

Marietta City Schools			
District Unit Planner			
Third Grade			
Module Title	A New Home	Unit Duration (days)	35 days
Enduring Understanding/ Essential Question	How do stories help us understand immigrants' experiences?		

GA DoE Standards
<p>FOCUS STANDARDS</p> <p>Reading Literature</p> <p>RL.3.1 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events).</p> <p>RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.</p> <p>RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).</p> <p>Writing</p> <p>W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.</p> <p>Speaking and Listening</p> <p>SL.3.1.a Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p>SL.3.1.c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p>SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.</p> <p>Language</p> <p>L.3.1.b Form and use regular and irregular plural nouns.</p> <p>L.3.1.c Use abstract nouns (e.g., childhood).</p> <p>L.3.1.d Form and use regular and irregular verbs.</p> <p>L.3.1.f Ensure subject-verb and pronoun-antecedent agreement.</p>

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L.3.2.b Use commas in addresses.
 L.3.2.c Use commas and quotation marks in dialogue.
 L.3.2.d Form and use possessives.
 L.3.4.c Use a known root word as a clue to the meaning of an unknown word with the same root.
 L.3.5.b Identify real-life connections between words and their use.

CONTINUING STANDARDS

Reading Literature

RL.3.10 By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

Reading Informational Text

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

Language

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Assessment	Elements that Support Success on EOM Task/Success Criteria
FQT1. Write a multiple-paragraph explanatory essay that compares and contrasts two stories by Allen Say.	Students organize information. Students use text evidence to support writing. Students ensure subject-verb agreement. Students produce writing in which development and organization are appropriate to task and purpose.
FQT2. Write a letter from an immigrant seeing the Statue of Liberty for the first time.	Students use text evidence to create a narrative. Students orient the reader by introducing a character and situation. Students ensure subject-verb agreement. Students produce writing in which development and organization are appropriate to task and purpose.

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<p>FQT3. Based on your knowledge of The Keeping Quilt, write a short narrative that describes the moment when Patricia's mother first tells her about the importance of the keeping quilt.</p>	<p>Students use text evidence to create a narrative. Students orient the reader by introducing a character and situation. Students sequence events in a narrative using time-order words. Students provide a sense of closure in a narrative. Students correctly use punctuation for dialogue in a narrative. Student correctly use possessives in their narrative. Students correctly form and use regular and irregular plural nouns Students produce writing in which development and organization are appropriate to task and purpose.</p>
<p>NR1. Students use text evidence to create a narrative. Students orient the reader by introducing a character and situation. Students sequence events in a narrative using time-order words. Students provide a sense of closure in a narrative. Students correctly use punctuation for dialogue in a narrative. Student correctly use possessives in their narrative. Students correctly form and use regular and irregular plural nouns Students produce writing in which development and organization are appropriate to task and purpose.</p>	<p>Students analyze how characters contribute to sequence in a narrative. This understanding supports students as they learn to craft their own fictional narratives. Students read a first-person fictional narrative that can serve as a model for their own first-person narratives. Students use their knowledge of some of the skills and conventions necessary for effective writing.</p>
<p>NR2. Read two stories from Family Pictures, by Carmen Lomas Garza, and answer multiple-choice questions as well as one short-answer question.</p>	<p>Students consider the role of plot, character, setting and central message in two texts. Students will use these basic elements of fiction in their own stories about immigration.</p>
<p>Students consider the role of plot, character, setting and central message in two texts. Students will use these basic elements of fiction in their own stories about immigration.</p>	<p>Establish a situation for the narrative. Introduce a narrator and/or character(s). Organize events in a natural order. Provide a sense of closure. Use time-word phrases to tell the reader when events happen. Use dialogue correctly. Use descriptions of the character's thoughts, feelings, and actions. Use details about immigration and finding a new home to create a realistic fictional narrative. Use a range of styles and conventions to convey ideas clearly.</p>

*Additional Assessments including Socratic Seminars and Vocabulary Assessments are available in the Module Overview of the TE.

