



Common Core State Standards-Based

The RULE of 3

Best Practices
Interdisciplinary
Vocabulary
Development



Teacher Implementation Manual

Level 3

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Overview for DISCOVER Level 3

Unit 4: DISCOVER American Indian Nations Past and Present

Vocabulary

- At the top of each DISCOVER Student Book Page is a list of Power Words to use with the **RULE of 3 or RAP** (REHEARSE, ANALYZE, PRODUCE).

Power Words:

- Show visuals for the Power Words.
- Multiple-meaning words are starred *.

Topic

- DISCOVER American Indian Nations Past and Present

Communicative Goals

- Discuss the use of a table of contents.
- Describe language resources that refer the reader back to the text.
- Describe ideas and informational text elements.
- Contribute to partner discussions, including asking and answering relevant questions.
- Expand noun phrases in simple ways.
- Describe the language writers and speakers use to support an opinion or present an idea.

Expressive/Functional Language

- Ask and answer questions.
- Support opinions and ideas by giving textual evidence.
- Create a series of events that tell the plot of a story.

Affective/Social Language Skills

Describe Native American tribes, including their food, customs and legends.

Common Core State Standards-Based Listening, Reading and Writing Skills

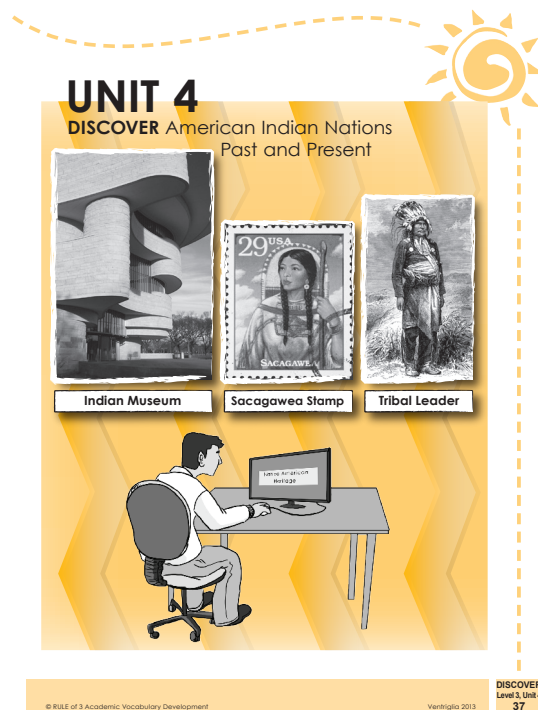
- Use information gained from illustrations to demonstrate understanding of the text.
- Use glossaries, indexes and beginning dictionaries to determine the meaning of words.
- Determine the main idea of a text, recount key details and how they support the main idea.
- Ask and answer questions to demonstrate an understanding of the text.
- Distinguish shades of meaning among related words.
- Describe the relationships between a series of steps.
- Recount stories, including fables, folktales and myths from diverse cultures.
- Determine the meaning of a new word formed when a known affix is added to a known word.

Materials

DISCOVER Student Book

Power Words Book

PowerPoint visuals



DISCOVER UNIT 4 Introduction

DISCOVER Student Book, Page 37

1. Introduce page 37. Point to the words and read the title.
2. Discuss the meaning of the words *American Indian Nations*.
3. Ask: *Who are Native Americans?*
4. Have students tell a partner what they see in the photos.
5. Discuss the contributions of Native Americans.
6. Ask: *What is the job of a tribal leader?*
7. Compare and contrast tribal leaders to leaders today.
8. Compare and contrast *Native American communities to today's communities?*
9. Discuss the Native American museum and its artifacts.

Ask the following leveled questions.

Beginning

Is he a tribal leader?

Is this the Native American museum?

Early Intermediate

What do you think is inside the Native American museum?

What stamp do you see?

Intermediate

Have Native Americans changed their clothing over time?

What evidence can you use to support your answer?

The Native American Museum has unique architecture.

What evidence can you use to support this statement?

Advanced or English Speakers

If you met a tribal leader, what are three questions you would ask him or her?

If you had access to the American Indian Museum, what would you like to see? Tell a partner.



