

# Fundamentals - Reading Fiction

Content Area: **English Language Arts**  
Course(s): **Generic Course**  
Time Period: **6 weeks**  
Length: **6-8 Weeks**  
Status: **Published**

## Unit Overview

---

Readers of all ages are drawn to fiction, and it may very well be the genre students are most likely to choose as they search through a library or bookstore. Fiction stories are typically the stories your students will be most familiar with. These are the stories they remember hearing when they were younger—the stories told and retold from generation to generation, from one culture to another. Each story takes you on a journey, an adventure, and an experience with memorable characters and events. The world is full of stories, and through stories we learn about ourselves and others.

Fiction encompasses many different types of stories—fantastical, magical, traditional, historical, mythological, or realistic. There is something for everyone. Fiction transports readers to an imaginary place and time, into a world that may feel familiar or foreign. Fiction writers are storytellers who aim to entertain, provide enjoyment, demonstrate a moral, reveal human nature, kindle the imagination, or explain aspects of life, culture, and nature. Anything is possible when you read fiction, as skillful writers capture your imagination. When it comes to reading, you can't get any better than that!

Part of the magic in any unit of study is exposing students to possibilities within a genre. By reading and studying different types of fiction (fantasy, traditional, and realistic), students will develop an understanding of various forms, features, and purposes of fiction. Their reading of fiction texts will be enhanced by an understanding of the narrative structure, story elements, and themes associated with each particular type of fiction writing. Students will also learn and apply specific reading skills and strategies that will enable them to visualize magical lands, infer characters' feelings and traits, identify the author's message, and actively engage with the texts they read.

## Transfer

---

Students will be able to independently use their learning to...

-What kinds of long term, independent accomplishments are desired?

- Recognize different types and structures of fiction (fantasy, traditional tales, and realistic)
- Identify common story elements and key details in fiction texts (characters, setting, plot, conflict, and resolution)
- Understand the narrative, chronological structure of fiction (beginning, middle, and end)
- Understand how to read a dramatic play differently from a narrative fiction text
- Retell stories using story structure elements and key details and determine their central message or theme
- Compare and contrast two or more versions of the same story
- Use personal schema and textual evidence to make predictions and connections
- Infer characters' traits and feelings using personal schema and textual evidence
- Understand differences in the points of view of characters
- Ask questions to help clarify thinking and deepen understanding

- Use literary language to create mental images or visualize what is taking place in a text
  - Determine the meaning of nonliteral or figurative language as it is used in a text
  - Identify the author's tone and their emotional response to a text.
- 

For more information, read the following article by Grant Wiggins.

[http://www.authenticeducation.org/ae\\_bigideas/article.lasso?artid=60](http://www.authenticeducation.org/ae_bigideas/article.lasso?artid=60)

---

## Meaning

---

### Understandings

---

Students will understand that...

- What specifically do you want students to understand?
- What inferences should they make/grasp/realize?

Fiction stories encompass fantastical, magical, traditional, historical, mythological, or realistic subgenres.

---

### Essential Questions

---

Students will keep considering...

- What type of fiction is this story?
- Can I easily identify story elements?
- What am I thinking as I read?
- What connections can I make to the main characters or across books?
- What do I know about this tale? Is it familiar?
- What is the central message or theme?
- What might be challenging for me as the reader? (Are there strategies that I can use to help me comprehend the text?)

## **Application of Knowledge and Skill**

---

### **Students will know...**

---

Students will know...

What facts and basic concepts should students know and be able to recall?

- text and genre features/structures of fiction (folktales/fables, mysteries, historical fiction)
- schema of fiction
- techniques of communication
- questioning and answering techniques
- important details to make an inference/drawing conclusions
- definition of theme/message
- definition of story elements
- definition of mood and tone
- elements of visualization
- definition of context clues
- various types of written responses to text
- definition of point of view
- elements of comparing and contrasting texts

### **Students will be skilled at...**

---

Students will be skilled at...

- Identifying text and genre features/structures
- Using Schema
- Speaking to communicate

- Listening and responding
- Engaging in discussion/collaborating
- Questioning
- Making inferences
- Drawing conclusions
- Determining central theme or message
- Determining important details to understand characters' traits, problems, actions, motivations, and feelings
- Determining how text language and specific aspects of a text's illustrations contribute to creating the mood or tone
- Visualizing
- Using context clues to determine meaning of unknown words
- Writing a response to text
- Determining point of view of author/character/narrator
- Comparing and contrasting similar themes and texts

## **Academic Vocabulary**

---

**Instructional Vocabulary:** The Instructional Vocabulary are words derived from the discussions and instructions outlined in each lesson.