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Learning Experiences

Focusing Question 1: What challenges do immigrants face in a new country?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
1	<p>Grandfather's Journey, Allen Say</p> <p>"Japanese Immigrant's Trunk," Smithsonian Museum</p> <p>"Kimono Show Introduces Occasions and Styles of Japanese Traditional Clothing," Susan Miyagi Hamaker</p> <p>"Grandfather's Journey by Allen Say," Katherine Detrick</p>	<p>Wonder</p> <p>What do I notice and wonder about Grandfather's Journey?</p>	<p>Examine</p> <p>Why are hooks important?</p>	<p>Notice one detail and ask one question about Grandfather's Journey. (RL.3.1)</p> <p>Identify the features of introductions in explanatory writing that engage the reader and orient the reader to the topic. (W.3.2.a)</p> <p>Make distinctions among the words through morphology and characters in Grandfather's Journey. (L.3.4.b, L.3.4.c)</p>	Slide Deck
2	<p>Grandfather's Journey, Allen Say</p> <p>"Immigration: Who and Why?" PBS Kids Go</p>	<p>Organize</p> <p>What's happening in Grandfather's Journey?</p>	<p>Examine</p> <p>How do hooks work?</p>	<p>Identify the characters, setting, and plot in Grandfather's Journey. (RL.3.2)</p> <p>Write an introduction for an explanatory essay that engages the reader and orients the reader to the topic. (W.3.2.a)</p> <p>Distinguish shades of meaning among journey, voyage, traveled.</p>	Slide Deck

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3	Grandfather's Journey, Allen Say	Reveal What does a deeper exploration of Grandfather's character reveal in Grandfather's Journey?	Examine Why is preparing to speak important? Experiment How do I use hooks in explanatory writing?	Explain how Grandfather's actions, thoughts, and feelings affect the events in Grandfather's Journey. (RL.3.3) Prepare to speak in a small-group discussion and ask questions to create rich discussions. (SL.3.1.a, SL.3.1.C, SL.3.3) Complete Listening Process Checklist and ask a group member to peer-review participation. Plan an introduction to an explanatory essay. (W.3.2.a, W.3.5) Identify real-life connections between explore and its use in Grandfather's Journey. (L.3.5.b)	Slide Deck
4	Grandfather's Journey, Allen Say	Reveal What does a deeper exploration of point of view reveal in Grandfather's Journey?	Excel How do I improve using hooks in explanatory writing?	Students use two pieces of text evidence to identify the narrator's point of view. (RL.3.6) Students peer-review introduction paragraphs. (W.3.2.a, W.3.5) With support, identify and form possessives with singular and plural nouns. (L.3.2.d)	Slide Deck
5	Grandfather's Journey, Allen Say	Reveal What does a deeper exploration of word choices reveal about Grandfather's character in Grandfather's Journey?	Examine Why is it important to listen for key words? Examine Why is grouping related information together important?	Demonstrate how word choices can develop a character and his actions. (RL.3.3) Examine the way information is grouped together in compare-and-contrast writing. (W.3.2.a) Use possessives with singular and plural nouns to complete a brief narrative. (L.3.2.d)	Slide Deck
6	Grandfather's Journey, Allen Say	Distill	Experiment	Identify a central message in Grandfather's Journey. (RL.3.2)	Slide Deck

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		What is the central message of Grandfather's Journey?	How does listening for key words work? Experiment How does grouping related information together work?	Group similarities together in one paragraph and difference together in another paragraph in a compare-and-contrast essay. (W.3.2.a) Use an abstract noun in a sentence that demonstrates a real-life connection to its meaning. (L.3.1.c, L.3.5.b)	
7	Tea With Milk, Allen Say	Wonder What do I notice and wonder about Tea with Milk?	Examine Why are linking words and phrases important?	Notice two important elements of Tea with Milk. (RL.3.1) Identify linking words and phrases in a compare-and-contrast essay. (W.3.2.c) Use the known root-graph and context clues to determine the meaning of calligraphy. (L.3.4.a, L.3.4.c)	Slide Deck
8	Tea with Milk, Allen Say "Oral History Library." The Statue of Liberty-Ellis Island Foundation, Inc.	Organize What's happening in Tea with Milk?	Experiment How does preparing to speak work? Experiment How does using linking words and phrases work?	Write a short paragraph to recount Tea with Milk. (RL.3.2) Prepare to speak by coming to a discussion prepared and asking questions to check understanding. (SL.3.1.a, SL.3.1.c) Recognize the importance of using compare-and-contrast linking words and phrases. (W.3.2.c) Identify examples of subject-verb agreement in a text. (L.3.1.f)	Slide Deck
9	Tea with Milk, Allen Say "Ann K. Nakamura: Image of Americans," Japanese American National Museum	Reveal What does a deeper exploration of Masako's character reveal in Tea with Milk?	Execute How do I prepare to speak in a small group? Execute How do I use linking words and phrases in	Explain how Masako's actions, thoughts, feelings, and words affect the events in Tea with Milk. (RL.3.3) Practice preparing for a discussion and asking questions to check understanding of information presented, stay on topic, and link	Slide Deck

