

Stories Around the World 3rd Grade Unit 3

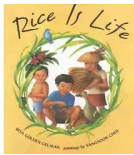
Through the topic of stories around the world, students will:

- **Recount stories and determine their central message, lesson or moral.**
- **Explain how a central message, lesson or moral is conveyed through key details.**
- **Compare and contrast the themes, settings and plots of stories.**
- **Write reflective narratives.**

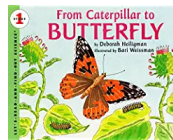
Social Studies: Communities Around the World

We have purposefully chosen stories for this unit that come from diverse cultures in order to correlate with the Social Studies topic for this quarter.

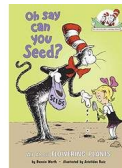
Science: Life Cycles and Traits of Organisms



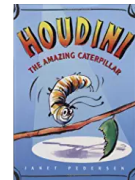
[Rice Is Life](#) by Rita Golden Gelman



[From Caterpillar to Butterfly](#) by Deborah Heiligman



[Oh Say Can You Seed?](#)
By Bonnie Worth



[Houdini The Amazing Caterpillar](#) by Janet Pedersen

Stage 1- Desired Results

These are the standards that should drive the lessons and assessments for Unit 3.
 Text that is highlighted in **RED** reflects a change from CCSS to Arkansas ELA State Standards.

Focus 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.3.5 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.

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).

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.

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

ELL Language Profile

This [Language Profile](#) provides a description of English Language Learners at each proficiency level, specific to this unit. This profile is based on the ELP and the focus standards of Unit 3. Specific language support for ELLs is embedded in stages 2 and 3 assessments and lessons.

[3rd Grade Discussion Cards](#)

Essential Questions: <i>Student will keep considering . . .</i>	Understandings: <i>Students will understand that....</i>
<ul style="list-style-type: none"> ● How do we learn lessons? ● Is it valuable to share the lessons we learn with others? 	<ul style="list-style-type: none"> ● We learn lessons from our own experiences and from the experiences of others. ● We learn lessons from fiction as well as nonfiction.

<p style="text-align: center;"><u>Knowledge</u> <i>Students will know that</i></p>	<p style="text-align: center;"><u>Skills</u> <i>During the unit, the students will practice and be able to . . .</i></p>	<p style="text-align: center;"><u>DOK Level</u></p>
<p>stories convey a message from the author.</p>	<p>recount a story. determine a central message, lesson or moral. determine a theme. explain how key details convey a message, lesson or theme.</p>	<p style="text-align: center;">1 2 2 3</p>
<p>many cultures have traditional stories that teach a lesson or moral.</p>	<p>identify a fable, folktale, or myth and the culture it comes from.</p>	<p style="text-align: center;">2</p>
<p>there are often similarities in an author’s message when they are writing many stories about the same character.</p>	<p>compare and contrast characters. compare and contrast settings. compare and contrast plots.</p>	<p style="text-align: center;">3 3 3</p>
<p>poems and dramas tell a story and convey a message using specific structures.</p>	<p>identify structural elements of a poem such as chapter and stanza. identify structural elements of a drama such as scene. describe how each part of the structure of a drama or poem builds on earlier parts.</p>	<p style="text-align: center;">2 2 2</p>
<p>a reflective narrative shares a real experience and the lesson(s) and important insights the author learned from that experience.</p>	<p>write a reflective narrative. -establish a situation -introduce a narrator or character -organize a sequence of events -use dialogue and descriptions -develop the story with reflection -use temporal words and phrases -provide a sense of closure</p>	<p style="text-align: center;">3</p>
<p>an audio recording can demonstrate fluid reading as well as the ability to recount a story.</p>	<p>create an audio recording with visuals.</p>	<p style="text-align: center;">3</p>
<p>the conventions of standard English grammar and usage as applied to speaking and writing.</p>	<p>explain the function of prepositions, in general and in specific sentences. explain the function of adverbs, in general and in specific sentences. use coordinating and subordinating conjunctions appropriately. demonstrate the command of simple sentences. produce compound sentences.</p>	<p style="text-align: center;">1 1 1 1 1</p>

Supporting Standards: Supporting standards are those that are addressed throughout the unit in connection to daily practice and instruction.

