

Unit VIII: Myths and Folktales

Content Area: **Language Arts Literacy**
Course(s): **Reading 3, Writing 3**
Time Period: **June**
Length: **3 weeks**
Status: **Published**

Enduring Understandings

Reading

Elements such as reoccurring characters or illustrations help readers understand text

Writing

Folktales express the wishes, hopes and fears of many people of diverse cultures.

Folktales entertain but also share the values and cultural differences.

Folktales are stories passed down by word of mouth from one story teller to another.

Folktales have many common literary traits.

Myths always have a moral to teach us.

Myths and folktales are written in the 3rd person.

Essential Understandings

Reading

Why is it important to pay attention to the elements and the details of the story?

Writing

What is a folktale?

What is the purpose of a folktale?

What traits to folktales have in common?

What can we learn about culture and or groups of people by reading and studying traditional stories from cultures?

What are the similarities and differences between folktales and myths?

Content

Readers and Writer's Workshop by Lucy Calkins

Wonders Reading Program - McGraw Hill 2014

Use folktales and myths taught in the anthology as mentor texts for this unit.

Extended Text Suggestion:

James and the Giant Peach

Other Text to possibly Study:

How Coyote Got Sharp Teeth by Alex Tobes

Squirrel's big Surprise by Eleanor Marks

Fox's Trap by Quincy Mangi

Greek Myths by Deborah lock

Instructional Guidance

- Reference Common Core Standards for ELA Appendix A: pg. 23 Writing-Definitions of the 4 Writing Grade 3 Standards' Three Text Types in order to build their own and students' familiarity with each text type.
- Read examples of texts which exemplify the genre of writing, craft and structure to be studied within a unit of study. Provide mentor texts and authors for students.
- Refer to Common Core Standards for ELA Appendix C: Samples of Student Writing and use the analysis to support students.
- Model for students using their own thinking, experiences and writing.
- Introduce students to a Writer's Notebook. Foster the importance of the notebook for collecting ideas from their lives, try out strategies and craft in their notebooks, draft or revise pieces of their writing.
- Help students develop a repertoire of skills for rehearsing and revising writing. □ Demonstrate each step in the process of writing and confer with students as they go through the process.
- Guide students in examining the rubrics, which accompany genre specific writing and the NJHSR and assist them in setting goals for themselves to improve as writers.
- Identify areas of strength and needs for students to target through conferences and strategy groups.
- Provide targeted small group additional scaffolding as needed.
- Facilitate opportunities for students to explore, develop and convey their ideas through writing in both narrative and expository structures.

Common Core Standards for English Language Arts

Appendix A: Writing; pg. 23-Definitions of the Standards' Three Text Types

Appendix C: Samples of Student Writing 6 Writing Grade 3

Professional Books

Common Core Curriculum Maps in English Language Arts, Grades K-5 by Common Core, Inc.

Units of Study for Writing Workshop; Calkins

Craft Lessons by Ralph Fletcher and JoAnn Portalupi

The Power of Grammar by Mary Ehrenworth and Vicki Vinton

Making Revision Matter by Janet Angelillo

What a Writer Needs by Ralph Fletcher

The Conferring Handbook by Lucy Calkins

"A Curricular Plan for the Writing Workshop, Grade 3", 2011-2012 by Lucy Calkins

The No-Nonsense Guide to Teaching Writing; by Judy Davis and Sharon Hill

Guiding Readers and Writers by Irene Fountas and Gay Su Pinnell

Better Answers by Ardith Davis Cole

Writing to the Prompt by Janet Angellilo

Reading

- ✖ <http://greece.mrdonn.org/myths.html>
- ✖ <http://www.storynory.com/category/educational-andentertaining-stories/greek-myths/>
- ✖ <http://www.starfall.com/n/level-c/greekmyths/load.htm?f>
- ✖ <http://myths.e2bn.org/mythsandlegends/>

