



## LAKE TAHOE UNIFIED SCHOOL DISTRICT

Houghton Mifflin/Common Core Basal Alignment

Grade 3 Theme 1: Off to Adventure	<b>Theme Concept:</b> Adventures come in all shapes and sizes.	<b>CCSS ELA Standards for this Selection</b>
<b>Selection # 1:</b> The Lost and Found <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin <b>Strategy:</b> Predict/Infer <b>Skill:</b> Cause and Effect <b>Structural Analysis:</b> Base Words <b>Spelling:</b> Short Vowels <b>Vocabulary:</b> ABC order in a Dictionary <b>Writing:</b> Paragraph that Explains <b>Grammar:</b> What is a Sentence?	<b>Focus Standards (CCCS)</b>	<b>Key:</b> RL.: Reading for Literature RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language  <a href="#">RL.3.1</a> <a href="#">RL.3.2</a> <a href="#">RL.3.3</a> <a href="#">RL.3.4</a> <a href="#">RL.3.7</a> <a href="#">RF.3.3</a> <a href="#">RF.3.4</a> <a href="#">W.3.2</a> <a href="#">W.3.3</a> <a href="#">W.3.4</a> <a href="#">W.3.10</a> <a href="#">SL.3.1</a> <a href="#">SL.3.2</a> <a href="#">SL.3.6</a> <a href="#">L.3.1</a> <a href="#">L.3.2</a> <a href="#">L.3.4</a> <a href="#">L.3.6</a>
	<b>Reading for Literature</b> RL. 3.3 Describe characters in a story (traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.	
	<b>Writing</b> W 3.3. Write narratives to develop real or imagined experiences or event.	<b>Language</b> L 3.4. Determine the meaning of unknown and multiple meaning words.
<b>Academic (Tier 2) Vocabulary:</b> (General academic words used across all disciplines)  <ul style="list-style-type: none"> <li>• visible</li> <li>• instantly</li> <li>• situations</li> <li>• suggest</li> <li>• examine</li> <li>• dismay</li> <li>• unusual</li> <li>• lectured</li> </ul>	<b>Concept(s) for Frontloading:</b> (Building Background Knowledge) What is a lost and found? What items would be in a lost and found?  <b>Selection-based Vocabulary (Step-asides/words in context):</b> (Content specific, domain-specific words taught DURING reading) grumble, noticed, furious, armor, gurgled, steamed, burgundy, fez, plunged, rumped	
<b>Response to Literature Prompt/ Expressive Task:</b> (refer to RL teaching sequence handout) What kind of person do you think _____ is? Explain his/her actions during the adventure.	<b>Additional Writing Prompt:</b> <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory Write about a time you searched for something that was lost.	<b>Links:</b> <a href="#">Basal Alignment Lesson Plan and Assessment</a>



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<p><b>Selection # 1:</b> The Ballad of Mulan  <input checked="" type="checkbox"/> Literary Text  <input type="checkbox"/> Informational Text          Source: Houghton Mifflin  <b>Strategy:</b>          Monitor/Clarify  <b>Skill:</b>          Making Inferences  <b>Structural Analysis:</b>          Syllabication; short vowels o, u  <b>Spelling:</b>          Short vowels o, u  <b>Vocabulary:</b>          Multiple meaning words  <b>Writing:</b>          Writing a response journal  <b>Grammar:</b>          Kinds of sentences</p>	<p><b>Focus Standards (CCCS)</b></p>		<p><b>Key:</b>          RL.: Reading for Literature          RF.: Reading Foundational Skills          W.: Writing          SL.: Speaking and Listening          L: Language</p>
	<p><b>Reading for Literature</b>          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.</p>	<p><b>Speaking and Listening</b></p>	<p><a href="#">RL.3.1</a>  <a href="#">RL.3.3</a>  <a href="#">RL.3.4</a>  <a href="#">RL.3.7</a>  <a href="#">SL.3.1</a>  <a href="#">SL.3.2</a>  <a href="#">SL.3.6</a>  <a href="#">RF.3.3</a>  <a href="#">RF.3.4</a>  <a href="#">L.3.1</a>  <a href="#">L.3.2</a>  <a href="#">L.3.3</a>  <a href="#">L.3.4</a></p>
<p><b>Academic (Tier 2) Vocabulary:</b>          (General academic words used across all disciplines)</p> <ul style="list-style-type: none"> <li>• endured</li> <li>• harsh</li> <li>• recount</li> <li>• diverse</li> <li>• conveyed</li> <li>• moral</li> </ul>	<p><b>Concept(s) for Frontloading:</b>          (Building Background Knowledge)          What was it like to be a warrior during this time period? What were the requirements for being a warrior?</p> <p><b>Selection-based Vocabulary (Step-asides/words in context):</b>          (Content specific, domain-specific words taught DURING reading)          armor, comrades, farewell, troops, victorious, triumphant, sighs, loom, summoned, praised, swift, astonished, sorrowful, frail, dusk, longed</p>		<p><a href="#">W.3.1</a>  <a href="#">W.3.4</a>  <a href="#">W.3.5</a>  <a href="#">W.3.6</a>  <a href="#">W.3.10</a></p>
<p><b>Response to Literature Prompt/ Expressive Task:</b>          (refer to RtL teaching sequence handout)          Explain how Mulan changed throughout the story. What did Mulan learn from her adventure?</p>	<p><b>Additional Writing Prompt:</b>  <input type="checkbox"/> Narrative <input checked="" type="checkbox"/> Opinion/Argumentative  <input type="checkbox"/> Informative/Explanatory          Was it right for Mulan to hide her identity? Support your point of view with reasons from the text.</p>		<p><b>Links:</b>  <a href="#">Basal Alignment Lesson Plan and Assessment</a></p>



