

Stories Worth Telling Again and Again

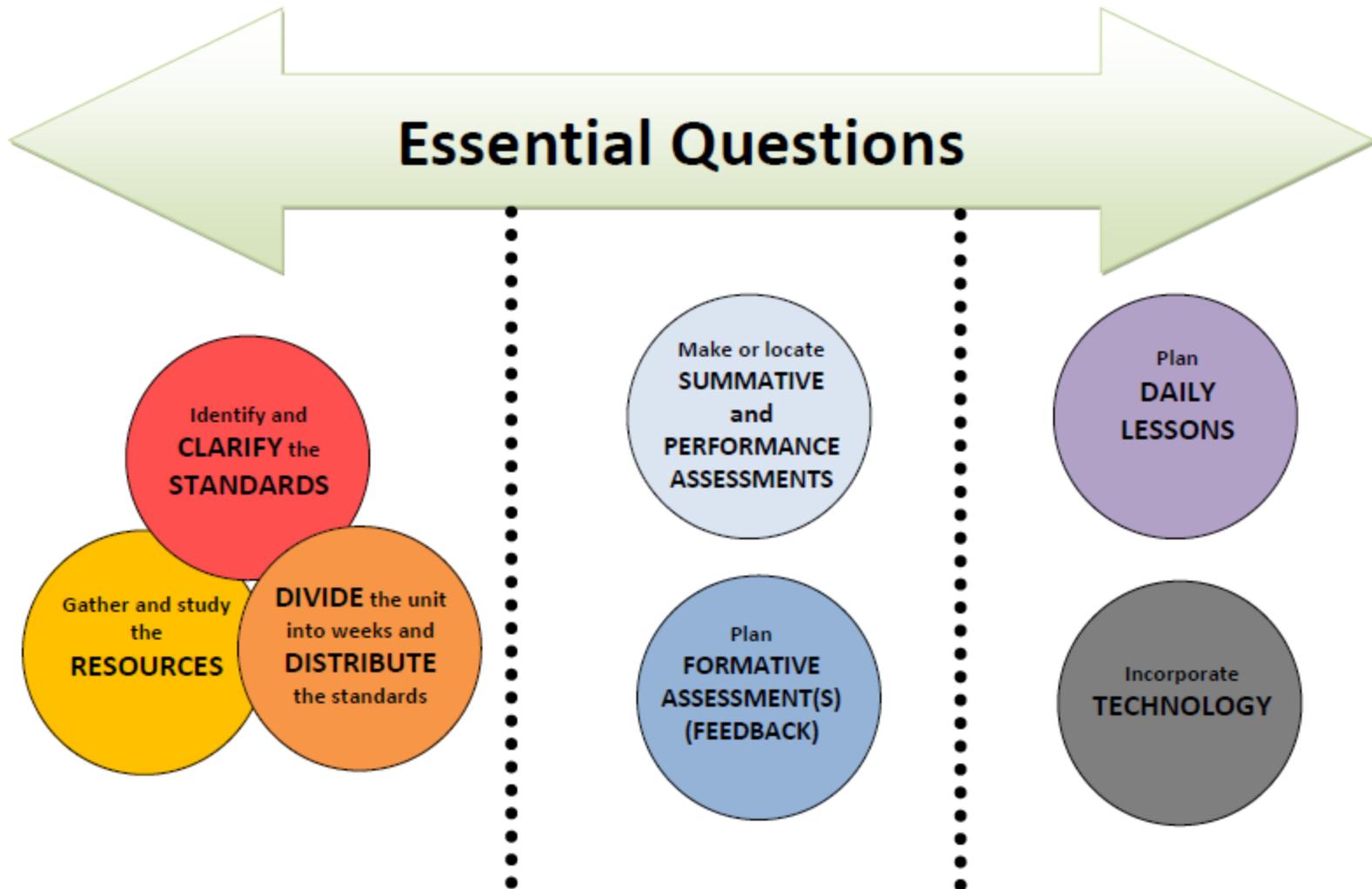
3rd Unit 1



Unit Planning Team-

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Backward Unit Planning 1.0





Grade 3: Unit 1

Stories Worth Telling Again and Again

Essential Questions

1. Why is it important to analyze characters?
2. Why do we hand stories down to the next generation?

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

Overview

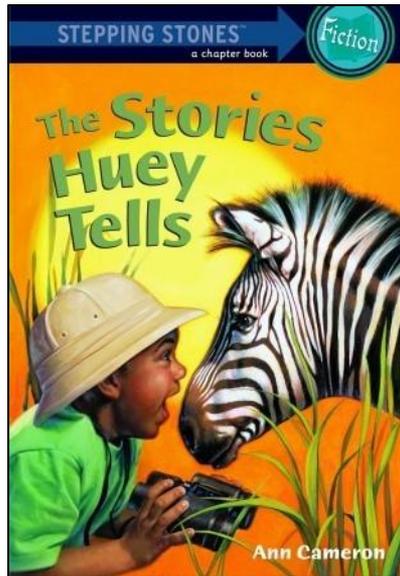
Students read the tales of grandparents and they become familiar with the tradition of “trickster stories” across multiple cultures. They read a Langston Hughes poem, and review the parts of speech through Ruth Heller’s *World of Language* books. The students engage the texts in multiple ways: They write stories they want to preserve; they also build upon their knowledge of geographical settings of folktales from previous grades as they research the cultural backgrounds of the trickster tales. They dramatically interpret a poem by Langston Hughes.

