

Fantastic Adventures with Dragons, Gods, and Giants

In this sixth six-week unit of third grade, students read fantasies, adventure, poetry, mythology, and informational texts about Ancient Greece and Ancient Rome.

Essential Question
Why is it important to know mythology?

Reading Standards for Literature	Resources, Materials , Activities & Assessments
<p>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.</p> <p>Craft and Structure</p> <p>RL.3.6 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.</p> <p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Resources: Guided Readers; Internet; Smart Board</p> <p>Materials: Guided Readers: <u>Magic Treehouse Series</u>; Journals; Graphic organizers; Exemplar text</p> <p>Activities: Research current Olympic sport; Reading groups: compare/contrast Ancient Rome and Ancient Greece with oral presentation; Write and illustrate a summary of a Dragon story and present to class.</p>
Reading Standards for Informational Text	
<p>Key Ideas and Details</p> <p>RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p>Craft and Structure</p> <p>RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.</p> <p>Range of Reading and Level of Text Complexity</p> <p>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.</p>	<p>Assessment: Open response; Multiple choice questions; Compare and contrast presentation: Rubric; Oral presentation: Rubric</p>

Reading Standards: Foundational Skills	
<p>Fluency RF.3.4 Read with sufficient accuracy and fluency to support comprehension. <i>c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.</i></p>	
Writing Standards	
<p>Text Types and Purposes W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <i>c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</i> 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.3.6 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.</p> <p>Range of Writing W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter</p>	<p>Resources: internet; Promethean Board; Media Specialist</p> <p>Materials: Journals; Sentence strips; note cards</p> <p>Activities: Journals; Write a myth story and publish; Use internet to help write myth paper</p> <p>Assessment: Writing Rubric; Multiple Choice/Open response questions</p>
Speaking and Listening Standards	
<p>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.</p> <p>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.</p> <p>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.</p>	<p>Resources: Smart Board; Internet</p> <p>Materials: Journals; Model of a book summary/report; compare and contrast chart</p> <p>Activities: Compare and contrast oral presentations; Oral/illustrated book report</p> <p>Assessment: Presentation: Rubric; Book Report: Rubric</p>

Language Standards	
<p>Conventions of Standard English</p> <p>L.1.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>j. Produce and expand complete simple and compound declarative, interrogative, imperative, and exclamatory sentences in response to prompts.</i></p> <p>L.1.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <i>a. Capitalize dates and names of people.</i> <i>b. Use end punctuation for sentences.</i> <i>d. Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.</i> <i>e. Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.</i></p> <p>Vocabulary Acquisition and Use</p> <p>L.1.5 With guidance and support from adults, demonstrate understanding of word relationships and nuances in word meanings. <i>d. Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.</i></p>	<p>Resources: Smart Board; Document Camera</p> <p>Materials: Skill sheet to model; Smart Board and Power point; Document camera sheet</p> <p>Activities: Watch power point presentation; do SMART board activity; do document camera reinforcement/review</p> <p>Assessment: Multiple choice/open response; Paragraph editing; Dictated spelling</p>
Required Independent Reading Texts:	
Authentic Assessments:	