Unit 3 - Tell Me A Story

Content Area: **ELA**
Course(s):
Time Period: **Full Year**
Length: **Full Year**
Status: **Published**

Unit Overview

Students explore the essential question "Why do we like stories?" They read stories from different forms of traditional literature (including folktales, fairy tales, and myths) in order to discover how each shows the theme in a different way. They learn how these stories teach us lessons or naturally occurring phenomena. Students have opportunities to visualize details, make inferences, make and confirm predictions and describe plot as they engage with the different genres. In writer's workshop, students write fictional narratives that include characters, setting, and plot. They incorporate problem and solution, and make sure that their narratives have a beginning, middle, and end.

Enduring Understandings

Readers use story elements to identify common types of traditional tales, including folktales, fairy tales, and myths

Traditional tales are cultural and can be told in different ways

Traditional stories communicate a lesson

Writers can write fictional stories with characters, setting and plot

Essential Questions

Why do we like stories?

What is the purpose of traditional tales?

How do I write a fictional story?

Learning Objectives

READING

Retell familiar stories, including key details.

Identify characters, settings, and major events in a story.

Identify elements of various genres of traditional tales.

Identify the central idea, theme, or lesson in a text.

Compare and contrast two versions of a traditional tale.

How Anansi Got His Stories (Amistad)

Changing Lives: Narrative Nonfiction (Amistad)

Mosni Can Help (DEI)

A Different Pond (AAPI)

WRITING

Write stories that include characters, setting, and plot.

Write events in order with a beginning, middle, and end.

LANGUAGE

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

SPEAKING AND LISTENING

Participate in collaborative conversations.

Standards: Content

L.RF.K.1	Demonstrate understanding of the organization and basic features of print.
L.RF.K.1.A	Follow words from left to right, top to bottom, and page by page.
L.RF.K.1.B	Recognize that spoken words are represented in written language by specific sequences of letters.
L.RF.K.1.C	Understand that words are separated by spaces in print.
L.RF.K.1.D	Recognize and name all upper- and lowercase letters of the alphabet.
L.RF.K.2	Demonstrate understanding of spoken words, syllables, and sounds (phonemes).
L.RF.K.2.A	Recognize and produce rhyming words.
L.RF.K.2.B	Count, pronounce, blend, and segment syllables in spoken words.
L.RF.K.2.C	Blend and segment onsets and rimes of single-syllable spoken words.
L.RF.K.2.D	Orally repeat multi-syllable words and pronounce the separate syllables.
L.RF.K.2.E	Isolate and pronounce the initial, final, and medial sounds (phonemes) in spoken, single-syllable words, (simple syllables that do not include final /l/, /m/, /r/, or /x/ sounds and consonant blends).
L.RF.K.2.F	Add or substitute individual sounds (phonemes) in simple, one-syllable words to make

	new words.
L.RF.K.3	Know and apply grade-level phonics and word analysis skills in decoding and encoding words.
L.RF.K.3.A	Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing many of the most frequently used sounds of each consonant.
L.RF.K.3.B	Associate the long and short sounds with the common spellings (graphemes) for the five major vowels.
L.RF.K.3.C	Read high-frequency words and grade level irregular words with automaticity.
L.RF.K.3.D	Recognize the parts of high-frequency words that are regular and the parts that are irregular.
L.RF.K.3.E	Distinguish between similarly spelled words by identifying the sounds of the letters that differ (e.g., nap and tap; cat and cot).
L.RF.K.4	Read emergent-reader texts (decodable texts, including words with one-to-one letter-sound correspondences) orally with sufficient decoding accuracy to support comprehension.
L.WF.K.1	Demonstrate command of the conventions of writing.
L.WF.K.1.A	Match upper and lowercase letters.
L.WF.K.1.B	Write upper and lowercase letters, with reference to a model.
L.WF.K.1.C	Write left to right and include a space between words.
L.WF.K.1.D	Identify the letters used to represent vowel phonemes and those used to represent consonants, knowing that every syllable has a vowel.
L.WF.K.1.F	Orally segment the phonemes in any single syllable, spoken word.
L.WF.K.2	Demonstrate command of the conventions of encoding and spelling common, regular, single-syllable words by:
L.WF.K.2.A	Representing phonemes, first to last, in simple words, using letters with a transparent relationship to sound (e.g., the “o” in “rope” may be spelled with a single letter, o).
L.WF.K.2.B	Writing or selecting a missing initial or final consonant when spelling a CVC (consonant-vowel-consonant) word.
L.WF.K.2.C	Spelling VC (vowel-consonant) [at, in] and CVC [pet, mud] words with short vowel sounds.
L.WF.K.2.D	Writing frequently used words accurately.
L.WF.K.2.E	Attempting phonetic spellings of unknown words.
L.WF.K.2.F	Writing initial and final consonant blends (must, slab, plump).
L.WF.K.3	Demonstrate command of the conventions of sentence composition.
L.WF.K.3.A	Repeat a sentence, identifying how many words are in the sentence.
L.WF.K.3.B	Write simple sentences.
L.WF.K.3.C	Capitalize the first word in a sentence, capitalize proper names, and include spaces between words.
L.WF.K.3.D	Use end punctuation.
L.WF.K.3.E	Use manipulatives or digital tools to construct complete sentences.
L.WF.K.3.F	Write sentences with increasing complexity.
L.WF.K.3.H	Match periods, question marks, and exclamation points to statements, questions, commands, and exclamations.
L.WF.K.3.I	With support, distinguish between a complete sentence and a sentence fragment.
L.WF.K.3.J	With support, write statements in response to questions, and questions transformed from