Text that is RED reflects a change from CCSS to Arkansas ELA State Standards.

RL.3.1 Ask and answer questions to demonstrate understanding of text, referring explicitly to the texts as the basis for the answers.

RL.3.4 Determine the meanings of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

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.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.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.

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.

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

SL.3.1 Engage effectively in a range of collaborative discussions (one-to-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others ideas and expressing their own clearly.

SL.3.2 Determine the main ideas and supporting details of **information that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches).**

SL.3.3 Identify the reasons and evidence a speaker provides to support particular points.

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

Stage 2**District Formative Assessment****Writing Assessment**

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

- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- Use temporal words and phrases to signal event order.
- Provide a sense of closure.

W.3.4, W.3.5, W.3.6, W.3.7, W.3.10

Student Prompt:

You have been reading stories about characters who learn important lessons and stories in which the author has an important message for the reader. Think about a time you have learned an important lesson. What lesson did you learn? What sequence of events happened to help you learn this lesson? How did you feel about learning this lesson? Are you better off since you learned this lesson? Were there other people who helped you learn this lesson?

Now, write a story that describes the events that happened to help you learn this lesson. Your story should tell your reader what you learned from these events.

- [teacher protocols](#)
- [reflective narrative rubric](#)
- [student writing prompt](#) (In ACT Style format)
- [example targeted response](#)
- **[scored student samples](#)**

ELL Writing Templates

ELLs should NOT use templates independently. Students will require prompting and support when using the templates.

[teacher information](#) [ELL writing templates](#)

Reading/Writing Assessment

This assessment should be completed by the end of the 3rd Quarter
RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.7, RI.3.8, L.3.4, L.3.4, W.3.3

This assessment can be found at www.edcite.com. You will search the assignment library for **Sdale 3rd Grade Unit 3 Assessment**. Make sure to choose the one that has Linda Odle as the author and has the most recent date. **If you are having trouble finding an assessment, turn all the filters to the right of the search box to “ALL.”**

[Teacher protocols and Scoring Suggestions](#)

Technology Integration

The following [SAMR](#) badges will be placed next to activities and assessments that include ideas and resources for enhancing learning through technology integration. The Substitution Augmentation Modification and Redefinition model, developed by Dr. Ruben Puentedura, shows a progression (or deepening, as the symbols on the badges suggest) of technology integration from enhancement to transformation of learning.



[eMINTS Tools for Schools](#)
[Springdale Schools Technology Integration](#)

Stage 3
Learning Activities

- The following lesson plans and instructional moves are **suggested** reading and writing lessons for the 3rd nine weeks.
- The modules do not have to be taught in the order presented; however the lessons within each module are meant to build on each other.
- The writing module should not be left to the end of the unit but taught concurrently with the reading modules in a reading/writing workshop model.
- Teachers are free to use these lessons as student need suggestions. Teachers may substitute different text and videos if they desire and modify lessons to meet the needs of their students as **long as the rigor of the task is the same or higher and addresses the focus standard(s)**.

Prerequisite Skills for Reading Module 1

Before students begin to determine the message of a story they need to be able to make inferences. This is a [sample lesson plan](#) that has students practice making inferences from very short pieces of text. Inferring: Merging background knowledge with clues in the text to come up with an idea that is not explicitly stated by the author. Reasonable inferences need to be tied to the text.

- [What can you infer?](#)
- [making inferences sample anchor chart](#)

Inference Game: Write an emotion on a card and attach it to the back of a student, making sure they do not see the emotion. The student should stand with their back to the class and show their card. The class gives clues to the emotion by using the sentence frame, *I felt that way when ___*. For example, the teacher attaches a card to Andrew’s back that says, *sad*. The teacher invites students to give clues that might help Andrew figure out the word he is wearing on his back:
I felt that way when my sister hit me with a golf club.
I felt that way when my dog died.
I felt that way when my mom said we couldn’t go to the Children’s Museum.
I felt that way when my dad didn’t let me go to the movies.
I felt that way when my grandpa Nick died.