- |                     |                       |              |
|---------------------|-----------------------|--------------|
| • challenges        | • events              | • predict    |
| • character         | • explain             | • resolution |
| • chronological     | • explore             | • retell     |
| • clues             | • figurative language | • scene      |
| • compare           | • genre               | • sensory    |
| • conflict          | • identify            | • setting    |
| • connections       | • imagery             | • structure  |
| • contrast          | • infer               | • summarize  |
| • cultural language | • literary language   | • theme      |
| • describe          | • message             | • tone       |
| • description       | • mood                | • traits     |
| • dialogue          | • moral               | • trickery   |
| • drama             | • patterns            | • values     |
| • draw conclusions  | • plot                | • visualize  |
| • elements          | • point of view       |              |

## **Tier 2 and 3 Vocabulary - Mentor Texts**

Men tor Text	Anansi Does the Impossible: An Ashanti Tale	Anansi the Spider: A Tale from the Ashanti	Fables	The Mary Celeste: An Unsolved Mystery from History	Mirette on the High Wire	Zen Shorts
Tier 2	<ul style="list-style-type: none"> <li>• bargain</li> <li>• generation</li> <li>• impossible</li> <li>• shelter</li> <li>• tasks</li> </ul>	<ul style="list-style-type: none"> <li>• deserves</li> <li>• rescued</li> </ul>	<ul style="list-style-type: none"> <li>• appointment</li> <li>• arrived</li> <li>• brilliant</li> <li>• calm</li> <li>• comfortable</li> <li>• conduct</li> <li>• desire</li> <li>• disagree</li> <li>• disappointed</li> <li>• eager</li> <li>• impossible</li> <li>• invited</li> <li>• pleasure</li> <li>• positions</li> <li>• routine</li> <li>• rumor</li> <li>• sighed</li> </ul>	<ul style="list-style-type: none"> <li>• curious</li> <li>• damaged</li> <li>• gathered</li> <li>• testified</li> <li>• theory</li> <li>• unsolved</li> <li>• utensils</li> </ul>	<ul style="list-style-type: none"> <li>• boast</li> <li>• devoured</li> <li>• hesitated</li> <li>• reclined</li> <li>• retired</li> <li>• talent</li> </ul>	<ul style="list-style-type: none"> <li>• accent</li> <li>• departed</li> <li>• transported</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• bellowed</li> <li>• gourd</li> <li>• hornet</li> <li>• morsel</li> <li>• python</li> <li>• rejoiced</li> <li>• scowl</li> </ul>	<ul style="list-style-type: none"> <li>• globe</li> </ul>	<ul style="list-style-type: none"> <li>• arabesques</li> <li>• blistered</li> <li>• bolted</li> <li>• cackling</li> <li>• derby</li> <li>• dumped</li> <li>• globs</li> <li>• grace</li> <li>• gulp</li> <li>• lavatory</li> <li>• meadow</li> <li>• nerves</li> <li>• pirouettes</li> <li>• relevés</li> <li>• ridiculous</li> <li>• shirtfront</li> <li>• shrill</li> <li>• smirked</li> </ul>	<ul style="list-style-type: none"> <li>• baffled</li> <li>• berth</li> <li>• brig</li> <li>• cargo</li> <li>• cases</li> <li>• chronometer</li> <li>• clues</li> <li>• crew</li> <li>• detective</li> <li>• first mate</li> <li>• furred</li> <li>• galley</li> <li>• hail</li> <li>• hold</li> <li>• horizon</li> <li>• log</li> <li>• masts</li> <li>• mutiny</li> <li>• pirates</li> </ul>	<ul style="list-style-type: none"> <li>• acrobats</li> <li>• agent</li> <li>• boardinghouse</li> <li>• commotion</li> <li>• flailed</li> <li>• jugglers</li> <li>• mimes</li> <li>• protégée</li> <li>• trance</li> <li>• vagabond</li> </ul>	<ul style="list-style-type: none"> <li>• brooding</li> <li>• lamented</li> <li>• misfortune</li> <li>• nuisance</li> <li>• retrieve</li> <li>• rummaging</li> <li>• tattered</li> <li>• Zen</li> </ul>

- spitball
- splendid
- swallowe  
d
- thumbtac  
ks
- toothy
- waddling
- rail
- register
- salvage
- seaman
- seaworth  
y
- sextant
- spyglass
- stern
- theories
- time line

