

Understanding by Design:

Designer Name(s): Young and Cowser Date: 6/10/14

Subject Area: ELA

Grade Level(s): 3

Unit Title/Focus: Animals and their Habitats

Estimated Amount of Instructional Time: ~6 weeks

Stage 1 – Desired Results

Transfer

Students will be able to independently use their learning to...

The students will be able to recognize, describe, and distinguish between different animal habits and apply conventional grammar rules in writing complete sentences.

Established Goals (CCSS)

State Content and Skill Standards:

CCSS Reading Standards for Literature

RL.3.1 Ask and Answer Questions (DOK 1 & 2)

RL.3.2 Recount stories and determine the central message, lesson or moral and how it is conveyed through key details (DOK 2 Multiple Choice, DOK 3 Short Text Constructed Response)

RL.3.3 Describe Character and how their actions contribute to sequence of events (DOK 3)

RL.3.4 Determine meaning of phrases (DOK 1, 2 & 3)

RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. (DOK 2 & 3)

RL.3.7 Explain aspect of text's illustration (DOK 1 & 2)

RL.3.10 Comprehend text independently and proficiently (DOK 1 & 2)

CCSS Reading Standards for Informational Text

RI.3.1 Ask and answer questions to demonstrate understanding of a text referring explicitly to the text as the basis for answers. (DOK 2)

RI.3.2 Identify the Main Idea and key details (DOK 2 Multiple Choice, DOK 3 Short Text Constructed Response)

RI.3.3 Determine the relationship between series of historical events, scientific ideas or concepts or steps in a text using time, sequence and cause/effect. (DOK 3)

RI.3.4 Determine the meaning of general academic and domain specific words and phrases (DOK 1 & 2)

RI.3.5 Use text features to locate information (DOK 2 & 3)

RI.3.6 Distinguish their own point of view from that of the author of a text (DOK 3 & 4)

RI.3.7 Use information from illustrations to demonstrate understanding of text (DOK 2 & 3)

RI.3.8 Describe the logical connection between particular sentences in paragraphs in a text (e.g. comparison, cause/effect, first, second, third in a sequence). (DOK 2 & 3)

RI.3.9 Compare and contrast the most important points and key details presented in two different texts on the same topic. (DOK 3 & 4)

RI.3.10 Comprehend informational text and technical text independently and proficiently (DOK 1 & 2)

CCSS Reading Standards: Foundational Skills

RF.3.3 Know and apply phonics and word analysis (DOK 1 & 2)

RF.3.3c Decode multisyllabic words (DOK 1 & 2)

RF.3.4 Read accurately and fluently to support comprehension (DOK 1 & 2)

RF.3.4a Read on-level text with purpose and understanding (DOK 1 & 2)

RF.3.4b Read on-level prose and poetry orally with accuracy, appropriate rate and expression (DOK 1 & 2)

RF.3.4c Use context to confirm or self-correct word recognition and understanding (DOK 1 & 2)

CCSS Writing

W.3.2 Write informative/explanatory text (DOK 2 & 3)

W.3.2a Introduce a topic, group related information and include illustration to aid in comprehension (DOK 2 & 3)

W.3.2b Develop the topic with facts, definitions, and details (DOK 2 & 3)

W.3.2d Provide a concluding statement or section (DOK 2 & 3)

W.3.3 Write narratives using effective technique, descriptive details and clear event sequences

W.3.3a Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally (DOK 2 & 3)

W.3.3b Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations (DOK 2 & 3)

W.3.3c Use temporal words and phrases to signal event order (DOK 2 & 3)

W.3.3d Provide a sense of closure. (DOK 2 & 3)

W.3.4 With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) (DOK 2 & 3)

W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3 on pages 28 and 29.) (DOK 2 & 3)

W.3.6 With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. (DOK 2 & 3)

W.3.7 Conduct short research projects that build knowledge about a topic. (DOK 2 & 3)

W.3.8 Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. (DOK 3 & 4)

W.3.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. (DOK 2 & 3)

CCSS Language

L.3.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. (DOK 1 & 2)

L.3.1b Form and use regular and irregular plural nouns. (DOK 1 & 2)

L.3.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK 1 & 2)

1 & 2)

L.3.2d Form and use possessives. (DOK 1 & 2)