After five or six kids have shared their clues, the teacher asks Andrew to infer what the feeling is and how he knew.

From Strategies That Work 2nd Edition by Stephanie Harvey and Anne Goudvis

Inferencing Resources:

- [Reading Rockets](#)
- [Popular Books for Teaching Inferencing from goodreads](#)
- [Inferencing Mini Lessons](#)
- [Tips for Teaching Inference](#)
- [NCTE article: Using Literature to Teach Inference Across the Curriculum](#)


Reading Module 1


<p>RL.3.2 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> ● Independently recount grade-appropriate stories, including fables, folktales, and myths from diverse cultures. ● Independently determine the central message of grade-appropriate stories, including fables, folktales, and myths from diverse cultures. ● Independently explain how key details support the central idea of a grade-appropriate text.
<p>Progressing</p>	<p>The student will recognize or recall specific vocabulary:</p> <ul style="list-style-type: none"> ● <i>Central idea, convey, culture, detail, diverse, fable, folktale, lesson, message, moral, myth, support, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> ● Recount grade-appropriate stories, including fables, folktales, and myths from diverse cultures using a teacher provided graphic organizer. ● Determine the central message of stories, including fables, folktales, and myths from diverse cultures in a grade-appropriate text from a teacher provided list. ● Identify key details that support a teacher-provided central idea of a grade-appropriate text.

RL.RL.3.1, RL.3.4, RL.3.5, RL.3.19, SL.3.1, SL.3.2, SL.3.3, SL.3.6, L.3.1

<p>Pretest</p>	<p>A pretest for focus standards RL.3.2 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Pretest RL.3.2</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>
<p>Arkansas ELA standards have students “recount” a story. ACT Aspire uses the term “summarize” which up until now has not been used until 4th grade. There is a small difference between a recounting and a summary that we don’t believe is worthy of differentiation for a 3rd grader. So for assessment purposes we are going to use the term “summary.”</p>	
<p>● This flipchart is an introduction to central message, lesson, and moral.</p>	<p>Resources</p>

<p>PDF version of flipchart</p> <ul style="list-style-type: none"> •Students will have more in depth lessons on this concept in subsequent lessons, but we feel they need to have some explicit instruction on this before they begin working on standard RL.3.2 and RL.3.9 (in module 2). •In RL.3.2 students are asked to determine central message, lesson or moral, and in RL.3.9 they will be asked to compare and contrast themes. All four of these concepts are technically different terms, but both get to the core concept: message. <i>What message does the author want the reader to take away?</i> This can be confusing for students and even for some adults. •Learning these as different concepts does not seem appropriate for 3rd graders- so for our instruction we are going to treat them as having about the same meaning. You will want 3rd graders to know the terms central message, theme, lesson and moral and that they all refer to the author’s message to the reader. <p>Info on notes browser in flipchart</p>	<ul style="list-style-type: none"> •Video: The Grasshopper and the Ants (8:05) •The Midas Touch 	
<p>This flipchart is a short introduction to the characteristics of a fable. PDF version of flipchart</p> <ul style="list-style-type: none"> •Being able to identify a fable is not a standard, but it may be helpful as background knowledge for your students. •If you choose to use this lesson you will want to make sure that students are relating the introduction on central message/lesson/moral to these stories as well. 	<ul style="list-style-type: none"> •The Lion and and the Mouse •The Dog and His Bone •The Rooster and the Fox •The Rat and the Elephant 	
<p>R1-A</p>	<p>This sample lesson plan focuses on recounting/summarizing and determining the central message/lesson/moral supported by key details in a fable. In this lesson we use the term moral to refer to the author’s message; we most often refer to fables as having a moral.</p>	<ul style="list-style-type: none"> •Summary/Determining a Moral Template •Belling the Cat •The Crow and the Jug •The Travelers and the Bear •The Lion and the Fox •The Goose That Laid the Golden Egg •The Heron and the Fish •The Dog in the Manger •The Miller, His Son, and the Donkey •The Oak Tree and the River Reeds •The Fox and the Crow •The Wolf and the Donkey •The Peacock and the Crane •The Town Mouse and the Country Mouse •The Boy Who Cried Wolf •Summary/Determining a Moral Template for Independent Practice

