

Literature Appreciation: Grade 3

Stage 1 Desired Results		
ESTABLISHED GOALS: <u>Competencies:</u> - Students will demonstrate the ability to access information in order to inquire, think critically and gain knowledge. - Students will demonstrate the ability to respond to text using a variety of informational tools in order to pursue personal and aesthetic growth. <u>Content Standards:</u> - AASL 1.1.2. Use prior and background knowledge as context for new learning. - AASL 1.1.6. Read, view, and listen for information presented in any format (e.g., textual, visual, media, digital) in order to make inferences and gather meaning. - AASL 4.1.3. Respond to literature and creative expressions of ideas in various formats and genres.	Transfer	
	Students will be able to independently use their learning to respond to a piece of literature and discuss it with others.	
	Meaning	
	ENDURING UNDERSTANDINGS Students will understand that... - people react to stories differently based on their own schema - reading widely helps people understand about themselves and the world.	ESSENTIAL QUESTIONS In what ways is reading a window to the world and a what ways is it a mirror?
	Acquisition	
	Students will know... that stories are written in various genres. <u>vocabulary:</u> mystery, science fiction, fantasy, historical fiction, realistic fiction	Students will be skilled at... - choosing books that meet their needs and interests in the library. - using common elements to identify specific genres. - using details in the text and illustrations to retell a story. - using literary elements to compare and contrast stories. - referring back to the text to answer a specific question.
Content Area Literacy Standards		21st Century Skills
not applicable		- make judgements and decisions - think creatively - collaborate with others

Stage 2 - Evidence

<i>Evaluative Criteria</i>	<i>Assessment Evidence</i>
	PERFORMANCE TASK(S):
	OTHER EVIDENCE:

Stage 3 – Learning Plan

Summary of Key Learning Events and Instruction

<i>Language Arts Integration</i>	<i>Mathematics Integration</i>
- CC.3.R.L.1 Key Ideas and Details: Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. - CC.3.R.L.2 Key Ideas and Details: Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. - CC.3.R.L.7 Integration of Knowledge and Ideas: Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). - CC.3.R.L.9 Integration of Knowledge and Ideas: 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) - CC.3.SL.2 Comprehension and Collaboration: 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. - CC.3.SL.5 Presentation of Knowledge and Ideas: 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.	1.OA.1 Use
<i>Technology Integration</i>	<i>District Materials</i>
1.OA.1 Use	

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