

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

GRADE 3– Module 10: Tell a Tale

Mission Statement

The primary goal of the Swedesboro-Woolwich School District is to prepare each student with the real life skills needed to compete in a highly competitive global economy. This will be achieved by providing a comprehensive curriculum, the integration of technology, and the professional services of a competent and dedicated faculty, administration, and support staff.

Guiding this mission will be Federal mandates, including No Child Left Behind, the New Jersey Core Curriculum Content Standards, and local initiatives addressing the individual needs of our students as determined by the Board of Education. The diverse resources of the school district, which includes a caring PTO and active adult community, contribute to a quality school system. They serve an integral role in supporting positive learning experiences that motivate, challenge and inspire children to learn.

Unit/Module Overview

In this module, students will listen to, read, and view a variety of texts and media that present them with information about stories that are worth retelling. As students build their vocabulary and synthesize topic knowledge, they will learn more about how people pass their culture's tales from one generation to the next.

A genre focus on tales provides students with opportunities to identify author's craft, theme, and figurative language in order to better understand the topic.

Essential Question: Why is it important to pass stories down to the next generation?

Standards Covered in Current Unit/Module

Related Standards and Learning Goals

L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.

Unit/Module Weekly Learning Activities and Pacing Guide

Topic & # Days	NJ Standards	Critical Knowledge & Skills	Possible Resources & Activities
Module 10 Week 1: When the Giant Stirred	<p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> • Build knowledge and language about cultural tales using information and vocabulary learned from reading • Use text evidence and background knowledge to make inferences. • Recognize the author's craft, and identify the tone and mood that the author creates. • Identify the theme of a text and how it develops, and recognize the difference between the topic and the theme of a text. • Identify and explain examples of figurative language, and discuss the author's purpose for using figurative language. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ When the Giant Stirred • Weekly Assessment <ul style="list-style-type: none"> ◦ Comprehension: Author's Craft, Theme, 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ◦ myBook: Why We Share Stories ◦ myBook: When the Giant Stirred <p><u>Materials</u></p> <ul style="list-style-type: none"> ◦ Whole-Class Presentation: HMH Classcraft Essential Session ◦ HMH Anchor Charts ◦ HMH Reading Graphic Organizers ◦ Teaching Pal Book 1 <p><u>Activities:</u></p> <ul style="list-style-type: none"> ◦ Think-Pair-Share ◦ Read for Understanding ◦ Turn and Talk ◦ Collaborative Discussion ◦ Close Reading

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

		Figurative Language ○ Vocabulary Strategy: Shades of Meaning	
Module 10 Week 1: When the Giant Stirred	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Reading Graphic Organizers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons Small Group/Differentiation – Activities <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Write an Anansi Story. 		
Module 10 Week 2: Why the Sky Is Far Away/ Cinder Al and the Stinky Footwear	<p>L.VI.3.3. Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary texts, e.g., fables, folktales, and myths from diverse cultures).</p>	<p>Obj. We are learning to:</p> <ul style="list-style-type: none"> ● Build knowledge and language about cultural tales using information and vocabulary learned from reading ● Create mental images to deepen understanding. ● Identify the theme of a text, and recognize the difference between the topic and the theme of a text. ● Recognize that authors craft and use language to create a unique style, or voice, and identify the tone and the mood that the author creates. ● Identify examples of simile, alliteration, and imagery, and recognize the effects of figurative language in a story. <p>Suggested Formative Assessment(s):</p> <ul style="list-style-type: none"> ● Selection Quizzes: 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: Why the Sky Is Far Away ○ myBook:Cinder Al and the Stinky Footwear <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH ClasscraftEssential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Teaching Pal Book 1 <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

		<ul style="list-style-type: none"> ○ Why the Sky Is Far Away ○ Cinder Al and the Stinky Footwear ● Weekly Assessment <ul style="list-style-type: none"> ○ Comprehension: Theme, Author's Craft, Figurative Language ○ Vocabulary Strategy: Shades of Meaning 	
Module 10 Week 2: Why the Sky Is Far Away/ Cinder Al and the Stinky Footwear	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> ○ Tabletop Mini Lessons: Reading ○ Reading Graphic Organizers ○ Read and Respond Journal ○ HMH Readers/Take & Teach Lessons Small Group/Differentiation – Activities <ul style="list-style-type: none"> ○ Literacy Centers ○ Guided Reading Groups ○ English Learner Support ○ Reinforce skill with practice worksheets ○ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Write an Anansi Story. 		
Module 10 Week 3: Compay Mono and Comay Jicotea	<p>L.VL.3.2. Determine or clarify the meaning of unknown and multiple-meaning academic and domain-specific words and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</p> <p>RL.IT.3.3. Describe the development of individual character's traits, motivations, or feelings and explain how their actions contribute to the plot within a text.</p> <p>RL.CI.3.2. Recount in oral and written form key details from a text and explain how they support the theme (in literary</p>	Obj. We are learning to: <ul style="list-style-type: none"> ● Build knowledge and language about cultural tales using information and vocabulary learned from reading ● Retell the important ideas, such as plot and theme, in a story, and evaluate details to determine their importance. ● Explain the author's purpose, and identify the author's intended audience. ● Identify literary elements, including major and minor characters, and explain how characters and setting influence the plot. ● Identify the theme of a text, and recognize the difference between the topic and the theme of a 	<p><u>Texts</u></p> <ul style="list-style-type: none"> ○ myBook: Compay Mono and Comay Jicotea <p><u>Materials</u></p> <ul style="list-style-type: none"> ○ Whole-Class Presentation:HMH ClasscraftEssential Session ○ HMH Anchor Charts ○ HMH Reading Graphic Organizers ○ Teaching Pal Book 1 <p><u>Activities:</u></p> <ul style="list-style-type: none"> ○ Think-Pair-Share ○ Read for Understanding ○ Turn and Talk ○ Collaborative Discussion ○ Close Reading

Swedesboro-Woolwich School District's Reading Curriculum Guidance Document

	texts, e.g., fables, folktales, and myths from diverse cultures).	text. Suggested Formative Assessment(s): <ul style="list-style-type: none"> • Selection Quiz: <ul style="list-style-type: none"> ◦ Compay Mono and Comay Jicotea • Performance Task • Module Assessment 	
Module 10 Week 3: Compay Mono and Comay Jicotea	Small Group/Differentiation – Materials – Small Group/Differentiation <ul style="list-style-type: none"> ◦ Tabletop Mini Lessons: Reading ◦ Reading Graphic Organizers ◦ Read and Respond Journal ◦ HMH Readers/Take & Teach Lessons Small Group/Differentiation – Activities <ul style="list-style-type: none"> ◦ Literacy Centers ◦ Guided Reading Groups ◦ English Learner Support ◦ Reinforce skill with practice worksheets ◦ Research/Inquiry Project – Students work in groups to guide them as they begin the module project: Write an Anansi Story. 		

(NOTES FOR CURRICULUM WRITING - No need to make any changes or adjustments to the items in these links. These are there for our QSAC Compliance piece.)

Link to Additional Components including Cross Curricular Connections, Accommodations, Assessments, Etc

ELA Enduring Understanding Statements