



# LAKE TAHOE UNIFIED SCHOOL DISTRICT

Houghton Mifflin/Common Core Basal Alignment

Grade : 3 Theme : Incredible Stories	<b>Theme Concept:</b> Some stories are too wild to be believed.	<b>CCSS ELA Standards for this Selection</b>
<b>Selection # 1: Dogzilla</b> <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin <b>Strategy:</b> Evaluate <b>Skill:</b> Fantasy and Realism <b>Structural Analysis:</b> Plurals with words ending in f and fe <b>Spelling:</b> Vowel sounds in clown/lawn <b>Vocabulary:</b> Using context <b>Writing:</b> Story <b>Grammar:</b> Possessive nouns	<b>Focus Standards (CCCS)</b>	
	<b>Reading for Literature</b> Reading for Literature 6. Distinguish their own point of view from that of the narrator or those of the characters.	<b>Speaking and Listening</b>
<b>Writing</b> 3. Write narratives to develop real or imagined experiences or events.	<b>Language</b> 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 style="width: 50%;">• distinguish</li> <li style="width: 50%;">• community</li> <li style="width: 50%;">• point of view</li> <li style="width: 50%;">• depth</li> <li style="width: 50%;">• narrator</li> <li style="width: 50%;">• organized</li> </ul>	<b>Concept(s) for Frontloading:</b> (Building Background Knowledge) Discuss elements of an imaginative story.  <b>Selection-based Vocabulary (Step-asides/words in context):</b> (Content specific, domain-specific words taught DURING reading) irresistible, crater, mysterious, dreadful, monstrous, colossal, tremendous, high tailed, etched, scent, confident	
<b>Response to Literature Prompt/ Expressive Task:</b> Do you think the mice made the right decision when Dogzilla came to Mousopolis? What would you do if Dogzilla came to your town?	<b>Additional Writing Prompt:</b> <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory Write an imaginative story that explains where Dogzilla came from.	
		<b>Links:</b> <a href="#">Basal Alignment Lesson Plan and Assessment</a>



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<p><b>Selection # :</b> The Mysterious Giant of Barletta Read Aloud: Strega Nona by Tomie DePaola <input checked="" type="checkbox"/> Literary Text <input type="checkbox"/> Informational Text Source: Houghton Mifflin <b>Strategy:</b> Question <b>Skill:</b> Following Directions <b>Structural Analysis:</b> words endings -er and -est; vowel + /r/ sounds <b>Spelling:</b> Vowel + /r/ sounds <b>Vocabulary:</b> Choosing a dictionary meaning <b>Writing:</b> Story (idea and conventions) <b>Grammar:</b> What is a verb?</p>	<p><b>Focus CCCS Standards</b></p>		<p><b>Key:</b> RL.: Reading for Literature RF.: Reading Foundational Skills W.: Writing SL.: Speaking and Listening L: Language RL.31 RL.3.3 RL.3.4 RL.3.7 RL.3.10 RF.3.3 RF.3.4 W.3.1 W.3.3 W.3.4 W.3.5 SL.3.1 SL.3.2 SL.3.6 L.3.1 L.3.2 L.3.3 L.3.4 L.3.5 L.3.6</p>
<p><b>Academic (Tier 2) Vocabulary:</b> (General academic words used across all disciplines)</p> <ul style="list-style-type: none"> <li>• compare</li> <li>• contrast</li> <li>• themes</li> <li>• plots</li> <li>• completely</li> </ul>	<p><b>Concept(s) for Frontloading:</b> (Building Background Knowledge) What is a town square? What do towns in Italy look like? What is a statue? Introduce religious components (e.g. sister, nun). Read link on pps. 312-315 <b>Selection-based Vocabulary (Step-asides/words in context):</b> (Content specific, domain-specific words taught DURING reading) mysterious, pedestal, statue, weakling, hailed, scurried, strode, dumbstruck, bellowed</p>		
<p><b>Response to Literature Prompt/ Expressive Task:</b> After listening to Strega Nona and reading The Mysterious Giant of Barletta, compare and contrast the themes, settings, and characters.</p>	<p><b>Additional Writing Prompt:</b> <input type="checkbox"/> Narrative <input checked="" type="checkbox"/> Opinion/Argumentative <input type="checkbox"/> Informative/Explanatory Do you think it was right for Zia Concetta to trick the army? Why or why not?</p>		<p><b>Links:</b> <a href="#">Basal Alignment Lesson Plan and Assessment</a></p>