	statements, using conventional word order.
L.WF.K.3.L	Use conjunctions appropriately in sentences (e.g., and, but, so, and because).
L.KL.K.1.A	Use frequently occurring nouns and verbs.
L.KL.K.1.D	Use the most frequently occurring prepositions (e.g., to, from, in, out, on, off, for, of, by, with).
L.KL.K.1.E	Produce and expand complete sentences in shared language activities.
L.VL.K.2.B	Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
L.VI.K.3.A	Sort common objects into categories (e.g., shapes, foods) to gain a sense of the concepts the categories represent.
L.VI.K.3.B	Demonstrate understanding of frequently occurring verbs and adjectives by relating them to their opposites (antonyms).
L.VI.K.3.C	Identify real-life connections between words and their use (e.g., note places at school that are colorful).
RL.CR.K.1	With prompting and support, ask and answer questions about key details in a literary text (e.g., who, what, where, when, why, how).
RL.CI.K.2	With prompting and support, identify the central message and retell familiar literary texts, including key details (e.g., who, what, where, when, why, how).
RI.CI.K.2	With prompting and support, identify the main topic and key details of an informational text (e.g., who, what, where, when, why, how).
RL.IT.K.3	With prompting and support, identify characters, settings, and major events in a story.
RL.TS.K.4	Recognize common types of literary texts (e.g., storybooks, poems) and identify features of print (front cover, back cover, and title page of a book).
RI.TS.K.4	Recognize common types of informational texts (e.g., biographies, recipes, how-to manuals) and identify features of print (e.g., front cover, back cover, and title page of a book).
RL.PP.K.5	With prompting and support, name the author and illustrator of a story and define the role of each in telling the story.
RI.PP.K.5	With prompting and support, name the author and illustrator of a text and define the role of each in presenting the ideas or information in a text.
RL.MF.K.6	With prompting and support, describe the relationship between illustrations and the story in which they appear (e.g., what moment in a story an illustration depicts).
RI.MF.K.6	With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).
RI.AA.K.7	With prompting and support, identify the reasons an author gives to support points in a text.
RL.CT.K.8	With prompting and support, identify basic similarities in and differences between two literary texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
RI.CT.K.8	With prompting and support, identify basic similarities in and differences between two informational texts on the same topic (e.g., characters, experiences, illustrations, descriptions, or procedures).
W.AW.K.1	Use a combination of drawing, dictating, and writing to compose opinion pieces on topics or texts (e.g., My favorite book is…).
W.IW.K.2	Use a combination of drawing, dictating, and writing to compose informative/explanatory texts to convey ideas.