Essential Question

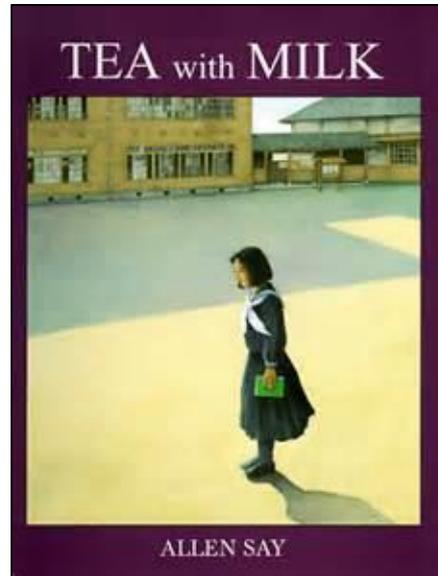


Why do we hand stories down to the next generation?

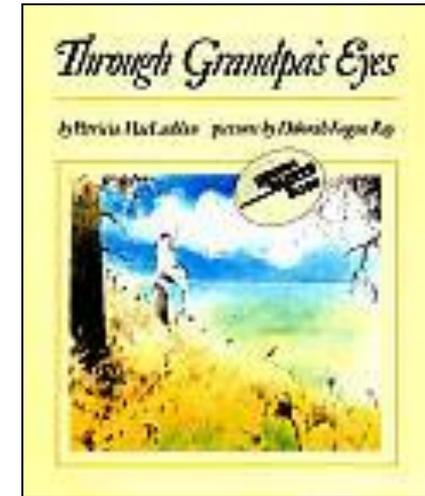
New and Additional Texts



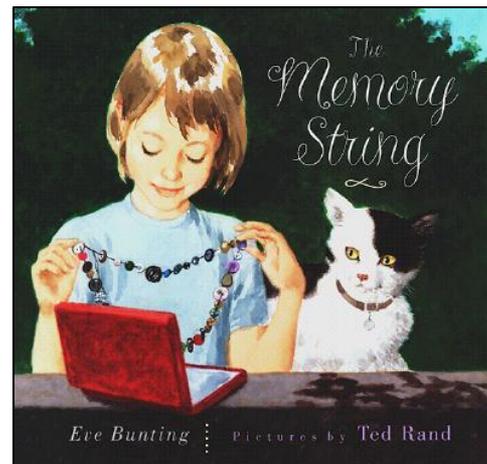
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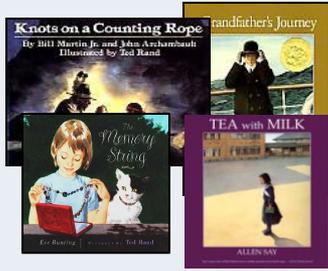


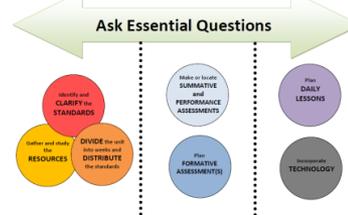
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Week	Standards	Texts
1	<ul style="list-style-type: none"> •Describe characters' traits in a story (RL.3.3) •Recount an experience (SL.3.4) 	
2	<ul style="list-style-type: none"> •Describe characters' traits & feelings in a story (RL.3.3) •Describe how their actions contribute to the sequence of events (RL.3.3) •Establish a situation and introduce characters (W.3.3) 	
3	<ul style="list-style-type: none"> •Identify setting (RL.3.9) •Compare and contrast settings of stories about the same characters (RL.3.9) •Organize an event sequence that unfolds naturally (W.3.3) 	
4	<ul style="list-style-type: none"> •Recount stories from diverse cultures (RL.3.2) •Identify plot (RL.3.9) •Compare and contrast plots of stories written by the same author about similar characters (RL.3.9) •Determine the meaning of words and phrases as they are used in a text (RL.3.4) •Provide a sense of closure (W.3.3) 	
5	<ul style="list-style-type: none"> •Determine the central message, lesson, or moral (RL.3.2) •Explain how it is conveyed through key details in the text (RL.3.2) •Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., emphasize aspects of a character or setting) (RL.3.7) •Identify the narrator's point of view (RL.3.6) •Identify the character's point of view (RL.3.6) 	
6	<ul style="list-style-type: none"> •Describe characters' motivations in a story (RL.3.3) •Describe how their actions contribute to the sequence of events (RL.3.3) •Distinguish your point of view from the narrator's or the character's point of view (RL.3.6) •Conduct short research projects (W.3.7) •Gather information from print and digital sources (W.3.8) •Take brief notes on sources and sort evidence into provided categories (W.3.8) 	



DIVIDE the unit into weeks and **DISTRIBUTE** the standards

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5	<ul style="list-style-type: none"> Describe characters' traits in a story (RL.3.3) Recount an experience (SL.3.4) 	
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