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			compare-and-contrast writing?	their comments to the remarks of others. (SL.3.1.a, SL.3.1.c) Use linking words and phrases to compare and contrast. (W.3.2.c) Identify examples of pronoun-antecedent agreement in a text. (L.3.1.f)	
10 SS	Tea With Milk, Allen Say	Reveal What does a deeper exploration of Masako's decision reveal about her character?	Excel How do I improve preparing to speak?	Distinguish own point of view from May's point of view in Tea with Milk. (RL.3.6, SL.3.1, SL.3.3, SL.3.6) Students ensure subject-verb agreement. (L.3.1.f)	Slide Deck
11	Grandfather's Journey, Allen Say Tea with Milk, Allen Say	Distill What is the central message of Tea with Milk?	Execute How do I listen for key words? Excel How do I improve at using linking words and phrases in compare-and-contrast writing?	Listen for key words and use key details to identify a central message in Tea with Milk. (RL.3.2, SL.3.2) Revise linking words and phrases in compare-and-contrast writing. (W.3.2.c, W.3.5) Examine the purpose of dialogue in literature. (L.3.2.c)	Slide Deck
12 FQT1	Grandfather's Journey, Allen Say Tea with Milk, Allen Say	Know How do Grandfather's Journey and Tea with Milk build my knowledge?	Execute: How do I plan an explanatory essay comparing and contrasting two texts?	Compare and contrast elements of two texts by the same author. (RL.3.2, RL.3.3, RL.3.9, W.3.8) Plan a compare-and-contrast essay about similarities and differences between Grandfather's Journey and Tea with Milk. (RL.3.9, W.3.5, W.3.8) Analyze and demonstrate knowledge of rules for punctuating dialogue. (L.3.2.c)	Slide Deck

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13	Grandfather's Journey, Allen Say Tea with Milk, Allen Say	Know How do Grandfather's Journey and Tea with Milk build my knowledge?	Execute How do I draft a compare-and-contrast essay?	Draft a multi-paragraph essay that compares and contrasts how two stories by the same author explain the challenges of moving to a new country. (RL.3.2, RL.3.9, W.3.2, W.3.4, L.3.1.f) Identify real life-connections between reaction words and their use. (L.3.5.b)	Slide Deck
14	Grandfather's Journey, Allen Say Tea with Milk, Allen Say	Know How do Grandfather's Journey and Tea with Milk add to my knowledge?	Excel How do I improve an explanatory essay comparing and contrasting two texts?	Students use checklists to provide and use targeted feedback to strengthen compare-and-contrast essays. (W.3.2, W.3.5) Peer-evaluate FQ1 and revise for correct subject-verb agreement. (L.3.1.f)	Slide Deck
15 NR1	Family Pictures, Carmen Lomas Garza "Two Places to Call Home," Jody Kapp "Día de los Muertos Festival 2015—Artist Talk by Carmen Lopez Garza 1." Smithsonian National Museum of the American Indian.	Reveal What does a deeper exploration of character reveal in "Two Places to Call Home"?		Analyze a character in a piece of fiction. (RL.3.1, RL.3.2, RL.3.3, L.3.5.a, L.3.5.b, L.3.4.c) Use the known affix bi- as a clue to the meaning of the unknown word bilingual. (L.3.4.a, L.3.4.c)	Slide Deck
Focusing Question 2: Why do people immigrate to America?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
16	Coming to America, Betsy Maestro	Wonder What do I notice and wonder about Coming to America?	Examine Why is engaging and orienting the reader important?	Ask and answer questions based on a new informational text. (RI.3.1) Analyze how an author engages and orients the reader in a narrative. (W.3.3.a)	Slide Deck

