

Third Grade ELA Pacing

Supplemental ELA Texts

Lexile Guide

K-1	Up to 530
2-3	420- 820
4-5	740- 1010
6-8	925- 1185
9-10	1050- 1335
11- CCR	1185- 1385

*Students need to read texts independently as much as possible throughout each quarter. (RRTC.10- Read and comprehend stories, poems, and informational texts at the high end of the grades 2-3 text complexity band independently and proficiently.)

Grades 3-5 Essential Standards (Cornerstones)

Reading

R.KID. 1- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.KID.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Summarize begins in 4th grade)

R.KID.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

R.CS.4- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CS.5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.IKI.7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

R.IKI.8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.

R.IKI.9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

R.RRTC.10- Read and comprehend complex literary and informational texts **independently** and **proficiently**.
Based on Star and/or additional data, students should read independently as many texts as possible.

W.TTP 1- Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.TTP 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

W.TTP 3- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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W.TTP 3- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

FL.SC.6i- Write several cohesive paragraphs on a topic. (This is the first time more than 1 paragraph appears in the standards. 3rd grade works on this, but it is not in their standard.)

FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing. (If you believe students need additional grammar support, consider using IXL.)

FL.VA.7- Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

R.CS.4- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Module 0

Dates		Text(s)	Focusing Targets	Data
	(Suggested number of lessons) Lesson 1 Lesson 2 Lesson 3 Lesson 4 Lesson 5 Lesson 6	<i>Thank You, Mr. Falker</i> (650L)	T5 (KID.1) T5 (KID.2) T4 (FL.SC.6.i- complete sentences) *Additional targets can be added.	

Module 1: The Sea

Focusing Standards

R.KID. 1- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.KID.2-Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Summarize begins in 4th grade)

R.CS.4- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

R.CS.5- Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.

R.IK1.7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.

R.RRTC.10- Read and comprehend complex literary and informational texts **independently** and **proficiently**.
Based on Star and/or additional data, students should read independently as many texts as possible.

W.TTP 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing.

- a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs as used in general and in particular sentences.
- e. Form and use simple verb tenses.
- i. Produce simple, compound, and complex sentences.
- j. Capitalize appropriate words in titles.

*If you feel additional practice is needed with T7 (grammar skills), consider using a resource such as IXL.

FL.VA.7- Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. (morphology)

R.CS.4- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. (text vocabulary)

Dates	Arc 1	Text(s)	Focusing Targets	Data
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	Lesson 1	"The Sea Wind," Sara Teasdale	T5(KID.2)	Handout 2A T15 (KID.2)
	Lesson 2		T5 (W.TTP.2)	
	Lesson 3	<i>The Great Wave, Katsushkia Hokusai</i>	T6/7 (W.TTP.2)	Handout 4B T4 (FL.SC.6a)
	Lesson 4	<i>The Boating Party, Mary Cassatt</i>	T4 (FL.SC.6a, i)	
	Lesson 5			Handout 5A T5 (KID.1)
	Lesson 6	<i>The Gulf Stream, Winslow Home</i>		Handout 6A T1/5 (CS.4)
	Lesson 7			
	Lesson 8	"Sperm Whale Encounter," Howard Hill		Lesson 7 TDQs Q1- T5 (KID.1) Q2- T5 (KID.3) Q3- T5 (KID.3) Q4- T5 (KID.1) Q5- T5 (KID.1)
	Lesson 9	<i>Amos & Boris, William Steig (920L)</i>		Instead of asking questions out loud to the whole class/small group, the questions could be answered individually as multiple choice or short response questions.
		"The Lion and the Mouse," Aesop		Handout 5C; Story Map T5 (KID.1, KID.2)
				Assessment 8: Focusing Question Task 1

