

Preston English/Language Arts Curriculum

Unit Planning Organizer – Unit 3

3rd Grade

Unit of Study: Reading - Messages and Meaning in Narrative Text; Writing – Narrative Texts: Folktales, Fables and Myths

Pacing: Instruction – 30 days; Reteaching – 4 days

Overarching Common Core State Standards:

- **CC.3.R.L.1: 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: 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.**
- C.3.R.L.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).
- CC.3.R.L.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.
- CC.3.R.L.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.
- **CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.**
- **CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.**
- **CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.**

Overarching CT Standards/Grade Level Expectations:

- CT.3.R.1: Phonics/Word Study—Use phonetic, structural, syntactical and contextual clues to read and understand words.
- CT.3.R.11: High-Frequency Words—Read at least 600 high-frequency words.
- CT.3.R.13: Fluency—Read aloud while comprehending unpracticed text with fluency at 110-120+ words correct per minute.
- CT.3.R.16: Vocabulary—Use prior knowledge, context, pictures, illustration and diagrams to predict clarify and/or expand word meaning, including multiple-meaning words.
- CT.3.R.20: Before Reading—Articulate what is known about the text topic based on the title, author, pictures, illustration, prior knowledge.
- CT.3.R.21: Before Reading—Make relevant predictions about what will probably happen in a story (fiction) or what will be learned (nonfiction) based on title, cover, chapter headings, illustrations, etc.
- CT.3.R.23: During Reading—Ask and answer questions.
- CT.3.R.26: During Reading—Explain first-, second- and third-person point of view.
- CT.3.R.33: After Reading—State the theme in literary text.
- **CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.**
- CT.e.R.36: After Reading—Decide an author’s purpose for including particular information in text.
- **CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.**
- **CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.**
- CT.3.R.42: After Reading—Discuss the culture and/or traditions described in a piece of literature and explain how they are similar or different from those of the reader.
- CT.3.R.43: Reading Reflection/Behaviors—Listen to, read and discuss a variety of literature representing different perspectives of family, friendship, culture and tradition.

- CT.3.OL.6: Speaking—Present ideas with clarity, voice and fluency to communicate a message, e.g., present dramatic interpretations of experiences, stories, poems or plays.

Priority Standards:

- CC.3.R.L.1: 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: 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.
- CT.3.R.35: After Reading—Draw conclusions based on implicit or explicit evidence from text.
- CT.3.R.39: After Reading—Recognize values, ethics and beliefs included in a text.
- CT.3.R.40: After Reading—Select, synthesize and use relevant information from a text to include in an extension or response to the text.
- CC.3.W.3: Write narratives to develop real or imagined experiences or events using effective technique, descriptive details and clear event sequences.
- CC.3.W.4: With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- CC.3.W.5: With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.

NOTE: Applicable standards from the Foundational Skills, Speaking and Listening and Language sections of grade-level curriculum are also incorporated.

Concepts (What Students Should Know)	Skills (What Students Should Be Able To Do)	Bloom’s Revised Taxonomy Level
Demonstrate understanding of a text	Ask and answer questions, referring explicitly to text	Analyzing
Determine central message, lesson or moral and explain how it is conveyed through details.	Recount stories	Understanding/analyzing
Implicit vs. explicit textual evidence	Draw conclusions	Analyzing
Values, ethics and beliefs	Recognize	Understanding
Extend or respond to a text	Select, synthesize and use relevant information from a text	Analyzing
Effective technique, descriptive details and clear event sequences	Write narratives	Creating
Development and organization are appropriate to task and purpose	Produce writing	Creating
Planning, revising and editing	Develop and strengthen writing	Creating

Essential Questions	Big Ideas
How do authors develop stories focusing on particular lessons and morals?	Authors’ experiences and beliefs about a topic can influence their messages and beliefs in their texts.
When the author doesn’t tell you something, what can you do as a reader to figure it out?	When the author doesn’t come right out and tell you something, you need to use the context clues and your background knowledge to understand what the author means.