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	<p>“Liberty Enlightening the World”, Frédéric Auguste Bartholdi</p> <p>Family Pictures, Carmen Lomas Garza</p> <p>Tea with Milk, Allen Say</p>			Explain the function of commas addresses. (L.3.2.b)	
17	<p>Coming to America, Betsy Maestro</p> <p>“Liberty Enlightening the World”, Frédéric Auguste Bartholdi</p> <p>Interview with William Greiner</p>	Organize What’s happening in Coming to America?	Examine Why is engaging and orienting the reader important?	<p>Create a timeline that shows key moments in the history of immigration to America. (RI.3.3)</p> <p>Analyze how an author engages and orients the reader in a narrative. (W.3.3.a)</p> <p>Use commas in an address correctly. (L.3.2.b)</p>	Slide Deck
18	<p>Coming to America, Betsy Maestro</p> <p>“Liberty Enlightening the World”, Frédéric Auguste Bartholdi</p>	Reveal What does a deeper exploration of text features reveal in Coming to America?	Experiment How does engaging and orienting the reader work?	<p>Use knowledge from back matter in Coming to America to add detail to a timeline. (RI.3.5)</p> <p>Plan an introduction to a narrative that engages and orients the reader. (W.3.3.a)</p> <p>Distinguish shades of meaning between descendant, ancestor, and generation. (L.3.5.c)</p>	Slide Deck

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19	<p>Coming to America, Betsy Maestro</p> <p>“Liberty Enlightening the World”, Frédéric Auguste Bartholdi</p> <p>Washington Monument, Robert Mills</p> <p>Gateway Arch, Eero Saarinen</p> <p>“Oral History Library.” The Statue of Liberty-Ellis Island Foundation, Inc.</p>	<p>Reveal</p> <p>What does a deeper exploration of descriptive details reveal in Coming to America?</p>	<p>Execute</p> <p>How do I engage and orient the reader in narrative writing?</p> <p>Excel</p> <p>How do I improve engaging and orienting the reader in narrative writing?</p>	<p>Write an introduction to a narrative that engages and orients the reader. (W.3.3.a)</p> <p>Revise narrative introductions based on peer feedback. (W.3.4)</p> <p>Students create an original sentence using native to explain a real-life connection between the word and its use. (L.3.5.b)</p>	Slide Deck
20	<p>Coming to America, Betsy Maestro</p>	<p>Distill</p> <p>What is the essential meaning of Coming to America?</p>	<p>Examine</p> <p>Why is organizing an event sequence important?</p>	<p>Determine the essential meaning of a text. (RI.3.2, W.3.10)</p> <p>Analyze how an author organizes an event sequence in narrative writing. (W.3.3.a)</p> <p>Demonstrate understanding of the abstract noun opportunity. (L.3.1.c)</p>	Slide Deck
21	<p>Interview with Morris Schneider</p> <p>The Steerage, Alfred Stieglitz</p> <p>Untitled photograph, Anonymous</p>	<p>Know</p> <p>How do photographs build my knowledge of immigration?</p>		<p>Use information gained from artwork and words in a text to demonstrate understanding. (RI.3.7, W.3.8)</p> <p>Use an abstract noun in an original sentence. (L.3.1.c)</p>	Slide Deck

