

El Rancho Unified School District

DRAFT

Grade: 3rd Selection <u>The Lost and Found</u>	Theme 6: <u>Off to Adventure</u> Theme Concept: <u>Adventures come in all shapes and sizes.</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)					
Question	Sequence	Problem/Resolution	convey	dismay	situations	armor
Demonstrate	Sequential order	Illustration	determine	rumpled	visible	
Text	Describe	Cause/Effect	plunged	lectured	suggested	
Details	Character traits	Comparisons	furious	unusual	examined	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 3.1	Ask and 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.
RL 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.
Reading: Informational Text		
RI 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)	I can use information from illustrations (maps, photographs) to understand informational texts. I can use information from the words to understand informational texts.
RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g. comparison, cause/effect, first/second/third in a sequence).	I can make connections between specific sentences and paragraphs and the overall text. (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>)

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Why does Floyd say, “We have no luck”?	20
2	The author writes, “Mona leaned farther into the bin. Soon only her feet were visible.” What does the word “visible” mean? In your own words, explain what happens on page, and what the boys decide they must do about it.	23
2	Who was more worried, Wendell or Floyd? How can you tell?	
2	How do the illustrations contribute to what is conveyed in the story? How do they help to create the mood of the characters and the setting?	
2	On page 36, it says that “Mona shook her head in dismay”. How is Mona feeling? How do you know?	36
2	When walking home, they paused to put on their hats. Why did they do this?	45

Performance Tasks (DOK 4)

Picture Search: The Lost and Found is filled with wonderful items from different times and places. Work with a classmate to make a chart with three columns. Label them as follows: Categories, Now, Long ago. Reread the story and look carefully at the pictures. Create categories for the items you see, such as Sports or History. Place each item you’ve found in the correct category, and in the Now or Long Ago category. Write a paragraph that answers the following question: What things in the chart would you like to have found and why?

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
A personal narrative is about something that happened to the person telling the story. Write a personal narrative about something you lost and what you did to find it. Include only the important events with details and tell the events in order,	Map It: The Lost and Found bin is a big place. Mona, Wendell, and Floyd wandered in it for a long time. Draw a picture map to help out the next adventurers. Draw what you know, starting with the Lost and Found bin. Show the lake, the three tunnels, the hat room, and everything else described.	Probability: Students select 3 tunnels from the story. With a partner, make a spinner that gives each of the three tunnels an equal chance of being picked. Spin it thirty times. Record how many times each tunnel comes up. Compare your answer with the answers from the rest of the class.

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 1.2 Ballad of Mulan	Theme 1: Off to Adventure Theme Concept: <u>Adventure comes in all shapes and sizes.</u>		
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>	Writing: <input checked="" type="checkbox"/> <u>Friendly Letter</u>		
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)		
monitor and clarify	summarize	Sorrowful	Frail
legend	drawing conclusions	Endured	Harsh
artist's style	noting details	Swift	Astonished
judgments	making generalizations	Farwell	Triumphant
inferences	predictions	Bestow	Dusk
sequence of events	comprehension/critical thinking		

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 3.1	Ask and 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.
RL 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.
RL 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.
RL 3.5	Refer to parts of stories, drama, and poems when writing or speaking about a text, using terms such as chapter, 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.
Reading: Informational Text		
RI 3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of a 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.
RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence)	I can make connections between specific sentences and paragraphs and the overall text. (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>)

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
3	How do Mulan and her family feel as she prepares for war? Find evidence from the story and illustrations.	64-65
2	What was Mulan really talking about when she spoke about rabbits in times of danger?	84
3	How does the author show that Mulan was admired for what she did? Find evidence from the story to support your answer.	Seg. 2
3	How is the central message, lesson, or moral conveyed in the story? Find key details in the story to support your answer.	85
3	What are some of Mulan’s actions that demonstrate that she is courageous. Find some examples from the story.	

Performance Tasks (DOK 4)

Take a Stand: In a small group discuss whether you think Mulan’s decision to fight in her father’s place is a good idea. List the “Pros” and “Cons” of Mulan’s decision using evidence from the story. Divide your group in two. One side takes the “Pros” and the other side takes the “Cons.” Each group presents their side to the class to try to persuade them that their side is right. After the discussion, take a vote of the class by doing “Three Corners.” One corner of the classroom is for those voting “Pro” another corner is for those voting “Con” and the third corner is for the undecided.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Mulan spent many nights away from home. Write a letter from Mulan to her father. Tell him what it’s like where she is and what she is doing since she left home. Be sure to include sensory details and write in first person. (I...)	In a small group, do a short research project about an animal from China, (e.g., giant panda, leopard, tiger, golden monkey, stork, etc.). Present your research to the class. Include details about their habitat, diet, anatomy, adaptations, and environmental threats.	

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 <u>1.3 The Waterfall</u>	Theme 1: Off of Adventure Theme Concept: <u>Back to School</u>
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>	Writing: <input checked="" type="checkbox"/> <u>Opinion</u>
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
predict/infer	drawing conclusions
noting details	making inferences
story structure	character’s perspective
summarize	cause and effect
comprehension/critical thinking	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL 3.1	Ask and 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.
RL 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.
RL 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.
Reading: Informational Text		
RI 3.1	Ask and 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.
RI 3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea.	I can determine the main idea of an informational text. I can retell key ideas from an informational text.

RI 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.
RI 3.8	Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).	I can make connections between specific sentences and paragraphs and the overall text. (e.g., <i>comparison, cause/effect, first/second/third in a sequence</i>)

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Where in the text does the boy say his heart feels, “big and wild?” What is happening during these moments? What makes him feel this way?	102
3	How do you think the parents felt about their son climbing up the mountain? What evidence from the text supports your answer?	106
3	What are the character traits of the narrator? Explain how these traits contribute to his achieving his goal of climbing the mountain.	
1	What parts of The Waterfall selection make it an adventure story?	
3	Is the author trying to teach us a lesson with this story? What might that lesson be?	

Performance Tasks (DOK 4)

Planning a Hike: You and three of your friends want to go hiking in the nearby hills. Plan your trip, including everything you need to take on your hike. Create a poster showing these items, and explain to the class why you need them.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Write an essay stating your opinion on which environment is the best place to have an adventure: mountains, caves or rainforest. State the environment you chose and state three reasons why. Be sure to include details to support your reasons.	In a small group, research one of these environments: mountains, caves, or rainforest. Draw a poster of the environment, showing landforms, animals, and other features. Be sure to label all illustrations. Display the poster in your classroom.	Ask each student in the class what environment (mountains, caves, rainforest) they prefer to have an adventure. In a small group, develop a tally chart, frequency table, and bar graph of the findings. Write three true statements about your data, and give a report to the class communicating your findings.

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

Level: Emerging	Level: Expanding	Level: Bridging