DISCOVER Unit 4: End of the Unit Benchmark Teaching and Assessment

Common Core State Standards: CCSS.ELA-Literacy

RL.3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.9

Key Ideas and Details:

- **CCSS.ELA-Literacy.RL.3.1**
Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **CCSS.ELA-Literacy.RL.3.2**
Refer to parts of stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson or moral and explain how it is conveyed through details in the text.
- **CCSS.ELA-Literacy.RL.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.
- **CCSS.ELA-Literacy.RL.3.4**
Determine the meaning of words and phrases as they are used in the text, distinguishing literal from non-literal language.
- **CCSS.ELA-Literacy.RL.3.6**
Distinguish their own point of view from that of the narrator or those of the characters.
- **CCSS.ELA-Literacy.RL.3.7**
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in the story (e.g., create mood, emphasize aspects of a character or setting).
- **CCSS.ELA-Literacy.RL.3.9**
Compare and contrast the themes, settings, plots of stories written by the same author about the same or similar characters, (e.g., in books in a series).

Common Core State Standards: CCSS.ELA-Literacy

W.3.1 (A, B, C, D)

Write opinion pieces on topics or texts, supporting a point of view with reasons.

- **CCSS.ELA-Literacy.W.3.1.A**
Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **CCSS.ELA-Literacy.W.3.1.B**
Provide reasons that support the opinion.
- **CCSS.ELA-Literacy.W.3.1.C**
Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
- **CCSS.ELA-Literacy.W.3.1.D**
Provide a concluding statement or section.

DISCOVER Unit 4: Teacher Directions

Reading: Key Ideas and Details

1. Read to the students the passage entitled:
Bear and Chipmunk
A Native American Legend Retold
2. Have students reread the passage to a partner.
3. Have students underline or highlight in the passage the following Power Words from Unit 4.
disapproving, legend, mighty, arrived, steadily, stepped, demanded, command, awful, cave in, Native American, custom, tradition, crossing, intention, buffalo, branches, commanded, ultimately, comfort, comfortable, drifted, gathered, on foot, decreased, ground, completely, creation
4. Review the words with the students.
5. Have students answer the evidence-based questions by highlighting the direct and inferred evidence in the passage.
6. Have students compare and contrast the Native American Legend about the cougar and the cricket on pages 46 and 47 of the DISCOVER Student Book with the Native American legend entitled Bear and Chipmunk.
7. Review the answers with the students.

Writing: Opinion Writing

1. Write the following writing prompt on the board.
In your opinion was the bear or the chipmunk the kinder animal?
Support your opinion by using facts and details from the passage.
(Brainstorm with students the actions of the animals and how this showed their kindness or meanness.)
2. Teach students that the purpose of opinion writing is to give an opinion followed reasons to support the opinion.
3. Create a paragraph with the students. Teach students how to create a topic sentence that gives their opinion followed by facts and reasons. Teach students to write a concluding sentence which restates their topic sentence in a different way.
4. Teach the Steps for Opinion Writing.
5. Give students the Opinion Writing Graphic Organizer. Review the Opinion Writing Rubric.





DISCOVER Unit 4: Student Benchmark Reading

Directions for Reading for Main Ideas and Key Details:

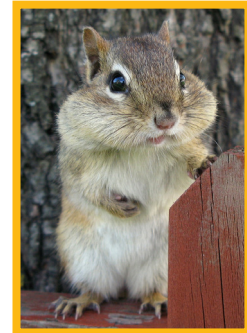
1. Read to a partner the passage entitled:

Bear and Chipmunk
A Native American Legend Retold

2. Underline in the **Native American Legend** the following **Power Words from Unit 4**. **Work with a partner.**

disapproving, legend, mighty, arrived, steadily, stepped, demanded, command, awful, cave in, Native American, custom, tradition, crossing, intention, buffalo, branches, commanded, ultimately, comfort, comfortable, drifted, gathered, on foot, decreased, ground, completely, creation

3. Answer the questions about the main ideas and details of the legends using the evidence from the **Native American legend of the bear and the chipmunk** and the legend of the cougar and the cricket on pages 46 and 47 of your DISCOVER Student book.



Bear and Chipmunk
A Native American Legend Retold

¹ It has been a Native American custom and tradition to pass legends down from generation to generation. This is one of the legends that has been retold.

² Many centuries ago, when animals could talk, a bear steadily stepped on foot quickly along the grassy field with his head held high. Now it has always been said that bears think very highly of themselves. Since they are huge and strong, they are certain that they are the most important of the animals.

³The gigantic, brown bear arrived at a stream. As he was crossing over the stream, he turned over some big branches that had drifted into the stream with his paws. His intention in turning over the branches was to find some food to eat. The mighty bear felt very sure of himself. "There is nothing I cannot do," said this bear out loud.

⁴"Is that so?" said a small, disapproving voice. Bear looked down. There was a little chipmunk looking up at Bear from the comfort of its hole in the ground.