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22 SS	Coming to America, Betsy Maestro “The New Colossus – Emma Lazarus” “Liberty Enlightening the World”, Frédéric Auguste Bartholdi	Distill What is a central message of the Statue of Liberty?	Excel How do I improve preparing to speak?	Identify a central message in the Statue of Liberty. (RL.3.1, SL.3.2, W.3.10) Participate in a Socratic Seminar using speaking and listening skills to provide relevant evidence in answer to a question. (RL.3.1, L.3.6, SL.3.1, SL.3.2, SL.3.3, SL.3.6) Identify three patterns for forming irregular plural nouns. (L.3.1.b)	Slide Deck
23 FQT2	Coming to America, Betsy Maestro	Know How do Coming to America and the artwork I saw build my knowledge?	Execute: How do I plan a narrative that engages and orients the reader?	Plan a written response to a narrative prompt. (W.3.3.a, W.3.4) Gather information from multiple sources and sort into categories. (W.3.8) Identify three patterns for forming irregular plural nouns. (L.3.1.b)	Slide Deck
24	Coming to America, Betsy Maestro	Know How does Coming to America build my knowledge?	Excel How do I improve a narrative?	Write a narrative with an introduction that orients the reader to the situation, introduces the characters, and describes the setting. (W.3.3.a, L.3.2.b) Revise writing based on peer feedback. (W.3.5) Use information gained from artwork and text to demonstrate understanding of a topic. (RI.3.7) Peer-evaluate FQ2 letter and revise for correct usage of subject-verb agreement, and using commas in addresses. (L.3.1.f, L.3.2.b)	Slide Deck

Focusing Question 3: How do immigrants respond to challenges in a new country?

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
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25	The Keeping Quilt, Patricia Polacco “The Keeping Quilt,” Reba Heath	Wonder What do I notice and wonder about The Keeping Quilt?	Experiment: How do I organize an event sequence in narrative writing?	Students use text evidence to ask and answer questions about The Keeping Quilt. (RL.3.1) Organize an event sequence that unfolds naturally. (W.3.3.a) Identify regular and irregular verbs in a text. (L.3.1.d)	Slide Deck
26	The Keeping Quilt, Patricia Polacco “Patricia Polacco’s The Keeping Quilt,” Mazza Museum	Organize: What’s happening in The Keeping Quilt?	Experiment: How does organizing an event sequence work?	Sequence the multiple generations in The Keeping Quilt and identify how the quilt was used in each generation. (RL.3.3) Organize an event sequence that unfolds naturally. (W.3.3.a) Revise writing based on peer feedback. (W.3.5) Notice patterns in irregular verbs.	Slide Deck
27	The Keeping Quilt, Patricia Polacco	Reveal What does a deeper exploration of details reveal about the characters in The Keeping Quilt?	Examine Why is using dialogue in narrative writing important?	Recognize similarities and differences between characters from different generations of one family. (RL.3.2) Analyze how an author uses dialogue to develop experiences and events in narrative writing. (RL.3.3, W.3.3.b) Form and use irregular verbs. (L.3.1.d)	Slide Deck
28	The Keeping Quilt, Patricia Polacco	Reveal: What does a deeper exploration of repetition reveal about The Keeping Quilt?	Experiment: How does dialogue work?	Explain how family traditions both stayed the same and changed over several generations of Patricia Polacco’s family. (RL.3.2, W.3.10) Use dialogue to develop experiences and events in narrative writing. (W.3.3.b) Compose and punctuate dialogue for characters in The Keeping Quilt. (L.3.2.c)	Slide Deck

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29	The Keeping Quilt, Patricia Polacco	Reveal: What does a deeper exploration of word choices reveal about Anna’s culture?	Execute: How do I use dialogue in narrative writing?	Explain how authors use word choices to develop characters. (RL.3.3) Use dialogue to develop experiences and events in narrative writing. (W.3.3.b) Make real-life connections between ethnic and its use. (L.3.5.b)	Slide Deck
30 SS	The Keeping Quilt, Patricia Polacco	Distill: What is the central message of The Keeping Quilt?	Excel: How do I improve narrative writing?	Identify a central message of The Keeping Quilt. (RL.3.2) Write a narrative that engages and orients the reader, organizes an event sequence that unfolds naturally, includes dialogue, and uses temporal words and phrases. (W.3.3.a, W.3.3.b, W.3.3.c, W.3.5) Make real-life connections with the word unfamiliar. (L.3.5.b)	Slide Deck
31	Family Pictures, Carmen Lomas Garza “Día de los Muertos Festival 2015—Artist Talk by Carmen Lopez Garza 1.”	Distill: What is the central message of Family Pictures?		Compare and contrast the settings, plots, and central messages from two stories by the same author. (RL.3.1, RL.3.2, RL.3.9) Provide a sense of closure for a narrative. (W.3.d) Experiment with and review module vocabulary from Assessed Vocabulary List. (L.3.6)	Slide Deck
32 NR2	The Keeping Quilt, Patricia Polacco	Know: How does The Keeping Quilt build my knowledge?	Execute: How do I plan a narrative?	Plan a written response to a narrative prompt. (W.3.3, W.3.4) Review and practice vocabulary words from Assessed Vocabulary list (L.3.6)	Slide Deck
33	The Keeping Quilt, Patricia Polacco	Know:	Execute: How do I plan a narrative?	Plan a written response to a narrative prompt. (W.3.3, W.3.4)	Slide Deck

