



Park Hill School District

Building Successful Futures • Each Student • Every Day

2019 Summer School: 3rd Grade Reading and Writing Curriculum

Scope and Sequence:

Timeframe	Unit	Instructional Topics
24 Days	Summer School 3rd Grade Reading and Writing: Crafting the Fiction Genre	Topic 1: Realistic Fiction Topic 2: Mysteries Topic 3: Personal Narratives Topic 4: Tall Tales

2019 Summer School 3rd Grade Reading and Writing Unit: Crafting the Fiction Genre

Subject: ELA Reader's and Writer's Workshop

Grade: 3rd Summer School

Name of Unit: Crafting the Fiction Genre

Length of Unit: 4 to 5 weeks

Overview of Unit:

Studying the story elements and structure of fiction is an important way to deepen your child's reading comprehension because it helps them understand what is important. It also spills over nicely into helping them write their own fictional stories. All Topics will focus on the following structures of a fictional unit:

- Characters: main characters & supporting characters
- Setting: when and where did the story take place
- Problem or Conflict: usually introduced early on; can be external or internal
- Plot or Text Structure: the rise and fall of action
- Solution or Resolution: how the problem or conflict is solved
- Point of View: 1st person (main character telling story; use of "I" and "me") or 3rd person (narrator telling story; use of "he/she", "him/her")
- Theme: More than the topic of the story, the "message" the author is trying to send through the use of the story

Priority Standards for unit:

- 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.
- 3.W.2.C: Write fiction or non-fiction narratives and poems.

Supporting Standards for unit:

- RI.3.1 & RL.3.1, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL.3.5 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.

Standards	Unwrapped Concepts (Students need to know)	Unwrapped Skills (Students need to be able to do)	Bloom's Taxonomy Levels	Webb's DOK
RL.3.2	stories, including fables, folktales, and myths from diverse cultures;	Recount	Remember	1
RL.3.2	the central message, lesson, or moral	Determine	Analyze	4
RL.3.2	how it is conveyed through key details in the text	Explain	Apply	3
RL.3.3	characters in a story (e.g., their traits, motivations, or feelings)	Describe	Analyze	2
RL.3.3	how their actions contribute to the sequence of events.	Explain	Apply	3
3.W.2.C	fiction or non-fiction narratives and poems	Write	Apply	2

Essential Questions:

1. Where do writers' ideas come from for narrative writing?
2. How do writers go about creating well-developed narratives?
3. How do writers learn from authors about producing strong narratives?

Enduring Understanding/Big Ideas:

1. Readers and writers create powerful leads and endings, use dialogue, descriptions, actions, thoughts, and feelings to show how characters respond to events in their stories.
2. Readers and writers think of ideas, generate notebook entries to explore ideas, storytell an idea across pages of a book, and begin drafting their story.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
<ul style="list-style-type: none">● Create● Generate● Explore● Think● Write● Ideas● Read	<ul style="list-style-type: none">● Narrative● Dialogue● Mystery● Tall Tale● Fiction

Resources for Vocabulary Development:

Vocabulary page in their writer's notebook

Draw a picture

Write a description

Synonyms

Use in a sentence

Topic 1: Realistic Fiction

Engaging Experience 1

Title: Realistic Fiction

Suggested Length of Time: 5 days

Standards Addressed

Priority:

- 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.
- 3.W.2.C: Write fiction or non-fiction narratives and poems.

Supporting:

- RI.3.1 & RL.3.1, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL3.5 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.

Detailed Description/Instructions:

In Topic 1, students will learn that realistic fiction is a genre consisting of stories that could have actually occurred to people or animals in a believable setting. These stories resemble real life, and fictional characters within these stories react similarly to real people. Stories that are classified as realistic fiction have plots that highlight social or personal events or issues that mirror contemporary life, such as falling in love, marriage, finding a job, etc. They depict our world and our society.

Bloom's Level: Analyze

Webb's DOK: 2

Topic 2: Mysteries

Engaging Experience 1

Title: Mysteries

Suggested Length of Time: 5 days

Standards Addressed

Priority:

- 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.
- 3.W.2.C: Write fiction or non-fiction narratives and poems.

Supporting:

- RI.3.1 & RL.3.1, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL3.5 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.

