



Marietta City Schools 2023-2024 District Unit Planner

3rd Grade

Topic Title:

Unit #6 Stories of Family and Friendship

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? Understanding our differences can help us connect to each other.

GSE Standards

ELA

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 in both literal and nonliteral language as they are used in the text.

ELAGSE3RL6 Distinguish their own point of view from that of the narrator or those of the characters.

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

Essential Questions

Factual—

Who is the main character in the story?

Where and when does the story take place?

What problems or situations does the story involve?

Inferential—

How do the characters make each other feel?

How does the setting affect the characters' actions and interactions?

How do different characters' actions reveal motivations not directly described by the narrator?

Critical Thinking-

What was the author's purpose in writing this story?

Why is the topic of the book important for us to learn about?

How can you apply what you learned from the story to your own life?

Tier II Words- High Frequency Multiple Meaning

Tier III Words- Subject/ Content Related Words

friendship, relationship, positive, negative, express, theme

narrator, literal, nonliteral, figurative,

Assessments- 3rd-5th Social Studies and Science assessments are available through AMP. Please see your instructional coach for support if needed.

Transfer of Integrated Skills:

Description: District Mini Assessment and Answer Key

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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 “Appreciating Differences at School”

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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: Adapting a Story

In *The Graves Family*, the repeated cycle of peculiarities and attempts to help means there are several points at which the story could have turned out differently.

1. Identify the very first turning point of the Miller children encountering the hideous door knocker and discuss how different the Graves’s interactions with the town would have been if the children got scared off and never befriended the family.
2. As a class, brainstorm a list of other turning points in the story when the events could have led to more positive (the hair tonic worked without the cat side effects) or negative (Phoebe ate Sara rather than a sandwich) storylines after that point.
3. Have students decide on a turning point to change and write a new storyline from that point forward. Provide students with the [Narrative Writing Checklist](#) to consult as they plan, and score the final products using the [Narrative Writing Rubric](#).

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Objective or Content	Learning Experiences	Differentiation Considerations
Daily Lessons for Text Comprehension	10-Day Plan: Stories of Family and Friendship	
Connected Writing Activities	TWR Strategy embedded in lesson slides <ul style="list-style-type: none">• Subordinating Conjunctions	
Additional Planning Resources		

MCS K-5 KBU Overview	KBU as a 15-day Plan (Template)	MCS Structured Literacy Repository	Berger Framework for Comprehension (Template)	The Writing Revolution (Templates)
Additional Instructional Resources				
Suggested High Quality Complex Texts				
Suggested Experiential Resources				