Cliffside Park Public Schools

Literacy: Grade 3

Unit Name: Fiction Reader's Workshop **Resource: Reader's Workshop, Schoolwide** **Duration: 4-6 weeks**

Enduring Understanding

- Readers get to know that fiction stories encompass fantastical, magical, traditional, historical, mythological or realistic subgenres.

Essential Questions

- What do readers use in order to recognize different types and structures of fiction?

Focus of Standards

Student Outcomes:	Skills	Assessments	Resources
IRA 1 - I can understand that fiction texts are not real and are created from the writer's imagination. **IRA 2** - I can recognize that fictional stories follow a sequential text structure and include five basic story elements. **IRA 3**	- Text and genre features/structures - Making Connections/Schema - Determining Importance - Making Inferences	**Formative** - Assessment of Key Comprehension Strategies - My Reading Log and Reflection 3-5 - Running Record - Where Are My	**Mentor Texts** - *Anansi Does The Impossible!: An Ashanti Tale* - *Anansi The Spider: A Tale From the Ashanti* - *Fables*

● I can appreciate that folktales are stories that come from all over the world and have been passed down through storytellers from different cultures. **IRA 4** ● I can recognize why folktales have been passed down from generation to generation. ● I can recognize how folktales reflect the values and beliefs of a culture. ● I can appreciate folktales and connect with the text more deeply. **IRA 5** ● I can use background knowledge and evidence from the text to infer the author's message or theme. **IRA 6** ● I can use descriptions in the text to help me understand the character's traits, problems, actions and feelings. **IRA 7** ● I can notice how the writer's use of imagery and illustrations influence the mood and feeling about the text. **IRA 8** ● I can recognize that some fiction writers do not always tell the reader what they want to know. ● I can learn how to analyze details in a mystery to draw conclusions and solve the puzzle. **ML 1** ● I can follow the main characters' actions as the story unfolds. ● I can identify the characters' traits, motivations and feelings to deepen my understanding of the text. **ML 2** ● I can recognize that some types of fiction include more complex characters that change throughout the story.	● Questioning ● Listening and Responding ● Visualizing ● Synthesizing	Students in the Reading Process? ● Rubric for Performing a Play ● Fiction Grade 3 Student Performance Checklist ● Grade 3 Fiction Reading Assessment – Backyard Bandit ● Grade 3 Fiction Reading Assessment – Once Upon a Time ● Observation of student responses during whole-group, small-group, partnership and individual conferences. ● DRA (Fall, Winter) ● Running Records/Miscue Analysis ● Conferring/ Conference Questions ● See **Student Forms** for additional assessment opportunities ● Common Assessments	● *Mary Celeste: An Unsolved Mystery from History* ● *Mirette on the High Wire* ● *Zen Shorts* **Share Texts** ● *The Private I's and the Case of the Mixed-Up Message* **Teacher Resources** ● *What's the Mood,* Teacher Reference ● *Putting the Pieces Together* (TR) ● *What Character* (TR) ● *What Does It Really Mean?* (TR) ● What's the Moral (TR) ● *What's Their Point of View? (TR)* ● *My Text to Text Connections (TR)* **Student Forms** ● *Feelings About Fiction* ● *What's the Reason?* ● *What's the Message?* ● *A LIfe Lesson* ● *Reading Discussion Rubric*

● I can recognize when and why characters change over time. **ML 3** ● I can recognize that fiction includes rich, descriptive language to create vivid images. ● I can determine the meaning of literal and nonliteral words. **ML 4** ● I can understand that writers set a tone for the story by using words and illustrations. ● I can identify the writer's tone and my own personal response after reading a story. **ML 5** ● I can read closely to note how story elements contribute to the story. ● I can use important information from the text to draw conclusions and infer the theme of the story. **ML 6** ● I can make connections and discuss the reading to increase my comprehension and appreciation of the text. ● I can develop critical thinking skills by making connections to the text through personal life experiences, other text and issues in the real world. **ML 7** ● I can understand that writers tell fiction stories from different points of view. ● I can identify who is telling the story. ● I can identify how points of view affect the plot, tone and mood of the story. **ML 8** ● I can understand the importance of dialogue to deepen my understanding of the text. ● I can learn about how description and dialogue reveal important information about the characters and move the plot along. **ML 9**		**Summative** ● Fiction Grade 3 Summative Assessment ● DRA (Spring) ● Common Assessments **Benchmarks** ● DRA (Fall, Winter, Spring) ● Grade 3 Fiction Reading Assessment – Backyard Bandit ● Grade 3 Fiction Reading Assessment – Once Upon a Time ● Common Assessments **Alternative** ● Character study project with rubric ● Reader (teacher/student may relay information to student. ● Oral responses and/or illustrations in lieu of written answers on graphic organizers for the Third Grade FIction Unit of Study	● *Reading Response Rubric-Fiction* ● *Rubric for Performing a Play* **Digital Texts** ● *RAZ Kids* ● *Readworks* ● *Storyworks* **Classroom Library Materials** ● Leveled libraries ● Reader's Notebooks ● Sticky Notes ● Chart Paper ● Book Baggies ● Graphic Organizers ● Highlighters ● Markers ● Clipboards ● Chromebooks ● iPads **Additional Materials** ● "The Bear and the Crow" and "The Pelican and the Crane" from *Fables* ● *"The Ducks and the Fox" from Fables* ● *"A Heavy Load" from Zen Shorts* ● *"The Frogs at the Rainbow's End" and "The Camel Dances" (with the*

