

El Rancho Unified School District

DRAFT

Grade: <u>3rd</u> Selection 2.1 The Keeping Quilt	Theme 2: <u>Celebrating Traditions</u> Theme Concept: <u>The United States has a rich cultural heritage.</u>
Text Type: <input checked="" type="checkbox"/> <u>Literary Text</u>	Writing: <input checked="" type="checkbox"/> <u>Informative/Explanatory</u>
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
evaluate	main idea
noting details	author's view point
character analysis	summarize
critical thinking	predictions
	drawing conclusions
	compare and contrast
	separately
	artificial
	heritage
	theme
	hauling
	gathered
	bouquet
	poverty
	threaded
	border
	aspect
	plot

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.	I can distinguish between a narrator or character's point of view and my own.
R.L.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting).
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).
Reading: Informational Text		
R.I.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.
R.I.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.
R.I.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	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.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.
R.I.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>)
R.I.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	I can compare and contrast the main ideas and key details in two texts on the same topic.
R.I.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	I can read grade-level informational texts proficiently and independently.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
1	How do you think Anna's family feels when they first come to America?	135
2	What can be inferred by the fact that all of the neighborhood ladies arrive to help with the quilt?	139
2	Explain why immigrant families might want to continue their cultural traditions in America.	Seg. 1
3	What details support the idea that the quilt held importance to the family across generations?	
3	How does this story help you understand traditions and what they mean to families, including your own?	

Performance Tasks (DOK 4)

The Talking Quilt: The story, The Keeping Quilt, is told from the author's perspective, detailing her memories of the quilt and its importance to her family. What if the story were told from the perspective of the quilt? Would the details be the same or different? Rewrite the story as if the quilt were telling the story. Be sure to include details from family events and customs as described in the story. Be ready to share your story with the class.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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Old Favorites: All Anna had left from her home in Russia was her babushka and her dress. They held many memories for her, and were very special. What item holds special memories for you? Write a paragraph describing the item. Be sure to include: who gave it to you, when you used or use it, where it is now, and why it is so special.

A family tree is a visual representation of someone's family, from the eldest to the youngest. Draw the Polacco family tree or your own. At the top of it, write the names of the oldest family member. List husbands and wives beside each other. Then write children's names below their parents. Draw lines to connect relatives.

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

DRAFT

Grade: 3 rd Selection 2.2 Anthony Reynoso: Born to Rope	Theme 2: <u>Celebrating Traditions</u> Theme Concept: <u>The United States has a rich cultural heritage</u>
Text Type: <input checked="" type="checkbox"/> <u>Literary Text</u>	Writing: <input checked="" type="checkbox"/> <u>Descriptive</u>
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
question	noting details
categorize and classify	making generalization
interpreting details	compare and contrast
predictions	critical thinking
summarize	making inferences
drawing conclusions	noting details
cause and effect	
	rodeo
	celebrity
	horseback
	charro
	scramble
	tourists
	petroglyphs
	experts
	pose
	mission
	dappled
	ceremonies
	natural water slide
	pitch in
	landscape
	piñata
	exhibition

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
RL.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.
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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can determine the meaning of words using clues from the story. I can identify literal and nonliteral language in a story.
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting).
RL.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).
RL.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	I can read grade-level literacy texts proficiently and independently.

	proficiently.	
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.3.7	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.
R.I.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 #
1	What clues from the text provide evidence that roping is a Reynoso family tradition?	163, 164
2	How is Anthony similar to his classmates, even though his traditions may be different?	170
2	What does Anthony mean by his remark that begins, “I sure wouldn’t want to get messed up...”?	173
3	Agree or disagree with the following statement: Working hard to become an expert at a single activity can be rewarding to a person. Justify your answer.	
2	How does the title help to explain Anthony’s Attitude toward roping?	

Performance Tasks (DOK 4)

Born to ?: Anthony Reynoso became an expert at roping by practicing his skill with his family members. What activity are you an expert at? Create a poster displaying your personal skill and interest. Skills might include playing an instrument, playing a sport, or doing a science experiment. Label your illustrations, detailing the items you use for this activity?

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
(Small group activity) - Create a list detailing Anthony’s hobbies and interests, and one showing your own. Using a Venn Diagram, compare and contrast your own interests and activities with Anthony’s. Write a paragraph detailing the similarities and differences. Tell which of Anthony’s activities your group would like to try. Present to the class.	Who are the Yaqui?: Anthony lives in a small Mexican-American and Yaqui town. Who are the Yaqui? Have they always lived there? Do research in an encyclopedia. Learn about these Native Americans. Write a paragraph telling about them. Share what you learn with your classmates.	

