



Stories Worth Telling Again and Again

ESSENTIAL QUESTIONS

“Why is it important to analyze characters?”

“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 over and over.

Reading Standards for Literature

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.

Craft and Structure

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

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

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).

Reading Standards: Foundational Skills

Phonics and Word Recognition

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

a. Identify and know the meaning of the most common prefixes and derivational suffixes.

b. Decode words with common Latin suffixes.

c. Decode multisyllable words.

d. Read grade-appropriate irregularly spelled words.

Fluency

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

a. Read on-level text with purpose and understanding.

b. Read on-level prose 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.

Writing Standards**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.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.*
- d. Provide a sense of closure.*

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.

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.

Speaking and Listening Standards**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.

- a. Come to discussions prepared, having **read or studied required material**; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.*
- b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).*
- c. Ask questions to check understanding of information presented, stay on topic, and **link their comments to the remarks of others**.*
- d. Explain their own ideas and understanding in light of the discussion.*

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.

Language Standards**Conventions of Standard English**

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
*a. Explain the function of **nouns**, **pronouns**, -verbs, **adjectives**, and adverbs in general and their functions in particular sentences.*

b. Form and use regular and irregular plural nouns.

*i. Produce **simple**, **compound** and complex sentences.*

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

a. Capitalize appropriate words in titles.

*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 word parts) in writing words.

g. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Vocabulary Acquisition and Use

L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word 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.

d. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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

b. Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).

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).