounter videos
	S.L.3.3		Intonation	Instruction	Sentences and		to build
			Accuracy and	Manual	Series		knowledge across
			Self-Correction	Performance			genres.
			Reading Rate	Task:			-
			-	Write an			I can build their
			Vocabulary:	Informative			vocabulary and
			Academic:	Article/How-to			synthesize topic
			Critical				knowledge, they
			Vocabulary	Communication:			will learn that
			Instructional	Research: Plan			food's journey to
			Vocabulary	and Gather			our table often
			Generative	Information			begins on a farm.
			Vocabulary:	Media Literacy:			-
			Prefixes in-, re-;	Interpret/Analyze			
			Suffix –ful; Root	Media			
			mem	Speaking and			
			Suffixes –ness,	Listening: Engage			
			–able	in			
			Suffix -ion and	Discussion			
			Compound Words				
			Strategies:				
			Context Clues				

Module 10:	Essential:	Essential	Foundational:	Genre:	Writing Process:	Summative:	I can listen to,
Tell a Tale	R.F.3.3a/c, R.3.1,	Question:	Decoding:	Tales	Narrative	End of module	read, and view a
	R.3.2, W.3.2a,		Final Stable		Plan and	assessment	variety of texts
	W.3.3a, L.3.2	Why is it	Syllables -tion,	Comprehension:	Generate Ideas		and media that
18 days	(L.3.4)	important to pass	-sure, -ture	Make Inferences	Organize		present me with
-	. ,	stories down to	VCCV Syllable	Visualize	Draft	Common	information about
*integrate with	Need to Know:	the next	Division Pattern	Retell/Summarize	Revise and Edit	Formative:	stories that are
social studies	R.3.3, R.3.4,	generation?	Words Ending in		Publish and	Selection guizzes	worth retelling.
Native American	R.3.5, R.3.7,		–le, –al, –el, –er	Response to	Present	Weekly	Ŭ
Legends	W.3.5, W.3.7,			Text:		Assessment (1)	I can identify
-	W.3.8, S.L.3.2,		Spelling:	Write a Wiki Entry	Writing Form:	Exit Tickets	author's craft,
	S.L.3.4, L.3.3a,,		VCCV Pattern	Write a Lesson	Story		theme, and
	L.3.5b/c		Words with	Write an Opinion			figurative
			Double	Post	Grammar:		language in order
	Familiar With:		Consonants	Write a Trickster	Prepositions and		to better
	R.F.3.4a/b, W.3.4,		Words Ending in	Tale	Prepositional		understand
	S.L.3.3, S.L.3.5		–er or –le		Phrases		unfamiliar texts.
	,		-	Performance	Correct Pronouns		
			Fluency:	Task:	Frequently		I can build my
			Phrasing	Write a story	Misspelled Words		vocabulary and
			Expression				synthesize topic
			Intonation	Communication:			knowledge, I will
				Speaking and			learn more about
			Vocabulary:	Listening: Oral			how people pass
			Academic:	Instructions			their culture's
			Critical	Research and			tales from one
			Vocabulary	Media Literacy:			generation to the
			Instructional	Evaluate and			next.
			Vocabulary	Organize			noxt.
			Generative	Information			
			Vocabulary:	Speaking and			
			Review Prefix re-,	Listening: Give a			
			Suffix –y, Root	Presentation			
			graph	resentation			
			Suffix –ment				
			Prefixes im-, in-				
			Strategies:				
			Multiple Meaning				
			Words				
Module 11:	Essential:	Essential	Foundational:	Genre:	Writing Process:	Summative:	
Genre Study:		Question:	Decoding:			End of module	
Nonfiction	Need to Know:			Comprehension:	Writing Form:	assessment	
			Spelling:				
	Familiar With:			Response to Text:	Grammar:		
			Fluency:				
				Performance			
			Vocabulary:	Task:			
			Academic:			Common	
				Communication:		Formative:	
			Generative			Selection quizzes	
			Vocabulary:				
			Strategies:				

Module 12: Genre Study:	Essential:	Essential Question:	Foundational: Decoding:	Genre:	Writing Process:	Summative: End of module
Literary Texts	Need to Know:		0	Comprehension:	Writing Form:	assessment
			Spelling:			
	Familiar With:			Response to Text:	Grammar:	
			Fluency:			
				Performance		
			Vocabulary:	Task:		Common
			Academic:			Formative:
				Communication:		Selection quizzes
			Generative			Running Records
			Vocabulary:			One-to-One
						observation
			Strategies:			records