

## UNITS DESIGN FRAMEWORK

### PART I: UNIT OVERVIEW

<b>Content</b>	Elementary Reading
<b>Grade Level</b>	3 <sup>rd</sup>
<b>Power Standard/CCSS Power Standard</b>	R2Ch, RL3.3, RL3.6
<b>Suggested Length of Unit</b>	2 weeks

<b>Reference Deconstruction Document and Power Standard/CCSS Power Standard</b>	<a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Grade_3_Comm_Arts_DeconStd.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Grade_3_Comm_Arts_DeconStd.pdf</a>
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<b>Unwrapped Concept:</b> Pull “the what” from deconstruction documents, should represent what students need to know.	<b>Key Vocabulary:</b> Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.	<b>Depth of Knowledge (DOK)</b>
Characters, motivations for their actions, how actions contribute to sequence of events	Describe, explain	3

<b>Supporting Standards (current and CCSS):</b> Standards that build to the power standard.	<b>Other Vocabulary Terms:</b> Terms worth covering in the unit.
R3C	Characters, feelings, motivations, traits, sequence of events

<b>Reference to Power Standard Assessment:</b> Paste the link to the appropriate power standard assessment in this box.	<a href="http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/3rd%20Grade%20Characters%20Setting%20Problem%20and%20Solution%20R2C.pdf">http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/3rd%20Grade%20Characters%20Setting%20Problem%20and%20Solution%20R2C.pdf</a>
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## **PART II: LEARNING PROGRESSIONS**

### **Directions:**

1. Copy the unwrapped power standard concepts, vocabulary, and DOK into the frames provided below.
2. Brainstorm three to five possible performance tasks that incorporate these concepts, skills, and levels of rigor.
3. Write a synopsis for each selected task and list the tasks in a “learning progressions” sequence. Bold those concepts and skills that are directly represented in the tasks.

**Learning Progressions:**

**Task 1:** Describe a character from a story including their character traits.

**Task 2:** Describe/explain how the character felt throughout the story.

**Task 3:** In a group of 4 each student selects one of the 4 main characters & discuss their (the characters) motivation for how they reacted.

**Task 4:** Write a letter to the author/friend about the characters actions and motivations behind those actions.