● I can compare and contrast story elements and themes of similar books in a series written by the same author. **ML 10** ● I can compare and contrast the text structure and features of narratives and dramatic play scripts. ● I can learn about the elements of a drama/play and read a play to deepen my appreciation of the text.			*moral covered) from Fables* ● *"The Bad Kangaroo" from Fables* ● Be prepared to display the page in Mirette on the High Wire where Bellini is sitting on the wire and Mirette is looking up at him wearing a blue dress. **Word Study/Spelling/ Vocabulary** ● Flocabulary.com

NJ Student Learning Standards (2016)

READING STANDARDS FOR LITERATURE
Key Ideas and Details:
RL.3.1: Ask and answer questions, and make relevant connections 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/theme, lesson, or moral and explain how it is revealed through key details in the text.
RL.3.3: Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
Craft and Structure:
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.

Integration of Knowledge and Ideas:
RL.3.7: Explain how specific images and illustrations contribute to or clarify a story (e.g., create mood, emphasize particular aspects of characters or settings).

Range of Reading and Level of Text Complexity:
RL.3.10: By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
Key Ideas and Details:
RI.3.1: Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea.

READING STANDARDS FOR INFORMATIONAL TEXT
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.

SPEAKING AND LISTENING
Comprehension and Collaboration:
SL.3.1: Engage effectively in a range of collaborative discussions (one-on-one and in groups) on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
SL.3.2: Identify the main ideas and supporting details of written texts read aloud or information presented graphically, orally, visually, or multimodally.
SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
Presentation of Knowledge and Ideas:
SL.3.6: Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.

LANGUAGE STANDARDS
Conventions:
L.3.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. L.3.3: Use language to achieve particular effects when writing or speaking.
Vocabulary Acquisition and Usage:
L.3.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies. L.3.6: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific vocabulary, including words and phrases that signal spatial and temporal relationships.

E: Research and Information Fluency: Students apply digital tools to gather, evaluate, and use information.
8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

NJSLS Technology Standards
8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/ or pictures.
8.1.5.B.1 Collaborative to produce a digital story about a significant local event or issue based on first-person interviews.
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.

Interdisciplinary Connections and Activities

- Invite students to work in small groups and prepare a puppet show or poem to retell the tale of *Anansi the Spider*. One student should be the narrator while the others create puppets for Anansi and his six sons. Students should read the dialogue aloud as they portray each of the characters. SL.3.5, 1.3.2.C.1, 1.3.2.C.2

21st Century Life and Careers
9.2 Career Awareness, Exploration, and Preparation
- **CRP1.** Act as a responsible and contributing citizen and employee.
- **CRP2.** Apply appropriate academic and technical skills
- **CRP4**. Communicate clearly and effectively and with reason
- **CRP6**. Demonstrate creativity and innovation.
- **CRP12**. Work productively in teams while using cultural global competence.

