

Unit Focus

This unit focuses on extending third graders’ appreciation and knowledge of traditional literature by lifting them to the humor and lessons taught through fractured tales. Readers will continue to self-select and independently read a wide variety of genres throughout this unit. Though they may be tempted to live their reading lives only in the tales genre, students will broaden their application of narrative learning to realistic fiction, picture books and build their non-fiction lives by reading about cultures, countries and science topics that might deepen their understanding and perspective on tales. Figurative language, situational understanding of vocabulary and phrases will offer opportunities for close reading and direct instruction of the self-monitoring and correcting work that readers must do at these levels.

Reading Skills: Critiquing, Synthesizing

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p>Common Core <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> • Reading Literature <ul style="list-style-type: none"> ○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>(CCSS.ELA-LITERACY.RL.3.1)</i> ○ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. <i>(CCSS.ELA-LITERACY.RL.3.3)</i> ○ Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language. <i>(CCSS.ELA-LITERACY.RL.3.4)</i> • Know and apply grade-level phonics and word analysis skills in decoding words. <i>(CCSS.ELA-LITERACY.RF.3.3)</i> <ul style="list-style-type: none"> ○ Decode multisyllable words. <i>(CCSS.ELA-LITERACY.RF.3.3.C)</i> ○ Read grade-appropriate irregularly spelled words. <i>(CCSS.ELA-LITERACY.RF.3.3.D)</i> • Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly. <i>(CCSS.ELA-LITERACY.SL.3.1)</i> <ul style="list-style-type: none"> ○ Come to discussions prepared, having read or studied 	<p><i>Students will be able to independently use their learning to...</i></p> <p>T1 Comprehend and engage with a variety of texts in order to become independent critical thinkers. (Synthesizing)</p> <p>T2 Engage in evidence-based discourse to consider multiple perspectives on a given topic. (Alternate Perspectives)</p> <p>T3 Evaluate the author's message and purpose citing text evidence to support conclusions. (Synthesizing)</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p>U1 Readers use narrative structures to understand, question, and interpret text</p> <p>U2 Critical readers reflect on and question the text, consider different perspectives to examine author's message.</p> <p>U3 Readers support and elaborate on their interpretation with description and detail (both textual evidence and schema).</p> <p>U4 Theme: Readers borrow and twist traditional tales to teach a modern-day lesson with humor.</p>	<p><i>Students will keep considering...</i></p> <p>Q1 Whose story is it? How do authors use narrators and characters to tell what the story is really about?</p> <p>Q2 How and why are archetypes used in literature?</p> <p>Q3 What writing moves do authors of traditional and fractured tales use?</p>	

Stage 1: Desired Results - Key Understandings

	Acquisition of Knowledge and Skill	
	Knowledge	Skill(s)
<p>required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <i>(CCSS.ELA-LITERACY.SL.3.1.A)</i></p> <ul style="list-style-type: none"> ○ Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). <i>(CCSS.ELA-LITERACY.SL.3.1.B)</i> ○ Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. <i>(CCSS.ELA-LITERACY.SL.3.1.C)</i> ○ Explain their own ideas and understanding in light of the discussion. <i>(CCSS.ELA-LITERACY.SL.3.1.D)</i> <ul style="list-style-type: none"> ● Speaking & Listening <ul style="list-style-type: none"> ○ Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <i>(CCSS.ELA-LITERACY.SL.3.2)</i> ○ Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <i>(CCSS.ELA-LITERACY.SL.3.3)</i> ○ Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <i>(CCSS.ELA-LITERACY.SL.3.4)</i> ○ Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. <i>(CCSS.ELA-LITERACY.SL.3.6)</i> ● Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>(CCSS.ELA-LITERACY.L.3.1)</i> <ul style="list-style-type: none"> ○ Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences. <i>(CCSS.ELA-LITERACY.L.3.1.A)</i> ○ Form and use regular and irregular plural nouns. <i>(CCSS.ELA-LITERACY.L.3.1.B)</i> ○ Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses. <i>(CCSS.ELA-LITERACY.L.3.1.E)</i> ○ Ensure subject-verb and pronoun-antecedent agreement.* <i>(CCSS.ELA-LITERACY.L.3.1.F)</i> ● Demonstrate command of the conventions of standard English 	<p style="text-align: center;"><i>Students will know...</i></p> <p>K1 Elements of a traditional tale</p> <p>K2 Qualities of flat and round characters</p> <p>K3 Vocabulary: Position, Evaluate and Justify, Hero, Villain, Archetype, Persuade, Narrator, Victim, Story Arc, Sarcasm, Empathy, Character Trait, Flat Character, Round Character, Folk Tale, Fairy Tale, High Frequency Words, Syllable, Category, Compound Word, Synonym, Antonym, consonant cluster, vowel, phonogram, onset and rime, contractions, syllables, multisyllabic words, irregular spelling</p>	<p style="text-align: center;"><i>Students will be skilled at...</i></p> <p>S1 Describing characters in a story (e.g., their traits, motivations, or feelings) and explaining how their actions contribute to the sequence of events;</p> <p>S2 Identifying figurative language, archetypal characters, and patterns commonly used in narrative texts;</p> <p>S3 Asking questions to understand another reader's perspective and rereading to consider the evidence and ideas of other readers;</p> <p>S4 Close reading to analyze and interpret character feelings, traits, dialogue and motives;</p> <p>S5 Summarizing;</p> <p>S6 Citing text evidence to support predictions, envisionment, and inferences;</p> <p>S7 Identifying and explaining the most important event in the story;</p> <p>S8 Using text evidence to support ideas and theories about texts</p> <p>S9 Read grade-appropriate irregularly spelled words.</p> <p>S10 Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.</p> <p>S11 Decode multisyllable words.</p> <p>S12 Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).</p>

Stage 1: Desired Results - Key Understandings

- capitalization, punctuation, and spelling when writing. *(CCSS.ELA-LITERACY.L.3.2)*
- Capitalize appropriate words in titles. *(CCSS.ELA-LITERACY.L.3.2.A)*
 - Use commas and quotation marks in dialogue. *(CCSS.ELA-LITERACY.L.3.2.C)*
 - Form and use possessives. *(CCSS.ELA-LITERACY.L.3.2.D)*
 - Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). *(CCSS.ELA-LITERACY.L.3.2.E)*
 - Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. *(CCSS.ELA-LITERACY.L.3.2.F)*
- Demonstrate understanding of figurative language, word relationships and nuances in word meanings. *(CCSS.ELA-LITERACY.L.3.5)*
 - Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered). *(CCSS.ELA-LITERACY.L.3.5.C)*

Student Growth and Development 21st Century Capacities Matrix

Critical Thinking

- Synthesizing: Students will be able to thoughtfully combine information/data/evidence, concepts, texts, and disciplines to draw conclusions, create solutions, and/or verify generalizations for a given purpose. *MM.1.3*

Global Thinking

- Alternate Perspectives: Students will be able to interpret or critique complementary and competing approaches, experiences, and worldviews. *MM.5.2*