<p>CLOSE read teacher page, <i>The Lobster and the Crab</i> from Fables by Arnold Lobel CLOSE read student page, <i>The Lobster and the Crab</i> from Fables by Arnold Lobel</p>	
<p>This flipchart is a short introduction to the characteristics of a folktale. PDF version of flipchart</p> <ul style="list-style-type: none"> •Being able to identify a folktale is not a standard, but it may be helpful as background knowledge for your students. •If you choose to use this lesson you will want to make sure that students are relating the introduction on central message/lesson/moral to these stories as well. 	<ul style="list-style-type: none"> •A Story A Story: An African Tale retold by Gail E. Haley •Video: The Lantern Maker (8:28)
<p>R1-B</p> <p>This sample lesson plan continues the work of recounting/summarizing and determining the central message/lesson/moral supported by key details in a folktale.</p> <ul style="list-style-type: none"> •Each of the folktales featured in this lesson are from a different culture but all have a common thread of the relationship between brothers and sisters. •These folktales are all from the book, Brother and Sister Tales retold by Mary Hoffman. •In this lesson we will refer to the author’s message as a lesson. <div style="border: 1px solid black; padding: 5px; margin-top: 10px;">  <p>Digital and Paper Comic Strip Templates:</p> <ul style="list-style-type: none"> •Creating Comic Strips With Google •Pixton •Create Your Own Comic Strip (marvel.com) •Make Your Own Graphx •Paper Comic Strip Templates •Blank Paper Comic Strip Templates </div>	<ul style="list-style-type: none"> •Summary/Determining A Lesson Template •Creating a Folktale Comic Strip Checklist •Hansel and Gretel (German) •The Red Cow (Armenian) •The Quillwork Girl and Her Seven Star Brothers (Cheyenne) •Alionushka and Ivanushka (Russian) •The Girl Who Banished Seven Brothers (Moroccan) •Trampling the Demons (Japanese) •Achol and Maper (Sudanese) <ul style="list-style-type: none"> •sample comic strips
<p>This flipchart is a short introduction to the characteristics of a myth. PDF version of flipchart</p> <ul style="list-style-type: none"> •Being able to identify a folktale is not a standard, but it may be helpful as background knowledge for your students. •If you choose to use this lesson you will want to make sure that students are relating the introduction on central message/lesson/moral to these stories as well. 	<ul style="list-style-type: none"> •Arachne and Athena •Pandora’s Box

<p>R1-C</p>	<p>In this sample lesson plan students will continue to focus on the work of recounting and determining the central message/lesson/moral supported by key details in a myth.</p> <ul style="list-style-type: none"> • In this lesson we will refer to the author’s message as the central message. 	<ul style="list-style-type: none"> • Summary/Determining A Central Message Template • Greek Myths Reader’s Theater  <p>SAMR idea from our emints teachers</p>
<p>R1-D</p>	<p>Students will choose a favorite fable, folktale, or myth and then create an audio recording summarizing the story to demonstrate their fluid reading. Students or teachers will choose the format in which to add a visual to their audio recording (poster, powerpoint, google sheet, etc.).</p> <p>Teachers may want to consider using student’s comic strips (lesson 1-B) as the visual they want to include with their audio recording.</p>	<ul style="list-style-type: none"> • resources for audio/video creation • professional sample • rubric
<p>Formative Assessment</p>	<p>A formative assessment for focus standard RL.3.2 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Formative RL.3.2</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	


