Unit Plan

Unit Title: One of a Kind

Essential Questions: **How can one person change the way you think?**

Standards:

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.

RL.3.3: Describe characters in a story (e.g, their traits, motivations, or feeling) and explain how their actions contribute to the sequence of events.

RL.3.6 Distinguish their own point of view from that of the narrator or those of the characters.

L.3.5a: Demonstrate understanding of word relationships and nuances in word meaning. Distinguish the literal and nonliteral meanings of words and phrases in context.

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

RL. 3.4: Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

SL.3.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

RL.3.7 Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).

RF.3.3c: Decode multisyllable words.

RF.3.4b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

W.3.2c: Use linking words and phrases (e.g., *also, another, ad, more, but*) to connect ideas within categories of information.

I.3.1a: Explain the function of nouns, pronouns, verbs, adjectives, and adverb in general and their functions in particular sentences.

L.3.1f: Ensure sunject- verb and pronoun- antecedent agreement.

I.3.2f: Use spelling patterns and generalizations (e.g, word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing

words.

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

L.3.2g: Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

Summative Unit Assessment : Comprehension Test, Unit test, Unit Writing Assignment

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.	____ Rubric ___ Checklist __X__ Unit Test ____ Group ____ Student Self-Assessment ____ Other (explain)

Teacher Name : Debra Zola   **Subject :   ELA**   **Proposed Dates: 3/16-3/27**   **Grade Level (s)   3rd**

Building : MMEMS

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

1	Students will- follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). Build background knowledge on problem solving.	1	Introduce the essential question "How can one person change the way you think?"	W S
2	Students will- determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.	1 2	Students will define new vocabulary words and use words in context following; define, example, ask routine.	W
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	Close	W

			Reading of " Jane's Discovery"	
4	Students will- Identify characteristics of the visualize skill	2	Students reread "Jane's Discovery" looking for story elements that assist in the "Visualize" skill	W S
5	Students will- identify problem and solution in a story -identify qualities of a "Folktale"	1 2	Students will demonstrate understanding "Cause and Effect" and "Historic Fiction"	W

6	Students will- information presented, stay on topic, and link their comments to the remarks of others.	1		Close reading of "Finding Lincoln"	W
7	Students will –identify present- tense verbs with singular and plural nouns.	1		• A verb is a word that tells what the subject	W

| | | does oris.
● The tense of a verb tells when the action tak | |

...es place. Present tense tells what happens now.
• Add s to mo

			st present tense verbs with singular nouns.	
8	Students will- use sentence level context as a clue to the meaning of a word or phrase.	1 2	In small groups students will	S

			complete word squares with vocabulary words. First box write the word, second box write their own definition of the word, third box draw a picture showing the word, fourth box write a sentence using 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		Students will reread "Finding Lincoln"	S
10	Students will- complete comprehension/vocabulary test	1 2		Test will be on "Finding Lincoln" Skills Tested Cause and Effect, Idioms	I

Example for Teachers

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<tr><td colspan="5">**DAILY PLAN**</td></tr>
<tr><td>**Objective (s)**</td><td>**DOK LEVEL**</td><td>**Activities / Teaching Strategies**</td><td>**G r o u p i n g**</td><td>**Materials / Resources**</td></tr>
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Every performance or learning objective contains at least three parts: **Observable Action (task)**, **At Least One Measurable Criterion (standard), and** **Conditions of performance.** **Ex.** **Students will** *Use knowledge of letter-sound correspondence to decode grade-level vocabulary when reading orally and silently.*	1 2 3 4	**Activities** *What was used during instruction to address skills and knowledge (ex. Labs, research projects, interviews, presentations)* **Teaching Strategies** *Instructional strategies determine the approach a teacher may take to achieve learning objectives.*	W S I	**Materials;Resources** *Textbooks, manipulatives, supplies, tools, or other pertinent supplemental materials that aid or enhance learning expectations and instruction.*

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.