

CVUSD's Unit Planning Organizer

Subject Grade	ELA 3
Unit Title	Unit 3: Celebrating Our Diversity
Length of Unit (Include days and minutes per day)	17 days (plus 5 days buffer), 120 minutes
Overview of Unit	In this unit we will recount stories to determine the central message or theme , lesson, or moral and explain how it is conveyed and supported through key details in the text. Students will present a Reader's Theater, write an opinion essay, and determine the meaning of unknown and multiple-meaning words and phrases by using sentence-level context. Suggested literature for this unit: Trickster Tales- third grade anthology, <i>The Ballad of Mulan</i> , printable scripts for the reader's theatre, and printable fables. (4 th - Cendrillon and Cinderella tales from around the world)

Priority Common Core State Standards *Priority Standards are the standards around which supporting standards are organized	Reading Foundations Standard <i>(For Grades K-5 only)</i>
<p>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.</p> <p>RL.4.2: Determine a theme of a story, drama, or poem from details in the text; summarize the text.</p> <p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p style="padding-left: 20px;">W 3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p style="padding-left: 20px;">W.3.1b: Provide reasons that support the opinion.</p> <p>W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p style="padding-left: 20px;">W.4.1.a: Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.</p> <p style="padding-left: 20px;">W.4.1.b: Provide reasons that are supported by facts and details.</p> <p style="padding-left: 20px;">W.4.1.c: Link opinion and reasons using words and phrases (e.g., <i>for instance, in order to, in addition</i>).</p> <p style="padding-left: 20px;">W.4.1.d: Provide a concluding statement or section related to the opinion presented.</p> <p>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.</p>	

<p>SL.4.2: Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p>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.</p> <p>L3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p> <p>L.4.3: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.</p> <p>L.4.4.a: Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.</p>	
<p>Supporting Standards</p> <p>*Supporting Standards are intricately woven through each of the performance tasks of the unit</p>	<p>ELD Standards</p>
<p>RL.3.4CA: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p> <p>RL.4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).</p> <p>W.3.1c: Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.</p> <p>W.4.1.c: Link ideas within categories of information using words and phrases (e.g., <i>another, for example, also, because</i>).</p> <p>W.3.1d: Provide a concluding statement or section.</p> <p>W.4.1.d: Provide a concluding statement or section related to the opinion presented.</p> <p>SL. 3.1d: Explain their own ideas and understanding in light of the discussion</p> <p>L.3.1b: Form and use regular and irregular plural nouns.</p> <p>L.3.1c: Use abstract nouns (e.g., childhood).</p> <p>L.3.2a: Capitalize appropriate words in titles.</p> <p>L.4.2a: Use correct capitalization.</p>	

L.3.2d: Form and use possessives.	
-----------------------------------	--

Essential Questions	Corresponding Big Ideas

Unit Vocabulary Words	
Academic Cross-Curricular Words	Content/Domain Specific Vocabulary
<ul style="list-style-type: none"> • Moral • Key details • Opinion • Point of view • Supporting details • Non-literal • Author • Closure • Theme • Compare • Contrast 	<ul style="list-style-type: none"> • Fables • Myths • Folktales • Fairy tales • Plots • Setting
<p>Resources for Vocabulary Development</p> <p>Academic Vocabulary Year Long Student Book</p> <p>Frayer Model Vocabulary Sheet</p> <p>Content-Domain Student Booklet</p>	

Unit Formative Assessments of Priority Standards	
Pre-Assessment	Post-Assessment

Unit 3 Pretest student copy	Unit 3 Post Test student copy
Pre-Assessment Rubrics and Answer Keys	Post-Assessment Rubrics and Answer Keys
Unit 3 Pretest teacher copy Rubric for constructed response is embedded at the end of the pretest	Unit 3 Post Test teacher copy Rubric for constructed response is embedded at the end of the pretest

Overview of the Culminating Learning Experience

Describe the Culminating Learning Experience for this unit of study:

After Mulan returned from war, she was a hero, but there would likely have been differing opinions if others had known her plan before she decided to take her father's place in the war. You will express the point of view that one character may have had prior to her taking her father's place in the war. You may choose to take the point of view of the her family, the emperor/comrades, or Mulan to answer the following question:

Should Mulan have taken the place of her father in the war, deceiving her comrades and disobeying the government's orders to save her father's life and honor?

Your character's viewpoint and notes with supporting evidence from the text will be shared during a class discussion among the characters to answer the above question.