Detailed Description/Instructions:

In Topic 2, students will learn that the mystery genre is a type of fiction in which a detective, or other professional, solves a crime or series of crimes. It can take the form of a novel or short story. This genre may also be called detective or crime novels.

Bloom's Level: Analyze

Webb's DOK: 2

Topic 3: Personal Narratives

Engaging Experience 1

Title: Personal Narratives

Suggested Length of Time: 5 days

Standards Addressed

Priority:

- 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.
- 3.W.2.C: Write fiction or non-fiction narratives and poems.

Supporting:

- RI.3.1 & RL.3.1, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL3.5 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.

Detailed Description/Instructions:

In Topic 3, students will learn that a personal narrative is a prose narrative relating personal experience usually told in first person; its content is nontraditional. "Personal" refers to a story from one's life or experiences. "Nontraditional" refers to literature that does not fit the typical criteria of a narrative.

Bloom's Level: Analyze

Webb's DOK: 2

Topic 4: Tall Tales

Engaging Experience 1

Title: Tall Tales

Suggested Length of Time: 5 days

Standards Addressed

Priority:

- 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.
- 3.W.2.C: Write fiction or non-fiction narratives and poems.

Supporting:

- RI.3.1 & RL.3.1, Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- RL3.5 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.

Detailed Description/Instructions:

In Topic 4, students will learn that a tall tale is a story with unbelievable elements, related as if it were true and factual. Some stories such as these are exaggerations of actual events, for example fish stories ("the fish that got away") such as, "That fish was so big, why I tell ya', it nearly sank the boat when I pulled it in!"

Bloom's Level: Analyze

Webb's DOK: 2

Engaging Scenario

Engaging Scenario (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

Situation: Students choose one genre from the unit they would like to share with the group.

Challenge: Students will also include journal entries and visual representation.

Specific Roles: Peers will be able to interview and ask questions about the genre.

Audience: Classmates

Product/Performance: Students will create a one-pager to demonstrate their understanding of the genre of their choice. (RL.3.3)

The presentation will include:

- Title of the genre
- Characteristics of the genre
- Visual representation of the genre
- Key components of the genre
- Color and artistic expression

Rubric for Engaging Scenario:

Name: _____ Total Score: _____

	4 pts	3 pts	2 pts	1 pt	0 pts
Border	All four borders are written neatly, with the theme, concept or message of the unit of study, and all directions were followed.	Two or more borders are written neatly, with at least two of the following: theme, concept or message of the unit of study.	One border is written neatly, with at least one of the following: the theme, concept or message of the unit of study.	Border is written neatly, but does not include at least one of the following: the theme, concept or message of the unit of study.	No border
Information	The information used is correct, used appropriately, and follows all directions given.	The information used is mostly correct, used appropriately some of the time but not all directions were followed.	Some of the information used is correct, but is not used appropriately and directions were only partially followed.	Very little of the information used is correct, used inappropriately, and directions were not followed.	The information used is irrelevant or off topic and shows no understanding of the topic
Illustrations	Illustration was created with effort (not hurried); large enough to see; does a good job illustrating the quotations. Entire page is colored.	Illustration was created with "some" effort; picture illustrates quotations. Most of the page is colored.	Illustration was created with "some" effort; picture does not necessarily illustrate quotation. Some of the page is colored.	Illustration was created hastily; does not clearly illustrate the quotation. Some or none of the page is colored.	No illustration
Personal Response	Response indicates a thorough understanding of the text;	Response indicates an understanding of the text	Response indicates a partial understanding of the text; information may be too general or simplistic	Response indicates a very limited understanding of the text; response may exhibit some flaws	Response is inaccurate, confused, and/or irrelevant
Appearance	The project was neat, clear, and shows a lot of brainstorming and effort went into it	The project is not as neat as it could be, but the information is organized	The project lacks neatness and looks like little effort was put into it; the information isn't organized well on the paper	The project is sloppy and disorganized; it looks like it was done on the "bus"	The project is extremely sloppy and disorganized or large sections are missing

Getting Ready for the Unit:

- Prepare your own writer’s notebook, including entries about memorable moments and special places
- Have a writer’s notebook available for each student.
- Gather examples of 2nd and 3rd grade mentor texts

All Resources needed for Unit: (include everything you would need for unit: supplies, books, manipulatives, etc.)