Integrated Differentiation/Accommodations/Modifications for ELA/Social Studies *(Alternate Modes of Instruction and Support)*		
Modifications to Support Gifted and Talented Students	**Modifications to Support English Language Learners**	**Modifications to Support Our Learners (Students with IEPs/504s and At-Risk Learners)**
Higher level texts such as Level O and up that address the same enduring understanding of the Grade 3 Fiction Unit of Study. Have students look in the school or public library, or online to find other short folktales. They can read and take notes and retell the tales in their own words to their classmates. Students review their copies of the Appendix *"Common Themes or Messages in Fiction"* and choose one or two themes from the list and write a short summary (four to six sentences) about a personal experience they have had that connects with the theme(s) selected. Students can also orally share their experiences with the class to find commonalities with their peers. Have partners discuss the character traits of the other characters from *"Gu Dong Is Coming!"* and gather evidence to support their defining characteristics. Students can discuss a life lesson or moral that family members have learned in their lives. Students should interview family members using the Appendix *"A Life Lesson"*. Ask students to think about two familiar and conflicting storybook characters (e.g., Little Red Riding Hood and the wolf, Billy Goat Gruff	Spring WIDA or WIDA Entry test scores will be reviewed by the teacher in order to assign appropriate language tasks & provide key language uses to students. Use a picture walk to activate students' prior knowledge about the Grade 3 Fiction Unit of Study. To increase the skill of summarizing in writing, utilize a content learning log which requires students to write a statement summarizing learning or identifying key points at the end of the lesson on Fiction (Folktales, etc) Teach the text backward - frontload the concepts and vocabulary needed for learning the material and activating prior knowledge the Grade 3 Fiction Unit of Study Access to word/picture banks to reference in tasks that require reading in the Grade 3 Fiction Unit of Study. Extend basic "Wait Time" - after the 1st student responds to a question,	Review student individual educational plan and/or 504 plan for instructional, assessment, and environmental supports. Pre-teach Tier 2 and Tier 3 vocabulary. By utilizing individual student assessment results, the teacher will use leveled readers that address the essential questions/big ideas of the Grade 3 Fiction Reading Unit of Study. Text to speech/Oral reading **Supply Students with Graphic Organizers:** Use the Third Grade graphic organizers from the Fiction Reading Unit of Study with some of the information partially completed by the teacher, i.e. *Story Elements of My Fictional Text, Language to Remember in Folktales, Identifying Characters' Traits in Fables, What's the Mood, Putting the Pieces Together, What a Character, Characters Change, What Does It Really Mean?, Looking At Mood and Tone, What's the Moral? Making Connections to Texts, What's Their Point of View?, My Text to Text Connections,* Allow for Student Choice: Students should be permitted to demonstrate understanding of the Grade Three Fiction Reading assignments through drawings, computer projects, oral response, creating

and the troll, Cinderella and her stepsister, etc.) and act out or write what they would say to defend their actions before a judge in Storyland Court.

Invite students to read books from a series and begin to compare story elements using the Appendix *"My Text-to-Text Connections".*

the teacher waits an additional 5 - 7 seconds before calling on another student to ask a question about a story or strategy from the Fiction unit.

Native Language Supports (peer, online assistive technology, translation device, bilingual dictionary)

Anticipation guide before reading the fiction stories, determine what the student knows about the genres covered.

Visuals and illustrations to be used for comprehension of Tier 1 and Tier 2 terms.

Word/picture bank available for students' reference.

*Also See IEPs/504s and At-Risk Learners Modifications

songs, creating videos, demonstration, presentation, etc.

Access to word/picture banks to reference in tasks that require reading in the Fiction unit of study

Provide wait time to allow students to process orally presented information and questions relating to the Grade Three Fiction Reading Unit of Study

Allow extra time to complete independent practice tasks or accept work that has been completed at that time.

Supply Students with Anchor Charts:
Types of Fiction, Story Elements of Fiction, Elements of Folktales, How Readers Infer, Common Themes or Messages in Fiction, Sample Character Traits, Various Moods Found in Literature, Sample Character Traits, Familiar Patterns About Characters, Types of Figurative Language, How Did That Story Make You Look and Feel, Ways to Respond to My Reading-Fiction, DIfferent Points of View, Important Functions of Dialogue in a Story, The Importance of Dialogue,   and *Vocabulary of the Genre-Plays/Dramatic Literature,*
The above can be taped or glued into student notebooks for easy reference.

*Also See ELL Modifications

Sources:
New Jersey Student Learning Standards (2016) http://www.state.nj.us/education/cccs/2016/ela/g01.pdf
New Jersey Student Learning Standards: Technology (2014) http://www.state.nj.us/education/cccs/2014/tech/8.pdf
Career Ready Practices (2014) http://www.state.nj.us/education/cccs/2014/career/CareerReadyPractices.pdf
Schoolwide Inc. (2013) http://www.schoolwide.com/
Wilson Fundations (2015) http://www.wilsonlanguage.com