[Unit 3 Culminating Learning Experience EXAMPLE](#)

[Unit 3 Culminating Learning Experience STUDENT RECORDING SHEET](#)

Suggested Length of Time

1 day/ 120 minutes

Synopsis of Performance Tasks

Authentic Performance Tasks	Description	Suggested Length of Time
Task 1: Theme/Central Message	After reading and listening to fables and folktales, students will determine the central message/theme, recount details in sequential order, and identify the lesson or moral of the story.	5 days 120 minutes per day

Task 2: Reader's Theatre	Students will learn and perform a Reader's Theater version of a familiar folk tale, fable or story. Students will record the elements of the other students' presentations.	4 days 120 minutes per day
Task 3: Opinion writing	Students will write an opinion essay.	7 days 120 minutes per day

PERFORMANCE TASK 1

Title of Authentic Performance Task 1	Central Message/Theme and Details Graphic Organizer	Length: 5 days 120 minutes per day
Standards Addressed in Authentic Performance Task 1	<p>Priority Standards for Task 1:</p> <p>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.</p> <p>W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.</p> <p>W 3.1a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.</p> <p>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.</p> <p>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.</p> <p>L3.4a: Use sentence-level context as a clue to the meaning of a word or phrase.</p>	
	<p>Supporting Standards for Task 1:</p> <p>L.3.2a: Capitalize appropriate words in titles.</p> <p>L.3.2d: Form and use possessives.</p> <p>L.3.1c: Use abstract nouns (e.g., childhood).</p>	

Detailed Description of Authentic Performance Task 1	<p>Performance Task: After reading and listening to fables and folktales, students will determine the central message or theme and recount details in sequential order. Students will complete a theme graphic organizer. At the end of the task, students will write an opinion statement about one of the folktales they read.</p> <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> Using the theme graphic organizer, model how to determine the theme (or central message) of a story using supporting details. Use previously read stories for modeling. Theme Graphic Organizer Common Themes Theme PowerPoint and Worksheets Students can work with partners or groups to find the theme or central message of a story. Third grade students can use the Trickster Tales from the third grade anthology. Fourth grade students can use Cendrillon, Cinderella tales, or one of Aesop's fables (Aesop's fable link below). Aesop's Fables Link Cinderella Tales From Around the World Cendrillon Text Dependent Questions Students will independently find the theme or central message of a story. Use Trickster Tales, anthology stories, or fables. Listen to the videobook <i>Anansi, the Spider</i> and/or the videobook <i>Coyote</i>(in the Teacher Resource sections below). The students can practice finding theme and central message in an audio/visual format. Working with the whole group, the teacher will do a lesson on writing an introduction to an opinion piece. Using the LearnZillion video lesson – Introducing a text in opinion essay (below in Teacher Resource section). The students can record their guided practice on the Opinion Writing Graphic Organizer (in Student Resources below). Third grade grammar: capitalize a title correctly, form and use possessive nouns, and identify and use of abstract nouns Fourth grade grammar: Use correct capitalization. Model the opinion writing process. Use the OREO graphic organizer. 	Bloom's Taxonomy Level 4 Analyze	Webb's DOK Level 3 Strategic Thinking & Reasoning
		Rubric for Authentic Performance Task 1	
	Unit 3 Task 1 Rubric for Graphic Organizer		
Teacher Resources and Materials		Student Resources and Materials	

<p>Textbook References: HM Trickster Tales: Aunt and the Fried Fish, The Hungry Spider, and Rabbit Races with Turtle HM Pourquoi Tales</p> <p>Other Books: *See third grade, Unit 3 for additional resources.</p> <p>Audio/Visual Resources: Use Schoolwires ▶ Staff ▶ YouTube for CVUSD There are many choices in the right column on You Tube, but we recommend the following two folktales:</p> <p>Anansi the Spider by Gerald McDermott Videobook Coyote by Gerald McDermott Videobook</p> <p>HM Audio CD for Trickster Tales</p> <p>Other Resources: What are folktales? PowerPoint information to show students.</p>	<p>Main Idea and Details Graphic Organizer</p> <p>Theme Graphic Organizer</p>
--	---

PERFORMANCE TASK 2

Title of Authentic Performance Task 2	Reader's Theatre	Length: 4 days 120 minutes per day
Standards Addressed in Authentic Performance Task 2	<p>Priority Standards for Task 2:</p> <p>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. W.3.1b: Provide reasons that support the opinion.</p> <p>Supporting Standards for Task 2:</p> <p>SL. 3.1d: Explain their own ideas and understanding in light of the discussion L.3.2a: Capitalize appropriate words in titles. L.3.1b: Form and use regular and irregular plural nouns.</p>	

Detailed Description of Authentic Performance Task 2	<p>Performance Task: Working together in groups, students will prepare for and present a Reader’s Theater presentation on a designated folktale or story. While students are presenting the Reader’s Theater, the other two groups will be recording the main idea, details, and moral on a Retell Cube Planning Sheet. These notes will be used to create an online retell cube that can be printed out and assembled in class.</p> <p>Suggested Teaching and Learning Sequence:</p> <ul style="list-style-type: none"> Teach the elements of a drama using the PowerPoint and anchor chart below. <p style="padding-left: 40px;">Elements of Drama Anchor Chart</p> <p style="padding-left: 40px;">Poetry, Prose, and Drama PowerPoint</p> <ul style="list-style-type: none"> Assign a Reader’s Theatre script to each group. Pick a Reader’s Theater version of a folk tale, fable, or story the students have read. After forming the groups, have students pick parts and read through the scripts as their character. Second read through: Students will read through scripts working on adding expression. Third read through: Continue adding expression, and if possible, gestures and props. 	Bloom’s Taxonomy Level 4 Analyze	Webb’s DOK Level 3 Strategic Thinking & Reasoning
	Rubric for Authentic Performance Task 2		