L.3.2e Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. (DOK 1 & 2)

L.3.2f Use spelling patterns and generalizations in writing words. (DOK 1 & 2)

L.3.2g Consult reference materials including beginning dictionaries as needed to check spelling. (DOK 1 & 2)

L.3.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening (DOK 2)

L.3.3a Choose words and phrases for effect. (DOK 2)

L.3.3b Recognize and observe differences between the conventions of spoken and written standard English. (DOK 2)

L.3.4 Use sentence level context as a clue to the meaning determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 content, choosing flexibly from a range of strategies. (DOK 1 & 2)

L3.4a Use sentence level context as a clue to the meaning of a word or phrase. (DOK 1 & 2)

L3.4b Determine meaning of the new word formed when a known affix is added to a known word. (DOK 1 & 2)

L3.4c Use a known root word as a clue to the meaning of an unknown word with the same root. (DOK 1 & 2)

L3.4d Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases. (DOK 1 & 2)

L 3.5b Identify real-life connections between words and their use (DOK 2 & 3)

L3.5c Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (DOK 1 & 2)

L3.6 Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships. (DOK 1 & 2)

CCSS Speaking and Listening Standards

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. (DOK 2 & 3)

SL.3.1a Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (DOK 1, 2 & 3)

SL.3.1b Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion). (DOK 1 & 2)

SL.3.1c Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. (DOK 1 & 2)

SL.3.1d Explain their ideas and understanding in light of the discussion. (DOK 2 & 3)

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. (DOK 1, 2, & 3)

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. (DOK 1, 2, & 3)

SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant descriptive details speaking clearly at an understandable pace. (DOK 2 & 3)

SL.3.6 Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification. (See grade 3 Language standards 1 and 3 for specific expectations). (DOK 2 & 3)

*** Please refer to your Common Core State Standards (CCSS) for a more detailed breakdown of each standard. ***

Enduring Understandings: *(what are the big ideas, what are the specific understandings desired)*

Students will understand how to...

- Ask and answer questions referring to a text for an answer
- Determine how the central message is conveyed through key details
- Describe a character's traits and how they lead to action
- Determine the meaning of literal and nonliteral words/ phrases in the text

Essential Questions: *(what questions will foster inquiry, understanding, and transfer of learning)*

- What is a habitat?
- What makes an animal habitat safe?
- Why do different animals have different habitats?
- Why is it important for us to learn more about animals and their habitats?

Supporting Questions

1. How are certain changes in a habitat good for some animals but not for others? How might a tree be a home for many kinds of animals?

<ul style="list-style-type: none"> • Refer to chapters and scenes when referring to stories • Identify and understand the key idea in a text • Compare and contrast themes and plots from two similar stories 	<ol style="list-style-type: none"> 2. What are the basic building blocks that animals need to survive? 3. How do various types of wildlife adapt to their city wildlife? 4. What roles do people play in protecting the natural environment? 5. What are the essential components of one's habitat?
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Big Idea(s)
What makes a good habitat?

<p><i>What Students will know:</i> (what knowledge will they acquire)</p> <ul style="list-style-type: none"> • Different types of genres • Differences between Text-to-Self, Text-to-World, and Text-to-Text connections • Understand predictions are based on logical assessments of the text • List a given number of character traits about a specific character • Recognize that one event has a relationship with another event • How to connect their understanding of the texts on animals and their habitats to analyze and draw conclusions for writing a paragraph using conventional grammar rules. • Analyze classmate's writing to help revise for grammar and meaning. • A fact is something that can be proven, but an opinion is how someone feels • Point of View refers to who is telling the story • Summarizing is restating the most important ideas in a text 	<p><i>What Students will be able to do:</i> (what will they eventually be able to do as a result of their skills learned/knowledge)</p> <ul style="list-style-type: none"> • Identifying genre • Making text connections • Making predictions • Asking questions to better understand text • Identifying character traits • Identifying cause and effect • Write an informational text using complete quality sentences • Utilize peer groups and writer's conferences throughout the writing process • Summarize a given text • Distinguish between the different types of point of view • Distinguish between fact and opinion
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Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand)

