

# Unit Plan

**Unit Title:** Sharing Traditions

**Essential Questions:**

**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 : Friendly Letter, 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: 11/17-11/26

Grade Level (s)

Building : MMEMS

**DAILY PLAN**

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

1	Students will- write narratives to develop real or imagined experiences or events using effective techniques	1	Build background knowledge on the writing process and descriptions of features for developing a friendly letter.	WS
2	Students will- use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.	1 2	Students will discuss the purpose for writing a friendly letter and collaborate with group members	WS

			to brainstorm events or ideas they would like to share with someone in a friendly letter.	
3	Students will- write narratives to develop real or imagined experiences or events using effective techniques	1 2	Students will brainstorm and draft a Friendly Letter utilizing their Two-Column Chart	W S
4	Students will- write narratives to develop real or imagined experiences or events using effective techniques	2	Students will use the Peer	W S

			<p>Review Routine to collaborate ideas and revise drafted Friendly Letters.</p>	
<p>5</p>	<p>Students will- with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.</p>	<p>2</p>	<p>Students will use Edit Questions to guide them as they review and edit their drafts. Students will conference with teacher to proofread</p>	<p>S</p>

			d and edit work .	
6	Students will- with guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising and editing.	2	Students will Publish and Evaluate their work using the Student Rubric. Students will reflect and set future writing goals.	W
7	Students will – complete Unit Assessment to review skills from Unit 1.	2 3	Students will complete Unit 1 Assessment covering all skills	

			from the unit.	
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## Example for Teachers

<b>DAILY PLAN</b>				
<b>Objective (s)</b>	<b>DOK LEVEL</b>	<b>Activities / Teaching Strategies</b>	<b>G r o u p i n g</b>	<b>Materials / Resources</b>
<i>Every performance or learning objective contains at least three parts:</i> <b>Observable Action (task),</b> <b>At Least One Measurable Criterion</b>	1 2 3 4	<b>Activities</b> <i>What was used during instruction to address skills and knowledge (ex. Labs, research projects, interviews, presentations)</i>	W  S	<b>Materials;Resources</b> <i>Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.</i>

<p><b>(standard), and</b></p> <p><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>		<p><b>Teaching Strategies</b></p> <p><i>Instructional strategies determine the approach a teacher may take to achieve learning objectives.</i></p>	I	
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**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.