



# Grade 3 - Unit 2 - Traditional and Adapted Fairy Tales

## Unit Focus

Motivation and engagement stay in the forefront as students are taken on a journey through traditional and adapted tales. Third graders' appreciation and knowledge of the genre are lifted through the humor conveyed and lessons taught through adapted and fractured tales. Writing about reading, close reading, and supporting thinking with text evidence continue as important foci.

Students will explore how authors use narrators and characters to tell what the story is really about, how and why archetypes are used in traditional literature, and the writing craft moves and their effects by authors of traditional and adapted tales. Narrative story structure is comprehensively taught so children can successfully write and elaborate upon their own adapted tales ensuring their story includes an explicit moral or lesson. Reading bends include an inquiry of traditional and adapted tales, story arcs and morals, and new perspectives on old tales.

Students will transfer the narrative structure, craft and moves that they know to imagine and create their own versions of tales. Teachers will model their own and shared tales for students to guide them in their own writing. Writing bends include planning and drafting adapted tales and craft moves; alliteration, figurative language, specific vocabulary, editing as you go, and sentence structure are woven throughout the unit. Editing and revising practice will further help students as they move into realistic fiction. Word work and conventions begin to take a stronger hold in this unit and continue through the rest of the year. Teachers use many tales as mentor texts throughout the reading and writing units.

## Stage 1: Desired Results - Key Understandings

Standard(s)	Transfer	
<p><b>Standards</b></p> <ul style="list-style-type: none"> <li>• Common Core               <ul style="list-style-type: none"> <li>○ <i>English Language Arts: 3</i> <ul style="list-style-type: none"> <li>▪ Reading Literature                   <ul style="list-style-type: none"> <li>▪ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. (CCSS.ELA-LITERACY.RL.3.1)</li> <li>▪ 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. (CCSS.ELA-LITERACY.RL.3.2)</li> <li>▪ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. (CCSS.ELA-LITERACY.RL.3.3)</li> <li>▪ Distinguish their own point of view from that of the narrator or those of the characters. (CCSS.ELA-LITERACY.RL.3.6)</li> <li>▪ Know and apply grade-level phonics and word analysis skills in decoding words. (CCSS.ELA-LITERACY.RF.3.3)</li> <li>▪ Identify and know the meaning of the most common prefixes and derivational suffixes. (CCSS.ELA-LITERACY.RF.3.3.A)</li> </ul> </li> </ul> </li> </ul> </li> </ul>	<p><i>Students will be able to independently use their learning to...</i></p> <p><b>T1</b> Evaluate the author’s message, identify the author's purpose, and cite text evidence to support conclusions.</p> <p><b>T2</b> Compare and contrast literary patterns across texts.</p> <p><b>T3</b> Use the cyclical writing process to produce and publish clear and coherent writing in which the development and organization are appropriate to a variety of audiences, purposes and messages.</p>	
	Meaning	
	Understanding(s)	Essential Question(s)
<p><i>Students will understand that...</i></p> <p><b>U1</b> Readers use appropriate strategies to construct meaning from texts.</p> <p><b>U2</b> Readers make inferences about a text by using text evidence to support their thinking.</p> <p><b>U3</b> Readers identify key details to summarize and analyze objectively and accurately.</p>	<p><i>Students will keep considering...</i></p> <p><b>Q1</b> What’s my strategy for reading this text? How do I know if it is working?</p> <p><b>Q2</b> How do I support and prove my thinking?</p> <p><b>Q3</b> What is this text really about? (e.g. theme, main idea, moral)?</p>	