<p>Additional Reading Module 1 Resources:</p> <ul style="list-style-type: none"> • What is recounting? • McGraw Hill eschool (recount stories) • McGraw Hill eschool (message) • Theme poems • Learn how to put an app on your chromebooks that allows docs and web pages to be read aloud • More Tales With Morals • More Folktales • More Greek Myths • More Myths and Legends From Around the World • Mythic Warriors series on youtube has several myths on video
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<p>Reading Module 2</p>	
<p>RL.3.9 Mastered Expectations</p>	<p>The student will:</p> <ul style="list-style-type: none"> • Independently compare and contrast themes, settings, and plots of grade-appropriate stories written by the same author about the same or similar characters (e.g., books in a

	series).
Progressing	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>Author, character, compare, contrast, plot, series, setting, similar, story, theme</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Compare and contrast themes, settings, and plots of grade-appropriate stories written by the same author about the same or similar characters using teacher provided choices. • Recognize or recall isolated facts or details about the themes, settings, and plots of grade-appropriate stories written by the same author about the same or similar characters.
RL.3.1, RL.3.4, RL.3.5, RL.3.19, SL.3.1, SL.3.2, SL.3.3, SL.3.6, L.3.1	

- **Three different sets of text by similar authors have been provided in this module. Teachers should choose the ones they believe would best meet the needs of their students.**
- **The teacher should not feel compelled to do all three if time is short.**
- Teachers may want to review a story map with students and make sure they understand the term “plot” (the important events, or sequence of major events in the story).

Pretest	<p>A pretest for focus standards RL.3.9 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Pretest RL.3.9</p> <p style="text-align: center;"><u>Protocols and Scoring Suggestions</u></p>	
R2-A	<p>This <u>sample lesson plan</u> focuses on comparing and contrasting. Comparing and contrasting is one of the most effective ways to boost student achievement (Marzano, 2007) if it is used correctly. To use compare and contrast effectively consider the following practices:</p> <ul style="list-style-type: none"> • Use as a learning strategy, not an assessment. Comparison and contrast is about discovery and analysis not evaluation. • Students need to know the characteristics of what they are comparing, before they start comparing. • Students need to know what to look for. Any two things can be compared. Teachers need to provide clear criteria for students to focus on. • The completion of a comparing and contrasting task should not be the end, students need to apply or transfer their learning. 	<p style="text-align: center;">Resources</p> <ul style="list-style-type: none"> • <u>Anansi and the Tug O’ War</u> • <u>Anansi and the Tug O’ War response sheet</u> • <u>answer suggestions Tug of War</u> • <u>Anansi and the Sky Kingdom</u> • <u>Anansi and the Sky Kingdom response sheet</u> • <u>answer suggestions sky kingdom</u> • <u>Anansi Stories- Compare & Contrast</u> • <u>answer suggestions for compare contrast</u> • Video: <u>Anansi and the Tug O’ War</u> (5:04) • Video: <u>Anansi and the Sky Kingdom</u> (5:49)

		 <p>SAMR ideas from our eMINTS teachers</p>
R2-B	<p>Students continue to focus on comparing and contrasting in this sample lesson plan. The lesson plan follows the same pattern as lesson 2-A:</p> <ol style="list-style-type: none"> 1. Describe what is going to be compared and contrasted 2. Compare/Contrast 3. Draw a conclusion 4. Apply/Synthesize 	<ul style="list-style-type: none"> • Thunder Cake by Patricia Polacco • Thunder Cake response sheet • answer suggestions Thunder Cake • My Rotten Redheaded Older Brother by Patricia Polacco • My Rotten Redheaded Older Brother response sheet • answer suggestions Brother • Polacco stories- compare & contrast • answer suggestions Polacco compare & contrast
R2-C	<p>Teachers may continue the pattern of lesson 2-A and 2-B using these excerpts from The Mouse and the Motorcycle and Ralph S. Mouse by Beverly Cleary.</p>	<ul style="list-style-type: none"> • Excerpt from The Mouse and the Motorcycle • The Mouse and the Motorcycle response sheet • answer suggestions Mouse and Motorcycle • Excerpt from Ralph S. Mouse • Ralph S. Mouse response sheet • answer suggestions Ralph S. Mouse • Ralph S. Mouse/Mouse and the Motorcycle compare & contrast organizer • answer suggestions compare & contrast
Formative Assessment	<p>A formative assessment for focus standard RL.3.9 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Formative RL.3.9</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	

