



## Unit 1 Cajun Folktales

### Grade 3 ELA

#### Unit Length and Description:

29 instructional days

Students read folktales to learn how storytelling can be entertaining as well as educational. Students develop an understanding of Louisiana history and culture as well as character and theme development. Students express their understanding by writing their opinion about the main character's actions. This mini Guidebook unit will build student capacity for future Guidebook coursework.

#### ELA Standards:

##### Reading Literature:

- RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through the key details in the text.
- 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.
- RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- RL.3.5** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene and stanza; describe how each successive part builds on earlier sections.
- RL.3.7:** Explain how specific aspects of a text's illustration contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

##### Reading Foundational Skills:

- RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
  - a. Identify and know the meaning of the most common prefixes and suffixes and derivational suffixes.
  - b. Decode words with common Latin suffixes.
  - c. Decode multisyllable words.
  - d. Read grade-appropriate irregularly spelled words.

#### Writing Standards

**W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.

**Speaking and Listening:**

**SL.3.2:** 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.

**SL.3.3:** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

**SL.3.4:** 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.

**Language:**

**L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

**L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.3.5:** Demonstrate understanding of word relationships and nuances in word meanings.

**These standards are embedded in every unit:**

**Reading Literature:**

**RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RL.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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

**Reading Foundations:**

**RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.

a. Read on-level text with purpose and understanding.

b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Writing:**

**W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

**W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Speaking and Listening:**

**SL.3.1:** 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.

**Language:**

**L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**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*).

**Enduring Understandings:**

- Storytelling can be entertaining as well as educational.
- Cajun culture and traditions are part of Louisiana history.

**Essential Questions:**

- What are elements of a folktale?
- Why is storytelling important?
- How does understanding a character’s thoughts, feelings, and actions help me as a reader?
- How do I form an opinion, write about it and provide reasons?