Rubric Resources

- ✖ <http://www.rubrician.com/writing.htm>
- ✖ <http://ethemes.missouri.edu/themes/1747>
- ✖ <http://www.rubrics4teachers.com/writing.php>
- ✖ <http://www.wtschools.org/file/4fe486fd.pdf> (NJ Holistic Scoring Rubric)

NJPEP: Virtual Academy (New Jersey Professional Education Port)

Fables, Folktales and Myths Resources

- ✖ <http://commoncore.org/free/>
- ✖ <http://www.teachingheart.net/readers theater.htm>
- ✖ <http://teacher.scholastic.com/writewit/mff/index.htm>
- ✖ http://teacher.scholastic.com/writewit/mff/fractured_fairy.htm (this also supports point of view with fractured fairy tales)

Readers Theater

Action Strategies for Deepening Comprehension by Jeffrey Wilhelm

- ✖ <http://www.teachingheart.net/readers theater.htm>

✖ <http://teacher.scholastic.com/products/instructor/readerstheater.htm>

✖ <http://www.literacyconnections.com/ReadersTheater.php>

Skills

Reading

Read and study authors of folktales and myths.

Recognize the characteristics of folktales and myths

Discuss the characteristics of fables and myths

Explore connections between folktales and their origins.

Read closely to determine the relationship between central message or lesson and the key details of the text.

Identify the main ideas

Identify and write literary elements of the genre.

Participate in activities that will increase fluency skills and effective oral storytelling.

During reading of narrative texts, ask and answer questions to aid comprehension, referring to text for answers.

Understand different genres of nonfiction such as fables, folklore and myths.

Summarize fables, folklore and myths from diverse cultures.

Analyze fables, folklore and myths to determine central message, lessons or moral and explain orally and in writing how key details in the story support the message.

Summarize the character's point of view and explain how it is similar or different to their own.

Explain how illustrations in a book assist the reader in understanding text better.

Use spatial and temporal language when recounting relationships in informational text to describe events, ideas, concepts or steps in a procedure.

Use various strategies to determine meaning of domain specific and academic vocabulary such as context clues, use of resources, word morphology and affixes.

Discuss point of view about a topic prior to reading about that topic and determine similarities and differences in their and author's point of view.

Analyze text vocabulary to determine types of text such as comparison, cause/effect, and steps in procedures and use in writing.

Use graphic organizers, distinguish the differences between two texts on the same topic.

Use phonics and phonemic awareness to decode multi-syllabic words and irregularly spelled words while reading.

Through continued practice, read grade level text fluently and accurately, use context to assist in vocabulary pronunciation to aid comprehension.

When summarizing a text in writing, introduce topic and provide clear organization of ideas, including topic sentence, details for support and a conclusion.

Use a variety of sources to read and write about specific topics.

Prepare for group discussions by writing notes, reading materials and contributing to discussion.

Engage in group discussions by asking questions of peers and incorporating those ideas with theirs to further understanding of a topic.

Use verbal skills to convey ideas.

Correctly use conventions of writing for the proper spelling of words such as word families, phonemic awareness and general spelling rules.

Determine word meaning through the understanding of affix meaning.

Demonstrate proficiency in using resource materials, both print and digital, to aid word meaning.

Explain meaning of phrases that are literal and nonliteral when reading.

Using personal experience, define and explain the meaning of words.

Reading Foundations

Know grade-level phonics and word analysis skills in decoding words

Decode words with common Latin suffixes

Read Multiple syllable words

Apply grade-level phonics and word analysis in decoding words

Recognize irregularly spelled words

Read grade-appropriate irregularly spelled words

Identify and understand foundational reading skills

Identify textual purpose and understanding

Identify oral reading with accuracy, appropriate rate, and expression on successive readings

Identify rereading as a strategy when confirming or self-correcting words

Understand how context can help to confirm or self-correct word recognition

Understand how to confirm or self-correct using context

Determine the purpose for reading on-level text

Apply reading strategies for accuracy, rate, and expression

Read on-level text fluently and accurately

Read at the appropriate rate

Read with expression

Writing

Write and present original folktales incorporating literary elements explored through reading.

