



## Unit 2 The Stories Julian Tells

### Grade 3 ELA

#### Unit Length and Description:

48 instructional days

Students read literary and informational texts to learn that stories and books are important for learning about themselves and others. Students understand that storytelling can be a way to connect them to others and pass on family history and traditions. Students express their understanding by explaining how characters learn lessons through their experiences with one another and by writing their own story based on illustrations.

#### 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.3.6:** Distinguish the student's point of view from that of the narrator or those of the characters.

##### Reading Informational Text

- RI.3.2:** Determine the main idea of a text; recount the key details and explain how they support the main idea.
- RI.3.5:** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.
- RI.3.7:** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

##### Reading Foundational Skills:

- RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- Identify and know the meaning of the most common prefixes and suffixes and derivational suffixes.
  - 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.
- W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- 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.

### **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.
- SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### **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.3.4:** 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.3.5:** Demonstrate understanding of word relationships and nuances in word meanings.

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

### **Reading Literature and Reading Informational Text:**

- RL. /RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.10:** 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.

**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.

**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.3.6:** With guidance and support from adults, produce and publish grade-appropriate writing, using technology, either independently or in collaboration with others.

**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/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.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**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:**

- Stories and books are important for learning about yourself and others.
- Storytelling can be a way to connect to others and pass on family history and traditions.
- Readers notice when characters change and think about the lessons that the character has learned.

**Essential Questions:**

- How can a reader determine the central message in a story?
- How can a reader understand a character’s motivations, feelings, and actions when they are put in different situations?