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

DRAFT

Grade: <u>3</u> Selection <u>2.3 The Talking Cloth</u>	Theme 2: <u>Celebrating Traditions</u> Theme Concept: <u>The United States has a rich cultural heritage</u>
Text Type: <input checked="" type="checkbox"/> <u>Literary Text</u>	Writing: <input checked="" type="checkbox"/> <u>Narrative</u>
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
summarize	making judgments
noting details	making inferences
categorize and classify	problem solving
drawing conclusions	compare and contrast
	demonstrate
	refer
	explicitly
	basis
	grubby
	collector
	wealth
	royalty
	offend
	symbol
	collector

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, folk tales, 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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	I can determine the meaning of words using clues from the story. I can identify literal and nonliteral language in a story.
R.L.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).	I can explain how an illustration contributes to the story (e.g., mood, tone, character, setting).
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 read grade-level literacy texts proficiently and independently.

Reading: Informational Text		
R.I.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.
R.I.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	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.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.
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Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	What does the author mean by “collection of life”?	193
2	What does Aunt Phoebe mean when she says, “...this cloth talks”?	195
2	What does Aunt Phoebe mean when she says that Amber has grown <i>inside</i> ?	199
3	Would you say that family is important to the author?	
3	How is the Keeping Quilt also a kind of Talking Cloth?	

Performance Tasks (DOK 4)
<p>Be a Designer: An adinkra cloth is a piece of material that has special symbols with meaning. The colors and designs have special representation that reflects the owner of the cloth. If you had an adinkra cloth, what would it look like? What would the cloth say about you? Design your own adinkra cloth, with your own colors and symbols. Describe the meaning of these colors and symbols, including the reasons why you chose them. Be prepared to present your adinkra cloth. TE pg. 202</p>

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Describe your favorite character in the story. Use facts from the story to help you guess the character's favorite activities, items, foods, and clothes. Include descriptive words such as <i>serious</i> or <i>adventurous</i> to describe how the character acts. TE pg.202</p>		<p>Write number sentences! Look carefully at pages 194-195. How many squares do you see in the Talking Cloth? Write number sentences to describe the total number of squares. Try to write at least four different sentences.</p>
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English Learners (Instructional guidance TBD pending further direction from the state)

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

DRAFT

<p>Grade: 3rd Selection 2.4 Dancing Rainbows</p>	<p>Theme 2: Celebrating Traditions Theme Concept: <u>The United States has a rich cultural heritage</u></p>
<p>Text Type: <input checked="" type="checkbox"/> <u>Literary</u></p>	<p>Writing: <input checked="" type="checkbox"/> <u>Narrative</u></p>

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)	
monitor and clarify	making inferences	traits	ancestor
main idea	critical thinking	motivations	elder
supporting details	similes	contribute	honor
topic	compare and contrast	experiences	respect
expository nonfiction	noting details	plaza	imitating
predictions	drawing conclusions	illegal	yelp
summarize	making generalizations		

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
Reading: Literature		
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.
Reading: Informational Text		

R.I.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.
R.I.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.
R.I.3.3	Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.	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.
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R.I.3.9	Compare and contrast the most important points and key details presented in two texts on the same topic.	I can compare and contrast the main ideas and key details in two texts on the same topic.
R.I.3.10	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.	I can read grade-level informational texts proficiently and independently.

Text-Dependent Questions (DOK 1-3)

DOK Level	Questions	Page #
2	Where and when will the Tewa tribe have Feast Day? Explain how the town got its name.	210-211
3	What do Tewas believe about raindrops and rainbows? Cite evidence from the text.	216
3	Curt understands he should dance “for all things and people”. What conclusions can you draw about the importance of the dance? Use clues from the author to support your answer.	221
2	What can you infer about traditional culture of the Tewas Indians? What information did you use to make your inference?	221
3	Read the first paragraph on page 223. In your own words, what is the main idea of this paragraph?	223

Performance Tasks (DOK 4)

Let’s Compare: In a small group, look at the big photograph on pages 216-217. Describe the land and climate where Curt and Andy live. Create a geographical visual poster of their surroundings. Discuss how their surroundings affect life in their community. Then discuss how your surroundings affect life in your own community. Write a short compare and contrast paragraph of the two different communities. Be prepared to present.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
How do Curt and his family prepare for the Feast Day? Write an explanation that tells what each person does to get ready for the celebration.	Science: Where does rain come from, and where does it go? Draw a diagram explaining the water cycle. Include the earth, water, sun, air, clouds, and rain. Use arrows to show the path of the water. Label each part of the cycle. Use other resources for information.	

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

Level: Emerging	Level: Expanding	Level: Bridging