

**Marietta City Schools**

**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:**

**Foundational Standards:**

3.F.F.1.c Read a wide range of grade-level texts aloud with appropriate prosody (phrasing, expression, juncture/pause, and intonation) to aid comprehension.

**Language:**

3.L.GC.2.a Distinguish between correctly structured simple, compound, and complex sentences.

3.L.V.2.a Deconstruct words using common roots, root words, and affixes to determine meaning.

3.L.V.3.c Distinguish shades of meaning among closely related verbs (e.g., toss, throw, hurl) and closely related adjectives (e.g., thin, slender, skinny, scrawny).

3.L.V.3.d Use glossaries or beginning dictionaries, both print and digital, to check spelling and to determine or clarify the precise meaning of words and phrases.

**Texts:**

3.TT.1.e Describe the techniques used to present and design expository texts, including facts and key details used to support the main idea.

3.TT.2.b Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text.

3.TT.2.c Apply expository techniques to introduce a topic, develop the topic with facts and other information (e.g., definitions, details, illustrations), and provide a concluding statement or section.

3.TT.3.a Describe and discuss the techniques used to present and design opinion texts, including author's opinion statement, supporting reasons, and evidence.

- 3.TT.3.c Apply opinion techniques to create opinion pieces that introduce the topic, state an opinion about the topic, supply reasons to support the opinion with linking words (e.g., because, therefore, since, for example) to connect the opinion and reasons, and provide a concluding statement or section.
- 3.T.C.1.c Create multimodal texts, using features of pre-selected modes for a specific purpose and audience.
- 3.T.C.2.a Describe different perspectives of the narrator or speakers and distinguish them from their own.
- 3.T.SS.2.a Identify and describe the use of figurative language, such as similes, metaphors, and idioms, in a wide variety of texts.
- 3.T.SS.2.b Use figurative language, such as similes, metaphors, and idioms, to show relationships between ideas and information.
- 3.T.RA.1.a Generate questions about a self-selected topic of interest to be researched, formulating additional questions to clarify or deepen understanding.
- 3.T.RA.1.b Conduct research by locating, gathering, selecting, and organizing information from multiple credible sources, including print, digital, and personal communication, about a self-selected topic.

**Practices:**

- K-12.P.EICC.1.e Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- K-12.P.EICC.4.f Evaluate the text’s effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
- K-12.P.EICC.4.g Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text’s effectiveness.
- K-12.P.EICC.4.h Edit the text, ensuring it adheres to the conventions of written language.
- K-12.P.AC.2.a Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
- K-12.P.AC.3.a Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- K-12.P.CP.1.a Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- K-12.P.CP.1.b Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- K-12.P.CP.1.c Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- K-12.P.CP.2.a Communicate clearly to present ideas, information, and texts.
- K-12.P.CP.2.c Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
- K-12.P.CP.2.d Engage in dialogue with audiences by asking and answering questions.
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Assessment	Elements that Support Success on EOM Task/Success Criteria
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<p>FQT1. Write a multiple-paragraph explanatory essay that explains to families how Galileo helped people learn about space.</p>	<p>Students organize information. Students provide a concluding statement or section. Students use text evidence to support writing.</p>
<p>FQT2. Write a multiple-paragraph essay that answers the following question: Would you like to have been an astronaut on the Apollo 11 mission?</p>	<p>Students practice writing introductions and body paragraphs for opinion pieces. Students use text evidence to support writing. Students work with multiple texts.</p>
<p>FQT3. Write a multiple-paragraph opinion essay about which piece of art or text belongs in a library exhibit about space.</p>	<p>Students practice writing conclusions and using linking words in opinion pieces. Students use text evidence to support writing. Students work with a variety of texts—literary, informational, art.</p>
<p>NR1. Read “Moon 101,” from National Geographic and answer multiple-choice questions as well as one short question.</p>	<p>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.</p>
<p>NR2. Read “Apollo 11: The Eagle Has Landed” by Leigh Anderson and answer multiple-choice questions as well as one short question.</p>	<p>Identify cause-and-effect relationships. Use context clues to clarify the meaning of a word.</p>
<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>
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\*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
1	<p>Starfield  Moonshot  One Giant Leap  Starry Messenger  Zathura</p>	<p>Wonder  What do I notice and wonder about a piece of art and the module texts?</p>	<p>Examine  Why is explaining your thinking important?    Why are adjectives important?</p>	<p>Identify one question about space related to the art and/or module texts examined.  Examine the function of adjectives in sentences.</p>
2	<p>“Galileo’s Starry Night,”</p>	<p>Know  How does “Galileo’s Starry Night” build my knowledge of the scientist, Galileo?</p>	<p>Experiment  How does explaining my thinking work?    How do adjectives work in sentences?    Examine</p>	<p>Identify important facts about Galileo, based on a text.    Identify facts, definitions, and details in explanatory writing.    Examine the function of adjectives in sentences.</p>