W.IW.K.2.A	Introduce a topic.
W.IW.K.2.B	Develop the topic with at least two facts or other information and examples related to the topic, including pictures.
W.NW.K.3.A	Establish a situation and/or introduce characters; organize an event sequence (beginning, middle, end).
W.NW.K.3.C	Provide a reaction to the experiences or events.
W.WP.K.4	With prompts and support from adults, recognize that writing carries a message and should make sense to others.
W.WR.K.5	With prompting and support, generate questions through shared research in response to a topic, text, or stimulus (e.g., event, photograph, video, book).
W.SE.K.6	With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
W.RW.K.7	With prompting and support, engage in brief but regular writing and drawing tasks.
SL.PE.K.1	Participate in collaborative conversations with diverse partners about kindergarten topics and texts with peers and adults in small and larger groups.
SL.PE.K.1.A	Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).
SL.PE.K.1.B	Continue a conversation through multiple exchanges.
SL.II.K.2	Confirm understanding of a text read aloud or information presented orally or through other media by asking and answering questions about key details and requesting clarification if something is not understood.
SL.ES.K.3	Ask and answer questions in order to seek help, get information, or clarify something that is not understood.
SL.PI.K.4	Describe familiar people, places, things, and events and, with prompting and support, provide additional detail.
SL.UM.K.5	Add drawings or other visual displays to descriptions as desired to provide additional detail.
SL.AS.K.6	Speak audibly and express thoughts, feelings, and ideas clearly.

Standards: Interdisciplinary

2.1.2.EH.1	Explain the meaning of character and how it is reflected in the thoughts, feelings and actions of oneself and others.
9.4.2.GCA.1	Articulate the role of culture in everyday life by describing one’s own culture and comparing it to the cultures of other individuals (e.g., 1.5.2.C2a, 7.1.NL.IPERS.5, 7.1.NL.IPERS.6).
8.2.2.ITH.3	Identify how technology impacts or improves life.
6.1.2.HistorySE.1	Use examples of regional folk heroes, stories, and/or songs and make inferences about how they have contributed to the development of a culture's history.
6.1.2.HistorySE.2	Analyze a variety of sources describing the same event and make inferences about why the accounts are different (e.g., photographs, paintings, cartoons, newspapers, poetry, novels, plays).

Assessment Evidence

Formative	Class discussions, “my student interactive” workbook (online and print) activities, in-class activities, Graphic Organizers, Kahoot, Exit Tickets, book clubs, questions from leveled readers, teacher observations of student’s phonic awareness, and oral reading skills, running records of students, Latic checklists, conferences.
Summative	Test, Quiz, Project, Leveled-Reading Assessments, Writing Assessments, Problem Based Learning Student Presentations, GetEpic comprehension quizzes.
Alternative & Benchmark	Alternative - Read to the student and chart oral responses. Word banks, sentence frames, oral responses, graphic organizers, observations, portfolios of student work, orally administered assessments, and anecdotal notes. Benchmark – LinkIt Benchmark Assessment, Reading Levels, TPA
Assessment Evidence Resource	

Instructional Resources

Textbooks, Maps, Laptops, Smart Board, Primary & Secondary Source Documents, myView Student Interactive, myView Teacher Resources, Leveled Readers, Online Platform, Readings: How Anansi Got His Stories (Amistad Law), The Gingerbread Man and The Story of Cornbread Man, Poetry Collection: “Duck Meets the Moon”; “Humpty Dumpty”; “Hickory, Dickory, Dock”, Monsi Can Help (DEI Mandate), The Best Story, Kindness is My Superpower. (Amistad Law), A Different Pond (AAPI), Instructional Resource List

Curricular Mandates

Below are the curricular requirements as defined in NJ Administrative Code and Statute

X	Amistad	X	Diversity, Equity, and Inclusion
	Holocaust		LGBT and Disabilities (Grades 6-12)
	Climate Change	X	Asian American & Pacific Islander

Social Emotional Learning (SEL) Competencies

NJ Social and Emotional Learning Competencies & Sub-Competencies

X	Self-Awareness		Relationship Skills
	Responsible Decision-Making	X	Social Awareness
X	Self-Management		

21st Century Skills & Themes

X	Global and Cultural Awareness		Technology Literacy		Planning and Budgeting
X	Creativity and Innovation		Financial Institutions		Risk Management and Insurance
	Information and Media Literacy		Digital Citizenship		Economic and Government Influences
X	Critical Thinking and Problem Solving		Credit Profile		Career Awareness and Planning
	Civic Financial Responsibility		Financial Psychology		