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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 (W3.1a-d ; W3.7); R3C.c, d, f, g (RI3.1, RI3.3, RI3.8), 81Ba<ul style="list-style-type: none">○ Write opinion pieces on topics or texts, supporting a point of view with reasons.<ul style="list-style-type: none">a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.b. Provide reasons that support the opinion.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.d. Provide a concluding statement or section.○ Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.○ Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence).○ 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: 8.1.B.A<ul style="list-style-type: none">○ Describe how new technologies have helped scientists make better observations and measurements for investigations

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) ▪ Technology has helped scientists (81Ba) 	<ul style="list-style-type: none"> ▪ Sequence ▪ Compare/Contrast ▪ Draw conclusions ▪ Cause/Effect ▪ Demonstrate ▪ Questions ▪ Compose ▪ Opinion ▪ Technology 	<ul style="list-style-type: none"> ▪ R3C: 3 ▪ W3A: 3 ▪ 81Ba: 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)	Summarize; investigate; note-taking, classify, organize, change over time, advances

Reference to Power Standard Assessment:

- <http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/3rd%20Grade%20CA%20R3C%20Sequencing%20Revised%20Feb%2016.pdf>
- <http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/3rd%20Grade%20CA%20R2C%20R3C%20Cause%20Effect%203%20Revised%20Jan%202012.pdf>
- <http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/3rd%20Grade%20Drawing%20conclusions%20or%20Infer%20R2C%20R3C.pdf>
- <http://camdentonschools.schoolwires.net/cms/lib01/MO01001301/Centricity/Domain/39/8.1.A.a%20Assessment.pdf>
- Need a written assessment for W3A (opinion)

PART II: LEARNING PROGRESSIONS

Learning Progressions:

Task 1: Identify fact from opinion.

Task 2: With teacher support, read aloud non-fiction text and identify facts that would support an opinion using chart paper for notes.

Task 3: Students independently read non-fiction texts and use graphic organizers to support their opinion with details.

Task 4: Using non-fiction texts, students will form an opinion over advances in scientific technology and justify their stance using information pulled from the texts. Students will determine what information is necessary to compose an opinion piece.