



Knowledge Building



**Student
Companion**

**Grade 3
Module 1**



Knowledge Building Student Companion
Grade 3 Module 1



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DF3K-SS

Knowledge Building Student Companion

Overcoming Learning Challenges Near and Far

Module 1

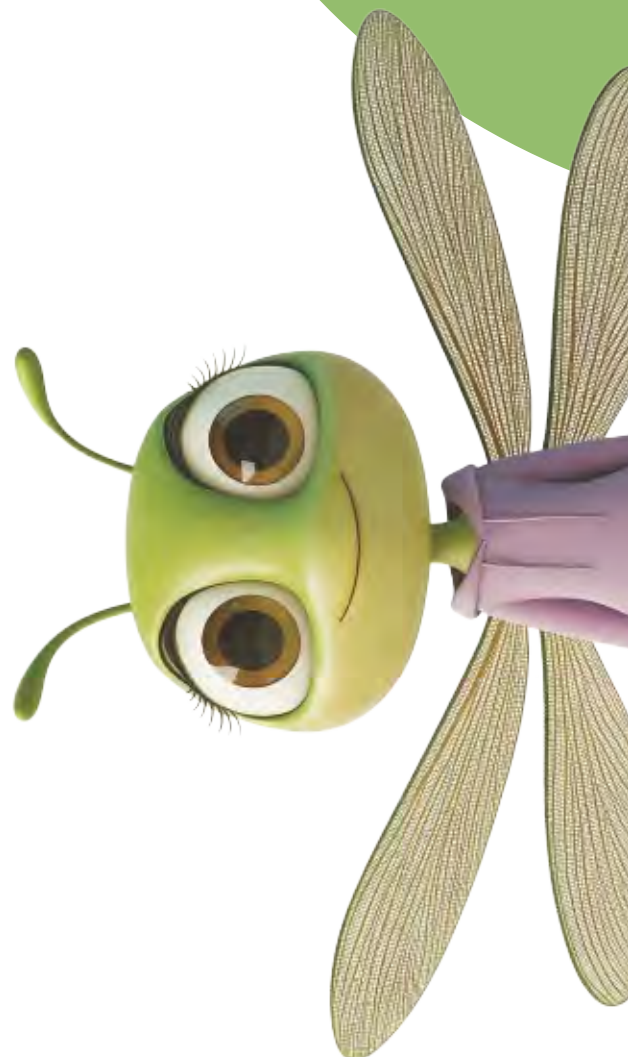
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Name

Date

Topic Discovery

Note
Catcher

List three things you think you will learn about the module topic.

Overcoming Learning Challenges - Near and Far

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Name

Date

Quotes

#1

“A driver and a librarian divide the books into two boxes. They saddle them on the camel’s back, which is covered with a grass mat for protection. A second camel carries a tent that serves as the library roof.”

#2

“But the volunteers aren’t done yet. . . . They cross a river in their truck and drive until they cannot go farther. Then they unload the boxes of books to take them to the small villages. From here they must walk four hours . . . crossing log bridges while carrying the boxes of books on their shoulders.”

#3

“The Books-by-Elephant delivery program serves thirty-seven villages. . . . They have even designed special metal slates that won’t break when carried on the elephant’s back across the rough land.”

#4

“The boys take their young friend Liza for a ride on their sled as they walk to the post office to pick up their books. . . . While the northern wind howls across the tundra, they read fantasy and action novels.”

#5

“The country has seven floating libraries. The Kalimantan Floating Library consists of a wood boat, 8 meters long and 3 meters wide. The boat, which is powered by a diesel engine, can carry up to five hundred books.”

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Name

Date

I Notice/I Wonder: Note Catcher

Complete this note catcher as you work with the quotes. What do you notice?
What do you wonder?

I Notice (things I see)

I Wonder (questions I have)

Name

Date

Recounting the Story: *Waiting for the Biblioburro*

What happens in the story? In this chart, add details about the key parts of the story.