Additional Reading Module 2 Resources:

- [McGraw Hill eschool](#)

Reading Module 3		
RL.3.5 Mastered Expectations	<p>The student will:</p> <ul style="list-style-type: none"> Refer to parts of stories, dramas, and poems using terms such as chapter, scene, and stanza when writing or speaking about a grade-appropriate text. Describe how each successive part of a grade-appropriate story, drama, or poem builds on earlier sections. 	
Progressing	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> <i>cause/effect, chapter, comparison, drama, logical, paragraph, poem, refer, relationship, scene, sentence, sequence, stanza, story, successive, text</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> Identify the parts of grade-appropriate stories, drama, and poems (for example, chapter, scene, stanza) 	
Pretest	A pretest for focus standards RL.3.5 can be found at www.edcite.com . You will search the assignment library for Sdale 3rd Grade Unit 3 Pretest RL.3.5 Protocols and Scoring Suggestions	
R3-A	This Flipchart to introduces the terms stanza, scene, and chapter. PDF version of flipchart Please note that this flipchart does not fully address the standard which requires students to describe how chapters, stanzas and scenes work together. This flipchart is to make sure that students actually know what the characteristics of a poem, drama and story are and understand the vocabulary of this standard.	
R3-B	This CLOSE Read requires students to focus on the scenes of a drama and how they are connected.	<ul style="list-style-type: none"> CLOSE read teacher page for The Prince Frog The Prince Frog
R3-C	<ul style="list-style-type: none"> This is an engaging picture book to introduce poetry, Stanza by Jill Essbaum and Jack E. Davis These two lessons from LearnZillion are excellent for taking students through an analysis of a poem and how stanzas work together. LearnZillion Building Across Stanzas with <i>The Fieldmouse</i> LearnZillion lesson Identifying Changes Across Stanzas with <i>Afternoon On A Hill</i> 	<ul style="list-style-type: none"> The Fieldmouse Afternoon On A Hill
R3-D	This 2-3 day sample lesson plan has students analyze and sort parts of stories in order to describe how each section builds upon another.	<ul style="list-style-type: none"> When Granny Met Johnny Appleseed: Sort When Granny Met Johnny Appleseed response sheet

		<ul style="list-style-type: none"> • When Granny Met Johnny Appleseed:Original text • Make Way For Dyamonde Daniel: New Kid • Make Way For Dyamonde Daniel: Chicken Nugget • Dyamonde Daniel response sheet • Make Way For Dyamonde Daniel chapters 2 & 3
Formative Assessment	<p>A formative assessment for focus standard RL.3.5 can be found at www.edcite.com. You will search the assignment library for Sdale 3rd Grade Unit 3 Formative RL.3.5</p> <p style="text-align: center;">Protocols and Scoring Suggestions</p>	

<p>Additional Reading Module 3 Resources:</p> <ul style="list-style-type: none"> • The June Bug and the Flea • Aladdin and the Magic Pickle Jar
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Writing Module 1	
W.3.3 Mastered Expectations	<p>The student will:</p> <ul style="list-style-type: none"> • Independently write grade-appropriate reflective narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. • Independently establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. • Independently use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations. • Independently use temporal words and phrases to signal event order. • Independently provide a sense of closure.
Progressing	<p>The student will recognize or recall specific vocabulary, such as:</p> <ul style="list-style-type: none"> • <i>Actions, character, closure, description, detail, dialogue, event, experience, narrative, narrator, organize, phrase, response, sequence, situation, technique, time order</i> <p>The student will perform basic processes, such as:</p> <ul style="list-style-type: none"> • Write narrative piece using a teacher-provided template or organizer.
W.3.4, W.3.5, W.3.6, W.3.10	

Teachers will need to make sure students are writing reflective narratives, which are more than a personal narrative. A reflective narrative is what is expected of them on the ACT Aspire writing test.

