

# Unit Plan

**Unit Title:** Sharing Traditions

**Essential Questions:** How do landmarks help us understand our country's story?

**Standards:** 1.1 Students gain a working knowledge of concepts of print, alphabetic principle, and other basic conventions.

1.2 Students read, understand, and respond to informational text—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

1.3 Students read and respond to works of literature—with emphasis on comprehension, making connections among ideas and between texts with focus on textual evidence.

1.4 Students write for different purposes and audiences. Students write clear and focused text to convey a well-defined perspective and appropriate content.

1.5 Students present appropriately in formal speaking situations, listen critically, and respond intelligently as individuals or in group discussion.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**Summative Unit Assessment : Comprehension Test, Unit test**

Summative Assessment Objective	Assessment Method (check one)
Students Will- Identify real-life connections between words and their use. Determine the main ideas and supporting details of a text read aloud or information presented in diverse media formats. Acquire and use accurately grade appropriate, conversational, general academic, and domain specific words and phrases. Describe characters in a story and explain how their actions contribute to the sequence of events.	<input type="checkbox"/> Rubric <input type="checkbox"/> Checklist <input checked="" type="checkbox"/> Unit Test <input type="checkbox"/> Group <input type="checkbox"/> Student Self-Assessment  <input type="checkbox"/> Other (explain)

Teacher Name : Debra Zola  
3rd

Subject : ELA

Proposed Dates: 11/3-11/14

Grade Level (s)

Building : MMEMS

**DAILY PLAN**

Day	Objective (s)	DOK LEVEL	Activities / Teaching Strategies	Grouping

1	<p>Students will- Determine the main idea of a text; recount the key details and explain how they support the main idea.</p>	1	<p>Build background knowledge of national landmarks. Collaborative conversations of where we see landmarks, what landmarks the students have seen, and how do they tell our country's story.</p>	W S
2	<p>Students will- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.</p>	1 2	<p>Students will define new voca</p>	W

			bular y word s and use word s in cont ext follo wing ; defin e, exa mple ; ask routi ne.	
3	Students will-Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.	1 2	Clos e Rea ding of "A Natu ral Bea uty"	W
4	Students will- Identify characteristics of expository text.	2	Stud ents rere ad A Natu ral Bea uty and ident ify text featu res such as capti ons, map s, and	W S

			side bars.	
5	Students will- Use sentence-level context as a clue to the meaning of a word or phrase.	1 2	Students will determine meanings of words that have multiple definitions. Students will use text evidence to find the correct meaning of the word.	W
6	Students will- information presented, stay on topic, and link their comments to the remarks of others. Describe characters in a story. Identify meanings of words in context.	1	Close reading of "A Mountain of History"	W

7	<p>Students will - Know spelling-sound correspondences for additional common vowel teams Produce simple, compound, and complex sentences</p>	1	<p>Model long o sounds. Identify and punctuate simple, compound, complex sentences</p>	W
8	<p>Students will- use sentence level context as a clue to the meaning of a word or phrase.</p>	1 2	<p>In small groups students will complete word squares with vocabulary words. First box write the</p>	S

			word , seco nd box write their own defin ition of the word , third box draw a pictu re sho wing the word , fourt h box write syno nym s of the word	
9	Students will- information presented, stay on topic, and link their comments to the remarks of others. Describe characters in a story. Identify meanings of words in context.	1 2	Stud ents will rere ad A Nati onal Mon ume nt	S
10	Students will- complete comprehension/vocabulary test	1 2	Test will be on All Abo	I

			ard! Elija h McC oy's Stea m Engi ne Skill s Test ed plot sequ ence , voca bular y word s, cont ext clue s, main idea and detai ls	

**Example for Teachers**

**DAILY PLAN**



Objective (s)	DOK LEVEL	Activities / Teaching Strategies	G r o u p i n g	Materials / Resources
<p><i>Every performance or learning objective contains at least three parts:</i>  <b>Observable Action (task),</b>  <b>At Least One Measurable Criterion (standard), and</b>  <b>Conditions of performance.</b></p> <p><b>Ex.</b></p> <p><b>Students will</b></p> <p><i>Use knowledge of letter-sound correspondence to decode grade-level vocabulary when reading orally and silently.</i></p>	1 2 3 4	<p><b>Activities</b>  <i>What was used during instruction to address skills and knowledge (ex. Labs, research projects, interviews, presentations)</i></p> <p><b>Teaching Strategies</b>  <i>Instructional strategies determine the approach a teacher may take to achieve learning objectives.</i></p>	W  S  I	<p><b>Materials;Resources</b>  <i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i></p>

**DOK Level 1 - Recall** - measure, recall, calculate, define, list, identify

**DOK Level 2 - Skill/Concept** - graph, classify, compare, estimate, summarize.

**DOK Level 3 - Strategic Thinking** - assess, investigate, formulate, draw conclusions, construct.

**DOK Level 4 - Extended Thinking** - analyze, critique, create, design, apply concepts

### Grouping

**W – Whole Group;** Whole class instruction is when teachers present a lesson to the whole class with little differentiation in either content or assessment for any student's ability. The purpose of whole class instruction is that all students are presented with a series of learning tasks to allow them to acquire and/or practice their learning. The pace of instruction is such that all students can master it. Learning is then assessed using standardized measures such as graded assignments or topic tests.

**S – Small Group;** typically refers to a teacher working with a small group of students on a specific learning objective. These groups consist of 2-4 students and provide these students with a reduced student-teacher ratio. Small group instruction usually follows whole group instruction. It allows teachers to work more closely with each student, reinforce skills learned in the whole group instruction, and check for student understanding. It allows students more of the teacher's attention and gives them a chance to ask specific questions they may have about what they learned. Teachers often use small group instruction to provide struggling students with intervention as well.

**I – Individual;** is an instructional method that personalizes instruction to the needs and learning style of the learner. This is done by varying the pace of instruction, the method of learning employed and the content to be learned. Often this is accomplished within the context of a larger group through the use of high-quality instructional materials and reduced lecture time. Individualized instruction is not the same as one-to-one instruction; it is simply varying the process to meet the needs of each individual learner in the group.