				<p>T5 (KID.1, KID.2) T6 (W.TTP.2) T6 (W.TTP.2)</p> <p>Lesson 9- Revise a Sentence T4 (FL.SC.6i) Students identify sentences and fragments in their response journals.</p> <p>Handout 9B T1 (FL.VA.7)</p>
Dates	Arc 2	Text(s)	Targets	Data
	<p>Lesson 10</p> <p>Lesson 11</p> <p>Lesson 12</p> <p>Lesson 13</p> <p>Lesson 14</p> <p>Lesson 15</p> <p>Lesson 16</p> <p>Lesson 17</p>	<p><i>Ocean Sunlight: How Tiny Plants Feed the Seas</i>, Molly Band and Penny Chisolm (NC1090L)</p> <p>"Why the Ocean Matters"</p> <p><i>The Fantastic Undersea Life of Jacques Cousteau</i>, Dan Yaccarino (840L)</p> <p>Video: "Cousteau's Silent World: Shipwreck"</p>	<p>T5 (KID.1) T5 (KID.2) T5 (CS.5) T5 (IKI.7)</p> <p>T6 (W.TTP.2)</p> <p>T4 (FL.SC.6.i)</p> <p>T1/5 (CS.4)</p>	<p>Handout 10B T1/5 (CS.4)</p> <p>Lesson 11 TDQs Q1- T5 (KID.1) Q2- T5 (IKI.7) Q3- T5 (IKI.7) Q4- T5 (IKI.7) Q5- T5 (KID.1) Q6- T5 (KID.1) Q7- T1/5 (CS.4) Students could answer questions independently either through multiple choice</p>

	Lesson 18	Excerpt”		<p>or short answer responses.</p> <p>Lesson 12 Q1- T5 (KID.1) Q2- T5 (KID.1) Q3- T1/5 (CS.4) Q4- T5 (KID.1) Q5- T1/5 (CS.4) Q6- T5 (KID.1) Q7- T5 (KID.1) Q8- T5 (KID.1) Q9- T5 (KID.3) Students could answer these questions independently as multiple choice or short answer questions.</p> <p>Handout 12A T5 (KID.1)</p> <p>Lesson 12 Write a Summary T6 (W.TTP.2) T4 (FL.SC.6.i, n)</p> <p>Assessment 12: Mid-Module Vocabulary Assessment T1/5 (CS.4)</p> <p>Lesson 13- TDQs</p>
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				<p>Q1- T5 (KID.1) Q2- T5 (KID.1) Q3- T5 (KID.1) Q4- T5 (KID.1)</p> <p>Lesson 14- TDQs Q1- T5 (CS.5) Q2- T5 (KID.1) Q3- T5 (KID.1), T3 (IKI.7) Q4- T5 (KID.1)</p> <p>Lesson 15- TDQs Q1- T1/5 (CS.4) Q2- T5(KID.1) Q3- T5 (IKI.7) Q4- T5 (IKI.7) Q5- T5 (KID.1) Q6- T1/5 (CS.4),T5 (IKI.7) Q7- T5 (KID.1), T3 (IKI.7)</p> <p>Lesson 15- "Watch a Film" T5</p> <p>Lesson 16- TDQs Q1- T5 (KID.1) Q2- T5 (KID.1) Q3- T5 (CS.5) Q4- T5 (IKI.7) Q5- T5 (KID.2)</p>
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				<p>Lesson 16- Explanatory Paragraph T6 (W.TTP.2) T7 (W.TTP.2)</p> <p>Lesson 16- Land Q1- T1 (KID.2) Q2- T1 (KID.2) This could be an exit ticket in response journals.</p> <p>Handout 16A- Simple Past T4 (FL.SC.6.b)</p> <p>Assessment 17: Focusing Question Task 2 T5 (KID.1) T6 (W.TTP.2) T7 (W.TTP.2)</p>
Dates	Arc 3	Text(s)	Targets	Data
	<p>Lesson 19</p> <p>Lesson 20</p> <p>Lesson 21</p> <p>Lesson 22</p>	<p><i>The Gulf Stream</i>, Winslow Homer</p> <p><i>Shark Attack!</i> Cathy East Dubowski (820L)</p> <p><i>Giant Squid: Searching</i></p>	<p>T5 (KID.1) T5 (KID.2) T5 (CS.5) T5 (IKI.7) T6 (W.TTP.2) T7 (W.TTP.2) T1/5 (FL.VA.7, CS.4)</p>	<p>Handout 19B: Frayer Model T1/5 (FL.VA.7) *You could use Handout 19B to model using the Frayer model, and then provide students with 1</p>

