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| **Objectives**  Unit 1:  Stories Worth Telling Again And Again  **==**  **3** | **Key Vocabulary** | **Additional Components** | **Required Assessments**  **Essential Questions:**   1. Why do we hand stories down to the next generation? 2. How do writers develop interesting characters? | **Resources** |
| 1. Determine and analyze characters’ traits and motivations in fiction. 2. Compare and contrast the characters and message from two books within the same theme. 3. Determine the trickster, the fool, the problem, and the solution in various cultures’ trickster tales. 4. Apply the 6 Traits of Writing. 5. Follow the Writing Process. 6. Write personal narrative with a clear beginning, middle, and end. 7. Perform a poem dramatically with expression. 8. Explain the function of nouns, pronouns, & verbs in sentences. 9. Recognize and produce simple, compound, and complex sentences. 10. Use commas and quotation marks when writing dialogue. | **6 + 1 Traits**  **Character Traits**  **Collective Noun**  **Complex Sentence**  **Compound Sentence**  **Dialogue**  **Fable**  **Folktale**  **Generational**  **Motivation**  **Noun**  **Pronoun**  **Sentence Structure**  **Simple Sentence**  **Story Elements**  **Textual Evidence**  **Trickster**  **Verb**  **Writing Process** | **Read-Aloud Procedure – Literature**  RL.3.1, RL.3.2, RL.3.3, RL.3.4, RL.3.5, RL.3.6, RL.3.7, RL.3.9, RL.3.10, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.5 & SL.3.6  **Read-Aloud Procedure**  **Informational Texts**  RI.3.1, RI.3.2, RI.3.3, RI.3.4, RI.3.5, RI.3.6, RI.3.7, RI.3.8, RI.3.9, RI.3.10, RF.3.4, RF.3.4a, RF.3.4b, RF.3.4c, SL.3.1, SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d, SL.3.2, SL.3.3, SL.3.5 & SL.3.6  **Mini-Lessons**  L.3.1, L.3.1a, L.3.1i, & L.3.2c  **Julian’s Character Traits**  **Double-Entry Journal**  RL.3.1, RL.3.3, & RL.3.10  **Analyzing Story Structure**  **Tops & Bottoms**  RL.3.1, RL.3.2, RL.3.3, & RL.3.10  **Trickster Tales**  RL.3.2, RL.3.3, RL.3.7, RL.3.10  **Character Traits**  RL.3.1, RL.3.3 & RL.3.10  **Compare & Contrast Trickster Tales**  RL.3.3, RL.3.7, RL.3.9 & RL.3.10  **Poetry Presentation**  RF.3.4, RF.3.4b & SL.3.5  **Word Wall – Identification & Sorting**  **Focus on Nouns, Verbs, & Pronouns**  L. 3.1 & L.3.1a | **Family Story**  **Narrative Writing**  W.3.3a, W.3.3b, W.3.3c, W.3.3d, W.3.4, W.3.5, W.3.10, SL.3.3, L.3.1, L.3.2, L.3.3 & L.3.6  **Unit 6 Assessment**  **Modified RESA Testlet**  RL.3.1, RL.3.2, RL.3.3, RL.3.4, RF.3.4, RF.3.4c, L.3.1a & L.3.4 | **Exemplar Texts:**   * *The Stories Julian Tells* by Ann Cameron (35) * *Tops & Bottoms*  by: Janet Stevens * *Through Your Tooth On The Roof* by: Selby Beeler * *Your World* (Poem) by: Georgia Douglas Johnson * *Grandpa’s Stories* (Poem) by: Langston Hughes * *From Seed To Plant* by: Gail Gibbons   **Other Texts:**   * *The Chalkbox Kid* by: Robert Bulla (35) * *Gloria’s Way* by: Ann Cameron (35) * *More Stories Julian Tells*  by: Ann Cameron (6) * *Grandfather’s Journey* by: Allen Say * *Tea With Milik* by: Allen Say * *Through Grandpa’s Eyes* by: Patricia MacLachlan * *Merry Go Round: A Book About Nouns* by: Ruth Heller * *Mine, All Mine: A Book About Pronouns* by: Ruth Heller * *A Cache of Jewels and Other Collective Nouns* by: Ruth Heller * *Kites Sail High: A Book About Verbs* by: Ruth Heller * *Little Red Riding Hood*  by: James Marshall * *Lon Po Po* by: Ed Young * *Iktomi And The Buzzard* by: Paul Goble * *Iktomi And The Coyote* by: Paul Goble * *Iktomi And The Boulder* by: Paul Goble * *Iktomi And The Berries* by: Paul Goble * *Iktomi Loses His Eyes* by: Paul Goble |
| **I Can Statements** |
| 1. I can analyze characters’ traits and motivations. 2. I can compare and contrast the characters and message from two books within the same theme. 3. I can determine the trickster, the fool, the problem, and the solution in various cultures’ trickster tales. 4. I can apply the 6 Traits of Writing. 5. I can follow the Writing Process. 6. I can write a personal narrative with a clear beginning, middle, and end. 7. I can perform a poem dramatically with expression. 8. I can explain the function of nouns, pronouns, & verbs in sentences. 9. I can recognize and produce simple, compound, and complex sentences. 10. I can use commas and quotation marks when writing dialogue. |