

El Rancho Unified School District

DRAFT

Grade: 3rd
Selection 6.1 Pepita Talks Twice

Theme 6: Smart Solutions
Theme Concept: Sometimes it helps to look at a problem in a new way.

Text Type:
 Literary

Writing:
 Augmentative

Tier 1
(Standard/academic/skill specific vocabulary)

Tier 2
(Content specific vocabulary)

summarize	comparing	making inferences	ducked	tiptoed
connecting	evaluate	author's view point	darted	grumbles
problem solving	noting details	comprehension/critical thinking	nuzzled	mumbled
mood	realistic fiction		language	
cause and effect	making judgments			

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
R.L.3.1	Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask questions to deepen my understanding of the text. I can answer questions using specific details from the text.
R.L.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	I can determine the main idea of an informational text. I can retell key ideas from an informational text.
R.L.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can make connections between the events, ideas, or concepts in a text. I can describe steps in a procedure, in the order they should happen.
R.L.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapters, scene, and stanza.; describe how each successive part builds on earlier sections.	I can use text features to locate information efficiently.
R.L.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	I can compare and contrast the main ideas and key details in two texts on the same topic.
R.L.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a high end of the grades 2-3 text complexity band independently and proficiently.	I can read grade-level informational texts proficiently and independently.
Reading: Informational Text		
R.I.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of unknown words in informational text.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	What can you infer from the detail that, until today, Pepita usually helps without a grumble when people ask her to speak English and Spanish for them?	246
3	Do Pepita’s mother and brother approve of Pepita’s decision to stop speaking Spanish? Support your answer citing information from the text.	252
2	What can you infer about Pepita’s character from the fact that, even though there are so many problems with her decision, she refuses to change her mind or rethink her plan?	266
2	How does the author create suspense as the events occur on this page?	268
2	At the end of page 268, how might Pepita feel? How do you think this will influence her actions?	268

Performance Tasks (DOK 4)

Guest Interview:

A news interviewer does a great job finding the truth to a story or conflict. People like Barbara Walters or newscasters interview people to find their point of view. There are many characters in the story that played a part in both Pepita’s problem and solution. With a partner, choose a character that you would like to interview. Discuss with your partner how this character influenced Pepita, either adding to or helping with her problems. Write five key questions that reflect the problems in the story and possible answers. Practice your interview and be ready to perform in front of the class.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Write an opinion? What do you think of Pepita’s actions? Did she do the right thing when she stopped speaking Spanish? What else could she have done to solve her problem? Write your opinion, and reasons to support it. Then share it with a small group.</p>	<p>Map It Out: Based upon the events in the story, create a map of Pepita’s neighborhood. Be sure to include the school, the grocery store, her aunt’s house, the neighbor’s house, and her own. Label each site, and places in between where events may have occurred.</p>	

English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging
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Grade: 3 rd Selection 6.2 Poppa's New Pants	Theme 6: <u>Smart Solutions</u> Theme Concept: <u>Sometimes it helps to look at a problem in a new way.</u>		
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>	Writing: <input checked="" type="checkbox"/> <u>Narrative</u>		
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)		
Predict/infer	Comprehension/critical thinking	pattern	armadillo
Cause and effect	summarize	mended	sanctuary
Compare and contrast	Drawing conclusions	crouched	limbs
Vivid language		wheezed	scurried
		rustling	Arthritis

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
R.L.3.1	Ask & answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	I can ask questions to deepen my understanding of a literary text. I can answer questions using specific details from the text.
R.L.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	I can retell a story using key details from the text. I can identify the main message or lesson of a story using key details from the text.
R.L.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can describe the characters in a story (traits, motivations, feelings). I can describe how a character's actions contribute to the events in the story.
R.L.3.9	Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).	I can compare and contrast stories (themes, setting, plots) of stories by the same author (e.g. series books).
R.L.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a high end of the grades 2-3 text complexity band independently and proficiently.	I can describe the characters in a story (traits, motivations, feelings). I can describe how a character's actions contribute to the events in the story.

Reading: Informational Text		
R.I.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of unknown words in informational text.
R.I.3.5	Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.	I can use text features to locate information efficiently.
R.I.3.6	Distinguish their own point of view from that of the author of a text.	I can distinguish between my point of view and the author's point of view.
R.I.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).	I can use information from illustrations (maps, photographs) to understand informational texts. I can use information from the words to understand informational texts.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Reread the first sentence. Medearis writes, “The house was in an uproar. Grandma Tiny had been tearing around all morning like a Texas tornado.” What clues does the author give to show what an “uproar” is? How does Grandma Tiny move like a tornado? Use the text clues to support your answer.	284
1	Who is telling this story? How do you know his name? Include specific text where his name is first used.	286
2	Does George like sleeping in the kitchen? How can you tell? Refer back to the text to find details that describe how George is feeling.	292
2	How does Poppa react when he sees how short his pants are? Cite context clues to help support your answer.	298
2	Reread page 300 and 301 and look closely at the pictures. George is wearing knickers-pants that end above the knee. What happened with the pants at the end of the story? Why is George wearing them instead of his father?	300-301