	Lesson 23	<i>for a Sea Monster</i> , Mary M. Cerullo (NC1090L)		(or more) additional words to do independently.
	Lesson 24	Virtual Tour of the National Aquarium		
	Lesson 25			Lesson 20 TDQs
	Lesson 26	"Excellence in Exhibition Label Writing Competition 2011"		Q1- T5 (KID.2)
	Lesson 27			Q2- T5 (KID.1)
	Lesson 28			Q3- T5 (IKI.7)
	Lesson 29			Q4- T5 (KID.2)
	Lesson 30			Students could answer questions independently (multiple choice, short answer)
				Lesson 20- Boxes and Bullets
				T5 (KID.1, KID.2)
				Do you need to increase rigor or students' stamina?
				Consider having students complete independently and then share with a group.
				Handout 20A: Reverse Writing Planner
				T6 (W.TTP.2)
				Handout 20B: Frayer Model

				<p>T1/5 (FL.VA.7, CS.4)</p> <p>Lesson 21- TDQs Q1- T5 (KID.1) Q2- T5 (CS.5) Q3- T5 (CS.5)</p> <p>Lesson 21- New Text Features (Table of Contents, Glossary, Index) 2 possible options:</p> <ol style="list-style-type: none"> 1. Have students answer the three questions independently first and then share their response with their group. 2. Instead of answering questions for just one text feature, have students answer 3 questions for each of the new text features. <p>T5 (CS.5)</p> <p>Handout 21A: Text Feature Hunt</p>
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				<p>T2 (CS.5)</p> <p>New Read Assessment 22</p> <p>Q1- T1/5 (CS.4) Q2- T5 (CS.5) Q3- T5 (KID.2) Q4- T5 (IKI.7) Q5- T5 (KID.2)</p> <p>Lesson 24- TDQs Q1- T5 (KID.1) Q2- T1/5 (CS.4) Q3- T5 (CS.5)</p> <p>Lesson 25- TDQs Q1- T1/5 (CS.4) Q2- T1/5 (CS.4) Q3- T5 (KID.1) Q4- T5 (KID.1) Q5- T5 (KID.1) Q6- T5 (KID.1)</p> <p>Lesson 25- Key Details/Main Idea T5 (KID.1, KID.2)</p> <p>Assessment 26: New Read Assessment 2 Q1- T5 (CS.5) Q2- T5 (CS.5) Q3- T5 (CS.5)</p>
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				<p>Lesson 26: Analyze Text Structure Q1- T5 (KID.2) Q2- T5 (CS.5) Q1- T5 (KID.1) Consider having students complete the chart independently first and then work in groups.</p> <p>Lesson 27 TDQs Q1- T5 (KID.1) Q2- T5 (KID.1) Q3- T5 (KID.1) Q4- T5 (KID.2)</p> <p>Lesson 27: Main Idea/Essential Meaning T5 (KID.1, KID.2)</p> <p>Lesson 27: Summarize the text (Writing a summary begins in 4th grade, but you can gather evidence from this writing.) T4 (FL.SC.6.i, n)</p> <p>Handout 28A: Evidence Organizer</p>
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				T5 (KID.1) Assessment 29: Focusing Question Task 3 T5 (KID.1) T 6 (W.TTP.2)
Dates	Arc 4	Text(s)	Targets	Data
	Lesson 31 Lesson 32		T6 (W.TTP.2) T7 (W.TTP.2) T1/5 (CS.4)	Assessment 31: End of Module Task T6 (W.TTP.2) T7 (W.TTP.2) Assessment 32: End of Module Vocabulary Assessment T1/5 (CS.4)
Module 1 Extensions, supplemental resources...				