### Tier 2 and 3 Vocabulary - Shared Texts

Shared Text	"The Claw"	"Gu Dong is Coming!"	"Old Dog, New Scrabble Tricks?"	"The Private I's and the Case of the Big Stink"	"The P the Cas Mixed-
Tier 2	<ul style="list-style-type: none"> <li>• congratulate</li> <li>• glance</li> <li>• wisdom</li> </ul>	<ul style="list-style-type: none"> <li>• alarm</li> <li>• edge</li> </ul>	<ul style="list-style-type: none"> <li>• command</li> <li>• embarrassing</li> <li>• treat</li> </ul>	<ul style="list-style-type: none"> <li>• common</li> <li>• solved</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> <li>•</li> </ul>
Tier 3	<ul style="list-style-type: none"> <li>• chatter</li> <li>• chute</li> <li>• claw</li> <li>• fogged</li> <li>• squeal</li> <li>• squished</li> <li>• wailing</li> </ul>	<ul style="list-style-type: none"> <li>• brooks</li> <li>• nibbled</li> <li>• papaya</li> <li>• trembled</li> </ul>	<ul style="list-style-type: none"> <li>• chess</li> <li>• dignified</li> <li>• fetch</li> <li>• Scrabble</li> </ul>	<ul style="list-style-type: none"> <li>• case</li> <li>• clue</li> <li>• sniffed</li> <li>• suspect</li> <li>• whiff</li> </ul>	<ul style="list-style-type: none"> <li>•</li> <li>•</li> <li>•</li> </ul>

### Learning Goal 1

Students will build schema, identify key genre features, and identify reading strategies.

### IRA 1 Target: Tell Me a Story: The Appeal of Fiction

Readers understand that fiction texts are not real but are created from the writers' imaginations.

- Learn about the fiction genre and explore several types of fiction, including traditional folktales and fables from diverse cultures and realistic fiction.

LA.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.
LA.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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix - "Feelings About Fiction"

## **IRA 2 Target: What a Story!**

---

Readers recognize that fictional stories follow a chronological or sequential text structure and include five basic story elements.

- Learn how to demonstrate understanding of fictional stories by using the text's structure and features to retell the key details in order.

LA.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.
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.3.10	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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses



## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix - "Story Elements of My Fictional Text"

## **IRA 3 Target: The Oral Tradition**

---

Readers appreciate that folktales are stories that come from all over the world and have been passed down through storytellers from various cultures.

- Learn that fiction writers tell or narrate their stories from different points of view
- Explore the difference between first- and third-person narration

LA.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.
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.3.10	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.
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.3.2	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.
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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix- "Language to Remember in Folktales"

## **IRA 4 Target: What's the Reason?**

---

Readers recognize why folktales have been told and passed down from generation to generation, as well as how they reflect the values or beliefs of a culture and explain the wonders of the world and/or entertain those who hear them.

- Learn how identifying why these tales were created and retold will help them connect with the texts more deeply.

LA.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.
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.3.3	Describe the characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the plot.
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.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.
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.3.2	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.
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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

### **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

### **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix- "What's the Reason?"

### **IRA 5 Target: What's the Message?**

---

Readers recognize why folktales have been told and passed down from generation to generation, as well as how they reflect the values or beliefs of a culture and explain the wonders of the world and/or entertain those

who hear them.

- Learn how to use background knowledge and evidence from the text to infer the author's message or theme.

LA.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.
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.3.10	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.
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.3.2	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.
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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix- "What's the Message?"

## **IRA 6 Target: Getting to Know the Characters**

---

Readers of fiction closely follow the details about the main character(s) as the story unfolds.

- Learn how to use the rich descriptions and dialogue in the text to understand the characters' traits, problems, actions, and feelings.

LA.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.
LA.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.
LA.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.
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.3.2	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.
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.

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix- "Identifying Characters' Traits in Fables"

## **IRA 7 Target: How Did You Feel?**

---

Readers notice writers' use of imagery to set a tone and impact their emotional response.

- Learn that a writer's choice of words and accompanying illustrations influence their mood and feelings about a text.

LA.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.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions

- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix- " What's the Mood?"

## **IRA 8 Target: Putting a Puzzle Together in Our Minds**

---

Readers understand that some fiction writers do not always explicitly tell them everything they want readers to know and understand. Good readers combine their own background knowledge with what the writer has written to infer ideas or draw conclusions.

- Learn how to analyze details in a mystery story to unravel the puzzle and draw their own conclusions.