Story Plot	Details
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	

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Date

Overcoming Learning Challenges

Anchor
Chart

Complete the graphic organizer as you read each story. What are some challenges our character faces? How does he or she overcome them? Use facts and details from the texts.

Source?	Who? Where?	Challenge(s)	How the Challenge Is Overcome
<i>Waiting for the Biblioburro</i>			
<i>Nasreen's Secret School</i>			
<i>More Than Anything Else</i>			

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Name

Date

Reading for Gist Guide: *Waiting for the Biblioburro*

Use the story to complete the chart.

Questions	Details
Who is the character?	
Where is the setting? Where does Ana live?	
What does Ana want? Why do you think she wants this? Why doesn't she have books?	
How is Ana's problem solved?	
How does Ana feel after the visit from the biblioburro? How do you know?	

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Date

Central Message Guide: *Waiting for the Biblioburro*

Think about the events and characters of the text to find clues for the central message. Complete the chart by writing your answers to each question.

Questions	Details
Who are the characters in this text?	
How do they act? How do they feel about different ideas, events, or people in the text?	
What are some positive or negative things that happen to the main character?	

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Name	Date
------	------

Questions	Details
What are some of the important events from <i>Waiting for the Biblioburro</i> ? How do those events result in positive or negative outcomes?	
What happens at the end of <i>Waiting for the Biblioburro</i> ? How do characters, setting, or events change from the beginning to the end?	

Name

Date

Central Message

Multiple-Choice Questions

1. What is the best definition of the central message in a story? Circle the letter of the correct answer.

- A. The central message is the main idea of the text.
- B. The central message is the moral or lesson of a text.
- C. The central message is the topic of a text.

2. What is the central message of *Waiting for the Biblioburro* by Monica Brown? Circle the letter of the correct answer.

- A. The central message is that donkeys are the best animals for carrying books.
- B. The central message is that it is important to wake up early every morning.
- C. The central message is that books can bring knowledge and joy to people.

3. Which detail from *Waiting for the Biblioburro* best supports the central message? Circle the letter of the correct answer.

- A. Ana is excited to read the new books that the librarian brings.
- B. Ana wakes up early to help her mother make food.
- C. Ana lives in a small village far from a library.

Name

Date

Recounting the Story: *Nasreen's Secret School*

Add details about the key parts of the story.

Story Plot	Details
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	

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Name

Date

Determining the Central Message of *Nasreen's Secret School*

What is the central message of *Nasreen's Secret School*? Use the sentence starter to respond. Rewrite your sentence on the lines provided.

The central message of *Nasreen's Secret School* is _____.

Name	Date
------	------

Close Read: <i>Nasreen's Secret School</i>		Note Catcher
Recount the story to fill in the chart with your group. Record details from the text and tell how each detail contributes to the central message or lesson of the story.		
Detail from the Text	How does it help communicate the central message or the lesson?	

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Name

Date

Nasreen's Secret School

Review Questions

1. What does “dark clouds hang over the city” mean? Use page 1 of *Nasreen's Secret School* to answer the question. Circle the letter of the correct answer.

- A. The weather in Herat is cloudy.
- B. The mood in Herat is unhappy.
- C. The mood in Herat is happy.

2. Using clues in the text, what do you think *forbidden* means? Use page 3 to answer the question. Circle the letter of the correct answer.

- A. waiting
- B. don't want to
- C. not allowed

3. Why does Nasreen's grandmother want her to attend the secret school? Use pages 10–11 to answer the question. Circle the letter of the correct answer.

- A. to learn about the world as she had
- B. to learn to express her thoughts again
- C. to learn to write letters and stories

4. Why are they lucky no soldiers see them? Use pages 10–11 to answer the question. Circle the letter of the correct answer.

