

**El Rancho Unified School District**

**DRAFT**

Grade: 3 <sup>rd</sup> Selection 4.1 Nights of the Pufflings		Theme 4: <u>Animal Habitats</u> Theme Concept: <u>Animals coexist with people in a variety of habitats</u>			
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>		Writing: <input checked="" type="checkbox"/> <u>Informative/Explanatory</u>			
Tier 1 (Standard/academic/skill specific vocabulary)		Tier 2 (Content specific vocabulary)			
evaluate	critical thinking	ashore	launching	overlooking	roaming
main idea	predictions	instinctively	stranded	stray	flutters
supporting detail	Survey Question Read Respond (SQRR)	burrows	speckled	bobbing	
generalization	summarize	uninhabited	venture	nestles	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
<b>Reading: Informational Text</b>		
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.3.6	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 #
2	As the birds are returning to Halla's island, what time of the year is it? How do you know?	21
2	Puffins do not make nests in trees. They nest in burrows on stony island cliffs. What is a burrow? Why are the cliffs a good place for puffin burrows?	22
2	The story says, "...Arnar Ingi thinks about getting some cardboard boxes ready." Why does Arnar Ingi need cardboard boxes?	25
1	What dangers threaten the pufflings if the children do not find them after they are stranded?	27-28
3	Compare the photographs of the puffins. Name at least two ways that a puffling's appearance changes as it becomes an adult.	

### Performance Tasks (DOK 4)

**Write a Travel Brochure.** Create a brochure for travelers who might want to visit Heimaey Island. Describe the scenery and animals of the island, as well as any activities and sites they might enjoy there. Be sure to include illustrations. Share with your classmates.

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Select at least three photographs from the story and explain how each one is connected to an event or idea in the story. Then, choose one that best shows the main idea or theme of the story. Be sure to justify your choice using details from the text.	Look closely at the photos of the puffins on pages 25 and 26. Use the photos to create your own drawing of a puffin. Write a detailed description of the puffin, describing how the puffin looks from top to bottom. Label the body parts and describe how each part helps the puffin to meet its needs for survival.	

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

**El Rancho Unified School District**

**DRAFT**

Grade: 3 <sup>rd</sup> Selection 4.2 Seal Surfer			Theme 4: Animal Habitats Theme Concept: <u>Animals coexist with people in a variety of habitats.</u>			
Text Type: <input checked="" type="checkbox"/> Literary			Writing: <input checked="" type="checkbox"/> Narrative			
<b>Tier 1</b> <b>(Standard/academic/skill specific vocabulary)</b>			<b>Tier 2</b> <b>(Content specific vocabulary)</b>			
summarize	predict	Compare and contrast	basked	quay	surf	dissolved
analyze	KWL	author's view point	horizon	reformed	reflection	sensation
sequence	summarize	Critical thinking	buffeted	panic	swooped	elated
			deserted	wrenched	swell	mountainous

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
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.3.6	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 describe the characters in a story (traits, motivations, feelings). I can describe how a character's actions contribute to the events in the story
<b>Reading: Informational Text</b>		
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., <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 #
2	What similarities does the author point out between the humans and the young seal? Give an example from the text to support your answer.	50
2	Reread pages 52 and 53. What mood does the author create when describing the seals and the humans sharing the music?	52
2	What does the author mean by saying the wave Ben was riding <i>suddenly broke</i> ? Use contextual clues to help determine the meaning.	58
3	Reread pg. 62. As the summer begins, why do you think Ben carries on his fishing tradition?	62
3	What is the overall message in the story? What does it tell about the way humans should interact with nature?	

### Performance Tasks (DOK 4)

**A Place of Your Own:** In the story, Ben enjoys visiting the cliffs. Think of an outdoor place you enjoy visiting, and how it changes through the seasons. Design a poster showing your chosen place, reflecting each season. Then write a descriptive paragraph summarizing your poster. Be ready to show your poster and read your paragraph with the class.

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
In the story, Ben and his grandfather share many interests and outdoor activities. What outdoor activities might Ben share with his own children? Explain your reasons for choosing these activities.		<b>Calculating Calendar Time:</b> The story takes place over two and a half years. How many months is that in all? Write a number sentence or model to show how you've arrived at your answer.

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

<b>Level: Emerging</b>	<b>Level: Expanding</b>	<b>Level: Bridging</b>

Grade: 3 <sup>rd</sup> Selection 4.3 Two Days in May		Theme 4: <u>Animal Habitats</u> Theme Concept: <u>Animals coexist with people in a variety of habitats.</u>		
Text Type: <input checked="" type="checkbox"/> <u>Literary</u>		Writing: <input checked="" type="checkbox"/> <u>Descriptive</u>		
<b>Tier 1</b> <b>(Standard/academic/skill specific vocabulary)</b>		<b>Tier 2</b> <b>(Content specific vocabulary)</b>		
making judgment	predicting outcomes	appreciate	stranded	wobbled
monitor and clarify	problem solving	grazing	flickering	gasped
foreground	similes	population	rusty	rumbled
prediction	critical thinking	starve	broad	
summarize		surrounding	solemnly	
		territory	wander	

Common Core Standards:	Common Core Description of Goals	(LOL) I can statement:
<b>Reading: Literature</b>		
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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.3.4	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.3.7	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 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.3.4	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.3.7	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 pg. 77. How does the author let you know that the gathering of neighbors is unusual?	77
2	Why does everyone become quiet when Mr. Donovan speaks about what is happening with the deer?	81
3	Is the neighbor's plan to save the deer a good one? How do you know? Give examples to support your ideas.	82
2	What does the author mean by, "The problem is population growth..."	87
3	Based on the people's reaction at the end of the story, how do you think the neighborhood differs from the beginning of the story?	

Performance Tasks (DOK 4)
<p><b>Write a newspaper article!</b></p> <p>In the story, the deer coming into the city neighbor was very unusual because it is not their normal habitat. In our areas, you may see reports on TV about bears in city neighborhoods. Write a newspaper article that explains why the bears may be visiting the neighborhoods and what can the communities do to help save the bears. Make sure your article includes who, what, where, when, and why. Write a headline at the top of your article. Be ready to share with the class. (Variation pg. 94)</p>

### Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p><b>Working together!</b></p> <p>Write a descriptive paragraph recalling how Sonia's community worked together to help save the deer. Be sure to include sequential order from beginning to end.</p>	<p><b>Wildlife safety rules!</b></p> <p>In a small group, write a list of safety rules for people who come across wild animals. Create a book of rules that will protect both the animal and the person. Look in the story and in other books or magazines for ideas.</p>	

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

Level: Emerging	Level: Expanding	Level: Bridging
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