

UNITS DESIGN FRAMEWORK

PART I: UNIT OVERVIEW

Content	ELA/Science
Grade Level	3
Power Standard/CCSS Power Standard	<ul style="list-style-type: none"> • ELA: W3A.a (W3.2a-c; W3.7); R3C.a-b (RI3.1, RI3.3) <ul style="list-style-type: none"> ○ Write informative/explanatory texts to examine a topic and convey ideas and information clearly. <ul style="list-style-type: none"> ▪ Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. ▪ Develop the topic with facts, definitions, and details. ▪ c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. ▪ Conduct short research projects that build knowledge about a topic. ○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. ○ Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedure in a text, using language that pertains to time, sequence, and cause/effect. • Science: 3.1.B.A <ul style="list-style-type: none"> ○ Describe and sequence the stages in the life cycle (for a plant) of seed germination, growth and development, reproduction, and death (i.e., a flowering plant)

Suggested Length of Unit	3-4 Weeks

Reference Deconstruction Document and Power Standard/CCSS Power Standard	http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/Grade_3_Comm_Arts_DeconStd.pdf
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Unwrapped Concept: Pull “the what” from deconstruction documents, should represent what students need to know.	Key Vocabulary: Pull academic vocabulary from deconstruction documents, should represent what students need to be able to do.	Depth of Knowledge (DOK)
<ul style="list-style-type: none"> ▪ Detail (R3C) ▪ Compose (W3A) ▪ Stages in the life cycle of a plant (31Ba) 	<ul style="list-style-type: none"> ▪ Supporting details ▪ Main idea ▪ Demonstrate ▪ Questions ▪ Compose ▪ Informative/Explanatory ▪ Germination ▪ Reproduction 	<ul style="list-style-type: none"> ▪ R3C: 3 ▪ W3A: 3 ▪ 1Ba: 2

Supporting Standards (current and CCSS): Standards that build to the power standard.	Other Vocabulary Terms: Terms worth learning in the unit.
R1E (RL3.4; RL3.4; RF3.3; L3.4; L3.6) W1A (W3.5; W3.6; W3.10)	Summarize; investigate; note-taking, classify, organize

Reference to Power Standard Assessment: <ul style="list-style-type: none"> ▪ http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/3rd%20Grade%20CA%20R3C%20Main%20Idea%203%20Created%20Feb%2016.pdf ▪ http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/3.1.B.a%20Assessment.pdf ▪ Need a written assessment for W3A 	
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PART II: LEARNING PROGRESSIONS

<p>Learning Progressions:</p> <p>Task 1: With teacher support, identify text features (headings, subtitles, captions, pictures, graphs) and their importance to the text</p> <p>Task 2: Students will take notes over informational texts they have read.</p> <p>Task 3: Using notes, students will place their information into sequential, graphic organizers.</p> <p>Task 4: Use non-fiction texts to research a type of vegetation and its life cycle. Students will determine what information is necessary to compose an explanatory piece.</p>
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