

**Marietta City Schools**  
**2023-2024 District Unit Planner**

**Third Grade**

<b>Module Title</b>	Outer Space	<b>Unit Duration (days)</b>	34 Days
<b>Enduring Understanding/ Essential Question</b>	How do people learn about space?		

**GA DoE Standards**

**FOCUS STANDARDS**

**Reading Literature**

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.

**Reading Informational Text**

RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

RI.3.6 Distinguish their own point of view from that of the author of a text.

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

**Writing**

W.3.1 Write opinion pieces on topics or texts, supporting points of view with reasons.

W.3.2 Write informative/explanatory texts to examine topics and convey ideas and information clearly.

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

**Speaking and Listening**

SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**Language**

L.3.1.a Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

L.3.1.h Use coordinating and subordinating conjunctions.

L.3.1.i Produce simple, compound, and complex sentences.

L.3.4.a Use sentence-level context as a clue to the meaning of a word or phrase.

L.3.4.b Determine the meaning of the new word formed when a known affix is added to a known word.

L.3.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

L.3.5.c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).

**CONTINUING STANDARDS**

RL.3.10 By the end of the year, read and comprehend literature, including stories, drama, and poetry, at the high end of the Grades 2–3 text complexity band independently and proficiently.

RI.3.10 By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the Grades 2–3 text complexity band independently and proficiently.

L.3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Assessment	Elements that Support Success on EOM Task/Success Criteria
NR1. Read “Moon 101,” from National Geographic and answer multiple-choice questions as well as one short question.	Find information stated explicitly in the text. Identify the main idea of a text. Use context clues to clarify the meaning of a new word. Identify cause-and-effect relationships.
NR2. Read “Apollo 11: The Eagle Has Landed” by Leigh Anderson and answer multiple-choice questions as well as one short question.	Identify cause-and-effect relationships. Use context clues to clarify the meaning of a word.

<p>NR3. Read and recount “Callisto and Her Son” and answer multiple-choice questions as well as one short question.</p>	<p>Recount a myth. Distinguish between literal and nonliteral language.</p>
<p>EOM Your class is creating a website called “Learning About Space.” Post an essay to the website that answers this question: In your opinion, what is the most important thing people have done to learn about space?</p>	<p>An introduction that includes a clear opinion statement, the topic, the text, and the author. Reasons for the opinion, supported by evidence from the text and organized in a way that makes sense. A concluding statement. Linking words. Adjectives. Adverbs. Pronouns. Coordinating and subordinating conjunctions. Simple, compound, and complex sentences.</p>

\*Additional Assessments including Focusing Question Tasks, Socratic Seminars, and Vocabulary Assessments are available in the Module Overview of the TE.

Learning Experiences					
Focusing Question 1: How did Galileo learn about space?					
Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
1	<p>Starfield</p> <p>Moonshot</p> <p>One Giant Leap</p> <p>Starry Messenger</p> <p>Zathura</p>	<p>Wonder</p> <p>What do I notice and wonder about a piece of art and the module texts?</p>	<p>Examine</p> <p>Why is explaining your thinking important?</p> <p>Why are adjectives important?</p>	<p>Identify one question about space related to the art and/or module texts examined. (RL.3.1, RL.3.2, SL.3.2)</p> <p>Examine the function of adjectives in sentences. (L.3.1.a)</p>	Slide Deck
2	“Galileo’s Starry Night,”	Know	Experiment	Identify important facts about Galileo, based on a text. (RI.3.2)	Slide Deck

Resources, materials, assessments not linked to SGO or unit planner will be reviewed at the local school level.

