



# Fantastic Adventures with Dragons, Gods, and Giants

## "How does mythology connect with our lives today?"

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

### Reading Standards for Literature

#### Key Ideas and Details

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

**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 non-literal language.

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

#### Integration of Knowledge and Ideas

**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 for Informational Text

#### Key Ideas and Details

**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.3.3** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

#### Craft and Structure

**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.3.5** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**RI.3.6 Distinguish** their own point of view from that of the author of a text.

#### Integration of Knowledge and Ideas

**RI.3.7** Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

### 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 multi-syllable 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.3.1** Write opinion pieces on topics or texts, supporting a point of view with reasons.

- a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.*
- b. Provide reasons that support the opinion.*
- c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.*
- d. Provide a concluding statement or section.*

**W.3.2** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

- a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.*
- b. Develop the topic with facts, definitions, and details.*
- c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.*
- d. Provide a concluding statement or section.*

**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.*
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.*
- c. Use temporal words and phrases to signal event order.*
- 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.*

**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.

**SL.3.3** Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

### 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.

*c. Use abstract nouns (e.g., childhood).*

*g. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.*

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

*d. Form and use possessives.*

*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.*

*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.

*a. Distinguish the literal and non-literal meanings of words and phrases in context (e.g., take steps).*

**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).