

El Rancho Unified School District

DRAFT

Grade: <u>3rd</u> Selection <u>5.1 Across the Dark Wide Sea</u>	Theme 5: <u>Voyagers</u> Theme Concept: <u>No matter where they travel, voyagers have a lot in common</u>
Text Type: <input checked="" type="checkbox"/> <u>Literary/Informational</u>	Writing: <input checked="" type="checkbox"/> <u>Informative/Explanatory</u>
Tier 1 (Standard/academic/skill specific vocabulary)	Tier 2 (Content specific vocabulary)
making	seeping
inferences	lurked
vivid language	desperate
comprehension/critical thinking	cramped
fiction	huddled
story	shuddered
predictions	sprouting
making judgments	vast
structure	survive
summarize	shelter
questions	settlement
compare and contrast	shallow
historical	swamp
Noting details	weary
problem solving	defend
	Journey anchor

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.3.10	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.3.1	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 #
1	Reread the first three paragraphs. Where are the characters and what are they doing?	113
2	“The choppy sea seemed angry.” The author uses personification to explain the state of the sea. How does the phrase, “the choppy sea seemed angry” help you understand the meaning of the word “choppy”?	115
3	Using evidence from the text, identify the mood of the story at this point.	120
2	What words did the author use to engage the senses? What season can you infer it is?	127
3	Describe the relationship between the settlers and the Indians. Include details from the story to support your answer.	127-128

Performance Tasks (DOK 4)

Write a travel diary!

You have traveled back in time and are a member of the voyage. Choose one part of the story, such as the voyage, the first winter in the new land, or the first spring. Write an entry for a travel diary that summarizes the important events during one day of this time. Your diary entry should include activities you do from the time you wake up to the time you sleep. Refer to the story on the types of activities the characters did. Then publish your entry on a paper that’s looks aged. Be ready to share with the class.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
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<p>Travel back in time! What tools and machines that we have today would have been most useful to the settlers during their trip? In your writing, include 3 ways the tool or machine could have been used to help the settlers.</p>	<p>Create a timeline! Work with a partner. Create a timeline, in sequence that shows events of the journey of the Pilgrims to America. Identify the key events of the story. Your timeline can be horizontal or vertical. Be ready to share your poster.</p>	<p>Calculate Amounts! If a person on the Mayflower ate one pound of salt pork, one cup of beans, half a pound of cheese, and three biscuits each day, how much of each of those foods would a person eat in one week? Try drawing a picture to help you find the answer.</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

Grade: <u>3rd</u> Selection <u>5.2 Yunmi and Halmoni's Trip</u>	Theme 5: <u>Voyagers</u> Theme Concept: <u>No matter where they travel, voyagers have a lot in common</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	embraced
generalizations	bustling
summarize	custom
comprehension/critical thinking	passport
predict/infer	foreigners
cause and effect	nationals
	sightseeing
	vendor

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.3.7	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.
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Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	Why is Halmoni showing Yunmi a stack of photos on their long flight to Korea? Why does Yunmi need a passport to make this trip?	145
2	Why does the author say, “Yunmi looked like all the Koreans in the national line, but had to stand in the foreigner line”? How does it make Yunmi feel?	146
2	“An uncle ushered Halmoni and Yunmi into his car....” What contextual clues help you understand what ushered means?	148
2	On page 205, why does Yunmi tell Halmoni, “If you want to stay, I will understand.”?	159
3	At the very end of the story, the author says about Yunmi that “she took Halmoni’s hand and together they walked over to join Yunmi’s family.” Why did she say “Yunmi’s family” here? Cite details from the story to support your answer.	160

Performance Tasks (DOK 4)
Create a Postcard: What did Yunmi learn about traditions from her visit to her grandfather’s tomb? Write a postcard from Yunmi’s point of view to her best friends back home where she tells them about the birthday party at the Tomb, about all the sightseeing [you] have done, what you have learned and felt. Include what you learned about Halmoni, and maybe even about yourself. Be prepared to share with your classmates.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
Write a Personal Narrative: Have you ever taken a trip to visit family or friends? Describe one of your trips, and what made it especially exciting and memorable. Detail the most interesting parts with sensory language. (Sights, sounds, smells, tastes...)	All About Passports: Yunmi got her first passport so she could go to Korea. Do research about passports to find answers to the following questions: What is a passport? What information do they have in them? Who needs them? When do people use them? *Write a paragraph to share the information you have learned, and share with the class.	

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

Level: Emerging	Level: Expanding	Level: Bridging
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El Rancho Unified School District

DRAFT

Grade: 3rd Theme 5: Voyagers Selection 5.3 Trapped by the Ice! Theme Concept: No matter where they travel, voyagers have a lot in common.
 Text Type: Literary Writing: Informative

Tier 1 (Standard/academic/skill specific vocabulary)			Tier 2 (Content specific vocabulary)		
monitor	compare and contrast	comprehension	stranded	savage	rancid
supporting detail	setting	critical thinking	tremble	permanent	grueling
main idea	prediction	sequence of events	executing	deserted	perilous
topic	monitor/clarify	narrative nonfiction	barren	quench	temporary
text organization	drawing conclusions		scarce	sapped	
summarize	making judgments		lunged	stalking	

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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.3.5	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.3.9	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.3.1	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.3.8	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>)
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Text-Dependent Questions (DOK 1-3)		
DOK Level	Questions	Page #
2	What happens at the beginning of the story to cause Shackleton to be “concerned for his men”?	172
2	In the story, the author describes the sea leopard as “stalking”. Why does the sea leopard stalk him? What actions do the men take to help him escape safely?	178
2	How does the author let you know that the men were determined to make it to the whaling station?	196
3	Why do people call Shackleton a hero even though he didn’t succeed in crossing the South Pole’s ice cap?	
3	How is Shackleton’s sea voyage like the Mayflower voyage? How is it different?	

Performance Tasks (DOK 4)
Explorers Wanted: Write a job description for a new crew member for an Antarctic expedition. Reread the story to see what qualities would make a good crew member. Include any personal rewards other than money that might be included. Create a help wanted poster seeking this new member, using the information from your job description.

Common Core Connection- Curricular Extensions

Writing	Science/ Social Studies	Math
<p>Write a Speech: Shackleton gave speeches telling people about his adventures. Choose a group Shackleton might have spoken to, such as reporters, other explorers, or students. Write a short speech Shackleton might have given to this group.</p>	<p>Make a Time Line: Record Shackleton’s journey on a time line. On paper, draw a straight line. For each date, draw and label a dot on the line. Below each dot, write what happened on that date. Keep the dates in order from left to right.</p>	

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

Level: Emerging	Level: Expanding	Level: Bridging