		How does “Galileo’s Starry Night” build my knowledge of the scientist, Galileo?	How does explaining my thinking work?  How do adjectives work in sentences?  Examine Why is it important to develop a topic with facts, definitions, and details?	Identify facts, definitions, and details in explanatory writing. (W.3.2.b) Examine the function of adjectives in sentences. (L.3.1.a)	
3	Starry Messenger  Space Object Box	Wonder What do I notice and wonder about Starry Messenger?	Examine Why is it important to explain my own ideas and understanding?  Experiment How does developing a topic with facts, definitions, and details work?  Execute How do adjectives enhance writing?	Ask and answer questions about Starry Messenger. (RI.3.1) Develop a topic with facts, definitions, and details. (W.3.2.b) Use sentence-level context as a clue to the meaning of tradition. (L.3.4.a)	Slide Deck
4	Starry Messenger  Starfield	Organize What’s happening in Starry Messenger?	Examine Why is it important to listen to recount?	Use words pertaining to time to recount a series of events in the life of Galileo. (RI.3.3) Examine tradition using a multiple-meanings chart to distinguish shades of meaning. (L.3.5.c)	Slide Deck
5	Starry Messenger	Organize What’s happening in Starry Messenger?	Execute How do I use facts, definitions, and details in explanatory writing?	Recognize cause-and-effect relationships among ideas. (RI.3.3) Develop a topic with facts, definitions, and details. (W.3.2) Use a word line to sort words that describe a person’s state of mind. (L.3.5.c)	Slide Deck
6	Starfield	Reveal	Excel	Analyze the use of nonliteral language to support a main idea. (RI.3.2, RI.3.7, L.3.5)	Slide Deck

	Starry Messenger	What does a deeper exploration of figurative language and illustrations reveal in Starry Messenger?	How do I improve using facts, definitions, and details to develop a topic?  Examine Why are compound sentences important?	Develop a topic using facts, definitions, and details. (W.3.2.b, W.3.5) Identify simple and compound sentences. (L.3.1.h, L.3.1.i)	
7	Starry Messenger	Reveal What does a deeper exploration of text features reveal in Starry Messenger?	Execute How do I explain ideas to a small group?  Examine Why are conclusion paragraphs important?  Experiment How do compound sentences work?	Use information from quotations and illustrations to identify the main idea in a passage from Starry Messenger. (RI.3.2, RI.3.7, SL.3.4) Identify the introduction, body, and concluding paragraphs in an explanatory essay. (W.3.2.a, W.3.2.b, W.3.2.d) Use coordinating conjunctions to write compound sentences. (L.3.1.l)	Slide Deck
8 NR1	Moon 101	Know How does "Moon 101" build my knowledge of space?	Experiment What does "listening to recount" look like?  Execute How do I use compound sentences?	Demonstrate knowledge of sequence words, cause-and-effect words, and context clues. (RI.3.3, L.3.4.a, L.3.5.c) Revise writing to produce compound sentences. (L.3.1.i)	Slide Deck
9	Starry Messenger Space Object Box	Distill What is the essential meaning of Starry Messenger?	Experiment How do conclusion paragraphs work?	Use information from quotations and illustrations to determine an essential idea in Starry Messenger. (RI.3.2, RI.3.7, SL.3.4) Provide a conclusion paragraph for an explanatory essay. (W.3.2.d) Identify real-life connections among influence, accomplished, believed and demonstrations and their use. (L.3.5.b)	Slide Deck

10 SS	“Galileo’s Starry Night”  Starry Messenger	Know How does Starry Messenger build my knowledge?	Execute How do I explain my ideas in a Socratic Seminar?  How do I use conclusion paragraphs in explanatory writing?  Examine Why are coordinating conjunctions important?	Explain the cause-and-effect relationships between Galileo’s actions and the ideas of other people. (RI.3.3, SL.3.1.d, SL.3.2) Provide a conclusion paragraph for an explanatory essay. (W.3.2.d) Examine how coordinating conjunctions produce compound sentences. (L.3.1.h, L.3.1.i)	Slide Deck
11 FQT1	“Galileo’s Starry Night”  Starry Messenger	Know How do “Galileo’s Starry Night” and Starry Messenger build my knowledge?	Execute How do I explain my ideas to a partner?  Experiment How does listening to recount work?  Experiment How do compound sentences work?	Give a short presentation explaining how Starry Messenger builds student knowledge. (RI.3.1, RI.3.3, SL.3.1.d, SL.3.4) Plan an explanatory essay. (W.3.2) Use text to deconstruct compound sentences to analyze syntax. (L.3.1.h, L.3.1.i)	Slide Deck
12	“Galileo’s Starry Night”  Starry Messenger	Know How do “Galileo’s Starry Night” and Starry Messenger build my knowledge of space and the scientists who study space?	Excel How do I improve an explanatory essay?  Experiment How do I use compound sentences to explain ideas clearly?	Write an explanatory essay to demonstrate understanding of the relationship between a series of scientific ideas about space found in Starry Messenger. (RI.3.3, W.3.2) Revise writing based on peer feedback. (W.3.5) Use compound sentences and coordinating conjunctions to clearly explain. (L.3.1.a, L.3.1.h, L.3.1.i)	Slide Deck

