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| **Essential Understandings** | * Extensive reading of stories, drama, poems, and myths from diverse cultures and different time periods, provides literary and cultural knowledge as well as familiarity with various text structures and elements.
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| **Essential****Questions** | * What are the stylistic and structural differences, key characteristics and elements of literary genres?
* How do readers construct meaning?
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| **Essential Knowledge** | * There are stylistic and structural differences between literary genres.
* Multiple texts can be compared and contrasted.
* Specific evidence from the text is used to ask and answer questions.
* Collaborative discussions deepen enjoyment and understanding of text.
* Proficient reading incorporates comprehension, accuracy, fluency, expanded vocabulary and reading with purpose.
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| **Vocabulary/Content** | :Realistic fiction, historical fiction, fantasy, character, setting, problem, events, tone, author’s purpose, perspective, compare/contrast, sequence, summarize, retell, vocabulary, folk lore, legend, fable, myth, pour quoi tale, tall tale, moral, point of view, main idea, literal and nonliteral. |
| **Essential** **Skills** | * Name and contrast three genres of narrative fiction. (fables, folk tales, myths)
* Recount stories using common story element vocabulary (main idea, character, setting, problem, series of events, ending, moral, lesson, central message).
* Describe characters in a story including traits, motivations or feelings and explain how their actions contribute to the sequence of events.
* Recognize author’s purpose, style and perspective and how it influences the mood and tone of a story. (point of view, illustrations, humor, sarcasm)
* Develop a personal point of view and distinguish it from the narrator’s and/or characters’ points of view.
* Compare and contrast specific elements of at least two fictional narratives (organization, theme, setting, plot, characters)
* Engage in collaborative discussions using the vocabulary of narrative fiction, drama, and poetry, describing how parts of the text build on one another (chapter, scene, and stanza).
* Create engaging audio recordings that demonstrate fluid reading; add visual displays when appropriate.
* Ask and answer questions to increase understanding and offer appropriate elaboration and detail.
* Determine the meaning of unknown words and nuances and demonstrate understanding of word relationships.
* Read grade level texts with purpose, accuracy, fluency, and comprehension.
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| **Related Maine Learning Results** | Reading Literature –Grade ThreeRL.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.RL.3.2 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.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.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.RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.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).RL.3.9 Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).RL.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.Foundational Skills—Grade 3RF.3.4 Read with sufficient accuracy and fluency to support comprehension 1. read on-level text with purpose and understanding
2. read on-level prose and poetry orally with accuracy, appropriate rate and expression on successive readings
3. Use context to confirm or self-correct word recognition and understanding, rereading as necessary

Language – Grade ThreeL.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade *3 reading and content*, choosing flexibly from a range of strategies.  a. Use sentence –level context as a clue to the meaning of a  word or phrase. 1. Determine the meaning of a new word formed when a known affix is added to a known word (e.g., agreeable/ disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
2. Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
3. Use glossaries, or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

L.3.5Demonstrate understanding of word relationships and nuances in word meanings.  a. Distinguish the literal and nonliteral meanings or words and phrases in context (e.g., *take steps*). b. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*). c. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected, heard, wondered).* |
| **Sample****Lessons and** **Activities,**  | * Use Venn Diagrams to contrast three genres of narrative fiction.
* Introduce “PIE” to students when discussing or determining the author’s purpose to Persuade, Inform or Entertain.
* Use audio recordings of poems to promote reading with fluency.
* Reader’s Theater and poetry to build fluency
* Reading response journals
* Book groups
* Genre studies to expand exposure to various styles of writing
* Read and write various types of literature (fairy tale, fable, myth…)
* Compare and contrast similar stories from different cultures
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| **Sample****Classroom****Assessment****Methods** | * DRA 2
* Informal checklists
* Rubrics specific to products
* AIMSweb probes
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| **Sample****Resources** | * Publications:
	+ Charlotte’s Web by E.B. White
	+ Sarah, Plain and Tall by Patricia MacLachlan
	+ Just So Stories by Kipling
	+ Paul Bunyan/ Pecos Bill by Steven Kellogg
	+ Collection of rags to riches stories, fractured fairy tales, tall tales, Aesop’s fables
* Videos:
	+ How the Rhinoceros Got Its Skin
	+ Paul Bunyan (Reading Rainbow)

Storyline Online” and other internet resources such as Youtube, Discovery Education |