LA.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.
LA.RL.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.RL.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.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.
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
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.3.2	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.
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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix- "Putting the Pieces Together"

## **Learning Goal 2**

---

Students will independently apply reading strategies and skills to demonstrate an understanding of the fiction genre and its key features.

## **Mini-Lesson 1 Target: The Importance of Character in Fiction**

---

Readers understand the importance of following the main characters' actions as the story unfolds.



- Learn how to identify characters' traits, motivations, and/or feelings to deepen understanding of fictional texts.

LA.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.
LA.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.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

## Conference Questions

- Which trait from the "Sample Character Traits" list best describes the main character(s) in your text? Show me more than one place in the text that supports your selection of particular character trait(s). (See the Appendix ["Sample Character Traits"](#) from the Interactive Read-Aloud lesson ["Getting to Know the Characters"](#).)
- Would you want to be friends with the character in your book? Why or why not? How would you describe the character?

Appendix- "What a Character!"

## **Mini-Lesson 2 Target: Characters Change**

---

Readers recognize that some types of fiction include more complex characters who face conflicts and experiences that may cause them to change over the course of the story.

- Recognize when and why characters may change over time.

LA.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.
LA.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.
LA.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.
LA.W.3.1	Write opinion pieces on topics or texts, supporting a point of view with reasons.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

### **Conference Questions**

- What were your characters like at the beginning of the book? Describe them to me. What events take place that make you think this?
- What happens in the middle or at the end of the book to make them change?
- What one word or trait would you use to describe them at the end of the book? Why?

Appendix- "Characters Change"

## **Mini-Lesson 3 Target: What Does It Mean?**

---

Readers appreciate that fiction writers bring their stories to life by using rich descriptive language, as well as figurative language, to create vivid images for their readers.

- Determine the meaning of literal and nonliteral words and phrases to enhance their understanding of fictional texts.

LA.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.

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.3.4	Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
LA.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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
LA.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.
LA.L.3.5	Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

Appendix- " What Does it Really Mean?"

## **Mini-Lesson 4 Target: Setting a Tone and Creating a Mood**

---

Readers understand that fiction writers set a tone for their stories by using words and illustrations to reveal their attitude about a subject.

- Identify the writer's tone and their own personal response after reading a story.
- Explain how a text's words and illustrations contributed to their mood.

LA.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.
LA.RL.3.7	Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
LA.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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

### Conference Questions

- How does this story make you feel? What specific lines from the text or illustrations give you that feeling?
- What colors does the illustrator use in the story? How do these colors make you feel about the text?
- How do you think the author feels about the events taking place in the story? What makes you think that?

Appendix- "Looking at Mood and Tone"

### Mini-Lesson 5 Target: The Big Picture

---

Readers of fiction need to read closely to note how story elements contribute to the big idea or theme of the story.

- Learn how to use important information from the text to draw conclusions or infer the text's central message or theme.

LA.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.
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.3.10	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.
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.3.2	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.
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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or

listening.

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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

### **Conference Questions**

- Who are the main characters in the text you are reading, and what is the event that leads to a conflict?
- What do the characters learn at the end of the story that they don't know at the beginning?

Appendix- "What's the Moral?"

Appendix- "A Life Lesson"

## **Mini-Lesson 6 Target: Responding to Our Reading**

---

Readers personally relate to the texts they are reading and make connections to their life experiences, other texts, and/or issues in the world around them.

- Learn that making connections, discussing, and writing about their reading develops critical reading skills and enhances comprehension and appreciation of texts.

LA.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.
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.3.10	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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

## **Conference Questions**



- Have you ever had an experience or read another text that is similar to the one you are reading about?
- Do you know anyone who is like one of the characters in the story? How are they similar? How are they different?
- What do you think about the character's actions? Would you have done the same thing or something different?

## Appendix-"Making Connections to Texts"

### **Mini-Lesson 7 Target: Whose Point of View?**

---

Readers understand that writers narrate fiction stories from different points of view.

- Identify who is telling the story.
- Assess how point of view affects the plot, tone, and mood of a story in order to comprehend it more deeply.

LA.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.
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.3.6	Distinguish their own point of view from that of the narrator or those of the characters.
LA.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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

### **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books

- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

### **Conference Questions**

- Who is telling the story? How do you know?
- What opinion or point of view do the characters have about the events taking place? What lines from the text demonstrate that point of view?
- What is your opinion or point of view about how the character(s) act or the central message of the story?

Appendix- "What's Their Point of View?"