- A. because the soldiers had already taken her father away
- B. because women and girls aren't allowed out alone
- C. because her mama went to look for her father

Name	Date
------	------

Sentence Studio: Disassemble

Read the following sentence. In the chart, write each sentence chunk under the correct sentence part.

Poor Nasreen sat at home all day because girls are forbidden to attend school.

- Sentence Chunks**
- a. sat at home all day
 - b. Poor Nasreen
 - c. are forbidden to attend school.
 - d. girls

Subject 1	Predicate 1	Subject 2	Predicate 2

Sentence Studio: Reassemble

Next, put the sentence back together using a connector that explains cause and effect. Write the sentence on the lines provided.

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Name

Date

Central Message: *Nasreen's Secret School*

Use the sentence frame to plan your response. Then, rewrite the full sentence using your completed frame on the line below.

The central message of *Nasreen's Secret School* is _____ because _____.

Name

Date

Components of a Sentence

Answer the questions in the chart to analyze the following sentence.

Nasreen and her grandmother live in Herat, Afghanistan.

Question	Response
What nouns do you see in the sentence?	
What is the verb in this sentence?	
Who or what is the sentence about? (subject)	
What is the subject doing? (predicate)	
Write in a complete sentence to answer this question: Why is Afghanistan important to the story?	

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Name

Date

Central Message: *Nasreen's Secret School*

What is the central message or lesson of *Nasreen's Secret School*, and how is it shown through details in the text?

Text

Central Message

Nasreen's Secret School

Nasreen's Secret School: Model for Critique

Nasreen's secret School teaches us that some people will take dangerous risks to go to school because learning is very important to them. The text conveys this by describing how Nasreen's grandmother takes her to a school that is secret because girls aren't allowed to go to school. It also explains how they hurried to the school because women and girls were forbidden from going outside alone, and it explains they were lucky that no soldiers saw them.

Conventions

Spelling:

- Use what you already know and then add affixes to change the word as you need to (for example, turning *happy* into *happiness*).
- Use familiar spelling patterns (for example, knowing how to spell *sing* helps us spell *bring*).
- Use a dictionary.
- Ask someone to help you.

Punctuation:

- Use a period at the end of a sentence.
- Use a question mark at the end of a question.
- Use a comma to show a natural pause in speech or to separate words in a list.
- Use an exclamation mark to show surprise.
- Ask someone to help you.

Capitalization:

- Use a capital letter at the beginning of a sentence.
- Use capital letters for the names of people, places, days of the week, and months.
- Ask someone to help you.

Name	Date
------	------

Date

Final Short Response: *Nasreen's Secret School*

Rewrite your revised response using complete sentences and correct punctuation, capitalization, and spelling. This is your final published version.

Name

Date

Adding Affixes

Match a base word to its corresponding meaning. Use what you know about *dis-* to help. Write your complete answers in the chart.

Base Words

- a. appear
- b. agree
- c. obey
- d. like

Meanings

- e. means not to like
- f. means not to agree
- g. means not to appear
- h. means not to obey

Prefix	Base Word	Meaning
<i>dis-</i>		
<i>dis-</i>		
<i>dis-</i>		
<i>dis-</i>		

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Name

Date

Recounting the Story: *More Than Anything Else*

Add details about the key parts of the story.

Story Plot	Details
Somebody ... (character)	
in ... (setting)	
wanted ... (motivation)	
but ... (challenge)	
so ... (solution)	

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Name

Date

More Than Anything Else

Review Questions

1. Why is learning to read so important to Booker in *More Than Anything Else*? Circle the letter of the correct answer.

- A. He wants to become a teacher.
- B. He believes it would help him escape poverty.
- C. He wants to impress his friends.

2. What challenge does Booker face while learning to read? Circle the letter of the correct answer.

- A. He doesn't have enough books.
- B. He is too young to read.
- C. He doesn't have enough time because of his work.

