



Marietta City Schools 2023-2024 District Unit Planner

Third Grade

Topic Title:

#1 Stories as Inspiration to Make a Difference

Unit Duration

2 weeks

Mastering content and skills through KNOWLEDGE-BUILDING (establishing the purpose of the unit):

What enduring understandings will students gain from this unit? Individuals who persevere through determination and a strong support system inspire us to make a difference

GSE Standards

ELA

ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL2 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.

ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELAGSE3RL4 Determine the meaning of words and phrases, both literal and nonliteral language, as they are used in the text.

ELAGSE3RL7 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).

ELAGSE3RL9 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).

Essential Questions	
<p>Factual— Who is/are the main character(s)?</p> <p>What do we call parts of the story where characters talk to one another?</p> <p>Where does the story take place?</p> <p>What is the primary problem and how do the characters solve it?</p> <p>Inferential— How does the main character’s action impact the other characters in the story?</p> <p>How does the setting affect the story?</p> <p>How do different character’s actions reveal their thoughts and feelings?</p> <p>Critical Thinking- How would the story change if it happened in a different time or place?</p> <p>Could there have been a simpler or better way to solve the primary problem?</p> <p>Which character(s) made the biggest difference to the outcome of the story</p>	
Tier II Words- High Frequency Multiple Meaning	Tier III Words- Subject/ Content Related Words
explicit, implicit, motivation, sequence, contribute, context, theme,	summarize, moral, figurative
Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.	
<p>Transfer of Integrated Skills:</p> <p>Description: Identifying Characters’ Impacts on One Another</p> <ol style="list-style-type: none"> 1. Ask students what we call the part of a story where the characters speak to one another. (dialogue) Ask students to share how they know when they are reading dialogue. (dialogue has quotation marks.) Remind students that dialogue is one way an author can describe a person, place, or thing, or give the reader information in a story. Ask students if they know the name for the part of the story that tells what is happening and does not have quotation marks around it. (narration) Tell students that narration and dialogue are two literary tools, or two ways the author tells a story. 2. Choose a passage from the text containing both narration and dialogue to display and analyze. Have students point out the dialogue and the narration together as a class. 	

3. Provide students with two pieces of paper to fold in half and create a T Chart showing the story element and its impact on other characters:

SPOKEN DIALOGUE		NARRATED ACTIONS	
What character says	How it affects another character	What a character does	How it affects another character

Standards:

ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL2 Recount stories; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

Description: ReadWorks “Fixing My Sister’s Bike”

Standards:

ELAGSE3RL1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

ELAGSE3RL2 Recount stories; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

ELAGSE3RL3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.

ELAGSE3RL4 Determine the meaning of words and phrases, both literal and nonliteral language, as they are used in the text.

Writing Task and Rubric:

Description: Making It Personal

The stories in this unit describe events that made a difference in the character’s lives. Some overcame struggle and others learned things about themselves they didn’t already know.

1. Have students think back on a time in their life that they would say made a difference in how they see themselves. Students should use that life event as inspiration for narrative writing.
2. Provide students with a [Story Map](#) to guide their planning. Emphasize that their job is to retell the event like a storyteller, not just write a list of events.
3. In addition to the elements on the Story Map, their narrative retelling should include important dialogue between characters. Provide students with a copy of the [Narrative Writing Checklist](#) to consider as they plan and write.
4. Once students have completed their writing, they can use their written product as a script to record a retelling of the event using Flipgrid or other recording platform.

Score final product using the [Narrative Writing Rubric for 3rd Grade](#)

Standards:

ELAGSE3W3 Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

- a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- c. Use temporal words and phrases to signal event order.
- d. Provide a sense of closure.

Objective or Content	Learning Experiences				Differentiation Considerations	
Daily Lessons for Text Comprehension	<u>10-Day Plan: Stories as Inspiration to Make a Difference</u> <ul style="list-style-type: none">Hook Texts: <i>Ish</i>, <i>The Curious Garden</i>, <i>Chrysanthemum</i>Visual Texts: <i>Moods and Attitudes</i> MOJO, <i>A Pep Talk</i>Accessible Texts: <i>The Tree Lady</i>, <i>What is Kindness</i> NewsELA, <i>Lion and the Mouse</i> ReadWorks, <i>A Child Thought He Saw Trash in a Creek</i> NewsELATarget Texts: <i>Thank You Mr. Falker</i>, <i>Mr. Peabody’s Apples</i>					
Connected Writing Activities	Focus skill: Note-taking <ul style="list-style-type: none"><u>JOTT and 2-column organizer</u>					
Additional Planning Resources						
<u>MCS K-5 KBU Overview</u>		<u>KBU as a 15-day Plan (Template)</u>		<u>MCS Structured Literacy Repository</u>	<u>Berger Framework for Comprehension (Template)</u>	<u>The Writing Revolution (Templates)</u>
Additional Instructional Resources						
Suggested High Quality Complex Texts						
Suggested Experiential Resources						