## **Mini-Lesson 8 Target: The Importance of Dialogue**

---

Readers understand the importance of dialogue in enhancing their understanding of a text.

- Learn how fiction writers use description and dialogue to reveal important information about the characters and move the plot along.

LA.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.
LA.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.
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.3.10	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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Formative Assessment Opportunities**

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

### **Conference Questions**

- Why is it important to pay attention to the dialogue in a fictional text?
- How do the readers know when a new person or character is speaking? What punctuation and text clues does the author use?

## Mini-Lesson 9 Target: Making Connections Across Texts

---

Readers often encounter similar themes and topics among the fictional texts they read.

- Compare and contrast story elements and themes of similar texts or books in a series written by the same author.

LA.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.
LA.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.
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.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.
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.3.6	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.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

## Accommodations/Modifications

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## Formative Assessment Opportunities

---

active listening/students' oral responses in discussion

teacher observation/anecdotal notes

one-on-one or small group conference responses

student written responses on handouts/Reader's Notebooks

### Conference Questions

- Are the characters in your story similar to other characters you've read about? How?
- Can you think of another story you've read that reminds you of the one you're reading now?

Appendix- "My Text-to-Text Connections"

## Mini-Lesson 10 Target: Tips for Reading a Play

---

Readers are able to identify the similarities and differences between the text structures and genre features of narrative stories compared with dramatic play scripts.

- Learn the essential elements of drama and how to go about reading a play to ensure enjoyment and understanding of the text.

LA.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.
LA.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.
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.3.10	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.
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.L.3.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
LA.L.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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).

## **Accommodations/Modifications**

---

- Preteach vocabulary
- Differentiate texts by student reading level
- Ebooks can be found on Fundamentals website and Epic Books
- Small group to assess students reading and comprehension of selected stories
- Listen to audio recordings of texts
- Provide oral and written instructions
- Use visual materials
- Use Google App text to speech feature for type written responses

## **Summative Assessment**

---

“Cranky Me” by Eileen Spinelli ( [Link It](#))

"No Ordinary Frog" by Neal Levin ([Link It](#))

## **21st Century Life and Careers**

---

CRP.K-12.CRP2.1	Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.
CRP.K-12.CRP4.1	Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others’ time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11.1	Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.

## **Formative Assessment and Performance Opportunities**

---

*Approximately 2 weeks into the unit, administer the Fiction Reading Assessment for Once Upon a Time (level L).*

*As you approach the completion of the unit (after approximately 5 weeks), administer the Fiction Reading Assessment for Backyard Bandit (level M).*

## **Accommodations/Modifications**

---

*Please see lesson-specific accommodations listed within each target above.*

## **Unit Resources**

---

[Anansi the Spider: A Tale from the Ashanti by Gerald McDermott](#)

[Fables by Arnold Lobel](#)

[The Mary Celeste: An Unsolved Mystery from History by Jane Yolen and Heidi Elisabet Yolen Stemple](#)

[Mirette on the High Wire by Emily Arnold McCully](#)

[Anansi Does the Impossible!: An Ashanti Tale by Verna Aardema](#)

[Zen Shorts by Jon J. Muth](#)

[Gu Dong Is Coming! by Xu Li](#)

[The Claw by Angela L. Fox](#)

[The Private I's and the Case of the Mixed-up Message by Wendi Silvano](#)

[The Private I's and the Case of the Big Stink by Wendi Silvano](#)

[Old Dog, New Tricks? by Jeffrey B. Fuerst](#)

[Books for Kids \(On line resource\)](#)

Brain Pop Jr. videos available:

- Character
- Compare/Contrast
- Plot
- Making Inferences
- Setting
- Theme

## **Interdisciplinary Connections**

---

*Anansi Does the Impossible: An Ashanti Tale*- Diverse Cultures

*Anasi the Spider:A Tale from the Ashanti*- Diverse Cultures

*Mirette on the High Wire*- Diverse Cultures

SOC.6.1.4.D.13	Describe how culture is expressed through and influenced by the behavior of people.
SOC.6.1.4.D.18	Explain how an individual's beliefs, values, and traditions may reflect more than one culture.
SOC.6.1.4.D.20	Describe why it is important to understand the perspectives of other cultures in an interconnected world.
SOC.6.1.4.D.CS5	Cultures include traditions, popular beliefs, and commonly held values, ideas, and assumptions that are generally accepted by a particular group of people.
SOC.6.3.4.D	History, Culture, and Perspectives
SOC.6.3.4.CS1	Recognize that people have different perspectives based on their beliefs, values, traditions, culture, and experiences.