			Why is it important to develop a topic with facts, definitions, and details?	
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.  Develop a topic with facts, definitions, and details.  Use sentence-level context as a clue to the meaning of tradition.
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. Examine tradition using a multiple-meanings chart to distinguish shades of meaning.
5 QS	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.  Develop a topic with facts, definitions, and details.  Use a word line to sort words that describe a person's state of mind.
6	Starfield Starry Messenger	Reveal What does a deeper exploration of figurative language and illustrations reveal in Starry Messenger?	Excel How do I improve using facts, definitions, and details to develop a topic?  Examine Why are compound sentences important?	Analyze the use of nonliteral language to support a main idea.  Develop a topic using facts, definitions, and details.  Identify simple and compound sentences.

7 QS	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.  Identify the introduction, body, and concluding paragraphs in an explanatory essay.  Use coordinating conjunctions to write compound sentences.
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.  Revise writing to produce compound sentences.
9 QS	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.  Provide a conclusion paragraph for an explanatory essay.  Identify real-life connections among influence, accomplished, believed and demonstrations and their use.
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.  Provide a conclusion paragraph for an explanatory essay.  Examine how coordinating conjunctions produce compound sentences.

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.  Plan an explanatory essay.  Use text to deconstruct compound sentences to analyze syntax.
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.  Revise writing based on peer feedback.  Use compound sentences and coordinating conjunctions to clearly explain.

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

Lesson	Texts	Content Framing Question	Craft Framing Question	Learning Goals
13	Moonshot  Space Object Box	Wonder What do I notice and wonder in Moonshot?	Examine Why are introduction paragraphs important?	Ask and answer questions about a new text. Identify the parts of an introduction paragraph for an opinion essay. Determine multiple meanings for release.
14 QS	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. Examine the function of adverbs in sentences.
15	Moonshot	Organize	Execute	Use text and illustrations from the front endpapers to retell key events from the Apollo 11 mission in sequence.

	Starfield	What's happening in the front endpapers of Moonshot?	How do I use introductions in opinion writing?  Experiment How do adverbs work?	Introduce the text, author, and topic and provide a clearly stated opinion and supporting reasons in an introduction paragraph for an opinion essay. Experiment with adverbs in sentences.
16 QS	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.  Use adverbs to clearly explain and add descriptive details to sentences.
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. Collect evidence to write an introduction paragraph for an opinion essay. Examine how Flocca chose words for effect in Moonshot.
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.  Revise an introduction paragraph.  Examine the morphology of conserve to determine meaning.
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. Analyze how to support an opinion with reasons in an opinion paragraph. Use Frayer models to elaborate on the meaning of permanent and fragile.
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. Clearly state an opinion and provide strong supporting reasons. Identify and examine how to use subordinating conjunctions.
21	One Giant Leap	Reveal	Execute	Explain the literal and nonliteral meaning of Neil Armstrong's words. Clearly state an opinion and provide strong supporting reasons.