## Stage 1: Desired Results - Key Understandings

- Decode words with common Latin suffixes. *(CCSS.ELA-LITERACY.RF.3.3.B)*
- Decode multisyllable words. *(CCSS.ELA-LITERACY.RF.3.3.C)*
- Read grade-appropriate irregularly spelled words. *(CCSS.ELA-LITERACY.RF.3.3.D)*
- Read with sufficient accuracy and fluency to support comprehension. *(CCSS.ELA-LITERACY.RF.3.4)*
- Read grade-level text with purpose and understanding. *(CCSS.ELA-LITERACY.RF.3.4.A)*
- Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings. *(CCSS.ELA-LITERACY.RF.3.4.B)*
- Use context to confirm or self-correct word recognition and understanding, rereading as necessary. *(CCSS.ELA-LITERACY.RF.3.4.C)*
- Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. *(CCSS.ELA-LITERACY.W.3.3)*
- Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally. *(CCSS.ELA-LITERACY.W.3.3.A)*
- Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. *(CCSS.ELA-LITERACY.W.3.3.B)*
- Use temporal words and phrases to signal event order. *(CCSS.ELA-LITERACY.W.3.3.C)*
- Provide a sense of closure. *(CCSS.ELA-LITERACY.W.3.3.D)*
- Writing
- With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1– 3 above.) *(CCSS.ELA-LITERACY.W.3.4)*
- With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. *(CCSS.ELA-LITERACY.W.3.5)*
- 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)*
- 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. *(CCSS.ELA-LITERACY.SL.3.1.A)*
- 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.C)*
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. *(CCSS.ELA-LITERACY.L.3.1)*

- U4** Identifying a text’s genre, purpose, and organizational structure helps readers analyze and comprehend the text.
- U5** Determining an author’s point of view and craft moves helps the reader better interpret and explain the text.
- U6** Writing is strengthened through a cyclical process involving planning, revising, editing, and rewriting, or trying a new approach.

- Q4** How do I use what I know about this genre to tackle this text?
- Q5** How does following the writing process help a writer craft an effective piece of writing?

### Acquisition of Knowledge and Skill

#### Knowledge

- Students will know...*
- K1** A moral is a lesson in a story
  - K2** Qualities of archetypal characters
  - K3** Elements of a traditional tale such as narrative structure, characters, setting, plot, plot mountain, story arc, beginning, middle, end, conclusion, moral, lesson.
  - K4** Grade level foundational skills and grammar use improve writing

#### Skill(s)

- Students will be skilled at...*
- S1** Identifying the moral/lesson in a story
  - S2** Identifying traits of archetypal characters and patterns commonly used in narrative texts
  - S3** Creating a story arc (BME, plot mountain, character/setting/problem/solution, etc)
  - S4** Using text evidence to support predictions, envisionment, and inferences
  - S5** Using a writing checklist to improve writing
  - S6**
    - Vowel-consonant-e syllables
    - Spelling of /k/ in a v-e syllable
    - s saying /z/ between two vowels
    - Two-syllable words with closed syllables
    - Two-syllable words with closed and vowel-consonant-e syllables
    - -ive as a suffix
    - ve at the end of a word (v never ends words in English)
    - Silent e spelling rule
  - S7**
    - Regular/irregular verbs

## Stage 1: Desired Results - Key Understandings

- Ensure subject-verb and pronoun-antecedent agreement.\* (*CCSS.ELA-LITERACY.L.3.1.F*)
- Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (*CCSS.ELA-LITERACY.L.3.2*)
- Capitalize appropriate words in titles. (*CCSS.ELA-LITERACY.L.3.2.A*)
- Use commas and quotation marks in dialogue. (*CCSS.ELA-LITERACY.L.3.2.C*)
- Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness). (*CCSS.ELA-LITERACY.L.3.2.E*)
- Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words. (*CCSS.ELA-LITERACY.L.3.2.F*)
- 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. (*CCSS.ELA-LITERACY.L.3.4*)
- Use sentence-level context as a clue to the meaning of a word or phrase. (*CCSS.ELA-LITERACY.L.3.4.A*)
- 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). (*CCSS.ELA-LITERACY.L.3.4.B*)
- Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion). (*CCSS.ELA-LITERACY.L.3.4.C*)

### Madison Public Schools Profile of a Graduate

- Analyzing: Examining information/data/evidence from multiple sources to identify possible underlying assumptions, patterns, and relationships in order to make inferences. (*POG.1.2*)
- Product Creation: Effectively use a medium to communicate important information. (*POG.3.2*)
- Alternate Perspectives: Interpret or critique complementary and competing approaches, experiences, and worldviews in order to develop an empathetic perspective. (*POG.5.2*)

- Subject-verb agreement
- Simple sentences
- Conventional spelling for high-frequency words
- Commas and Quotation Marks