

Stories Worth Telling Again and Again

In this first six-week unit of third grade, students read stories that are worth telling over and over.

ESSENTIAL QUESTION:

Why do we hand stories from one generation to another?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>Key Ideas and Details 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.</p> <p>Integration of Knowledge and Ideas 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). RL.3.9 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).</p>	<p>RESOURCES: Mrs. Rogers, Wildlife presentation</p> <p>MATERIALS: <u>Grandfather’s Journey</u> <u>The Pudding Like a Night on the Sea</u> <u>The Sign of the Beaver</u> <u>Song and Dance Man</u> <u>Anansi and the Moss-Covered Rock</u> <u>Poems of Langston Hughes</u></p> <p>ACTIVITIES: Cook pudding; Grandparents retell family stories; Dramatize song/dance; Make webs; Word sorts</p> <p>ASSESSMENT: Word sorts, Vocabulary game, Poems, Graphic organizers; Multiple choice/Open response</p>

Reading Standards for Informational Text	
<p>Key Ideas and Details RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.</p>	
<p>Reading Standards: Foundational Skills Fluency RF.3.4 Read with sufficient accuracy and fluency to support comprehension. <i>b. Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.</i></p>	
Writing Standards	
<p>Text Types and Purposes W.3.3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</p> <p>Production and Distribution of 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.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.</p> <p>Research to Build and Present Knowledge W.3.7 Conduct short research projects that build knowledge about a topic. 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.</p>	<p>RESOURCES: Grandparents or older persons</p> <p>MATERIALS: Recording form for interviews; Editing pens, Journals</p> <p>ACTIVITIES: Interview older person/write about; Go through the writing process; Publish a story; Write a Trickster Tale</p> <p>ASSESSMENT: Writing/Completed papers; Journals; Rubric</p>
Speaking and Listening Standards	
<p>Comprehension and Collaboration 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. <i>b. Follow agreed-upon rules for discussions.</i> <i>c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</i></p> <p>Presentation of Knowledge and Ideas 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. 6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.</p>	<p>MATERIALS: Charts for public speaking; Vaudeville costumes and music (vests, tap shoes, hats, etc.) Pudding; Story web/chart</p> <p>ACTIVITIES: Take a nature hike; Word sorts; Cook pudding; Dramatize a book; Give an oral presentation</p> <p>ASSESSMENT: Presentation Rubric; Word sort; Multiple choice/Open response</p>

Language Standards	
<p>Conventions of Standard English</p> <p>L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p> <p><i>a. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.</i></p> <p><i>b. Form and use regular and irregular plural nouns.</i></p> <p><i>c. Use abstract nouns (e.g., childhood).</i></p> <p><i>d. Form and use regular and irregular verbs.</i></p> <p><i>e. Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.</i></p> <p><i>f. Ensure subject-verb and pronoun-antecedent agreement.</i></p> <p>L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.</p> <p>Knowledge of Language</p> <p>L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>	<p>MATERIALS: Word sort cards; Parts of speech; Document camera; Smart board activity</p> <p>ACTIVITIES: Student plays the teacher and identifies the parts of speech or does the card sort</p> <p>ASSESSMENT: Teacher made test; Rubric; Multiple choice/Open response</p>
Required Independent Reading Texts:	
Authentic Assessments:	