Module 2: Outer Space

Focusing Standards

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R.KID.3- Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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W.TTP 2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing.

a. Explain the function of nouns, pronouns, verbs, **adjectives**, and **adverbs** as used in general and in particular sentences.

i. Produce simple, compound, and complex sentences.

h. Use coordinating and subordinating conjunctions.

*If you feel additional practice is needed with T7 (grammar skills), consider using a resource such as IXL.

FL.VA.7- Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

R.CS.4- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Dates	Arc 1	Text(s)	Targets	Data
	Lesson 1	<i>Starfield</i>	T5 (KID.1)	Lesson 2- TDQs
	Lesson 2	<i>Moonshot</i> (990L)	T5 (KID.2)	Q1- T5 (KID.1)
	Lesson 3	<i>One Giant Leap</i> (470L)	T5 (KID.3)	Q2- T5 (KID.1)
	Lesson 4	<i>Starry Messenger</i> (830L)	T5 (CS.6)	Q3- T1/5 (CS.4)
	Lesson 5	<i>Zathura</i> (540L)	T5 (IKI.9)	Q4- T5 (KID.1)
	Lesson 6	"Galileo's Starry Night"	T6 (W.TTP.2)	Q5- T5 (KID.1)
	Lesson 7	"Moon 101"	T7 (W.TTP.2)	Handout 2C: Developing a Topic
	Lesson 8		T4 (FL.SC.6a, i)	T5 (KID.1)
	Lesson 9		T1/5 (CS.4)	T1/5 (CS.4)
	Lesson 10			Handout 3A- "To a TEE" Planner
	Lesson 11			T6 (W.TTP.2)
	Lesson 12			Lesson 4- Create a Timeline
				T5 (KID.3)
				Lesson 5- TDQs
				Q1- T5 (KID.1)
				Q2- T5 (KID.1)
				Q3- T1/4 (CS.4)
				Q4- T5 (KID.1)
				Q5- T5 (KID.1)
				Q6- T5 (KID.1)
				Lesson 5- Cause/Effect Chart
				T5 (KID.3)

				<p>Handout 5A: Writing “To a TEE” Planner T6(W.TTP.2.)</p> <p>Handout 6A T6 (W.TTP.2)</p> <p>Handout 7B T5 (KID.2) T5 (IKI.7)</p> <p>Handout 7D T6 (W.TTP.2)</p> <p>Assessment 8A: New-Read Assessment 1 Q1- T5 (KID.1) Q2a- T1/5 Q2b- T5 (KID.1) Q3- T5 (KID.3) Q4- T5 (KID.3) Q5- T5 (KID.3), T3 (IKI.7) Q6- T5 (KID.3) Q7- T5 (KID.3)</p> <p>Lesson 9- TDQs Q1- T5 (IKI.7) Q2- T5 (IKI.7) Q3- T5 (KID.1)</p>
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				<p>Q4- T1/5 (CS.4)</p> <p>Lesson 9- Essential Meaning (response journal) T5 (KID.2)</p> <p>Lesson 9- Write a conclusion T6 (W.TTP.2)</p> <p>Handout 10C: Conclusion Paragraph T6 (W.TTP.2)</p> <p>Assessment 11A: Focusing Question Task 1 T6 (W.TTP.2) T7 (W.TTP.2) *Directions say 4 paragraphs; however, the standard only requires a single paragraph. This is a great place to differentiate as needed.</p> <p>Handout 11C: Compound Sentences T4 (FL.SC.6.i)</p>
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				Handout 12B: Compound Sentences T4 (FL.SC.6.i)
Dates	Arc 2	Text(s)	Targets	Data
	Lesson 13 Lesson 14 Lesson 15 Lesson 16 Lesson 17 Lesson 18 Lesson 19 Lesson 20 Lesson 21 Lesson 22 Lesson 23 Lesson 24 Lesson 25 Lesson 26	<i>Moonshot</i> , Brian Floca (990L) "The Space Race" <i>Starfield</i> "Cronkite Anchors the First Moon Walk" <i>One Giant Leap</i> (470L) "Apollo 11" "We Choose the Moon"	T5 (KID.1) T5 (KID.2) T5 (KID.3) T5 (CS.6) T5 (IKI.9) T6 (W.TTP.1) T1/5 (FL.VA.7, CS.4)	Lesson 14- "The Space Race" video T-Chart T5 (KID.1) T5 (KID.3) Handout 14A T5 (KID.1) T5 (IKI.7) Consider having students complete independently and then discuss. Lesson 14- Write an introductory paragraph for an opinion essay. Consider having students write their own before sharing with the group. T6 (W.TTP.1) Lesson 15- TDQs Q1- T5 (CS.5) Q2- T5 (IKI.7) Q3- T5 (KID.1) Q4- T1 (FL.VA.7) Q5- T5 (IKI.7)

