



# Grade 3

## Narrative Units

*Unit 1: Looking Closely, Thinking Big:  
Focusing on Narrative Text*

*Unit 2: Does My Character Have Character?*

*Unit 3: Why Tell Stories?*

*Unit 4: Whose Story Is This?*

## **Third Grade Narrative Units of Inquiry** **Essential Learnings**

**Using their knowledge of plot, character and point of view, students identify issues or ideas represented in the text to build an interpretation of the text's theme, orally and in writing. Through an examination of story commonalities (character and plot types) students derive a general understanding of why stories are told.**

Note: Literacy units encompass all domains: reading, writing, listening, and speaking. Some outcomes, however, are unique to specific domains. All units will include opportunities for students to read a "good representation of grade level appropriate narrative and expository text" (RC 2.0).

### **Third Grade Narrative Unit 1 of 4: Looking Closely, Thinking Big: Focusing on Narrative Text**

In this unit students apply their knowledge of literary elements (e.g. theme, plot, setting, characters) to analyze and interpret central ideas/abstract concepts in narrative text. Students discuss multiple ideas/themes in text and consider their importance and centrality to the text as a whole. ("In Uncle Jed's Barbershop these two parts make me think family is really important to Uncle Jed..." "Through the whole story, even when bad things happened, Uncle Jed stayed positive and kept working towards his goal..."). They develop, discuss and write about their interpretations of text theme(s) that encompass the entire text. They analyze, compare and contrast the organization and language of different types of literature (e.g., poetry, drama, traditional and modern stories, etc...), while noticing and pondering the recurrence of common ideas/concepts and themes. Students continue to build and draw from a growing number of mentor texts, attending to how authors present their ideas (organization) and their purposeful use of language. They try on organizational structures, craft moves, and experiment with language (e.g. rhymes, rhythm, patterns, alliteration, sensory details, dialogue) to enhance their message and engage their audience. In writing and speaking, students consider their purpose and the background knowledge and interests of their audience to provide a context and appropriate details. They share their impressions and interpretations of text in responses to literature and compose a variety of written text (e.g., personal narratives, poetry, plays, stories, etc...) Students engage in academic conversations, oral presentations and plan and present dramatic interpretations (e.g., stories, poetry, songs, and plays).

### **Outcomes**

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 3.0-3.5; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 83-84)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW pp. 83-84)
- Articulate an interpretation of a plausible theme that reveals some insight into life and/or human nature (RC 2.0; LRA 3.0; WA 2.0, 2.2; SA 2.0, 2.1, 2.3; FW pp. 83-84)
- Discuss and explore the ideas/abstract concepts in text, their centrality to the text as a whole, and the recurrence of similar ideas/concepts across different types of literature (RC 2.0; LR 3.0, 3.1, 3.2, 3.4; LS 1.0-1.3, 1.7 SA: 2.0-2.3; FW p. 84)

- Analyze and discuss elements of literature to support and write about their own understanding and interpretations of issues/ideas presented in text (RC 2.0; LR 3.0, WS 1.0-1.2; WA 2.0-2.2, 2.4; FW pp. 83-84)
- Compose multiple grade level texts including responses to literature, literary analysis, narratives, summaries, real world correspondence (WS 1.0-1.2, 1.4; WA 2.0-2.2, 2.4; FW pp. 85 - 86)
- Write responses to literature that demonstrate an understanding of the text(s) and support ideas with textual references reflecting the specific unit work (RC 2.0; LR 3.0-3.6; WA 2.0, 2.2; LC 1.0; FW pp. 83-84, 85)
- Describe the function and effect of common literary devices/figurative language (e.g., alliteration, onomatopoeia)\* (LR 3.1, 3.5; LC 1.0-1.4; LS 1.0, 1.4, 1.9; SA 2.0, 2.1-2.3; FW pp. 28-29)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0; WA 2.0-2.2; LC 1.0-1.7; LS 1.0, 1.9; FW pp. 80-82)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; WA 2.0-2.1; LC 1.1-1.5; LS 1.0-1.7; FW pp. 80-81, 85-86)
- Plan and present a variety of individual and group oral presentations (e.g. narrative, descriptive, summaries, reader's theatres, prose, and dramatic interpretations) (LS 1.0-1.9; SA 2.0-2.3 FW p. 86)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 81-83, 85-86)

\* A note on literary devices: "Literary devices" is a term used to describe a broad spectrum of techniques writers use in their crafting of stories. Devices range from highly salient, audible, word-level choices (e.g., alliteration, onomatopoeia) to far more subtle structural designs (e.g., irony, symbolism). Naturally, instruction on literary devices should progress through these units—and over many years—from the most concrete and accessible to the more abstract.

