



Grade 3 - Unit 2 Reading - Traditional and Adapted Fairy Tales

Unit Focus

In *Traditional and Adapted Fairy Tales*, students explore traditional and adapted tales to deepen their understanding of how stories communicate lessons, values, and perspectives across cultures and time. Through the study of fables, folktales, myths, and fractured fairy tales, students examine character motivations, point of view, and the ways authors use narrative structure to develop central messages and morals. As students compare original and adapted versions of familiar stories, they begin to recognize how authors make intentional choices to shape meaning for readers.

Instruction is grounded in the Science of Reading, integrating systematic instruction in phonics, morphology, vocabulary, fluency, and comprehension to support the development of skilled, independent readers and writers. Structured literacy instruction is delivered through Foundations, which provides explicit instruction in phonics, morphology, spelling patterns, and encoding; Bookworms, which builds background knowledge, vocabulary, comprehension, and structured discussion through shared reading and read-aloud experiences; and Geodes, which supports application of taught phonics patterns in connected, decodable texts to strengthen fluency, accuracy, and automaticity.

Students engage with high-quality texts that build knowledge, vocabulary, and comprehension while supporting close reading of grade-level standards, including *Lon Po Po* by Ed Young, *Red Riding Hood* by James Marshall, *Cinderella* by Barbara Karlin, *Paperbag Princess* by Robert Munsch, and *The True Story of the Three Little Pigs* by Jon Scieszka.

Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
Common Core English Language Arts: 3 <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. (CCSS.ELA-LITERACY.RL.3.1)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. (CCSS.ELA-LITERACY.RL.3.2)Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS.ELA-LITERACY.RL.3.3)Distinguish their own point of view from that of the narrator or those of the characters. (CCSS.ELA-LITERACY.RL.3.6)Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS.ELA-LITERACY.RF.3.3.A)Decode words with common Latin suffixes. (CCSS.ELA-LITERACY.RF.3.3.B)Decode multisyllable words. (CCSS.ELA-LITERACY.RF.3.3.C)Read grade-appropriate irregularly spelled words. (CCSS.ELA-LITERACY.RF.3.3.D)	<i>Students will be able to independently use their learning to...</i> T1 Evaluate the author's message, identify the author's purpose, and cite text evidence to support conclusions. T2 Compare and contrast literary patterns across texts.	
	Meaning	
	Understanding(s)	Essential Question(s)
	<i>Students will understand that...</i> U1 Stories from diverse cultures reveal lessons, themes, and perspectives, and analyzing characters and their choices helps connect ideas within and beyond the text. U2 Sounds, letters, and patterns work together to support decoding and spelling of words. U3 Reading accurately, smoothly, and with expression helps readers focus on meaning and better understand the text. U4 Vocabulary knowledge supports making meaning from text and deepening understanding.	<i>Students will keep considering...</i> Q1 How do traditional fairy tales use familiar story patterns and characters to teach lessons about life? Q2 How does reading with accuracy, appropriate rate, and expression support comprehension? Q3 How does understanding word parts help readers make sense of what they read? Q4 How does learning new vocabulary help readers better understand what they read?

Stage 1: Desired Results - Key Understandings

- Read grade-level text with purpose and understanding. (CCSS.ELA-LITERACY.RF.3.4.A)
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. (CCSS.ELA-LITERACY.RF.3.4.B)
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. (CCSS.ELA-LITERACY.RF.3.4.C)
- 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. (CCSS.ELA-LITERACY.SL.3.1.A)
- Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (CCSS.ELA-LITERACY.SL.3.1.C)
- Use sentence-level context as a clue to the meaning of a word or phrase. (CCSS.ELA-LITERACY.L.3.4.A)
- Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat). (CCSS.ELA-LITERACY.L.3.4.B)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (CCSS.ELA-LITERACY.L.3.4.C)
- Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (CCSS.ELA-LITERACY.L.3.4.D)

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- Analyzing: Examining information/data/ evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (POG.1.2)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (POG.5.2)

Acquisition of Knowledge and Skill

Knowledge

Students will know...

K1 Readers use explicit evidence from a text to answer questions and support their ideas.

K2 Elements of traditional tales from diverse cultures including:

- Narrative structure / story arc (beginning, middle, end, conclusion)
- Plot and plot mountain / conflict and resolution
- Characters, including archetypal roles (villains, heroes, victims)
- Characters' traits, motivations, and feelings
- Setting (time and place)
- Repetition or patterns in the story
- Magical, fantastical, or culturally specific elements
- Moral or lesson

K3 Characters' traits, motivations, and feelings influence story events.

K4 A story can be told from different points of view.

K5 Effective discussions involve listening carefully, taking turns, asking questions, and building on others' ideas.

K6 Sounds, letters, and spelling patterns work together to form words, supporting accurate reading and spelling.

K7 Reading with accuracy, fluency, and expression supports understanding of text.

K8 Vocabulary supports understanding of text and builds deeper meaning.

K9 Foundations:

- Vowel-consonant-e syllables
- Spelling of /k/ in a v-e syllable
- s saying /z/ between two vowels
- Two-syllable words with closed syllables

Skill(s)

Students will be skilled at...

S1 Asking and answering questions that demonstrate comprehension by citing details from the text.

S2 Recounting and summarizing stories from diverse cultures, identifying the lesson.

S3 Describing characters' traits and motivations, and explaining their impact on story events.

S4 Explaining how the story changes when told from different points of view.

S5 Engaging in collaborative discussions by preparing in advance, listening carefully, asking clarifying questions, and building on peers' ideas.

S6 Determining the meaning of unknown words using affixes, roots, context clues, or reference tools.

S7 Decoding unfamiliar words and spelling words correctly using their knowledge of sounds, letters, and patterns.

S8 Using known words, context clues, and new vocabulary to understand and make meaning from texts.

S9 Reading aloud with accuracy, smoothness, and expression to focus on comprehension.

Stage 1: Desired Results - Key Understandings

	<ul style="list-style-type: none">• Two-syllable words with closed and vowel-consonant-e syllables• -ive as a suffix• ve at the end of a word (v never ends words in English)• Silent e spelling rule	
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