				<p>Lesson 15- Living Timeline T5 (KID.3)</p> <p>Lesson 16- TDQs Q1- T5 (IKI.7) Q2- T5 (IKI.7) Q3- T5 (CS.6)</p> <p>Handout 16A: Points of View T5 (CS.6)</p> <p>Lesson 17- Essential Meaning of Moonshot T5 (KID.2) Consider having students answer the question independently before discussing.</p> <p>Handout 17B: Writing Planner T6 (W.TTP.1)</p> <p>Assessment 18A: New Read Assessment Q1- T5(KID.1) Q2- T1/5 (Vocabulary) Q3- T5 (CS.6) Q4- T5 (KID.3)</p>
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				<p>Q5- T5 (KID.2) Q6- T5 (KID.2) Q7- T5 (KID.3)</p> <p>Handout 19A: Model Opinion Paragraph T6 (W.TTP.1)</p> <p>Handout 19C: Frayer Model T1 (FL.VA.7)</p> <p>Lesson 20- TDQs Q1- T1/5(CS.4) Q2- T1/5(CS.4) Q3- T5 (KID.3)</p> <p>Handout 20A: Apollo 11 Events T5 (KID.1) T5 (CS.5) T5 (IKI.7)</p> <p>Lesson 21- TDQs Q1- T1/5 (CS.4) Q2- T1/5 (CS.4) Q3- T1/5 (CS.4)</p> <p>Handout 21A T1/5 (CS.4) Lesson 22- TDQs Q1- T5 (KID.2)</p>
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				<p>Q2- T5 (KID.2)</p> <p>Lesson 22- Determine an essential meaning of Moonshot T5 (KID.2)</p> <p>Lesson 23- Conclusion Paragraphs T6 (W.TTP.1)</p> <p>Lesson 24- Listen to a Speech Q1- T5 (CS.6) Q2- T5 (KID.1)</p> <p>Handout 24B T4 (FL.SC.6.h)</p> <p>Handout 25A: Comparing/Contrasting Texts T5 (IKI.9)</p> <p>Assessment 25A: Focusing Question Task 2 T6 (W.TTP.1) T7 (W.TTP.1) *Consider using My Access platform.</p> <p>Lesson 25 Deep Dive T1/5 (FL.VA.7)</p>
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Dates	Arc 3	Text(s)	Targets	Data
	Lesson 27	<i>Zathura</i> (540L)	T5 (KID.1) T5 (KID.2)	Handout 27A: Story Map T5 (KID.1)
	Lesson 28	"Pegasus"		
	Lesson 29	"Pegasus and Perseus"	T6 (W.TTP.1) T7 (W.TTP.1)	Handout 27C: Morpheme Matric T1(FL.VA.7)
	Lesson 30	"Pegasus and Bellerophon"	T1/5 (FL.VA.7, CS.4)	
	Lesson 31	"Callisto and Her Son"		
	Lesson 32			Lesson 29- Central Message in Zathura T5 (KID.2)
	Lesson 33	<i>Starfield</i>		Consider having students write their answers before sharing/discussing.
	Lesson 34			
	Lesson 35			
	Lesson 36			Assessment 31A: New-Read Assessment 3 Q1- T5 (KID.2) Q2- T5 (KID.2) Q3- T5 (KID.2) Q4- T5 (KID.2) Q5- T1/5 (CS.4) Q6- T5 (KID.2)
				Handout 31A: Organizer for Research