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<p><b>Selection # :</b> Raising Dragons  <input checked="" type="checkbox"/> Literary Text  <input type="checkbox"/> Informational Text          Source: Houghton Mifflin  <b>Strategy:</b>  <b>Predict/Infer</b>  <b>Skill:</b>          Drawing Conclusions  <b>Structural Analysis:</b>          suffixes  <b>Spelling:</b>          /j/, /k/, /kw/  <b>Vocabulary:</b>          Pronunciation key in a dictionary  <b>Writing:</b>          Story (idea and conventions)  <b>Grammar:</b>          Present time</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  <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.3.5</a>  <a href="#">RL.3.7</a>  <a href="#">RL.3.10</a>  <a href="#">RF.3.3</a>  <a href="#">RF.3.4</a>  <a href="#">W.3.1</a>  <a href="#">W.3.3</a>  <a href="#">W.3.4</a>  <a href="#">W.3.5</a>  <a href="#">W.3.6</a>  <a href="#">W.3.8</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.3.3</a>  <a href="#">L.3.4</a>  <a href="#">L.3.5</a>  <a href="#">L.3.6</a></p>
<p><b>Academic (Tier 2) Vocabulary:</b>          (General academic words used across all disciplines)</p> <ul style="list-style-type: none"> <li>• demonstrate</li> <li>• understanding</li> <li>• refer</li> <li>• explicit</li> <li>• basis</li> <li>• opinions</li> <li>• prefer</li> <li>• departing</li> </ul>	<p><b>Concept(s) for Frontloading:</b>          (Building Background Knowledge)          Describe the Midwest farm setting and dialect.</p> <p><b>Selection-based Vocabulary (Step-asides/words in context):</b>          (Content specific, domain-specific words taught DURING reading)          fanciful, appetite, harvest, hitched, plow, sown, tended, minded, perch, gourmet, shelling</p>		
<p><b>Response to Literature Prompt/ Expressive Task:</b>          What do you think will happen when Hank goes back to his home?</p>	<p><b>Additional Writing Prompt:</b>  <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative  <input type="checkbox"/> Informative/Explanatory          Write an imaginative story about a time that you found something incredible.</p>		<p><b>Links:</b>  <a href="#">Basal Alignment Lesson Plan and Assessment</a></p>



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<p><b>Selection #4 :</b> The Garden of Abdul Gasazi  <input checked="" type="checkbox"/> Literary Text  <input type="checkbox"/> Informational Text          Source: Houghton Mifflin  <b>Strategy:</b>  <b>Monitor/Clarify</b>  <b>Skill:</b>          Story Structure  <b>Structural Analysis:</b>          Prefixes; homophones  <b>Spelling:</b>          Homophones  <b>Vocabulary:</b>          Using a thesaurus  <b>Writing:</b>          Story (idea and conventions)  <b>Grammar:</b>          Past time and future time</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>          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.          3.6. Distinguish their own point of view from that of the narrator or those of the characters.</p>	<p><b>Speaking and Listening</b></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="#">RL.3.10</a>  <a href="#">RF.3.3</a>  <a href="#">RF.3.4</a>  <a href="#">W.3.1</a>  <a href="#">W.3.3</a>  <a href="#">W.3.4</a>  <a href="#">W.3.5</a>  <a href="#">W.3.6</a>  <a href="#">W.3.8</a>  <a href="#">W.3.10</a></p>
<p><b>Academic (Tier 2) Vocabulary:</b>          (General academic words used across all disciplines)  <ul style="list-style-type: none"> <li>• traits</li> <li>• motivations</li> <li>• contribute</li> </ul></p>	<p><b>Concept(s) for Frontloading:</b>          (Building Background Knowledge)          Provide students with pictures and information on gardens.</p> <p><b>Selection-based Vocabulary (Step-asides/words in context):</b>          (Content specific, domain-specific words taught DURING reading)          convinced, disappeared, discovered, impossible, exhausted, tremendous, ignored, blurted, captured, detest</p>		<p><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.3.5</a>  <a href="#">L.3.6</a></p>
<p><b>Response to Literature Prompt/ Expressive Task:</b>          Do you think Alan will ever go back into Abdul Gasazi’s garden? Would you go into the garden if given the chance? Why or why not?</p>	<p><b>Additional Writing Prompt:</b>  <input checked="" type="checkbox"/> Narrative <input type="checkbox"/> Opinion/Argumentative  <input type="checkbox"/> Informative/Explanatory          *Write an imaginative story about visiting an incredible place.</p>		<p><b>Links:</b>  <a href="#">Basal Alignment Lesson Plan and Assessment</a></p>