**Focusing Question 2: How did the astronauts of Apollo 11 learn about space?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
13	Moonshot	Wonder	Examine	Ask and answer questions about a new text. (RI.3.1, SL.2)	Slide Deck

	Space Object Box	What do I notice and wonder in Moonshot?	Why are introduction paragraphs important?	Identify the parts of an introduction paragraph for an opinion essay. (W.3.1.a) Determine multiple meanings for release. (L.3.4)	
14	Moonshot "The Space Race"	Organize What's happening in Moonshot?	Experiment How do introduction paragraphs work?  Examine Why are adverbs important?	Identify the stages of the Apollo 11 mission. (RI.3.3) Examine the function of adverbs in sentences. (L.3.1.a)	Slide Deck
15	Moonshot Starfield	Organize What's happening in the front endpapers of Moonshot?	Execute  How do I use introductions in opinion writing?  Experiment How do adverbs work?	Use text and illustrations from the front endpapers to retell key events from the Apollo 11 mission in sequence. (RI.3.1, RI.3.7, RI.3.8, SL.3.1, SL.3.4) Introduce the text, author, and topic and provide a clearly stated opinion and supporting reasons in an introduction paragraph for an opinion essay. (W.3.1.a) Experiment with adverbs in sentences. (L.3.1.a)	Slide Deck
16	Moonshot	Reveal What does a deeper exploration of point of view reveal in Moonshot?	Execute How do I use adverbs in sentences?	Explain how different points of view deepens your understanding of specific events in the text. (RI.3.2, RI.3.7, L.3.3.a) Use adverbs to clearly explain and add descriptive details to sentences. (L.3.4.a)	Slide Deck
17	Moonshot Starfield	Distill What is the essential meaning of Moonshot?	Execute How do I use introduction paragraphs in opinion writing?	Explain how repetition conveys the essential meaning of Moonshot. (RI.3.2) Collect evidence to write an introduction paragraph for an opinion essay. (W.3.1.a) Examine how Flocca chose words for effect in Moonshot. (L.3.3.a)	Slide Deck
18 NR2	Moonshot "Cronkite Anchors First Moon Walk"	Know How does the "Cronkite Anchors First Moon Walk" add to my understanding of the Apollo 11 mission?	Excel How do I improve introduction paragraphs?	Explain how "Cronkite Anchors First Moon Walk" adds to my knowledge of the Apollo 11 mission. (SL.3.2, RI.3.2, RI.3.9) Revise an introduction paragraph. (W.3.1.a, W.3.5) Examine the morphology of conserve to determine meaning. (L.3.4.a)	Slide Deck

19	One Giant Leap	Wonder What do I notice and wonder about One Giant Leap?	Examine Why is it important to support an opinion with reasons?	Ask and answer questions about a new text. (RL.3.1, SL.3.2) Analyze how to support an opinion with reasons in an opinion paragraph. (W.3.1.b) Use Frayer models to elaborate on the meaning of permanent and fragile. (L.3.4.a)	Slide Deck
20	One Giant Leap	Organize What's happening in One Giant Leap?	Experiment How do supporting reasons work in opinion writing?  Examine Why are subordinating conjunctions important?	Identify the stages of the Apollo 11 mission described in One Giant Leap. (RI.3.3) Clearly state an opinion and provide strong supporting reasons. (W.3.1.b) Identify and examine how to use subordinating conjunctions. (L.3.1.h)	Slide Deck
21	One Giant Leap	Reveal What does a deeper exploration of figurative language reveal in One Giant Leap?	Execute How do I use supporting reasons in an opinion paragraph?  Experiment How does a subordinating conjunction work?	Explain the literal and nonliteral meaning of Neil Armstrong's words. (L.3.5.a) Clearly state an opinion and provide strong supporting reasons. (W.3.1.b) Select a subordinating conjunctions to make a complex sentence. (L.3.1.h, L.3.1.i)	Slide Deck
22	One Giant Leap	Distill What is the essential meaning of One Giant Leap?	Excel How do I improve supporting reasons in opinion writing?  Execute How do I use complex sentences in writing?	Explain how repetition conveys the essential meaning of Moonshot. (RL.3.2) Revise an opinion paragraph. (W.3.5) Use a subordinating conjunction to create a complex sentence. (L.3.1.h, L.3.1.i)	Slide Deck
23	Moonshot  One Giant Leap "Apollo 11," Leigh Anderson "We Choose the Moon," John F. Kennedy	Know How do Moonshot and One Giant Leap build my knowledge?	Execute How do I use conclusion paragraphs in opinion writing?	Students ask and answer questions, citing evidence from the module texts. (RI.3.1) Provide a conclusion statement for an opinion essay. (W.3.1.d) Use the Outside-In strategy to determine meanings of the words ascent and descent. (L.3.4.d)	Slide Deck



