

Unit Plan

Unit Title: One of a Kind

Essential Questions: What ideas can we get from nature?

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

Teacher Name : Debra Zola Subject : ELA

Proposed Dates: 5/4-5/22 Grade Level (s): 3rd

Building : MMEMS

DAILY PLAN

Day	Objective (s)	DOK LEVEL	Acti vitie s / Tea chin g Stra tegi es	Grouping
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1	Students will- 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 ideas and expressing their own clearly.	1	Intro duce the esse ntial ques tion “Ho w is each even t in histo ry uniq ue?” Build Back grou nd kno wled ge on Chri stop her Colu mbu s and emig ratio n	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	Stud ents will defin e new voca bular y word s and use word s in cont	W

			ext following ; define, example , ask routine.	
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 Reading of "The Long Road to Oregon"	W
4	Students will- determine the main idea of a text; recount the key details and explain how they support the main idea	2	Students reread "The Long Road to Oregon" looking for story elements that assist in the "summarize" skill	W S
5	Students will- describe the logical connection between particular sentences and paragraphs in a text	1 2	Sequence is the	W

			<p>order in which events take place.</p> <ul style="list-style-type: none">- Students can look for time-order words that indicate sequence (first, next, then and finally)- Identifying sequence in an expository text is important when the text discusses real	
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			even ts	
6	Students will- use text features and search tools to locate information relevant to a given topic efficiently	1	Clos e readi ng of "Ridi ng the Rails Wes t!"	W
7	Students will – ensure subject-verb and pronoun antecedent agreement -use commas in addresses -form and use regular and irregular plural nouns.	1	• J • C • V • S	W
8	Students will- use sentence level context as a clue to the meaning of a word or phrase.	1 2	In smal l grou ps stud ents will com plete word squa res with voca bular y word s. First box write the	S

			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- use information gained from illustrations (maps,photographs) and the words in a text to demonstrate understanding of the text.	1 2	Students will reread "Riding the Rails West!"	S
10	Students will- complete comprehension/vocabulary test	1 2	Test will be on	I

			“Riding the Rails West!” Skills Tested: Sequence Summarize Vocabulary	
11	Students will – complete Unit Assessment to review skills from Unit 3	2 3	Students will complete Unit 3 Assessment covering all skills from the unit.	

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: Observable Action (task), At Least One Measurable Criterion (standard), and Conditions of performance.</i></p> <p>Ex.</p> <p>Students will</p> <p><i>Use knowledge of letter-sound correspondence to decode grade-level vocabulary when reading orally and silently.</i></p>	<p>1 2 3 4</p>	<p>Activities <i>What was used during instruction to address skills and knowledge (ex. Labs, research projects, interviews, presentations)</i></p> <p>Teaching Strategies <i>Instructional strategies determine the approach a teacher may take to achieve learning objectives.</i></p>	<p>W S I</p>	<p>Materials;Resources <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.