

Rigorous Curriculum Design Unit Planning Organizer

Subject(s)	ELA
Grade/Course	3
Unit of Study	Unit 3: Fables, Folktales, and Myths
Unit Type(s)	<input type="checkbox"/> Topical <input checked="" type="checkbox"/> Skills-based <input type="checkbox"/> Thematic
Pacing	3-4 weeks + review

RI 3.1 and 3.10 is taught throughout all units.

W3.10 is taught throughout all units.(routine write)

Priority Essential Standards

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 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.3.5 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.

W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

CCSS.ELA-Literacy.W.3.3.a

Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.

CCSS.ELA-Literacy.W.3.3.b

Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

CCSS.ELA-Literacy.W.3.3.c

Use temporal words and phrases to signal event order.

CCSS.ELA-Literacy.W.3.3.d

Provide a sense of closure.

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.

"UNWRAPPED" Priority Standards (I can statements)

- RL.3.1 I can ask and answer questions to show that I understand the stories I am reading. (DOK 1, 2&3)
 RL.3.1 I can use details from the text to answer questions. (DOK 3)
 RL.3.2 I can recount stories by sequencing events. (DOK 2)
 RL.3.2 I can look closely at a character's actions to determine the central message/moral/lesson. (DOK 3)
 RL.3.3 I can analyze characters by determining their traits, motivations, and feelings.(make inferences/draw conclusions/traits/use illustrations) (DOK 4)
 RL.3.3 I can explain how a character's actions affect the sequence of events. (cause and effect) (DOK 2)
 RL.3.9 I can notice similarities and differences (compare/contrast) in themes, settings, and plots in stories by the same author. (DOK 3)
 RL.3.9 I can notice compare and contrast themes, settings, and plots with similar characters. (DOK 3)
 W.3.3 I can write a story using my imagination
 W.3.3 I can write events in order using transition words and phrases.
 W.3.3 I can use descriptive language in my story.

"Unwrapped" Concepts (students need to know)	"Unwrapped" Skills (students need to be able to do)
<ul style="list-style-type: none"> • Drawing conclusions • Making inferences • Summarizing using beginning, middle, and end • Cause and effect • Character traits • Personal Narrative 	<p>(See "I can" statements)</p>
Essential Questions	Corresponding Big Ideas
<ul style="list-style-type: none"> • How can readers make connections across texts by analyzing the character's actions and motivations? • How do readers learn about themselves and the world from the character's they read about? 	<p>Making Connections-Noticing Themes Across Texts and Cultures</p> <p>Analyzing Characters and Plot</p>
Unit Vocabulary Terms	Corresponding Supporting Standards
<ul style="list-style-type: none"> • Summarize • Sequence • Inferences/infer • draw conclusions/conclude • determine • analyze • character • motivations • cause and effect • character trait • illustrations 	<p>RL.3.6 Distinguish own point of view from that of the narrator or characters</p> <p>RL.3.7 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)</p> <p>RL.3.9 Compare/contrast themes, setting, and plots of stories written by the same author about similar topics or similar characters (e. Books in a series)</p>

<ul style="list-style-type: none"> • • recount/retell • Lesson • Moral • Central message • Point of view • Perspective • First person • Third person • Narrator • Compare/contrast • Similarities/differences • Evidence/proof • Transition word/phrase 	<p><u>SL.3.1.a-d</u>. Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 3 topics and texts</i>, building on others' ideas and expressing their own clearly. *Click on link for standards a-d)</p> <p>SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 here for specific expectations.)</p> <p>W.3.1 Introduce opinion writing</p>

<h2 style="text-align: center;">Unit Assessment</h2>	
<h3 style="text-align: center;">Standardized Assessment Correlations (State, College and Career)</h3>	
<h4 style="text-align: center;">Pre-Assessment</h4>	<h4 style="text-align: center;">Informal Progress Monitoring Checks</h4>
	<ul style="list-style-type: none"> • Running records • Anecdotal records • Read and Response Notebook • Index Cards (write central message, describe a character, etc.)

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Post-Assessment

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Scoring Guides and Answer Keys

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Essential Engaging Learning Experiences

Learning Activities Using Text or Program

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Authentic Performance Tasks (Projects)

21st Century Learning Skills (Technology)

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Enrichment / Extension Standards	Interdisciplinary Connections

Possible Engaging Learning Experiences

Research-Based Effective Teaching Strategies

- C.U.C.C.(Circle question or direction words, Underline important words in the question, Count how answers you should have, Check your work)
- F.U.N. (Find, Underline, Number)
- R.A.P(Restate, Answer, Prove)for constructed response
- Close Reading of Grade Level Texts

Storyworks	http://storyworks.scholastic.com/
Reading A-Z (Leveled Passages-High, Med, Low)	<p>Close Reading Pack: How do folktales show which behaviors a culture values? https://www.readinga-z.com/comprehension/close-reading-packs/pack/?id=579&grade=grade3</p> <p>Close Reading Pack What makes a story a pourquoi tale?: https://www.readinga-z.com/comprehension/close-reading-packs/pack/?id=563&grade=grade3</p>
Anchor Charts/ Ideas	<p><i>Teacher Resource(Pearson):</i> http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/allyn_9780132907538.pdf</p> <p>Various Resources including Anchor Charts: https://www.pinterest.com/teachspecialedu/folktales-fables-myths-and-legends-3rd-grade/</p>

Physical	Technology
<p><i>Read Alouds:</i> <u>Mufaro's Beautiful Daughters</u> <u>Rough Faced Girl</u> <i>Teacher Resource(Pearson):</i> http://ptgmedia.pearsoncmg.com/imprint_downloads/merrill_professional/allyn_9780132907538.pdf</p>	

Differentiation Strategies (Additional Supports + Enrichment)	Intervention Strategies	Specially Designed Instruction for Special Education Students	Strategies for English Language Learners