24	“We Choose the Moon”	Know How does John F. Kennedy’s speech, “We Choose the Moon,” build my knowledge?	Execute How do I explain my ideas in a Socratic Seminar?  How do I use coordinating and subordinating conjunctions to create sentence variety?	Explain a point of view that is different or similar from that of John F. Kennedy’s using evidence from the speech “We Choose the Moon.” (RI.3.6, SL.3.2, SL.3.1.d) Use coordinating and subordinating conjunctions to create compound and complex sentences. (L.3.1.h, L.3.1.i)	Slide Deck
25	Moonshot  One Giant Leap	Know How do Moonshot and One Giant Leap build my knowledge?		Plan a written response to an opinion prompt. (W.3.1, W.3.4) Examine root word advantage and determine meaning when known prefix is added. (L.3.4.b)	Slide Deck
26	Moonshot  One Giant Leap	Know How do Moonshot and One Giant Leap build my knowledge of space and the astronauts who study space?	Excel How do I improve an opinion essay?  How does revising to include sentence variety strengthen writing?	Write and revise an opinion essay that includes a clearly stated opinion, supporting reasons, evidence, elaboration, and a concluding statement or section. (RI.3.1, RI.3.9, W.3.1, W.3.4, W.3.5, W.3.8) Revise writing based on peer feedback. (W.3.5) Use coordinating and subordinating conjunctions to execute compound and complex sentences. (L.3.1.h, L.3.1.i)	Slide Deck

**Focusing Question 3: How do artists and writers help people learn about space?**

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals	Lesson Resources
27	Zathura	Organize What’s happening in Zathura?	Examine Why are linking words and phrases important?	Identify important story elements in Zathura. (RL.3.2, SL.3.2) Analyze how an author uses linking words and phrases to connect opinions with reasons in a model opinion essay. (W.3.1.c) Use a known root word as a clue to determine the meaning of malfunction. (L.3.4.c)	Slide Deck

28	Zathura	Reveal What does a deeper exploration of the events in Zathura reveal about the characters?	Experiment How do I use linking words and phrases to connect opinions and reasons?	Explain the effects of the characters' actions in Zathura. (RL.3.3, RL.3.7) Use linking words and phrases to connect opinions and reasons. (W.3.1.c) Distinguish between the literal and nonliteral meaning of language in Zathura. (L.3.5.a)	Slide Deck
29	All Texts from Modules 1 and 2	Know How does Zathura build my knowledge?	Examine Why is research important?  Why are pronouns important?	Identify a central message in Zathura and explain how the message builds knowledge. (RL.3.2) Prepare to conduct a short research project about the Moon. (W.3.7) Examine the function of pronouns in sentences. (L.3.1.a)	Slide Deck
30	"Pegasus" "Pegasus and Perseus" "Pegasus and Bellerophon"	Organize What's happening in "Pegasus"?	Experiment How does research work?  How do pronouns work?	Recount a story and identify the elements of myth in the story. (RL.3.2, SL.3.4) Research a topic to answer questions and gain information. (RI.3.1, W.3.7, W.3.8) Experiment with the function of pronouns in sentences. (L.3.1.a)	Slide Deck
31 NR3	"Pegasus and Bellerophon" "Callisto and Her Son"  Starfield	Organize What's happening in "Callisto and Her Son"?	Execute How do I research to build and present knowledge?  How do I use pronouns in writing?	Recount a story and identify the elements of myth in the story. (RL.3.2, SL.3.4) Research a topic to answer questions and gain information. (W.3.7, W.3.8) Use pronouns in sentences. (L.3.4.a, L.3.4.b)	Slide Deck
32 SS	Space Object Box  Starfield  "TateShots: ARTIST ROOMS Vija Celmins"	Know How do Space Object Box and Starfield add to my knowledge?	Execute How do I explain my ideas in a Socratic Seminar?	Explain how Joseph Cornell and Vija Celmins represent space. (RL.3.1, SL.3.1.b, d, SL.3.2) Review and practice grade-level vocabulary. (L.3.6)	Slide Deck
33	Starfield	Know		Plan a written response to an opinion prompt. (W.3.1, W.3.4)	Slide Deck