- Narrative: recounting an event with emphasis on the story and elements of a story--characters, events, and setting
- Reflective narrative: emphasis on personal change as a result of an event--emotional shift as a result of an event, personal change, lesson learned, taking an action, personal reaction, new learning, coming up with a conclusion about something

We have included some resources to help with understanding this type of narrative:

[The Difference Between a Reflective and Narrative Essay](#)

[Ideas for Reflective Narrative](#)

[3rd Grade Reflective Narrative](#)

<p>Pretest</p>	<ul style="list-style-type: none"> ● Choose a prompt from the list of prompts provided in the resource column (or develop one of your own as long as it follows the specific format of an ACT Aspire prompt). ● Each student should type a response to the prompt within a 45 minute time limit. Each writer may have a piece of paper, but only the typed response will be scored. This will simulate conditions during ACT Aspire Assessment. ● The teacher will need to score the papers using the Reflective Narrative Rubric as soon as possible. The teacher may also want to review released scored samples from ACT and from Springdale Schools before scoring. ● From the information that is gathered during the scoring process the teacher should make a list of mini lessons that are warranted for the whole class and another list of mini lessons needed for small groups. Consider using the writing planner for instructional grouping in the resource column. Writing instruction for the remainder of the quarter should follow from this. ● Teachers should use the resources in this module based on the needs of their students. 	<ul style="list-style-type: none"> ● ACT Style writing prompts (12 different prompts) ● ACT Sample scored papers ● Springdale Scored papers (These are also in stage 2 writing assessment) ● Reflective Narrative Rubric ● Writing Planner for Instructional Grouping
<p>W1-A</p>	<p>In this short sample lesson plan students learn some strategies for analyzing a prompt.</p>	<p>Understanding A Prompt</p>
<p>*A tip for transitioning students to planning on the ACT: Start out having students use a provided organizer and filling out all sections, then type their essay. Next post that organizer on the wall and have students sketch out the organizer on scratch paper and complete before proceeding to typing their essay. Finally, remove the posted organizer and have students sketch the organizer on scratch paper from memory, complete, and then move to typing their essay. Encourage students to keep their planning to about 5 minutes. It would be best to teach the students a simple sketch that reminds students of the important components of the organizer- they shouldn't be exactly replicating the organizer- there isn't enough time!</p>		
<p>W1-C</p>	<p>This sample lesson plan continues the work of adding reflection to a narrative. In this lesson the Narrative Template is modeled.</p> <ul style="list-style-type: none"> ● There was a lot of positive feedback for the I Planner, the 	<ul style="list-style-type: none"> ● I Planner ● Color Coded I Planner

	<p>teacher may want to use this instead. This lesson sequence can be followed with whatever organizer the teacher chooses.</p>	<ul style="list-style-type: none"> ● Reflective Narrative Template ● My Bicycle Accident ● sample narrative-basketball ● sample narrative-softball ● ELL writing templates ● narrative organizer I ● narrative organizer II
<p>As you continue to develop your student proficiency in reflective narrative use the mini lessons in the resource column based on the needs of your students.</p>		<ul style="list-style-type: none"> ● Introduction ● Crafting a Lead ● Six Ways to Start a Narrative ● Three Steps for Writing a Beginning ● Describing the Setting ● narrative transitions poster ● using narrative transitions ● Bringing characters to life ● Writing Dialogue ● Punctuating Dialogue ● “Cracking Open” General Words ● Using Stronger Verbs ● Takeaway Endings from Razzle Dazzle Writing ● Surprise Endings ● Experiment With Endings ● The Circular Ending ● Emotional Endings
<p>Formative Assessment</p>	<p>See Stage 2 Writing Assessment</p>	