Performance Tasks (DOK 4)
<p>Colorful Expressions: George uses many colorful expressions to tell his story. He says that Grandma Tiny was running around like a “Texas tornado.” Later, he says that Grandma Tiny was “smiling fit to beat the band.” Can you imagine what those scenes look like? Choose one of George’s expressions and draw a picture that shows what the expressions would look like literally. Describe in detail what is happening in the picture. Next, communicate the figurative meaning of the expression by creating a scene or action to act out for your peers.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Like Father, Like Son! Compare and contrast Poppa and George. Think about the story and some of the qualities that both characters displayed. Look at the pictures to identify some of their physical traits. Use a Venn Diagram to organize their traits as either similarities or differences. Create a 3 paragraph essay that compares and contrasts Poppa and George.</p>	<p>Compare Community Stores! In a small group, discuss where you would buy groceries, pants, and farm equipment in your community. If possible, use the alphabetical list in the yellow pages of a phone book to help you. Then talk about how these stores compare to the store that Poppa and George visit.</p>	<p>Make Poppa's pants! Cut pants like Poppa's out of butcher paper. They should be 48 inches long from the waist to the hem. Then, using information from the story, mark three lines to show where each person hems the pants. Measure carefully! If you have time, decorate your pants with a plaid design.</p>
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

Grade: 3 rd Selection 6.3 Ramona Quimby, Age 8	Theme 6: Smart Solutions Theme Concept: Sometimes it helps to look at a problem in a new way				
Text Type: <input checked="" type="checkbox"/> Literary	Writing: <input checked="" type="checkbox"/> Narrative				
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)			
summarize	noting details	ceaseless	protested	vaguely	companionable
prediction	author's viewpoint	pelting	dreary	pry	accuracy
comprehension/critical thinking	making inferences	stalked	sustained	emerged	rhythmic
judgements	generalizations	mute	exhausted	dismal	genuine
imagery	drawing conclusions	cross	sullenly	discouraged	

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R.L.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.	I can retell a story using key details from the text. I can identify the main message or lesson of a story using key details from the text.
R.L.3.3	Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	I can describe the characters in a story (traits, motivations, feelings). I can describe how a character's actions contribute to the events in the story.
R.L.3.5	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapters, scene, and stanza.; describe how each successive part builds on earlier sections.	I can use literary terms to describe parts of a story or poem (e.g., chapter, scene stanza). I can describe how parts of a story build on one another.
R.L.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a high end of the grades 2-3 text complexity band independently and proficiently.	I can describe the characters in a story (traits, motivations, feelings). I can describe how a character's actions contribute to the events in the story.

Reading: Informational Text		
R.I.3.4	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	I can determine the meaning of unknown words in informational text.

Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Ramona felt as if everything she did was wrong. What did her mother say to make her feel this way? Reread the last paragraph on pg. 312 to explain what her mother said to make her feel this way?	312
2	Reread the fifth and sixth paragraphs on p. 318. Use evidence from the text to explain how Ramona feels about being at Willa Jean's house.	318
3	On pages 319 and 320, the author shows that even though Ramona's parents are cross with her, they still care about her. What do they do that helps her? Provide specific examples from the text to justify your answer	319, 320
3	Reread the description of the old man on page 384. Ramona describes the old man dressed as if he had come from a rummage sale. Describe the old man, his clothing, and why she has this first impression. What changed her mind? Use details from the story to support your answer.	324
2	Ramona is surprised that the man thought they were a nice family. When her family talks about it, what evidence do they give to show they are a nice family?	332

Performance Tasks (DOK 4)
<p>In the Mood: The mood of a story is the general feeling you get from reading it. Authors use words, details, and descriptive language to create a mood. The author speaks of the log burning in the fireplace throughout the day. How does the log compare to the mood in the Quimby's house? Choose one sentence that refers to the log burning. Draw the scene being described and consider how it compares to the overall mood and feeling within the house. Write an essay that explains or details this relationship.</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Thank-You Note: When someone does something kind for you, you should always thank them. Write a short thank-you note that Ramona might have written to the man who paid for the Quimby's dinner.</p>		<p>Add Up a Restaurant Check: Using the menu provided, choose at least 4 items to order for a meal, including an appetizer and drink. Total your bill and determine an appropriate tip. Add these to determine the overall cost of your meal.</p> <p>Bonus- Use the menu on pg. 335 to determine the cost of the meal the Quimby's ordered.</p>

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Level: Emerging	Level: Expanding	Level: Bridging