QS		What does a deeper exploration of figurative language reveal in One Giant Leap?	How do I use supporting reasons in an opinion paragraph?  Experiment How does a subordinating conjunction work?	Select a subordinating conjunctions to make a complex sentence.
22 QS	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. Revise an opinion paragraph. Use a subordinating conjunction to create a complex sentence.
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. Provide a conclusion statement for an opinion essay. Use the Outside-In strategy to determine meanings of the words ascent and descent.
24 SS	"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." Use coordinating and subordinating conjunctions to create compound and complex sentences.
25 FQT2 QS	Moonshot  One Giant Leap	Know How do Moonshot and One Giant Leap build my knowledge?		Plan a written response to an opinion prompt.  Examine root word advantage and determine meaning when known prefix is added.

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.  Revise writing based on peer feedback. Use coordinating and subordinating conjunctions to execute compound and complex sentences.
<b>Focusing Question 3: How do artists and writers help people learn about space?</b>				
<b>Lesson</b>	<b>Texts</b>	<b>Content Framing Question</b>	<b>Craft Framing Question</b>	<b>Learning Goals</b>
27 QS	Zathura	Organize What's happening in Zathura?	Examine Why are linking words and phrases important?	Identify important story elements in Zathura. Analyze how an author uses linking words and phrases to connect opinions with reasons in a model opinion essay. Use a known root word as a clue to determine the meaning of malfunction.
28 QS	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. Use linking words and phrases to connect opinions and reasons. Distinguish between the literal and nonliteral meaning of language in Zathura.
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. Prepare to conduct a short research project about the Moon. Examine the function of pronouns in sentences.
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. Research a topic to answer questions and gain information. Experiment with the function of pronouns in sentences.
31	"Pegasus and Bellerophon"	Organize	Execute	Recount a story and identify the elements of myth in the story.

NR3	<p>“Callisto and Her Son”</p> <p>Starfield</p>	<p>What’s happening in “Callisto and Her Son”?</p>	<p>How do I research to build and present knowledge?</p> <p>How do I use pronouns in writing?</p>	<p>Research a topic to answer questions and gain information. Use pronouns in sentences.</p>
32 SS	<p>Space Object Box</p> <p>Starfield</p> <p>“TateShots: ARTIST ROOMS Vija Celmins”</p>	<p>Know</p> <p>How do Space Object Box and Starfield add to my knowledge?</p>	<p>Execute</p> <p>How do I explain my ideas in a Socratic Seminar?</p>	<p>Explain how Joseph Cornell and Vija Celmins represent space. Review and practice grade-level vocabulary.</p>
33 FQT3	<p>Starfield</p> <p>Space Object Box</p> <p>Zathura</p> <p>“Pegasus and Perseus”</p> <p>“Pegasus and Bellerophon”</p> <p>“Callisto and Her Son”</p>	<p>Know</p> <p>How do stories, myths, and art build my knowledge of space?</p>		<p>Plan a written response to an opinion prompt.</p> <p>Explore meanings of words used to describe artwork: puzzling, elegant, beautiful, mysterious, dizzying, etc.</p>
34	<p>Starfield</p> <p>Space Object Box</p> <p>Zathura</p> <p>“Pegasus and Perseus”</p> <p>“Pegasus and Bellerophon”</p> <p>“Callisto and Her Son”</p>	<p>Know</p> <p>How do the texts we read and art we examined build my knowledge of space?</p>	<p>Excel</p> <p>How do I improve an opinion essay?</p> <p>Execute</p> <p>How do we annotate our work for revisions related to style and conventions?</p>	<p>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.</p> <p>Revise writing based on peer feedback.</p> <p>Revise a text to demonstrate how adjectives, adverbs, pronouns, conjunctions, and sentence variety can improve writing.</p>

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. Plan a written response to an opinion prompt. Review and practice grade-level vocabulary.
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. Edit and revise writing based on feedback from a peer reviewer. Demonstrate acquisition of academic and content vocabulary from Module Word List.

### 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