El Rancho Unified School District

Grade: 3rd
Selection 3.1 Dogzilla

Theme 3: Incredible Stories
Theme Concept: Some stories are too wild to be believed

Text Type:
☑ Literary

Writing:
☑ Figurative

Tier 1 (Standard/academic/skill specific vocabulary)				Tier 2 (Content specific vocabulary)	
point of view	realism	element	fantasy	community	horrifying and terrifying
narrator	summarize	illustrate	predict	creature	monstrous, colossal, tremendous
organized	problem-solving	evaluate	Convey moivation literal/ nonliteral Central message	Heroic Ancient Crater dreadful	Depth Fiery Confident Etched

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.3.4	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.3.6	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.3.9	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.
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.3.7	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., *comparison, cause/effect, first/second/third in a sequence*)
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	What is the mood of the story on pages 266-271? What words does the author use to create this mood?	266-271
2	Authors often use word play to infuse humor into a story. What examples of word play do you see on pages 271-274?	271-274
3	Look at the phrases "Mister Mice Guy" and "hightailed it out of town." What do these phrases mean and how are they used to enhance the humor in the story? Find two more examples of word play on these pages.	278-279
2	How does the author use humor to end the story? Why is this humorous?	282
3	When an author gives an animal human characteristics, it is called " personification". Using 3 examples from the text, how does the author make mice similar to people?	

Performance Tasks (DOK 4)
Write a Movie Ad! Write an ad for a movie of Dogzilla. Draw an exciting scene from the story. Add the title and list the actors. Write sentences and quotations from people that will make others want to see the movie. You may want to look at newspaper ads for ideas. Use colorful adjectives such as greatest, silliest, and heroic. Pg.284

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Create a tongue twister: Find a phrase in the story in which each word has the same beginning sound. Use that phrase to write a whole sentence in which all the important words have that same beginning sound. Say your tongue twister aloud as fast as possible. Pg. 285		**Figure out the sale price**: Look at the picture of Gonzales's furniture store on page 275. Then look at the original prices of the furniture in the chart below. If the sale price of each piece of furniture were half of the original price, how much would each one cost? Pg. 285

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

Level: Emerging	Level: Expanding	Level: Bridging

<table>
<tr><td colspan="2" align="center">El Rancho Unified School District</td><td align="center">DRAFT</td></tr>
<tr><td colspan="2">Grade: 3rd
Selection 3.2 The Mysterious Giant of Barletta</td><td>Theme 3: Incredible Stories
Theme Concept: Some stories are too wild to believe.</td></tr>
<tr><td colspan="2">Text Type:
☑ Literary</td><td>Writing:
☑ Narrative</td></tr>
</table>

Tier 1 (Standard/academic/skill specific vocabulary)				Tier 2 (Content specific vocabulary)	
direction	folktale	inference	KWL	giant	weakling
question	context	contrast	predict	mysterious	statue
fantasy	realism	genre	Compare Central message	pedestal	square

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.
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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.3.2	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.3.4	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.3.7	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., *comparison, cause/effect, first/second/third in a sequence*)
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	What can you infer about Zia concetta from her words and the illustration? Give examples from the test to support your inference.	294-295
2	Reread pg 297. What conclusion can be drawn about life in Barletta? Support your answer with three details from the text.	297
3	Compare and contrast how life changes on page 298-299 for the townspeople after news of the invading army arrives. Give three examples from the text.	298-299
1	Read paragraph two on page 302 and note the sequence of events. Identify the three words in the text that indicate sequencing or instructions.	302
3	The author uses Italian phrases throughout the text and ends with Italian words. Evaluate the effectiveness of these words/phrases at enhancing the setting of the story.	

Performance Tasks (DOK 4)
Design an Italian phrase book: Throughout the story, the author provided many Italian phrases that are used by the characters. Select 5 Italian words and/or phrases from the story on a separate piece of paper. Then put them in alphabetical order. Write the English meaning on each page and draw a picture that shows the meaning. Lastly, include synonyms and antonyms for each word/phrase. Bind the pages together. Buon divertimento! Have fun! Pg. 311

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Create a postcard: If you were visiting Barletta, what would you write to a friend? On one side of an index card, write your friend's address and a short message. Compare Barletta with your hometown. On the other side of the card, draw a scene from Barletta.	**Make a map**: How well do you know Barletta? Draw a map of the town. Put the town square at the center. Show all the important places you read about in the story. Label the places clearly. Don't forget the statue of the Giant! Pg. 311	

