

GRADE 3: Journeys Sample 2<sup>nd</sup> Nine-Weeks

Type of Text	Title & Author	Routine Writing (W 1,2,4,5,6,10)
Short Text: <b>Realistic Fiction</b>	<i>Kamishibai Man</i> by Allen Say Student Book pp. 290-312 Connect to Social Studies: “The True Story of Kamishibai” Student Book pp. 314-316	Write an opinion paragraph to tell if you think the children who listened to the kamishibai man’s stories as children would still want to hear them as adults. Explain why you think so. W.3.1
Short Text: <b>Biography</b>	<i>Young Thomas Edison</i> by Michael Dooling Student book pp. 326-348 Connect to Science: “Moving Pictures” Student book pp. 350-352	Write a paragraph to explain two things you wanted to learn about Thomas Edison but did not read in the selection. W.3.1
Short Text: <b>Biography</b>	<i>Jump!</i> by Floyd Cooper Student book pp. 366-384 Connect to Science: “Science for Sports Fans” Student book pp. 386-388	Write a paragraph to tell what the author thought of Michael Jordan’s hard work and perseverance. Include evidence from the text to support your answer. W.3.2
Short Text: <b>Realistic Fiction</b>	<i>The Science Fair</i> by Susan Wojciechowski Student book pp. 398-416 Connect to Poetry: “Poems About Science” Student book pp. 318-420	Write a paragraph to explain a time when you were worried about an upcoming event. Include details. W.3.3
Short Text: <b>Legend</b>	<i>Yonder Mountain: A Cherokee Legend</i> by Robert H. Busbyhead Student book pp. 430-446 Connect to Social Studies: “The Trail of Tears” Student book pp. 448-450	Write a paragraph to explain why you think Chief Sky made the decision he made about who would be the next chief. Give evidence from the text to support your answer. W.3.2
Short Text: <b>Informational Text</b>	<i>Aero and Officer Mike</i> by Joan Plummer Russell Student book pp. 460-476 Connect to Social Studies: “Kids and Critters” Student book pp. 478-480	Write a paragraph comparing <i>Aero and Officer Mike</i> to <i>What Do Illustrators Do?</i> from Unit 2. Cite at least two ways in which the selections are similar. W.3.2b
Short Text: <b>Humorous Fiction</b>	<i>The Extra-Good Sunday</i> from <i>Ramona Quimby, Age 8</i> by Beverly Cleary Student book pp. 490-508 Connect to Social Studies: “Tia Luisa’s Fruit Salad” Student book pp. 510-512	Write a paragraph about a time you have cooked in the kitchen or helped to clean up after a meal. Explain the steps you took to do the work. W.3.2
Short Text: <b>Humorous Fiction</b>	<i>A Mr. Rubbish Mood</i> from <i>Judy Moody Saves the World!</i> by Megan McDonald Student book pp. 14-28 Connect to Science: “Save the Rain Forest” Student book pp. 30-32	Write a paragraph about what you can do to reduce the rubbish in your own home. Explain how your actions will help the environment. W.3.2

**Standards & I CAN Statements**

Reading Standards for Literature	Reading Standards for Informational Text	Reading Standards: Foundational Skills		Writing Standards		Speaking and Listening Standards		Language Standards	
RL.3.2 RL.3.5 RL.3.7	RI.3.2 RI.3.5 RI.3.7	RF.3.3a RF.3.3b RF.3.3c RF.3.3d	RF.3.4a RF.3.4b RF.3.4c	W.3.2a W.3.2b W.3.2c W.3.2d	W.3.4 W.3.5 W.3.10	SL.3.1 SL.3.2 SL.3.3	SL.3.4 SL.3.5 SL.3.6	L.3.1c L.3.1d L.3.2c L.3.2d	L.3.3a L.3.3b L.3.4b L.3.5b
<p>I can use details from the story to determine the lesson/moral.</p> <p>I can recount stories (fables, folktales and myths) from different cultures.</p> <p>I can determine the lesson/moral of a story (fables, folktales and myths).</p> <p>When writing or speaking about a text, I can use the terms chapter, scene, and stanza.</p> <p>I can describe how events in stories, dramas, and poems build upon each other.</p> <p>I can explain how the illustrations support the text.</p> <p>I can explain how the illustrations in a story help create the mood.</p>	<p>I can explain how details support the main idea.</p> <p>I can determine the main idea of a text.</p> <p>I can find key details.</p> <p>I can use text features to locate information on a topic. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, <b>key words, sidebars, hyperlinks</b>)</p> <p>I can use search tools on a computer to locate information on a topic. (headings, table of contents, electronic menus, icons, glossaries, captions, bold print, subheadings, indexes, <b>key words, sidebars, hyperlinks</b>)</p> <p>I can use graphic sources and informational text to increase my understanding. (diagrams, graphs, maps, charts, tables, timelines, pictures, drawings)</p>	<p>I know the meaning of the most common prefixes.</p> <p>I know the meaning of the most common suffixes.</p> <p>I can decode words with common suffixes.</p>	<p>I can write an informational piece about a topic with related details. This means I will:</p> <ul style="list-style-type: none"> <li>-Stick to the topic I have chosen.</li> <li>-Use facts about the topic.</li> <li>-Use definitions.</li> <li>-Use linking words.</li> <li>-Use illustrations when needed.</li> <li>-Write a concluding statement(s).</li> </ul>	<p>I can determine the main idea of a text read aloud or information I hear from a speaker or other sources.</p> <p>I can determine supporting details of a text read aloud or information I hear from a speaker or other sources.</p> <p>I can ask questions about information from a speaker using appropriate details.</p> <p>I can answer questions about information from a speaker using appropriate details.</p>	<p>I can form regular verbs.</p> <p>I can form irregular verbs.</p> <p>I can use commas and quotation marks in dialogue.</p> <p>I can use possessives.</p> <p>I can choose words and phrases for effect (interest).</p> <p>I can recognize the differences in written and spoken language.</p> <p>I can determine the meaning of the words when an affix (prefix/suffix) is added.</p> <p>I can distinguish slight differences in meaning between synonyms. (states of mind)</p>				