⁵"Yes," Bear said, "that is true indeed." He reached out one huge paw and rolled over a big log as he gathered up the branches. "Look at how easily I can do this. I am the strongest of all the animals. I am even stronger than the buffalo! I can do anything. All the other animals fear me."

⁶"Can you stop the sun from rising in the morning?" demanded the Chipmunk.

⁷Bear thought for a moment. "I have never tried that," he said. "Yes, I am completely sure that I could stop the sun from rising."

⁸"You are sure?" said the disapproving Chipmunk.

⁹"I am sure," said the mighty Bear. "Tomorrow morning the sun will not rise. The big Bear extended his paw. Then he said, "I command the sun not to rise tomorrow!" Then Bear sat down facing the east to wait as the sun set and the light decreased over the fields.

¹⁰Behind him the sun set for the night and still he sat there. The chipmunk went into its hole and curled up in its comfortable little nest, chuckling about how foolish Bear was. All through the night Bear sat. Finally the first birds started their songs and the east glowed with the light which always rises before the sun comes up completely.

¹¹"I command that the sun will not rise today," said Bear. He stared hard at the glowing light. "The sun will not rise today."

¹²However, the sun ultimately rose, just as it always had. Bear was very upset, but Chipmunk was delighted. He laughed and laughed.

¹³"Sun is stronger than Bear," said the chipmunk, twittering with laughter. Chipmunk was so amused that he came out of his hole and began running around in circles, singing this song:

¹⁴"The sun came up, the sun came up. Bear is angry, but the sun came up."





¹⁵ While Bear sat there looking very unhappy, Chipmunk ran around and around, singing and laughing until he was so weak that he rolled over on his back. Then, quicker than the leap of a fish from a stream, Bear shot out one big paw and pinned him to the ground.

¹⁶ "Perhaps I cannot stop the sun from rising, but you will never see another sunrise," warned the bear, gathering the chipmunk in his paw.

¹⁷ "Oh, Bear," said the chipmunk. "Oh, oh, oh, you are the strongest, you are the quickest, you are the best of all of the animals in creation. I was only joking." But Bear did not move his paw. "Oh, Bear," Chipmunk said, "you are right to kill me, I deserve to die. I feel awful! Just please let me say one last prayer to the Creator before you eat me."

¹⁸ "Say your prayer quickly," said Bear. "Your time to walk the Sky Road has come!"

¹⁹ "Oh, Bear," said Chipmunk, "I would like to die. But you are pressing down on me so hard I cannot breathe. I can hardly squeak. I do not have enough breath to say a prayer. If you would just lift your paw a little, just a little bit, then I could breathe and connect with the Creator in a prayer. And I could say my last prayer to the Maker of all, to the one who made great, wise, powerful Bear and the foolish, weak, little Chipmunk."

²⁰ Bear did not suspect that Chipmunk was trying to trick him. At first, Bear did not cave in even with all the pleading by Chipmunk. Ultimately, he felt sorry for the Chipmunk. He lifted up his paw, and decreased his grip just a little bit. That little bit was enough. Chipmunk squirmed free and ran for his hole as quickly as the blinking of an eye. Bear swung his paw at the little chipmunk as it darted away. He was not quick enough to catch him, but the very tips of his long claws scraped along Chipmunk's back leaving three pale scars.

²¹ To this day, all chipmunks wear those scars as a reminder to them of what happens when one animal makes fun of another.

DISCOVER Unit 4 Reading Benchmark



Directions for Reading for Main Ideas and Key Details

- ✓ Circle the correct answer.
- ✓ Highlight the sentence or sentences in the passage that give the direct or inferred evidence for the answer.

Direct Evidence: The facts are directly stated.

Inferred Evidence: The ideas are inferred.

1. This question has two parts. First answer part A. Then answer part B.

Part A

Which sentence **best** describes the lesson the Bear learned in the passage?

- A** Always try your best when you do something new.
- B** Dream what you want to dream and go where you want to go.
- C** The moment you think you know it all, you are going to have a big fall.
- D** It is best not to listen to others.

Part B

Which **two** details in the passage **best** support your answer in part A?

- A**"There is nothing I cannot do," said Bear.
- B** all through the night the bear sat.
- C** "Yes, I am completely sure that I can stop the sun from rising," said Bear.
- D** Bear did not suspect that the chipmunk was trying to trick him.

2. Bad actions usually have bad results. Give one example from the story that proves this sentence to be true.



3. Read the paragraph from the passage and the directions that follow.

While Bear sat there looking very unhappy, Chipmunk ran around and around, singing and laughing until he was so weak that he rolled over on his back. Then, quicker than the leap of a fish from a stream, Bear shot out one big paw and pinned him to the ground.

