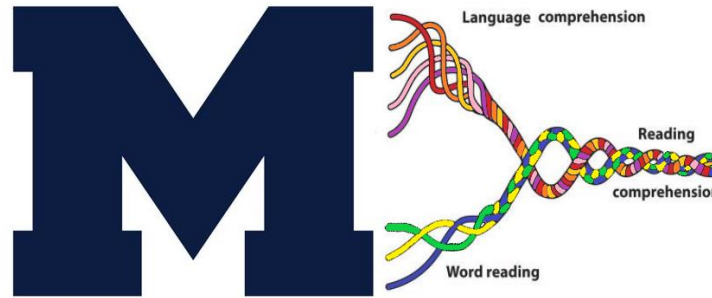




## THIRD GRADE ELA KNOWLEDGE-BASED UNITS



<b>Theme</b>	<i>Unit #5: Stories of Friendships &amp; Family</i>	<b>Suggested Duration</b>	<i>3-4 weeks</i>
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### GSE Standards

#### **Priority Standards**

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.

ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

### Essential Questions

<p><b>Literal—</b> Who is the main character in the story?</p> <p>Where and when does the story take place?</p> <p>What problems or situations does the story involve?</p>	<p><b>Inferential—</b> How do the characters make each other feel?</p> <p>How does the setting affect the characters’ actions and interactions?</p> <p>How do different characters’ actions reveal motivations not directly described by the narrator?</p>	<p><b>Evaluative -</b> What was the author’s purpose in writing this story?</p> <p>Why is the topic of the book important for us to learn about?</p> <p>How can you apply what you learned from the story to your own life?</p>
<p><b>Tier I Words (conversational)</b></p>	<p><b>Tier II Words (transdisciplinary)</b></p>	<p><b>Tier III Words (content-specific)</b></p>
<p>happy, sad, good, bad, feel, like ,love</p>	<p>friendship, relationship, positive, negative, express, theme</p>	
<p><b>Science of Reading Strategies</b></p>		
<p><a href="#">Berger Framework for Comprehension: Template</a></p> <p><a href="#">Berger Framework with Instructional Notes</a></p>	<p>Phonemic Awareness Strategy</p> <p><b>Syllaboards</b> are a great multisensory activity to continue developing phoneme segmenting abilities in older students.</p> <ol style="list-style-type: none"> <li>1. Provide tokens or dry erase markers and have them repeat words you say from this unit: <i>/relationship/</i></li> <li>2. Have students place a token or dot in each box for the number of syllables in key words from this unit. * * * *</li> <li>3. Without changing the number of syllables, change one syllable: <b>change /ship/ to /al/</b></li> <li>4. Have students say the new word while pointing to the box for the syllable that changed: <b>relational</b> * * * *</li> <li>5. Repeat the process with other words from this unit.</li> </ol>	<p>Vocabulary Strategy</p> <p><b>Concept Sort:</b></p> <ol style="list-style-type: none"> <li>1. Create a set of index cards featuring key vocabulary from this unit.</li> <li>2. Students add a representative picture to each card.</li> <li>3. Collaboratively, the whole class or small groups sorts the words into categories that align with big ideas in this unit--positive feelings, negative feelings, people at home, people at school, etc.</li> <li>4. Students add new vocabulary to the established categories as they arise in books during this unit.</li> </ol>
<p><b>Assessments</b></p>		

**Formative Assessment(s):**

Description: District Mini Assessment and Answer Key

**Standards:**

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.

**Summative Assessment(s):**

Description: ReadWorks “Lizzie Escapes”

**Standards:**

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.

**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](#).

**Standards:**

ELAGSE3W2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.

Objective or Content	Learning Experiences	Differentiation Consideration
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<p><b>Building Background Knowledge Through The Berger Framework</b></p>	<p><a href="#">Berger Framework: <i>The Graves Family</i></a></p>	
<p><b>Standards Based Text Activities</b> - tasks should require metacognitive strategies. Process of thinking and building knowledge is visible in learning.</p>	<ol style="list-style-type: none"> <li>1. Use <a href="#">Nearpod</a> to facilitate a whole group lesson on Identifying Theme.</li> <li>2. Apply the concepts covered in the Nearpod lesson to an excerpt from one of the book's in this unit to collaboratively decide on possible themes of the book.</li> <li>3. Use <a href="#">Accountable Talk Stems</a> to encourage productive discussion of differing ideas about themes for the selected text.</li> </ol>	
<p><b>Performance Task</b> - students should use both written and verbal expression to complete the task.</p>	<ol style="list-style-type: none"> <li>1. Collaboratively create a <a href="#">Character Sketch</a> profiling one of the main characters from a book in this unit. Be sure to emphasize the purpose of adding additional background information that the author did not provide.</li> <li>2. Have students choose another character from the same or another book in this unit to create a Character Sketch.</li> <li>3. Once sketches are complete, group students who chose the same character or characters from the same book to compare their work to discover similar and different choices they made in creating their sketches.</li> </ol>	
<p><b>Recommended High Quality Complex Text By Lexile Band</b></p>		
<p>The Graves Family - (Can be found for free at <a href="https://openlibrary.org/">https://openlibrary.org/</a>) Rescue and Jessica: A Life-Changing Friendship</p>		