<p><i>Performance Tasks:</i> (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)</p> <ul style="list-style-type: none"> • Concept question board • Formulate questions or ideas they have about animals and their habitats • Research theme animals and their habitats <ol style="list-style-type: none"> 1. using colored index cards for notes 2. assign each color a topic for the report 3. Each note card needs at least 3 facts on it green--general information--mammal, 	<p><i>Other Evidence:</i> (quizzes, tasks, academic prompts, homework, observations)</p> <ul style="list-style-type: none"> • Informal observations and formative assessment • Weekly selection tests • Interactive journals • Classroom discussions • Tasks related to specific skill
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lifespan
blue--environment, where it live, part of the world; cave, forest
yellow--what it looks like, weight, height
white-- # of babies; length of gestation
pink--what it eats, diet, baby's diet
orange--how it hunts or defends itself

(The note cards have just phrases on it. Use cards to write in complete sentences for rough draft. Edits with students to make the final draft.)

- Report on an endangered animal
 1. Use 3 sources to research an endangered animal
 2. Include the following information
 - Animal habitat
 - Animal's diet
 - How the animal gathers food
 - What dangers does the animal face
 - What is being done to protect the animal
 - How would you protect the animal
- Create an animal habitat (art integration- diorama)
- Biome Report-(organize facts about a biome) - include the biome's name, location, weather, plant, herbivores, carnivores and omnivores (plus adaptations), endangered species, a food chain, soil, and general comments.
- Map animals across the world- On a class or individual map, label places on the map where you are more likely to find certain animals
- Create an opinion piece that includes an introduction, a clearly stated opinion, reasons to support the opinion, linking words, and a concluding statement or section.

(Please note that additional standards will be addressed when completing these tasks (Speaking and Listening, Language, and Reading).

Stage 3 - Learning Plan (sequence of teaching and learning activities that will produce desired understandings, engagement and development) Use WHERETO elements to help you:

Learning Activities (Lesson Plans):

- Read the big idea question (Where do different animals live?) then discuss different places animals live H
- Introduce story by giving some background information that might help students understand the story they are about to read. H
- Give students time to preview the story allowing for questions based on unknown words, illustrations, and any wonderings they might have about the story. E
- Note: key vocabulary terms introduced, as needed by various learning activities and performance tasks. Teacher and students read and discuss stories out of the textbook based on the friendship theme. As an on-going activity, students will keep a journal and post information gleaned on the concept question board. E
- Give weekly tests on comprehension of each story read. E
- Working in cooperative groups, students discuss characteristics of a habitat and journal about different types of habitats. Teacher observes and coaches students as they work. E-2
- Each student designs a pamphlet with visual aids to raise awareness about an endangered animal losing its habit. E,T
- Students respond to the written prompt: In this unit you have read about the relationship between plants and animals. Why are these relationships so important to all living things? Use your writing skills to explain what the lesson is and why it is so important).E-2

Selections

- Building Blocks for Survival (Expository Text)
- One Small Place in a Tree (Expository Text)
- Make Way for Ducklings (Fantasy)
- Wolf Island (Narrative Nonfiction)
- Two Days in May (Realistic Fiction)
- Crinkleroots Guide to Knowing Animal Habitat (Narrative Nonfiction)

Additional Resources

- Guided Reading Texts
- Differentiation Instruction Planner in *Imagine It*
- Intervention Guide
- Guided Writing
- Think-Pair-Share
- Question Concept Board
- Inquiry Projects
- Technology to research animals and habitats

W=help the students know WHERE the unit is going and WHAT is expected/Help teacher to know where the students are coming from (prior knowledge, interests)

H=HOOK all students and hold their interest

E=EQUIP students, help them EXPERIENCE the key ideas and EXPLORE the issue

R=Provide opportunities to RETHINK and REVISE their understanding/work

E (2)=Allow students to EVALUATE their work

T=Be TAILORED (personalized) to different needs, interests, and abilities of learners
 O=Be ORGANIZED to maximize initial and sustained engagement as well as effective learning

Assessment Tasks that Provide Evidence for Claims including DOK	<input type="checkbox"/> Claim #1/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #2/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #3/DOK 1, 2, 3, 4 (circle one):
	<input type="checkbox"/> Claim #4/DOK 1, 2, 3, 4 (circle one):
Achievement Level Descriptors	ALD #1: ALD #2: ALD #3: ALD #4: (circle one):
Materials/Resources	

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