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UNITS DESIGN FRAMEWORK

PART I: UNIT OVERVIEW

Content	ELA/Social Studies
Grade Level	3
Power Standard/CCSS Power Standard	<ul style="list-style-type: none">• ELA: W3A.a (W3.3a-d); R2C.e & g (RL3.3)<ul style="list-style-type: none">○ Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events. ○ Write narratives to develop real and imagined experiences or events using effective techniques, descriptive details, and clear event sequences.<ul style="list-style-type: none">a. Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.c. Use temporal words and phrases to signal event order.d. Provide a sense of closure. • EC4Aa-b<ul style="list-style-type: none">○ Identify and explain public goods and services○ Distinguish between among natural, capital, and human resources

Suggested Length of Unit	2-3 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"> ▪ Details from text (R2C) ▪ Compose (W3A) ▪ Cost-benefit analysis & Natural, capital, and human resources (EC4A.a-b) 	<ul style="list-style-type: none"> ▪ Details ▪ Compose ▪ Characters ▪ Character Traits ▪ Setting ▪ Problem ▪ Solution ▪ Public goods ▪ Public services ▪ Natural resources ▪ Capital resources ▪ Human resources ▪ Cost-benefit 	<ul style="list-style-type: none"> ▪ R2C: 2 ▪ W3A: 3 ▪ EC4a-b: 3

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)	Writing process, editing, revisions, publishing, genre, context clues, inferencing

<p>Reference to Power Standard Assessment:</p> <ul style="list-style-type: none"> ▪ 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/BME%20R2C%203rd%20Grade.pdf ▪ Need a social studies assessment for EC4a.a-b ▪ Need a written assessment for W3A (opinion) 	
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PART II: LEARNING PROGRESSIONS

<p>Learning Progressions:</p> <p>Task 1: Identify story elements (characters, setting, problem/solution) and events (beginning, middle, end) from a read aloud.</p> <p>Task 2: Read a fiction text and complete a graphic organizer over story elements & events independently.</p> <p>Task 3: Identify characters and their traits. Students will analyze how specific traits of characters impact the storyline.</p> <p>Task 4: Students will participate in a pre-writing activity (story map) to prepare students for individual composition.</p> <p>Task 5: Compose a narrative piece which includes all story elements (characters, problem, solution, setting) and is written in a sequential manner.</p>
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