				<p>T5 (KID.1)</p> <p>Assessment 33A: Focusing Question Task 3 T6 (W.TTP.1) T7 (W.TTP.1) Consider having students respond using My Access.</p> <p>End-of-Module Task T6 (W.TTP.1) T7 (W.TTP.1)</p> <p>Assessment 36A: End-of-Module Vocabulary Assessment T1/5 (FL.VA.7, CS.4)</p>
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Module 3: A New Home
Focusing Standards

R.KID.1- Read closely to determine what a text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

R.KID.2- Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. (Summarize begins in 4th grade.)

R.CS.6- Assess how point of view or purpose shapes the content and style of a text.

R.IKI.9- Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes.

R.RRTC.10- Read and comprehend complex literary and informational texts **independently** and **proficiently**.

Based on Star and/or additional data, students should read independently as many texts as possible.

W.TTP.3- Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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FL.SC.6 Demonstrate command of the conventions of standard English grammar and usage when speaking and conventions of standard English grammar and usage, including capitalization and punctuation when writing.

b. Form and use regular and irregular plural nouns.

c. Use abstract nouns.

d. Form and use regular and irregular verbs.

f. Ensure subject-verb and pronoun-antecedent agreement.

k. Use commas in addresses.

l. Use commas and quotation marks in dialogue.

m. Form and use possessives.

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FL.VA.7- Determine or clarify the meaning of unknown and multiple-meaning words and phrases using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

R.CS.4- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Dates	Arc 1	Text(s)	Targets	Data
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Lesson 1	<i>Grandfather's Journey</i> , Allen Say (650L)	T5 (KID.1) T5 (KID.2) T5 (CS.6)	Handout 1A T56 (W.TTP.2)
Lesson 2		T5 (IKI.9)	Handout 1B T6 (W.TTP.2)
Lesson 3	"Japanese Immigrant's Trunk," Smithsonian Museum	T6 (W.TTP.2) T74 (FL.SC.6.f, l, m) T1/5 (FL.VA.7, CS.4)	
Lesson 4	"Kimono Show Introduces Occasions and Styles of Japanese Traditional Clothing," Susan Miyagi Hamaker		Handout 2A: Story Elements T5 (KID.1) T5 (KID.3)
Lesson 5			Lesson 2- TDQs Q1- T5 (KID.1) Q2- T5(KID.1) Q3- T5 (KID.1) Q4- T5 (KID.1) Q5- T5 (KID.1) Q6- T1/5 (CS.4) Q7- T5 (KID.1)
Lesson 6			
Lesson 7	<i>"Immigration: Who and Why?"</i> PBS Kids Go		
Lesson 8			
Lesson 9	<i>Tea with Milk</i> , Allen Say		Handout 3B: Writing Planner T6 (W.TTP.2)
Lesson 10	"Oral History Library," The Statue of Liberty- Ellis Island Foundation, Inc.		
Lesson 11			
Lesson 12	"Ann K. Nakamura: Image of Americans," Japanese American National Museum		Lesson 4- TDQs Q1- T5 (KID.1) Q2- T5 (CS.6) Q3- T5 (KID.1)
Lesson 13			
Lesson 14	<i>Family Pictures</i> , Carmen Lomas Garza (790L)		Lesson 4: Compare/Contrast Points of View T5 (CS.6) T5 (KID.1)
Lesson 15	"Two Places to Call Home," Jody Kapp "Dia de los Muertos		