	<ul style="list-style-type: none"> • Students finish preparing for performance by practicing their own parts to increase fluency, add expression, and interest to their part. • Prior to reader’s theater performances, the teacher should print out and prepare the Retell Cube Planning Sheets (2 per student). Print out one sheet and pre-label the Question/Topic sections as follows: Side 1 – Title; Side 2 – Main Idea; Side 3, 4, & 5 – Details; Side 6 – Moral of the Story. • Students perform their reader’s theater for the class. As one group is performing, the students in the other two groups are listening and taking notes on their Retell Cube Planning Sheets. • After the performances are completed students will have the opportunity to share their notes with the rest of their group and make revisions to improve their Retell Cube Planning Sheet. • Students will select one Retell Cube Planning Sheet to make into a final Retell Cube project. At the computer lab (or classroom computers), students will log onto the Online Retell Cube website (also in Student Resources below). • Students will then enter their name and select ‘Create-Your-Own-Cube. • Using their Retell Cube Planning Sheet, students will fill in each side following the directions on the site. After they enter the information for Side 6, the students will click <i>Finish</i> and the teacher can decide whether to <i>save</i>, <i>print</i>, or <i>share</i> the final draft. • (Optional) Students can add art work to their cube. • With teacher guidance, the students will assemble their cubes. 	<p>Unit 3 Task 2 Rubric for Retell Cube</p> <p>Reader’s Theatre Rubric</p>
--	---	--

Teacher Resources and Materials	Student Resources and Materials
--	--

<p>Internet Resources:</p> <p>Reader's Theatre Scripts</p> <p>Retell Cube Creator</p>	<p>Reader’s Theatre Scripts – Need to be printed from Print Center:</p> <p>A Caterpillar’s Voice</p> <p>Furs and Feathers</p> <p>Ram and the Pig Who Set Up House</p> <p>Resources for Retell Cube Performance Task:</p> <p>Retell Cube Planning Sheet</p>
--	--

	Graphic Organizer: Opinion Writing Graphic Organizer
--	--

PERFORMANCE TASK 3

Title of Authentic Performance Task 3	Opinion Writing for <i>The Ballad of Mulan</i>	Length: 7 days 120 minutes per day	
Standards Addressed in Authentic Performance Task 3	Priority Standards for Task 3:		
	W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons. W.4.1: Write opinion pieces on topics or texts, supporting a point of view with reasons and information.		
	Supporting Standards for Task 3:		
Detailed Description of Authentic Performance Task 3	Performance Task: Write an opinion essay.		Bloom's Taxonomy Level 4 Analyze
	Suggested Teaching and Learning Sequence:		Webb's DOK Level 3 Strategic Thinking & Reasoning
	<ul style="list-style-type: none"> • Model the opinion writing process. Use the OREO graphic organizer to introduce a simple opinion piece. • Model writing an opinion essay. Use the Opinion Graphic Organizer. Model each part of the essay. • Use the LearnZillion lessons to teach the steps to writing an opinion piece. • Students write an opinion piece. 		Rubric for Authentic Performance Task 3
			Unit 3 Task 3 Rubric
Teacher Resources and Materials		Student Resources and Materials	
Textbook References:		Opinion Writing Graphic Organizer OREO Opinion Graphic Organizer	
Audio/Visual Resources:			

<p>Other Resources for teacher background information: Opinion Writing Samples Opinion Writing Prompts</p> <p>LearnZillion – Background information for writing opinion pieces LearnZillion – Brainstorming information for opinion essay LearnZillion – How to provide evidence to support reasons LearnZillion – How to Write a Concluding Statement</p> <p>LearnZillion- Fourth Grade Opinion Writing Lessons</p>	<p>Peer Feedback and Editing Form</p> <p>Self-Reflection Goal Setting Form</p> <p>Graphic Organizers:</p> <p>Opinion Writing Graphic Organizer</p>
--	---

CULMINATING LEARNING EXPERIENCE

Description of Culminating Learning Experience

After Mulan returned from war, she was a hero, but there would likely have been differing opinions if others had known her plan before she decided to take her father's place in the war. You will express the point of view that one character may have had prior to her taking her father's place in the war. You may choose to take the point of view of the her family, the emperor/comrades, or Mulan to answer the following question:

Should Mulan have taken the place of her father in the war, deceiving her comrades and disobeying the government's orders to save her father's life and honor?

Your character's viewpoint and notes with supporting evidence from the text will be shared during a class discussion among the characters to answer the above question.

[Unit 3 Culminating Learning Experience EXAMPLE](#)

[Unit 3 Culminating Learning Experience STUDENT RECORDING SHEET](#)

Rubric for Culminating Learning Experience		Length 1 day/ 120 minutes	
--	--	--	--

Overall Reflections on the Instructional Unit (Feedback to Curriculum Team)

Suggestions for Improvement	Student Response