Reflect on the development as a reader and writer of a folktale.

Demonstrate an understanding of traditional literature through close reading of text, and citing evidence that supports thinking.

Understand the purpose of folktales and their purpose in cultures.

Recognize the cultural influences folktales exhibit.

Identify and define the elements of a folktale such as magic, problem, solution, lesson and the cultural influences.

Compare and contrast folktales.

Infer the lesson/message in a tale and identify text evidence that supports their thinking.

Take notes and utilize them for writing and telling tales.

Ask and answer questions that demonstrate an understanding of the text.

Develop strong characters that mimic characters commonly seen with in folktales and myths.

Write an original folktale that includes the elements most common in folktales and myths.

Compose a number of possible morals for an original myth.

Plan and organize writing

Identify settings in published myths and brainstorm setting for an original myth.

Draft utilizing prewriting work.

Develop a plot

Create dialogue that conveys characters' traits effectively.

Identify rules in which dialogue is written including indentations for a new speaker.

Study and Identify the written structure for folktales and myths.

Write with logical sequence of events.

Use transitional words

Write beginning and endings commonly seen in folktales.

Include a message/lesson in the writing of a folktale.

With support and guidance from adults and peers plan, draft, revise and edit writing.

Use grade level appropriate grammar and spelling.

Identify important vocabulary in folktales that will support the writing of tales.

Use language of folktales to make stories more engaging.

Work collaboratively with peers to revise and edit writing.

Apply reading foundational skills to writing.

Standards

LA.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.
LA.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.
LA.RL.3.9	Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
LA.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.
LA.RI.3.10	By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.
LA.RF.3.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
LA.RF.3.3.A	Identify and know the meaning of the most common prefixes and derivational suffixes.
LA.RF.3.3.B	Decode words with common Latin suffixes.
LA.RF.3.3.C	Decode multisyllable words.
LA.RF.3.4	Read with sufficient accuracy and fluency to support comprehension.
LA.RF.3.4.A	Read grade-level text with purpose and understanding.
LA.RF.3.4.B	Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.
LA.RF.3.4.C	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
LA.W.3.3	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

LA.W.3.3.A	Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
LA.W.3.3.B	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
LA.W.3.3.C	Use temporal words and phrases to signal event order.
LA.W.3.3.D	Provide a sense of closure.
LA.W.3.4	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.)
LA.W.3.5	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
LA.W.3.6	With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.
LA.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.
LA.W.3.10	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
LA.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.
LA.SL.3.1.A	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.
LA.SL.3.1.B	Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
LA.SL.3.1.C	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
LA.SL.3.1.D	Explain their own ideas and understanding in light of the discussion.
LA.SL.3.3	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
LA.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.
LA.SL.3.5	Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.
LA.SL.3.6	Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.
LA.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.L.3.1.B	Form and use regular and irregular plural nouns.
LA.L.3.1.C	Use abstract nouns (e.g., childhood).
LA.L.3.1.D	Form and use regular and irregular verbs.
LA.L.3.1.E	Form and use the simple (e.g., I walked; I walk; I will walk) verb tenses.
LA.L.3.1.F	Ensure subject-verb and pronoun-antecedent agreement.

LA.L.3.1.G	Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
LA.L.3.1.H	Use coordinating and subordinating conjunctions.
LA.L.3.1.I	Produce simple, compound, and complex sentences.
LA.L.3.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LA.L.3.2.A	Capitalize appropriate words in titles.
LA.L.3.2.B	Use commas in addresses.
LA.L.3.2.C	Use commas and quotation marks in dialogue.
LA.L.3.2.D	Form and use possessives.
LA.L.3.2.E	Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
LA.L.3.2.F	Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
LA.L.3.2.G	Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.L.3.3.A	Choose words and phrases for effect.
LA.L.3.3.B	Recognize and observe differences between the conventions of spoken and written standard English.
LA.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).