		<p>Festival 2015- Artist Talk by Carmen Lopez Garza1.” Smithsonian National Museum of the American Indians</p>		<p>Lesson 4: Land T5 (CS.6) T6 (W.TTP.2)</p> <p>Lesson 5- TDQs Q1- T5 (KID.1) Q2- T5 (KID.1) Q3- T5 (KID.1) Q4- T5 (KID.1) Q5- T1/5 (CS.4) Q6- T1/5 (CS.4)</p> <p>Handout 5A; Compare-and-Contrast Essay T5 (KID.1)</p> <p>Handout 5B: Singular/Plural Possessive Nouns T4 (FL.SC.6.m)</p> <p>Lesson 6- Identify Central Message in <i>Grandfather's Journey</i> T5 (KID.1) T5 (KID.2) T5 (IKI.7)</p> <p>Handout 6A: Compare/Contrast</p>
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				<p>T5 (KID.1)</p> <p>Lesson 7- TBQs Q1- T5 (IKI.7) Q2- T1/5 (CS.4) Q3- T1/5 (CS.4)</p> <p>Handout 7A: Compare/Contrast T5 (KID.1) T5 (CS.5)</p> <p>Handout 7B: Postcard T6 (W.TTP.2)</p> <p>Lesson 8- TBQs Q1- T5 (KID.1) Q2- T5 (KID.1) Q3- T5 (KID.1) Q4- T5 (KID.1) Q5- T5 (IKI.9) Q6- T5 (IKI.9)</p> <p>Handout 8C: Subject/Verb Agreement T4 (FL.SC.6.f)</p> <p>Handout 10A: Masako's Point of View T5 (CS.6)</p>
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				<p>Lesson 11- TDQs Q1- T5 (KID.1) Q2- T5 (KID.1) Q3- T5 (KID.2)</p> <p>Lesson 11- Central Message in <i>Tea with Milk</i> T5 (KID.2)</p> <p>Handout 11B: Dialogue from <i>Tea with Milk</i> T4 (FL.SC.6.I)</p> <p>Lesson 12: Compare and Contrast Two Texts T5 (IKI.9)</p> <p>Assessment 12A: Focusing Question Task 1 T6 (W.TTP.2) T7 (W.TTP.2) .</p> <p>Handout 12B: Dialogue T4 (FL.SC.6.I)</p> <p>Lesson 15- TDQs Q1- T5 (CS.5)</p>
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				Q2- T5 (CS.6) Q3- T5 (CS.6) Q4- T5 (KID.1) Q5- T1/5 (CS.4) Q6- T5 (IKI.7) Q7- T5 (IKI.7) Q8- T5 (IKI.9) Handout 15A: New Read Assessment 1 Q1- T5 (KID.1) Q2- T5 (KID.3) Q3- T1 (FL.VA.7) Q4- T5 (KID.3) Q5- T1/5 (vocabulary) Q6- T1/5 (CS.4) Q7- T5 (KID.1, KID.3) Q8- a. T5 (KID.2) b. T5 (KID.1, KID.2) Q9- T5 (KID.3)
Dates	Arc 2	Text(s)	Targets	Data
	Lesson 16 Lesson 17 Lesson 18 Lesson 19 Lesson 20 Lesson 21	<i>Coming to America</i> , Betsy Maestro (890L) “Liberty Enlightening the World,” Frederic Auguste Bartholdi <i>Family Pictures</i> , Carmen Lomas Garza (790L) <i>Tea with Milk</i> , Allen Say	T5 (KID.1) T5 (KID.2) T6 (W.TTP.3) T4 (FL.SC.6.b, k) T1/5 (FL.VA.7, CS.4)	Handout 16B: Commas in Addresses T4 (FL.SC.6.k) Handout 19A: Frayer Model T1 (FL.VA.7) Lesson 20- Essential Meaning of <i>Coming to</i>