FQT3	Space Object Box Zathura “Pegasus and Perseus” “Pegasus and Bellerophon” “Callisto and Her Son”	How do stories, myths, and art build my knowledge of space?		Explore meanings of words used to describe artwork: puzzling, elegant, beautiful, mysterious, dizzying, etc. (L.3.5.b)	
34	Starfield Space Object Box Zathura “Pegasus and Perseus” “Pegasus and Bellerophon” “Callisto and Her Son”	Know How do the texts we read and art we examined build my knowledge of space?	Excel How do I improve an opinion essay?  Execute How do we annotate our work for revisions related to style and conventions?	Write an opinion essay that includes a clearly stated opinion, supporting reasons, evidence, elaboration, and a concluding statement or section, and linking words or phrases. (RL.3.1, RI.3.3, W.3.1) Revise writing based on peer feedback. (W.3.5) Revise a text to demonstrate how adjectives, adverbs, pronouns, conjunctions, and sentence variety can improve writing. (L.3.1.a, L.3.1.h, L.3.1.i)	Slide Deck
35 EOM	All Module Texts	Know How do the module texts build my knowledge about how people learn about space?		Gather information from print and visual sources; take brief notes sources and sort evidence into provided categories. (RL.3.1, RI.3.1, W.3.8) Plan a written response to an opinion prompt. (RL.3.1, RI.3.1, W.3.1) Review and practice grade-level vocabulary. (L.3.6)	Slide Deck
36 VOC	All Module Texts	Know How do the module texts build my knowledge about space?	Excel How do I improve an opinion essay?	Synthesize evidence from multiple texts to write End-of-Module opinion essay. (RL.3.1, RI.3.1, W.3.1, W.3.4) Edit and revise writing based on feedback from a peer reviewer. (W.3.5) Demonstrate acquisition of academic and content vocabulary from Module Word List. (L.3.6)	Slide Deck

## Content Resources

### CORE TEXTS

#### Picture Books (Informational)

- *Moonshot*, Brian Floca
- *One Giant Leap*, Robert Burleigh
- *Starry Messenger*, Peter Sís

#### Picture Book (Literary)

- *Zathura*, Chris Van Allsburg

### SUPPLEMENTARY TEXTS

#### Journalism

- "Galileo's Starry Night," Kelly Terwilliger (Handout 2A)
- "Greek Myths," American Museum of Natural History
- "Apollo 11: The Eagle Has Landed," Leigh Anderson (Handout 18A)

#### Mixed Media

- *Starfield*, Vija Celmins

#### Multimedia

- "One Small Step," National Aeronautics and Space Administration
- "Stars," Mary Howe, conducted by Hans Kindler

#### Sculpture

- *Space Object Box: "Little Bear, etc." motif*, Joseph Cornell

#### Speech

- "We Choose the Moon," from a speech by President John F. Kennedy (Handout 23A)

#### Scientific Article

- "Moon 101," National Geographic (Assessment 8A)

#### Stories

- "Pegasus and Perseus," Anonymous (Handout 30A)
- "Pegasus and Bellerophon," Anonymous (Handout 30A)

- “Callisto and Her Son,” Anonymous (Assessment 31A)

#### **Videos**

- “Artist Julie Niskanen on the Process of Making a Mezzotint,” North Carolina Museum of Art
- “Cronkite Anchors First Moon Walk,” CBS
- “Katherine Johnson: The Girl Who Loved to Count,” NASA
- “Go!” Public Service Broadcasting
- “TateShots: ARTIST ROOMS, Vija Celmins,” Tate
- “Great Minds: Margaret Hamilton,” NASA
- “Tour of the International Space Station,” NASA
- “The Space Race,” History.com