What is the main idea of the paragraph?

- A Chipmunk was punished for making fun of Bear.
- B Chipmunk was braver than Bear.
- C Bear tried to make Chipmunk his friend.
- D All animals should be friends and get along.

4. Arrange the events from the passage in the order that they happened.

- *The Bear said, "There is nothing I cannot do."*
- *The chipmunk laughed at the bear.*
- *Bear said, "I command that the sun will not rise."*
- *The gigantic, brown bear arrived at the stream.*
- *"Can you stop the sun from rising?" demanded the chipmunk.*
- *The bear clawed the chipmunks and left scars as a reminder of what happens when one animal makes fun of another.*

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

5. Which **two** details **best** support this sentence: **Bad actions get bad results.**

- A After Chipmunk laughed at Bear and said he was weak, Bear shot out one big paw and pinned him to the ground.
- B Bear gathered the logs and branches in the stream.
- C "There is nothing I cannot do," said Bear.
- D To this day, chipmunks wear those scars as a reminder to them of what happens when you make fun of someone else.

6. Read this sentence from the passage.

His intention in turning over the branches was to find some food to eat.

What does the word intention **most likely** mean?

- A claim
- B improvement
- C plan
- D invitation

7. What conclusion can be drawn about the lesson that Chipmunk learned at the end of the story? Include information from the passage to support your answer.

8. How is the Bear in this Native American Legend like the cougar in the Legend on pages 46-47 of your DISCOVER book?

Pick **three** choices.

- A Both animals fight with a smaller animal.
- B Both animals live in the jungle.
- C Both animals learn a lesson.
- D Both animals think they are the strongest and the best animal.





DISCOVER Unit 4: Student Benchmark Writing

Student Directions for the Opinion Writing Prompt

Writing Prompt: *In your opinion was the bear or the chipmunk the kinder animal?*

Support your opinion by using reasons from the passage.

1. Reread the passage on: **Bear and Chipmunk**
A Native American Legend
2. Write your opinion about the animal you think was kinder. Use facts, reasons and details from the story to support your opinion.
3. Read the Steps for Opinion Writing to a partner. Follow the Steps for Opinion Writing.
 1. State an opinion.
 2. State three reasons to support the opinion.
 3. Provide some sense of closure.
Restate the opinion in a different way.
4. Use the Opinion Writing Graphic Organizer.
5. Use the Writing Checklist from your DISCOVER Student Book to check your punctuation and capitalization.
6. Use the Opinion Writing Rubric with a partner to score your paragraph.

EXAMPLE

Opinion Writing Graphic Organizer

Topic or Title:

Bear and Chipmunk

Opinion:

In my opinion, Bear is the kinder animal.

Reasons: State three reasons to support your opinion.

Reason

Bear did not kill
Chipmunk.

Reason

Bear allowed Chipmunk
to pray.

Reason

Bear felt sorry for
Chipmunk.

Conclusion: Restate your opinion in a different way.

These reasons show that Bear is the kinder animal.

Opinion Writing Graphic Organizer

Topic or Title:

--

Opinion:

--

Reasons: State three reasons to support your opinion.

Reason	Reason	Reason

Conclusion: Restate your opinion in a different way.

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Opinion Writing Rubric

Writing Quality	4	3	2	1
Topic sentence that states an opinion	My paragraph has a topic sentence that clearly states my opinion.	My paragraph has a topic sentence that states my opinion.	My paragraph has a topic sentence that does not clearly state my opinion.	My paragraph has no topic sentence that states my opinion.
Supporting facts and reasons to back up opinion	My writing has clear facts and reasons, to support my opinion.	My writing has facts and reasons, to support my opinion.	My writing has some facts and reasons to support my opinion.	My writing has no facts or reasons to support my opinion.
Persuasive language	My writing uses many persuasive words and phrases (e.g., should, shouldn't).	My writing uses some persuasive words.	My writing uses very few persuasive words and phrases.	My writing uses no persuasive words or phrases.
Conclusion	My conclusion clearly restates my opinion.	My conclusion restates my opinion.	My conclusion doesn't restate my opinion.	My conclusion is missing or is not clear.
Grammar and punctuation	My writing has correct capitalization, punctuation and no spelling errors.	My writing has correct capitalization, punctuation and very few spelling errors.	My writing has some correct capitalization and punctuation. I have some misspelled words.	My writing does not have correct capitalization and punctuation. I have many misspelled words.