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FQT3		How does The Keeping Quilt build my knowledge?		Review and practice vocabulary words from Assessed Vocabulary list (L.3.6)	
Focusing Question 4: How do stories help us understand immigrants' experiences?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
34 EOM VOC	Grandfather's Journey, Allen Say Tea with Milk, Allen Say Coming to America, Betsy Maestro The Keeping Quilt, Patricia Polacco	Know How do the module texts build my knowledge about immigrants' experiences?	Execute How do I use dialogue and description in narrative writing?	Plan a written response to narrative prompt. (W.3.3, W.3.5, W.3.8) Demonstrate acquisition of academic and content vocabulary from module word list. (L.3.5.b, L.3.6)	Slide Deck
35	Grandfather's Journey, Allen Say Tea with Milk, Allen Say Coming to America, Betsy Maestro The Keeping Quilt, Patricia Polacco	Know How do the module texts build my knowledge about immigrants' experiences?	Excel How do I improve narrative writing?	Use evidence from a module text to write an End-of-Module narrative. (RL.3.1, RI.3.1, W.3.3, W.3.4) Edit and revise writing based on feedback from a peer reviewer. (W.3.5) Peer-evaluate EOM and revise for correct usage of irregular plural nouns, abstract nouns, and dialogue punctuation. (L.3.1.b, L.3.1.c, L.3.1.d, L.3.1.f, L.3.2.c, L.3.2.d)	Slide Deck

Content Resources

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CORE TEXTS

Picture Book (Informational)

- *Coming to America: The Story of Immigration*, Betsy Maestro

Picture Books (Literary)

- *Grandfather's Journey*, Allen Say
- *Tea with Milk*, Allen Say
- *Family Pictures*, Carmen Lomas Garza
- *The Keeping Quilt*, Patricia Polacco

Photography

- *The Steerage*, Alfred Stieglitz
- "Untitled photograph of evacuees seeing the Statue of Liberty," *History Extra*

Architecture

- *Liberty Enlightening the World*, Frédéric Auguste Bartholdi.
- Gateway Arch, *Encyclopædia Britannica Online*
- "Visiting the Washington Monument," Robert Mills

SUPPLEMENTARY TEXTS

Journalism

- "Kimono Show Introduces Occasions and Styles of Japanese Traditional Clothing," Susan Miyagi Hamaker

Historical Accounts

- "William Remembers the Storm," Ellis Island Oral History Collection
- "Oral History Library," The Statue of Liberty-Ellis Island Foundation, Inc. (Free subscription required)
- "Oral history of Morris Schneider remembering being on the steamship Rotterdam," Ellis Island Oral History Collection

Multimedia

- "Japanese Immigrant's Trunk," Smithsonian Museum
- "The Statue's Shackles and Feet," National Park Service

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- “The Torch of the Statue of Liberty,” National Park Service
- “Visitors in the Statue of Liberty’s Crown,” Getty Images

Stories

- “Two Places to Call Home,” Jody Kapp (Handout 15A)

Videos

- “The New Colossus—Emma Lazarus”
- “Ann K. Nakamura: Image of Americans,” Japanese American National Museum
- “Grandfather’s Journey by Allen Say,” Katherine Detrick
- “The Keeping Quilt,” Reba Heath
- “Día de los Muertos Festival 2015—Artist Talk by Carmen Lopez Garza 1,” Smithsonian National Museum of the American Indian

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