	<p>Lesson 22</p> <p>Lesson 23</p> <p>Lesson 24</p>	<p>(450L)</p> <p><i>Washington Monument</i>, Robert Mills</p> <p><i>Gateway Arch</i>, Eero Saarinen</p> <p>“Oral History Library,” The Statue of Liberty- Ellis Island Foundation, Inc.</p> <p><i>The Steerage</i>, Alfred Stieglitz</p> <p>“The New Colossus- Emma Lazarus”</p>		<p><i>America</i> T5 (KID.2)</p> <p>Handout 22A T5 (KID.1)</p> <p>Handout 22D: Irregular Plural Nouns T4 (FL.SC.6.b)</p> <p>Assessment 23A: Focusing Question Task 2 T6 (W.TTP.3)</p>
Dates	Arc 3	Text(s)	Targets	Data
	<p>Lesson 25</p> <p>Lesson 26</p> <p>Lesson 27</p> <p>Lesson 28</p> <p>Lesson 29</p> <p>Lesson 30</p> <p>Lesson 31</p> <p>Lesson 32</p>	<p><i>The Keeping Quilt</i>, Patricia Polacco</p> <p>“The Keeping Quilt,” Reba Heath (920L)</p> <p><i>Family Pictures</i>, Carmen Lomas Garza</p> <p>“Dia de los Muertos Festival 2015-Artist Talk by Carmen Lopez Garza 1.”</p>	<p>T5 (KID.1) T5 (KID.2) T5 (CS.5) T5 (IKI.9) T6 (W.TTP.3) T4 (FL.SC.6.m) T1/5 (CS.4)</p>	<p>Handout 26A: Character Chart T5 (KID.1)</p> <p>Lesson 27: Create a Family Tree T5 (KID.1)</p> <p>Lesson 28- TDQs Q1- T5 (KID.1) Q2- T1/5 (CS.4) Q3- T5 (KID.1) Q4- T5 (KID.1) Q5- T5 (CS.5)</p>

	Lesson 33			<p>Lesson 30: Central Message in <i>The Keeping Quilt</i> T5 (KID.2)</p> <p>Assessment 31A: New-Read Assessment 2 Q1- T5(IKI.9) Q2- T5 (IKI.9) Q3- T5 (IKI.9) Q4- T1/5 (CS.4) Q5- T4 (FL.SC.6.m) Q6- T5(KID.2) T5 (IKI.9) Q7- T5 (KID.2), T5 (IKI.9)</p> <p>Handout 33A: Focusing Question Task 3 T6 (W.TTP.3)</p>
Dates	Arc 4	Text(s)	Targets	Data
	<p>Lesson 34</p> <p>Lesson 35</p>	<p><i>Grandfather's Journey</i>, Allen Say</p> <p><i>Tea with Milk</i>, Allan Say</p> <p><i>Coming to America</i>, Betsy Maestro</p> <p><i>The Keeping Quilt</i>, Patricia Polacco</p>	<p>T6 (W.TTP.3) T6 (W.TTP.3) T1/5 (CS.4)</p>	<p>Assessment 34A: End-of-Module Task T6 (W.TTP.3) T7 (W.TTP.3)</p> <p>Assessment 34B: Vocabulary T1/5 (CS.4)</p> <p>Handout 35A</p>

				T6 (W.TTP.3) End-of-Module Task T6 (W.TTP.3) T7 (W.TTP.3)
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Module 4 Focus Standards:

CS.4- Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

***CS.5-** Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. (*Text structure appears frequently on MVPA and TCAP.*)

IKI.7- Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. (*TCAP usually never has more than 1 IKI.7 question.*)

IKI.8- Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. (*TCAP usually never has more than 1 IKI.8 question.*)

W.TTP.2- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

***FL.SC.6g-** Form and use comparative and superlative adjectives and adverbs correctly.