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<p><b>Selection # 1:</b> The Waterfall  <input checked="" type="checkbox"/> Literary Text  <input type="checkbox"/> Informational Text            Source: Houghton Mifflin  <b>Strategy:</b>   <b>Skill:</b>   <b>Structural Analysis:</b>   <b>Spelling:</b>   <b>Vocabulary:</b>   <b>Writing:</b>   <b>Grammar:</b>            Kinds of sentences</p>	<p><b>Focus Standards (CCCS)</b></p>		<p><b>Key:</b>            RL.: Reading for Literature            SL.: Speaking and Listening            RF.: Reading Foundational Skills            L: Language            W.: Writing</p> <p><a href="#">RL.3.1</a>  <a href="#">RL.3.2</a>  <a href="#">RL.3.3</a>  <a href="#">RL.3.4</a>  <a href="#">RL.3.7</a>  <a href="#">SL.3.1</a>  <a href="#">SL.3.2</a>  <a href="#">SL.3.4</a>  <a href="#">SL.3.6</a>  <a href="#">RF.3.3</a>  <a href="#">RF.3.4</a>  <a href="#">L.3.1</a>  <a href="#">L.3.2</a>  <a href="#">L.3.4</a>  <a href="#">W.3.2</a>  <a href="#">W.3.4</a></p>
<p><b>Academic (Tier 2) Vocabulary:</b>            (General academic words used across all disciplines)</p> <ul style="list-style-type: none"> <li>• traits</li> <li>• motivations</li> <li>• contribute</li> <li>• experiences</li> </ul>	<p><b>Reading for Literature</b>            3.3. Describe characters in a story (traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.</p>	<p><b>Speaking and Listening</b></p> <p><b>Writing</b>            3.3. Write narratives to develop real or imaginary experiences or events.</p>	<p><b>Language</b>            3.4. Determine the meaning of unknown and multiple meaning words.</p>
<p><b>Response to Literature Prompt/ Expressive Task:</b>            (refer to RtL teaching sequence handout)            At the end of his adventure, the boy goes home feeling very different. Mulan is very different when she returns home, too. Compare their experiences.</p>	<p><b>Concept(s) for Frontloading:</b>            (Building Background Knowledge)            What is a waterfall? Where would you find a waterfall? what are the parts of a waterfall?</p> <p><b>Selection-based Vocabulary (Step-asides/words in context):</b>            (Content specific, domain-specific words taught DURING reading)            boulders, canyon, cauldron, ledges rapids, scouted, creek, beside, bend, bonfire, rhubarb, waded, among, clung, rustle, scrawny, edge, anxious, souvenir, sculpture</p>		<p><b>Additional Writing Prompt:</b>  <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative  <input type="checkbox"/> Informative/Explanatory            *Write about an adventure you had with your family.</p> <p><b>Links:</b>  <a href="#">Basal Alignment Lesson Plan and Assessment</a></p>