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: 3rd	Theme 3: Incredible Stories
Selection 3.3 Raising Dragons	Theme Concept: Some stories are too wild to be believed

Text Type:	Writing:
☑ Literary	☑ Narrative

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
demonstrate	interpret	supporting details	appetite	hitched	shelling
predict	main idea	compare and contrast	chores	sown	
infer		draw conclusions	harvested	tended	
understanding	explicit	character development	plow	departing	
opinions	fluency	cause and effect	perch	farewell	

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.3.4	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.3.10	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at a	I can describe the characters in a story (traits,

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	high end of the grades 2-3 text complexity band independently and proficiently.	motivations, feelings). I can describe how a character's actions contribute to the events in the story.
	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.3.4	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.3.7	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., *comparison, cause/effect, first/second/third in a sequence*)
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Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
2	Read the sentence that starts with "Now me . . . " Who is "me" and how do you know?	320
2	Reread the fifth paragraph beginning with. "I always minded my parents..." What does the author mean by "minded"? How does this cause her a dilemma?	323
2	According to the author how is the girl's relationship with Hank changing her? Provide 2 examples.	328
3	Reread this section and analyze how the girl feels about the vacation on Dragon Island. Compare and contrast these feelings with specific details from the text.	334-339
2	The little girl says that she knows she will see Hank again." Why does she say this? Cite evidence from the text.	341

Performance Tasks (DOK 4)
Report the News: In a small group, write a script of a television reporter's news report from the farm. Include the reporter, the little girl, her parents, and Hank. Be sure to ask questions that highlight some of the events from the story. Present to the class.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
A sequel is a narrative that builds upon or continues a previous story. Write a sequel to Raising Dragons that details what might happen next to the little girl, her parents, Hank, and the eggs.	Make a life cycle chart. Create a chart sequencing and detailing Hank's developmental stages. Be sure to label each part.	

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

Level: Emerging	Level: Expanding	Level: Bridging

El Rancho Unified School District

Grade: <u>3rd</u> Selection <u>3.4 The Garden of Abdul Gasazi</u>	Theme 3: <u>Incredible Stories</u> Theme Concept: <u>Some stories are too wild to believe</u>

Text Type: ☑ <u>Literary</u>	Writing: ☑ <u>Narrative</u>

Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)		
story structure	noting details	awesome	exhausted	convinced
monitor and clarify	compare and contrast	convinced	galloped	blurted
story structure	making judgments	disappeared	ignored	incredible
drawing conclusions	character's perspective	discovered	impossible	parlor

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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.3.6	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.3.9	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	I can describe the characters in a story (traits, motivations,

	poetry, at a high end of the grades 2-3 text complexity band independently and proficiently.	feelings). I can describe how a character's actions contribute to the events in the story.
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.
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Text-Dependent Questions (DOK 1-3)		
DOK Level	**Questions**	**Page #**
2	Reread page 352 . What evidence from the text can you cite to defend the idea that Alan takes pet-sitting Fritz seriously?	352
2	Reread the last sentence on page 352 when Alan hides his hat under his shirt. This is an example of foreshadowing. Where in the story does Alan's hat reoccur?	352
1	Chris Van Allsburg wants the reader to notice that Fritz is out of control. What words or phrases on page does the author use to portray Fritz in this light? Give three examples to support your answer.	354
2	Reread pages 360-362 . What textual clues are there that lead you to believe that Alan really believe Fritz turns into a duck?	360-362
3	Why do think that Chris Van Allsburg choose to end the story with Fritz having Alan's hat?	366

Performance Tasks (DOK 4)
You are a Book Reviewer: When you review a book you tell about the characters, setting, and plot. You also tell about what did you like about book. Write a review about The Garden Abdul Gasazi. Include the answers to these questions: What did you like about the story? Did the story keep you interested? Why or Why not? Do you think others should read this? Why? Be ready to share your report to a small group as if you were on the news.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
A new point of view! Write the story from Fritz's point of view! Explain what happened after he escaped from Alan. Include answers to these: Did Gasazi capture Fritz? Did they really turn Fritz into a duck? If not, where was Fritz and what was he doing? Add details that help the reader see and hear what is happening. Draw an illustration to help bring your story to life. Be ready to share your story with a small group.	**Design a Garden!** Create a garden, similar to the one in the story on a poster. You may want to research different types of gardens. Include in your drawing the layout, the types of plants/flowers/trees. Be ready to share your design with the class.	

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

Level: Emerging	Level: Expanding	Level: Bridging