

## Unit 2: Exploring Our Past (Storytelling Unit)

<b>Unit #:</b>	APSDO-00014623	<b>Duration:</b>	8.0 Week(s)	<b>Date(s):</b>	
----------------	----------------	------------------	-------------	-----------------	--

**Team:**  
 Donna Nestler-Rusack (Author), Virginia Conn, Carrie Dybinski, Christopher Grgach, Peter Higgins, Barbara Ruocco, Elena Zambetti, Kevin Caselli, Lori Henderson, Melinda Krusz, Rene Kuhrt, Deborah Zacchio, Ashley Lacasse, Emily Ogalin, Ann McCarthy

**Grades:**  
 3

**Subjects:**  
 English Language Arts

### Unit Focus

In this unit, students will focus on storytelling and determining the central message, lesson or moral of a text. Students will have the opportunity to read various folk tales and compare and contrast alternate versions of stories. At the end of the unit, students will write a pourquoi tale, which explains something in nature. As we continue to grow as readers, we will focus on determining importance, visualizing and making text to text connections. The language arts skills in this unit will support students as they explore and research the native people of Connecticut, where and how they live. The primary instructional materials for this unit include: *Harcourt Trophies, A River Ran Wild, Knots on a Counting Rope, Fables, Arrow to the Sun, Boat Ride with Lillian Two Blossom, Corn is Maize: The Gift of the Indians, and the Legend of the Indian Paintbrush.*

### Stage 1: Desired Results - Key Understandings

Established Goals	Transfer	
<p><b>Common Core</b>  <i>English Language Arts: 3</i></p> <ul style="list-style-type: none"> <li>Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <i>CCSS.ELA-LITERACY.RL.3.1</i></li> <li>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. <i>CCSS.ELA-LITERACY.L.3.1</i></li> <li>Demonstrate command of the conventions of standard English</li> </ul>	<p><b>T1</b> (T1) Teacher Lens: Students will be able to comprehend and engage with a variety of texts in order to become independent, critical thinkers.</p> <p><b>T2</b> (T20) Student Lens: Active readers think critically about what they read.</p> <p><b>T3</b> (T2) Teacher lens: Students will be able to thoughtfully produce text for a broad range of audiences, purposes and tasks.</p> <p><b>T4</b> (T21) Student lens: Powerful writers think critically about what they write.</p> <p><b>T5</b></p> <p>Thematic: Students will develop an understanding of how events/people of the past shape Connecticut today.</p>	
	Meaning	
	Understandings	Essential Questions

<p>capitalization, punctuation, and spelling when writing. <i>CCSS.ELA-LITERACY.L.3.2</i></p> <ul style="list-style-type: none"> <li>• Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. <i>CCSS.ELA-LITERACY.RL.3.2</i></li> <li>• Use knowledge of language and its conventions when writing, speaking, reading, or listening. <i>CCSS.ELA-LITERACY.L.3.3</i></li> <li>• Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. <i>CCSS.ELA-LITERACY.W.3.3</i></li> <li>• 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. <i>CCSS.ELA-LITERACY.SL.3.4</i></li> <li>• 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 13 above.) <i>CCSS.ELA-LITERACY.W.3.4</i></li> <li>• With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <i>CCSS.ELA-LITERACY.W.3.5</i></li> <li>• 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). <i>CCSS.ELA-LITERACY.L.3.6</i></li> <li>• Speak in complete sentences when</li> </ul>	<p><b>U1</b> Thematic: Telling stories connects us to our past and can influence our future.</p> <p><b>U2</b> Thematic: Diverse cultures tell stories with universal messages.</p> <p><b>U3</b> (U200) Effective readers use appropriate strategies (as needed) to construct meaning from texts.</p> <p><b>U4</b> (U201) Identifying the genre of a text, and how the purpose, point of view, and organizational structure helps readers analyze and comprehend the text.</p> <p><b>U5</b> (U103) Readers support their conclusions (inferences and interpretations) by citing appropriate evidence within the text.</p> <p><b>U6</b> (U203) By comparing texts, readers often gain greater insight into those texts.</p> <p><b>U7</b> (U205) Authors and speakers make deliberate language, narrative, structure, and style choices to convey their meaning.</p> <p><b>U8</b> (U402) Readers make meaning through close reading of the text(s) and personal connections to the topic.</p> <p><b>U9</b> (U702) Each genre of writing follows specific organizational patterns and techniques to elicit an intended response from the reader.</p> <p><b>U10</b> (U601) To be effective, writing (arguments, explanatory, narrative) must be supported with sound evidence, sufficient detail, and/or valid reasoning.</p> <p><b>U11</b> (U700) Audience and purpose influence the structure, language, and style to achieve a goal effectively.</p> <p><b>U12</b> (U800) Effective researchers select among the multiple sources of information based upon their purpose, task, and</p>	<p><b>Q1</b> Thematic: What stories are worth retelling?</p> <p><b>Q2</b> (Q201) What are my strategies for reading this text? How do I know if they are working? (K-12)</p> <p><b>Q3</b> (Q305) What does a close (careful) reading require? (K-12)</p> <p><b>Q4</b> (Q104) How does what I read (e.g., genre, text structure, story elements) influence how I should read? (2-12)</p> <p><b>Q5</b> (Q105) What is the text really about (theme, main idea)? (K-12)</p> <p><b>Q6</b> (Q206) How do I make and support conclusions/interpretations/inferences/opinions? (K-12)</p> <p><b>Q7</b> (Q110) What does this text mean to me? What connections can I make? (K-12)</p> <p><b>Q8</b> (Q111) How do I know what to believe as I read? (K-12)</p> <p><b>Q9</b> (Q207) What connections/insights can I gain by comparing two or more texts? (K-12)</p> <p><b>Q10</b> (Q602) How do I make my writing easy to understand? (K-2) How do I make my writing interesting, engaging, and effective given my audience and purpose? (3-12)</p> <p><b>Q11</b> (Q603) Why do I think this? (K-1) How do I support my ideas when writing in this particular genre? (2-12)</p> <p><b>Q12</b> (Q800) What do I want to know/learn about this topic? (K-12) What questions would my audience have about this topic? How might I address them? (3-12)</p> <p><b>Q13</b> (Q805) How do I make sense of sources that present different views? (4-12)</p>
--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------	-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------

<p>appropriate to task and situation in order to provide requested detail or clarification. <i>CCSS.ELA-LITERACY.SL.3.6</i></p> <ul style="list-style-type: none"> <li>Conduct short research projects that build knowledge about a topic. <i>CCSS.ELA-LITERACY.W.3.7</i></li> </ul>	audience.	
<b>Acquisition of Knowledge and Skill</b>		
<b>Knowledge</b>		<b>Skills</b>
		<p><b>S1</b> Determine central message, lesson or moral for a text</p> <p><b>S2</b> Compare and contrast alternate versions of stories</p> <p><b>S3</b> Research skills: use nonfiction text features to access information; determine main idea and supporting details; collect and organize information; and determine importance and/or relevance</p> <p><b>S4</b> Identify the native people of Connecticut, where and how they lived</p> <p><b>S5</b> Write a narrative that explains something in nature, pour quoi stories</p> <p><b>S6</b> Comprehension Strategies: determining importance, visualizing, making text to text connections</p> <p><b>S7</b> Respond to text in writing citing specific evidence with support</p>

		<b>S8</b>
--	--	-----------

Employ conventions of the English language