- Spiral notebook (1 per student)
- Post-it Notes (1 pkg. per student)
- 2 sided Pocket folder (1 per student)
- 3M Sticky Chart Paper (50 Sheets)
- Package of markers (1 for teacher)
- Pencils (10 per student)
- Book box or tote (1 per student)
- Access to a classroom library or school library
- LCD Projector
- Laptop

Mentor Texts:

Suggested Texts		
Title	Author	BRIEF Synopsis
Picture Books		
Boundless Grace	Mary Hoffman	When Grace gets the opportunity to go to Africa and visit with her father and his new family, she feels a little strange. But Nana says families are what you make them, and Grace is going to make the most of hers!
Mr. Lincoln’s Way	Patricia Polacco	Mr. Lincoln is the coolest principal ever! He knows how to do everything, from jumping rope to leading nature walks. Everyone loves him . . . except for Eugene Esterhause. "Mean Gene" hates everyone who's different. He's a bully, a bad student, and he calls people awful, racist names. But Mr. Lincoln knows that Eugene isn't really bad-he's just repeating things he's heard at home. Can the principal find a way to get through to "Mean Gene" and show him that the differences between people are what make them special?

The Name Jar	Yangsook Choi	<i>The Name Jar</i> is a story about Korean immigrant Unhei's first few days at school. Unhei decides to embrace her Korean name, and a boy Joey reaches out to and befriends Unhei. A wonderful story about difference and about reaching out to the new kid at school.
Chapter Books		
The Chalk Box Kid	Robert Clyde Bulla	When nine-year-old Gregory experiences several upsets in his life, he responds by creating a fantastic chalk garden on the charred walls of a burned-out factory behind his house.
Shredderman: Secret Identity	Wendelin Van Draanen	<p>Alvin Bixby: Hulking, knuckles of steel, hideous breath, foul temper. Kids call him: Bubba.</p> <p>Nolan Byrd: Puny, power walker, math genius, can't keep shoes tied. Kids call him: Nerd.</p> <p>Bubba has been the bane of Nolan's existence for five long years. So when Mr. Green asks the class to become reporters, Nolan decides he'll write an exposé—on Bubba. He doesn't want to sign his name to it (that'd be suicidal), so Nolan creates a secret identity for himself—on the Internet. He launches Shredderman.com as a place where truth and justice prevail—and bullies get what's coming to them.</p>
The Hundred Dresses	Eleanor Estes	Eleanor Estes's <i>The Hundred Dresses</i> won a Newbery Honor in 1945 and has never been out of print since. At the heart of the story is Wanda Petronski, a Polish girl in a Connecticut school who is ridiculed by her classmates for wearing the same faded blue dress every day. Wanda claims she has one hundred dresses at home, but everyone knows she doesn't and bullies her mercilessly. The class feels terrible when Wanda is pulled out of the school, but by that time it's too late for apologies. Maddie, one of Wanda's classmates, ultimately decides that she is "never going to stand by and say nothing again." This powerful, timeless story has been reissued with a new letter from the author's daughter Helena Estes, and with the Caldecott artist Louis Slobodkin's original artwork in beautifully restored color. (less)

Freak The Mighty	Rodman Philbrick	A brilliant, emotionally charged novel about two boys. One is a slow learner, too large for his age, and the other is a tiny, disabled genius. The two pair up to create one formidable human force known as "Freak the Mighty".
The Year of the Book	Anna Wang	In Chinese, <i>peng you</i> means friend. But in any language, all Anna knows for certain is that friendship is complicated. When Anna needs company, she turns to her books. Whether traveling through <i>A Wrinkle in Time</i> , or peering over <i>My Side of the Mountain</i> , books provide what real life cannot—constant companionship and insight into her changing world. Books, however, can't tell Anna how to find a true friend. She'll have to discover that on her own. In the tradition of classics like Maud Hart Lovelace's <i>Betsy-Tacy</i> books and Eleanor Estes' <i>One Hundred Dresses</i> , this novel subtly explores what it takes to make friends and what it means to be one.
Freckle Juice	Judy Blume	Andrew wishes he had freckles like his classmate Nicky. He mixes a concoction at home and waits for something to happen.

Online Resources

- Epic
- RAZ Kids