3. What inspires Booker to learn how to read in *More Than Anything Else*? Circle the letter of the correct answer.

- A. He wants to read the newspaper like his father.
- B. He believes reading will lead to a better future.
- C. He wants to impress his teacher.

Name

Date

Sentence Studio: *More Than Anything Else*

Write these two sentences in the correct order. Look for the connector that explains cause and effect to help.

Sentences

- a. But sometimes I feel like I am trying to jump without legs.
- b. I draw the marks on the dirt floor and try to figure out what sounds they make, what story their picture tells.

Name	Date
------	------

Character Chart: *More Than Anything Else*

Consider Booker’s challenges in *More Than Anything Else* and respond to the prompts. In Column 1, write a challenge Booker faces. In Column 2, explain what this reveals about Booker’s character, determination, or experiences.

Write a challenge Booker faces.	Explain what this reveals about Booker’s character, determination, or experiences.

In *More Than Anything Else*, what is the central message or lesson, and how is it conveyed or shown through details in the text? Write in complete sentences on the lines provided.

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Learning Target Tracker

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 1 Introduction to the Topic: Inferring the Topic

1. I can ask and answer questions to share what I notice and wonder about the resources.

2. I can determine the topic of the module using evidence from the resources.

LESSON 2 Launching Independent Reading: Book Selection

1. I can choose a research reading book that interests me and connects with the module topic.

2. I can discuss my book choice with a small group using complete sentences.

LESSON 3 Reading for Gist: *Waiting for the Biblioburro*

1. I can determine the gist of *Waiting for the Biblioburro*.

LESSON 4 Determining the Central Message: *Waiting for the Biblioburro*

1. I can use details from the text to determine the central message or lesson of *Waiting for the Biblioburro*.

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 5 Reading for Gist and Determining the Central Message: *Nasreen's Secret School*

1. I can determine the gist of *Nasreen's Secret School*.

2. I can determine the central message or lesson of *Nasreen's Secret School*.

LESSON 6 Close Read: *Nasreen's Secret School*

1. I can answer questions about *Nasreen's Secret School*, referring explicitly to the text.

2. I can use connecting words like *because* to show cause and effect in my writing and speaking.

3. I can write a response explaining how the central message or lesson of *Nasreen's Secret School* is conveyed through key details in the text using the connecting word *because*.

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 7 Mid-Unit Check

1. I can explain a character's challenges, the lesson, and how their actions move the story to demonstrate what I've learned in this unit.

2. I can figure out the meaning of words using clues, root words, and affixes to demonstrate what I've learned in this unit.

LESSON 8 Writing Short Written Responses

1. I can construct short written responses to answer questions about *Nasreen's Secret School* using complete sentences that include a subject and a predicate.

LESSON 9 Revising Short Written Responses

1. I can revise short written responses that answer questions about my research reading text to correct errors in spelling, capitalization, and punctuation.

Name

Date

Learning Target Tracker

Read today's learning target(s). Then, mark the square that best matches your progress.

Approaching



Meets



Exceeds



LESSON 10 Reading for Gist: *More Than Anything Else*

1. I can use common affixes to determine the meaning of vocabulary words.

2. I can determine the gist of *More Than Anything Else*.

LESSON 11 Determining the Central Message: *More Than Anything Else*

1. I can determine the meaning of unfamiliar words and phrases, including figurative language, in an excerpt of *More Than Anything Else*.

2. I can explain how the central message, lesson, or moral of *More Than Anything Else* is conveyed through key details in the text.

LESSON 12 End-of-Unit Assessment

1. I can analyze a text by reading closely to answer questions using evidence.

2. I can determine the meaning of words using vocabulary strategies.

3. I can determine the central message of a text and support it with details.

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Facts That Fly!

In this book, you'll learn how kids around the world overcome challenges to read, learn, and grow—no matter where they live.

Did you know? ...

- Some children get books delivered by donkeys or camels.
- Libraries can look very different in other countries.
- Books can change a person's life.



D F 3 K - S S