### **Third Grade Narrative Unit 2 of 4: Does My Character Have Character?**

In this unit students construct understanding of text by exploring the link between character and theme. They apply their knowledge of character analysis (actions, words, thoughts, attributes, conflicts and changes) to draw conclusions about the "type of person" the character represents. Through analysis of character behavior, how and if they change, and their struggle with and resolution of conflict, students explore and build their understanding of central ideas and theme(s). Students explore how characters are portrayed by the author and/or illustrator and support their own thoughts and opinions about characters' actions, motives, attributes and feelings (FW p. 84). In academic discussions, oral presentations and written responses to literature, students share and support their original ideas about text with examples from their own lives and what is read and/or inferred from texts. In their own writing, students draw on their growing bank of mentor texts to select text form, organization, and language based on audience and purpose. Students produce, orally and in writing, narrative and descriptive presentations of their ideas on characters, ideas and themes in text. They plan and present dramatic interpretations based on the stories, characters and ideas from their reading.

#### **Outcomes:**

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 3.0-3.5; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 83-84)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW pp. 83-84)
- Articulate an interpretation of a plausible theme that reveals some insight into life and/or human nature (RC 2.0; LR 3.0; WA 2.0, 2.2; SA 2.0, 2.1, 2.3; FW pp. 83-84)
- Analyze characters through thoughts, actions, words, and feelings to explore and support their impressions of characters and interpretations of text theme(s) (RC 2.0; LR 3.0, 3.3, 3.4; LS 1.0 - 1.9; SA 2.0, 2.3; FW p. 84)
- Analyze and discuss the commonalities and uniqueness of character types in different forms of traditional literature (RC 2.0; LRA 3.0, 3.3, 3.4; LS 1.0-1.9; SA 2.0, 2.3; FW p. 84)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0; WS 1.0-1.2; WA 2.0-2.2, 2.4; FW p. 84)
- Describe the function and effect of common literary devices/figurative language (e.g., alliteration, onomatopoeia)\* (LR 3.1, 3.5; LC 1.0-1.4; LS 1.0, 1.4, 1.9; SA 2.0, 2.1-2.3; FW pp. 28-29)
- Compose multiple grade level texts including responses to literature, literary analysis, narratives, summaries, real world correspondence (WS 1.0-1.2, 1.4; WA 2.0-2.2, 2.4; FW pp. 85-86)
- Write responses to literature that demonstrate an understanding of the text(s) and support ideas with textual references reflecting the specific unit work (RC 2.0, LR 3.0-3.6; WA 2.0, 2.2; LC 1.0; FW pp. 83-84, 85)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0; WA 2.0, 2.1, 2.4; LC 1.0-1.7; LS 1.0, 1.9; FW pp. 80-82)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; LC 1.0, 1.1-1.5; LC 1.0-1.7; FW pp. 80-81, 85-86)

- Plan and present a variety of individual and group oral presentations (e.g. narrative, descriptive, summaries, reader's theatres, prose, and dramatic interpretations) (LS 1.0-1.9; SA 2.0-2.3; FW p. 86)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 81-83, 85-86)

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### **Third Grade Narrative Unit 3 of 4: Why Tell Stories?**

In this unit students explore universal themes, plots, characters and patterns through an inquiry into traditional literature (fairy tales, myths, folktales, legends, fables) representing a wide range of cultures from around the world. Students analyze and interpret traditional literature, making comparisons and noting the commonalities in ideas/themes (overcoming hardships, importance of family, valuing diversity, valuing individuality) plot types (rags to riches, underdog to hero, etc...) character types (hero, villain, underdog, "helper" characters, etc...), language patterns (once upon a time, happily ever after, I'll grant you three wishes, etc...) to make generalizations about stories across cultures. They share and support their ideas about why different types of stories are told (e.g. fables demonstrate a moral, myths can explain origins and/or aspects of nature and culture, legends can explain or highlight human nature and/or positive character traits). Students analyze and explore how elements/aspects of stories are influenced by the culture in which they originated (geographical location, available resources, era in time, etc...). They make decisions about how to present their discoveries and conclusions from their readings as well as their own "stories" in oral and written venues. Students select organization, content, language and visual supports (e.g. pictures, maps, charts) appropriate to audience and purpose. Students organize their writing and oral presentations around a central idea with appropriate support from their own experiences and oral and written text.

#### **Outcomes:**

Students will be able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 3.0-3.5; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 83-84)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6, FW pp. 83-84)
- Articulate an interpretation of a plausible theme that reveals some insight into life and/or human nature (RC 2.0; LR 3.0; WA 2.0, 2.2; SA 2.0, 2.1, 2.3; FW pp. 83-84)
- Analyze, compare and discuss the themes, plot types, character types, and patterns across multicultural texts to explore the commonalities and uniqueness of traditional literature from around the world (RC 2.0; LR 3.0, 3.3, 3.4; LS 1.0-1.9; SA 2.0, 2.3; FW p. 84)
- Recognize, analyze and discuss universal ideas represented in traditional literature to create and support theories about why different types of stories are told (RC 2.0; LR 3.0, 3.3, 3.4; LS 1.0-1.9; SA 2.0, 2.3; FW p. 84)
- Compose multiple grade level texts including responses to literature, literary analysis, narratives, summaries, real world correspondence (WS 1.0-1.2, 1.4; WA 2.0-2.2, 2.4; FW pp. 85-86)
- Describe the function and effect of common literary devices/figurative language (e.g., alliteration, onomatopoeia)\* (LR 3.1, 3.5; LC 1.0-1.4; LS 1.0, 1.4, 1.9; SA 2.0, 2.1-2.3; FW pp. 28-29)
- Write responses to literature that demonstrate an understanding of the text(s) and support ideas with textual references reflecting the specific unit work (RC 2.0, LR 3.0-3.6; WA 2.0, 2.2; LC 1.0; FW pp. 83-84, 85)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0; WA 2.0, 2.1, 2.4; LC 1.0-1.7; LS 1.0, 1.9; FW pp. 80-82)

- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; LC 1.0, 1.1-1.5; LC 1.0-1.7; FW pp. 80-81, 85-86)
- Plan and present a variety of individual and group oral presentations (e.g. narrative, descriptive, summaries, reader's theatres, prose, and dramatic interpretations) (LS 1.0-1.9; SA 2.0-2.3; FW p. 86)
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 81-83, 85-86)

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### **Third Grade Narrative Unit 4 of 4: Whose Story Is This?**

In this unit students examine the relationship between point of view (who is telling the story) and perspective (their view of events and life) by determining who is telling the story and exploring how the story is influenced by the story teller's perspective. Through analysis and interpretation of narrative text, they explore the impact of the author's choice of point of view on the story and the reader (e.g. Fly Away Home - told from the point of view of the little boy; The Talking Cloth - told through the point of view of a little girl but the author hints at the father and mother's differing perspectives; Voices in the Park -the same "story" is told through the point of view of four different characters). They consider which perspectives are dominant, marginalized or excluded and analyze the impact on their interpretations of and reactions to text (e.g. in Piggybook, the mother's "voice" is silent in the first part of the book). In oral and written venues, students share and support their own perspectives and reactions to text. They write about and orally present memorable events from their lives (their own "stories"), choosing their own or an alternate point of view (e.g. a hiking accident from their own or a parent's point of view; exploring a "conflict over sharing" incident from the point of view of both parties).

#### **Outcomes:**

Students are able to:

- Question, interpret and clearly articulate their understanding of narrative text and the author's intent (RC 2.0, 3.0-3.5; WS 1.0, 1.1, 1.2, 1.3; LS 1.0, 1.2, 1.3; SA 2.0, 2.1, 2.2; FW pp. 83-84)
- Draw inferences, conclusions and/or generalizations about the text and support their thinking with textual evidence and prior knowledge (RC 2.0, 2.1-2.6; FW pp. 83-84)
- Articulate an interpretation of a plausible theme that reveals some insight into life and/or human nature (RC 2.0; LRA 3.0; WA 2.0, 2.2; SA,2.0, 2.1, 2.3; FW pp. 83-84)
- Analyze and discuss elements of literature to support and write about their own understanding of issues/ideas presented in text (RC 2.0; WS 1.0-1.2; WA 2.0-2.2, 2.4; FW p. 84)
- Explore and discuss, orally and in writing, the relationship between and impact of author's choice of point of view on the story and reader (RC 2.0, 2.2, 2.6; LR 3.0-3.4, 3.6; WA 2.0, 2.2; LS 1.0-1.3; SA 2.0, 2.1, 2.3)
- Determine and analyze the impact of dominant perspectives that emerge from the text and those that are marginalized or absent (RC 2.0, 2.2, 2.6; LRA 3.0-3.4, 3.6; WA 2.0, 2.2; LS 1.0 - 1.3; SA 2.0, 2.1, 2.3)
- Describe the function and effect of common literary devices/figurative language (e.g., alliteration, onomatopoeia)\* (LR 3.1, 3.5; LC 1.0-1.4; LS 1.0, 1.4, 1.9; SA 2.0, 2.1-2.3; FW pp. 28-29)
- Compose multiple grade level texts including responses to literature, literary analysis, narratives, summaries, real world correspondence (WS 1.0-1.2, 1.4; WA 2.0-2.2, 2.4; FW pp. 85-86)
- Write responses to literature that demonstrate an understanding of the text(s) and support ideas with textual references reflecting the specific unit work (RC 2.0, LR 3.0-3.6; WA 2.0, 2.2; LC 1.0; FW pp. 83-84, 85)
- Use grade level appropriate written and oral language conventions when composing and presenting their stories, ideas and insights (WS 1.0; WA 2.0, 2.1, 2.4; WOLC 1.0-1.7; LS 1.0, 1.9; FW pp. 80-82)
- Employ appropriate editing and revision strategies to clarify and strengthen the meaning of their written messages (WS 1.0, 1.6; LC 1.0, 1.1-1.5; WOLC 1.0-1.7; FW pp. 80-81, 85-86)

- Plan and present a variety of individual and group oral presentations (e.g. narrative, descriptive, summaries, reader's theatres, prose, and dramatic interpretations) (LS 1.0-1.9; SA 2.0-2.3 FW p. 86 )
- Appropriately modify written texts for oral presentations (LS 1.0, 1.5, 1.7, 1.8, 1.9; SA 2.0; FW pp. 81-83, 85-86)

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