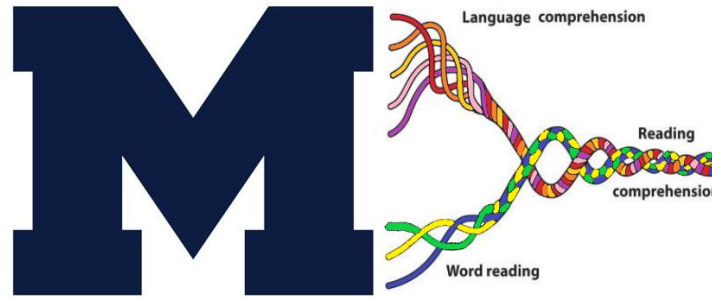




THIRD GRADE ELA KNOWLEDGE-BASED UNITS



Theme	<i>Unit #1: Biographies as Stories of Different People</i>	Suggested Duration	<i>3-4 weeks</i>
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GSE Standards

Priority 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, 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—</p> <p>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—</p> <p>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-</p> <p>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>
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Tier I Words (conversational)	Tier II Words (transdisciplinary)	Tier III Words (content-specific)
feeling, events, actions	explicit, implicit, motivation, sequence, contribute, context, theme	summarize, moral, figurative

Science of Reading Strategies

<p>Berger Framework for Comprehension: Template</p> <p>Berger Framework with Instructional Notes</p>	<p>Fluency Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 7 Fluency to lead a Repeated Reading activities (p. 10-11) using important segments of stories in this unit to build fluency by focusing on rate, prosody, and self-monitoring.</p>	<p>Comprehension Strategy</p> <p>Refer to the Top Ten Tools materials for Tool 6 Comprehension to lead Barrel of Monkey lesson (p. 6) to deepen comprehension of the links between sentences in stories from this unit.</p>
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Assessments

Formative Assessment(s):

Description: Identifying Characters' Impacts on One Another

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.

Summative Assessment(s):

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 a 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 Consideration
<p>Building Background Knowledge Through The Berger Framework</p>	<p>Berger Framework: Thank You Mr. Falker</p>	
<p>Standards Based Text Activities - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.</p>	<p>Reconstructing a Retell</p> <ol style="list-style-type: none"> 1. As a class, retell the most impactful section of a story from this unit by writing four to six key events onto sentence strips. Remind students that these events are called the plot. Be sure to include the settings and characters within the events. Elicit students’ input to write sentences that are simple and in their own words. 2. Once the events are written onto sentence strips, shuffle the strips and tell students that it is now their job to arrange the sentences in the appropriate order. Read each sentence strip aloud, and give it to a pair or trio of students. 3. After all of the strips are distributed, say, “If you think your group has the first sentence of our retelling, please bring it up to the front.” Affix the sentence strip to a piece of chart paper, a chalkboard, or a whiteboard with a piece of tape. 4. Then say, “If you think your group has the next sentence of our retelling, please bring it up to the front.” Each time a new sentence strip is added to the retelling, 	

	<p>reread the whole “story” again to help students self-correct their errors. Continue building the story until you have a retelling in a logical sequence.</p> <p>5. You may wish to reshuffle the sentence strips and repeat this activity with smaller groups of students who need more support.</p>	
<p>Performance Task - students should use both written and verbal expression to complete the task.</p>	<p>Description: Retell from Another Perspective</p> <ol style="list-style-type: none"> 1. Explain to students that many stories based around conflict are told primarily from the perspective of the main character or protagonist. Share examples of multiple Patricia Polacco books and other books covered during this unit. 2. Using <i>Thank You, Mr. Falker</i> as an example, discuss how the same story may have been told differently through the eyes of another character. <ol style="list-style-type: none"> a. Trisha’s mother would have been there the entire time but may not have known what happened in school. b. Eric would likely have an explanation for his teasing and would include what happened after he was sent to the office. c. Mr. Falker may describe his efforts with other students in addition to Trisha. 3. After the group discussion, allow small groups of students to select a different favorite story to retell from another character’s perspective using a Story Map to guide and record their conversation. 	
<p>Recommended High Quality Complex Text By Lexile Band</p>		
<p>*Preview all books for content before reading to students to look for any questionable material*</p> <p>Thank You Mr. Falker (District provided)</p> <p>Benny Goodman & Teddy Wilson (This book can be found in Media Centers and at https://getepic.com)</p> <p>What’s Your Story Amelia Earhardt (This book can be found in Media Centers and at https://getepic.com)</p>		