## 3rd Grade – Language Arts Curriculum Unit Template

### Unit 5 Analyzing Folktales, Fables, and Myths & Fictional Narratives

**Duration of Unit- (# of weeks):** 7-8  
**School Year:** 2014-2015  
**Date Revised:** 6/26/14

### I – Desired Results

**Essential Learning** – What is it we want all students to know and be able to do?

**Essential Questions:**

1. How can made-up stories with imaginary characters teach important things about real life?

**Big Ideas/Understanding(s):**

1. Made-up stories with imaginary characters teach important life lessons.

### Key Vocabulary

### Student Learning Objectives:

**Students will –**

1. 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
2. Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
3. Distinguish their own point of view from that of the narrator or those of the characters.
4. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
   - Although not reflected in this standard, the curriculum focus is to write a narrative with a theme/lesson learned
### II – Evidence of Learning

**Performance Assessment Reading: (Student Directions)**

You will read a folktale of your choice. After reading, you will complete a Folktale Story Map, and then use it to present the folktale orally to a small group of students. Your retelling will demonstrate your understanding of the unit lessons on folktale structure and characteristics. It will include information about the story, the language or structure of the folktale, and the central message in the folktale.

**Goal:** The goal is for you to demonstrate what you have learned about folktales and to use your Folktale Story Map to do a retelling of the folktale you read independently.

**Audience:** You will retell the folktale you read to a small group of other students for their enjoyment.

**Directions:**
1. Select and read a folktale.
2. Complete a Folktale Story Map in preparation for retelling the story. This will include the following information:
   - Title and author
   - Setting
   - Characters
   - Problem
   - Events
   - Solution
   - Central message/lesson
3. Practice retelling with a partner.
4. Use the Folktale Story Map to present your retelling to other students in your group.

**Performance Assessment: (Teacher Directions)**

Students read a folktale of their choice, complete a Folktale Story Map for the folktale, and then use it to present the folktale orally to a small group of peers. Their retelling will demonstrate their understanding of the unit lessons on folktale structure and characteristics. It will include information about the story, the language or structure of the folktale, and the central message in the folktale.

**Goal:** The goal is for students to demonstrate what they have learned about folktales by using a completed Folktale Story Map to recount a folktale they read independently and determine its central message.

**Audience:** Students will retell the folktale they read to a small group of other students for their enjoyment.
Directions: Students will select a folktale to read independently in school and complete a Folktale Story Map in preparation for retelling the story and analyzing the folktale. These retellings will take place on the final day of the unit. They will include the following information:
Title and author
Setting
Characters
Problem
Events
Solution
Language
Structure
Central message/lesson

Standards Assessed:
CCSS.ELA-Literacy.RL.3.2 Recount stories, including fables and folktales from diverse cultures, and determine their 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
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.
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.

Criteria for Success:
* All elements of the Folktale Story Map are completed correctly and thoughtfully.
* The retelling is presented clearly, with expression, using rich language and appropriate academic vocabulary, and full topic development.

Writing Performance Assessment:
Although not reflected in this standard, the curriculum focus is to write a narrative/ fable/ folktale with a theme/lesson learned.
**Resources:**

- Various multicultural folktales from the school library
- [Glogster](http://www.scholastic.com/teachers/lesson-plan/teaching-pourquoi-tales)
- Flip Cameras
- Story map
- Reading Mini-lessons
- Writing tales with a message lessons
- [Folktale document](http://www.scholastic.com/teachers/lesson-plan/teaching-pourquoi-tales) to print for more stories
- **Resource—Unit 5 Resource Fables**

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### III – Learning Plan

**Anchor Performance Tasks** – How do we equip students to perform the assessment? Link to standards the task addresses

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<thead>
<tr>
<th><strong>Reading Tasks:</strong></th>
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<tbody>
<tr>
<td>Task 1 – Read a folktale and retell it to a small group of students understanding its central theme</td>
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<td>Task 2 – Describe characters in a story (e.g., their traits, motivations, or feelings)</td>
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<td>Task 3 – Discuss structure of folktales</td>
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<td>Task 4 – Discuss various versions of folktales and why they are similar and different (common themes)</td>
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<td>Task 5 – Read folktales/ fables independently</td>
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<tr>
<th><strong>Writing Tasks:</strong></th>
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<tr>
<td><strong>Task 1:</strong> Generate Writing Ideas (Brainstorm)</td>
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<td><strong>Task 2:</strong> Organize your writing ideas (Web, graphic organizer)</td>
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<td><strong>Task 3:</strong> Draft- Move ideas to draft paper</td>
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<td>- Pick one idea and write about it on draft paper</td>
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<td><strong>Task 4:</strong> Edit and revise</td>
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<td><strong>Task 5:</strong> Publish</td>
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## Unit Standards

### Identified Priority Standards for all students to master:

- **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.
- **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.

- **W 3.3** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
  - Although not reflected in this standard, the curriculum focus is to write a narrative with a theme/lesson learned

### Supporting Standards:

- **RL 3.7.** Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in the story. *(e.g., create mood, emphasize aspects of a character or setting)*
- **CCSS.ELA-Literacy.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.
- **S.ELA-Literacy.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.
- **CCSS.ELA-Literacy.SL.3.1.c**
  - Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **CCSS.ELA-Literacy.SL.3.1.d**
  - Explain their own ideas and understanding in light of the discussion.
- **CCSS.ELA-Literacy.L.3.3**
  - Use knowledge of language and its conventions when writing, speaking, reading, or listening.
**Integrated Standards:** (ie: technology, etc.)

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 3.6 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.

PA- Digital Presentation (Power Point, Google Presentations, etc.)

**Foundational Standards:** (print concepts, phonological awareness, phonics and word recognition, fluency)

RF 3.3c. Decode multi-syllable words.

RF 3.3d. Read grade-appropriate irregularly spelled words

RF 3.4a. Read on-level text with purpose and understanding

RF 3.4c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**Inquiry Standards:**