<p>Additional Writing Module 1 Resources:</p> <ul style="list-style-type: none"> ● The Writing Process McGraw Hill eschool ● This is a video by Lucy Calkins, talking to kids about being writers. ● Writer’s Notebook idea ● Using comics to teach dialogue ● Why is dialogue important? sample anchor chart ● Ideas for personal narrative instruction from Scholastic ● “Children’s Books as Models to Teach Writing Skills” article from <i>The Reading Teacher</i> ● Sample 3rd grade personal narratives: Earthquake, Space Mountain, Christmas ● Annotated 3rd grade writing sample from Lucy Calkins <i>Writing Pathways</i> ● Article from the Reading Teacher, Preparing ELLs for Peer Review in the Writer’s Workshop

Writing Extension:

In our reading work we spent quite a bit of time analyzing fables. Teachers may want to extend their students' writing opportunities by having them write their own fable.

- [Squids Will Be Squids](#) by Jon Scieszka and Lane Smith
- [How To Write a Fable](#) (google slides)
- [4 easy steps to writing a fable](#)
- [slideshare, Writing a Fable](#)

LANGUAGE STANDARDS

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

a. Explain the function of prepositions and adverbs in general and their functions in particular sentences.

- [flipchart to introduce Prepositions](#)
- [PDF version of flipchart](#)
- [flipchart to introduce Adverbs](#)
- [PDF version of flipchart](#)
- [McGraw Hill eschool](#) (adverbs)
- [The Movable Adverb from Grammar Matters](#)

f. Use coordinating and subordinating conjunctions appropriately.

- McGraw Hill eschool: [coordinating conjunctions](#)
- McGraw Hill eschool: [subordinating conjunctions](#)

g. Explain the function of prepositions.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

b. Use commas in addresses

[McGraw Hill eschool](#)

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

Integrated in all lesson modules.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

<p>Info from</p> <ul style="list-style-type: none"> • Mechanically Inclined by Jeff Anderson • Info from Grammar Matters by Lynne Dorfman & Diane Dougherty <p>h. Demonstrate command of simple sentences and produce compound sentences.</p> <ul style="list-style-type: none"> • McGraw Hill eschool: simple and compound sentences • McGraw Hill eschool: complex sentences <p>k. Form all uppercase and lowercase letters to write words legibly in cursive.</p>				
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Supporting Language Standards

These Language standards should be integrated into the curriculum all year long.

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

e. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g. sitting, smiled, cries, happiness).

f. Use spelling patterns and generalizations (e.g. word families, position-based spellings, syllable patterns, ending rules, meaningful parts) in writing words.

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.

a. Choose words and phrases for effect.

b. Recognize and observe differences between the conventions of spoken and written standard English.

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

a. Use sentence-level context as a clue to the meaning of a word or phrase.

b. 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).

c. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g. company, companion).

L.3.5 Demonstrate understanding of word relationships and nuances in word meanings.

c. Distinguish shades of meaning among related words that describe states of minds or degrees of certainty (e.g. knew, believed, suspected, heard, wondered).

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g. After dinner that night we went looking for them).

READING FOUNDATIONS

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

- b. Decode words with common Latin suffixes.
- c. Decode multisyllable words.

[Grade Level Progression for Prefixes/Suffixes/Root Words](#)



● [McGraw Hill eschool](#)

● [student center activities for Reading Foundations at FCRR](#)

Supporting Reading Foundation Standards

These reading standards should be integrated into the curriculum all year long.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

- a. Read grade-level text with purpose and understanding.
- b. Read grade-level prose with and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

www.fcrr.org - Direct links to the documents from frr.org for Reading Center ideas and interventions based on student needs

[Balanced Literacy Diet](#)- Video and playlists that cover a wide variety of modeled lessons like Writing Conventions, CAP Skills, Oral Language and ELLs, Phonemic Awareness, Vocabulary and so on.

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We would love your feedback and great ideas! Please email any suggestions, concerns, resources, or lesson ideas to your 3-5 Literacy TOSA, Linda Odle at lodle@sdale.org

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