# Understanding by Design:

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

**Subject Area:** ELA

**Grade Level(s): 3**

**Unit Title/Focus**: Communities Across Time

**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 use their knowledge of the relationship between the sun, Earth, and moon to describe the importance of their roles in our solar system.

### *Established Goals (CCSS)*

<u>State Content and Skill Standards:</u>

**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.3.7**  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.3.3a** Identify and know the meaning of the most common prefixes and derivational suffixes (DOK 1 & 2)

**RF.3.3b** Decode words with common Latin suffixes (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.3.1a** Introduce the topic or text they are writing about state an opinion and create an organizational structure that lists reasons (DOK 2 & 3)
**W.3.1.b** Provide reasons that support the opinion (DOK 2 & 3)
**W.3.1c** Use linking words and phrases (eg. Because, therefore, since, for example) to connect opinion and reasons. (DOK 2 & 3)
**W.3.1d** Provide a concluding statement or section (DOK 2 & 3)
**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 3.2c** Use linking words and phrases (e.g. also, another, and, more, but) to connect ideas with categories of information (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.3.1d** Form and use regular and irregular verbs (DOK 1 & 2)
**L.3.1e** Form and use the simple (e.g. I walk, I walked, I will walk) verb tenses. (DOK 1 & 2)
**L.3.1i** Produce simple, compound, and complex sentences. (DOK 1 & 2)

**L3.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. (DOK 1 & 2)

**L3.2e** Use conventional spelling for high frequency and other studied words and for adding suffixes to base words. (DOK 1 & 2)

**L3.2f** Use spelling patterns and generalizations in writing words. (DOK 1 & 2)

**L3.2g** Consult reference materials including beginning dictionaries as needed to check spelling. (DOK 1 & 2)

**L3.3** 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)* | *Essential Questions: (what questions will foster inquiry, understanding, and transfer of learning)* |
| --- | --- |
| | |

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
- Determine the meaning of literal and nonliteral words/ phrases in the text
- 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
- We make conclusions based on previous knowledge and experiences

- Can changes in communities can be positive or negative?

**Supporting Questions**
1. What do you think your neighborhood looked like several hundred years ago?
2. How has your town or city you live in changed over time?
3. What are different ways you can find out about ancient cultures and civilizations?
4. How have past and present cultures left their marks on your community?
5. How do the weather and other environmental factors affect your community?
6. How have communities around the United States handled different disasters?
7. What physical or environmental changes could cause a community to disappear?
8. What do communities do to survive major changes in their environment?
9. Who makes the decisions about how communities change?
10. What are the advantages and disadvantages of using farmland to build more buildings?

| Big Idea(s) |
| --- |
| How has my community changed over time? |

*What Students will know: (what knowledge will they acquire)*

- 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
- Recognize that one event has a relationship with another event
- How to connect their understanding of the texts on changes of a community 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
- Author's purpose is either to persuade, inform, or entertain the audience

*What Students will be able to do: (what will they eventually be able to do as a result of their skills learned/knowledge)*

- Identifying genre
- Making text connections
- Making predictions
- Asking questions to better understand text
- Identifying cause and effect
- Write an opinion narrative using complete quality sentences
- Utilize peer groups and writer's conferences throughout the writing process
- Summarize a given text
- Distinguish between fact and opinion
- Identify author's purpose
- Classify and categorize information from the text
- Visualize events in the story based on the information given
- Author's point of view

| | |
|---|---|
| <ul><li>Summarizing is restating the most important ideas in a text</li><li>Use details from the text to help visualize the story in their head</li><li>Point of View refers to who is telling the story</li></ul> | |

| Stage 2 - Assessment Evidence (acceptable assessment evidence that students understand) | |
|---|---|
| *Performance Tasks: (what authentic performance task (s) will students demonstrate understanding; by what criteria will it be judged?)*<ul><li>Concept question board</li><li>Formulate questions or ideas they have about communities across time</li><li>In small groups, students can research changes in a selected community over time. Groups present their findings through a written text and an oral presentation with visuals.</li><li>Students create an opinion business letter to the principal making the claim of changes that would benefit the school and students while providing examples of factual evidence.</li><li>Students create an oral presentation using a brochure or poster inviting people to a nature park or wildlife sanctuary.</li><li>Create a diorama showing the changes over time based on the <u>House on Maple Street</u>- different sides represent different time periods within the story</li><li>Each student will design a before and after picture of an area showing the effects of a natural disaster on a specific area. Students can present their poster by explaining how the event affected the land, people, and animals of the area.</li></ul>(Please note that additional standards will be addressed when completing these tasks (Speaking and Listening, Language, and Reading). | *Other Evidence: (quizzes, tasks, academic prompts, homework, observations)*<ul><li>Informal observations and formative assessment</li><li>Weekly selection tests</li><li>Interactive journals</li><li>Classroom discussions</li><li>Tasks related to specific skill</li></ul> |

| 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):*<br><ul><li>Read the big idea question (How has my community changed over time?) then discuss how all communities had a beginning. Discuss how all communities change and progress with time. **H**</li><li>Introduce story by giving some background information that might help students understand the story they are about to read. **H**</li></ul> |

- 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 how can a community support so many people? What may happen to happen to the land, the people, and the wildlife? How can nature and people live in harmony? Teacher observes and coaches students as they work. **E-2**
- Each student will design a before and after picture of an area showing the effects of a natural disaster on a specific area. Students can present their poster by explaining how the event affected the land, people, and animals of the area. **E,T**
- Students respond to the written prompt: How can our community avoid expanding too much and destroying valuable countryside?**E-2**

Selections
- *A River Ran Wild* (narrative nonfiction)
- *The House on Maple Street* (realistic fiction)
- *Days of Digging* (expository)
- *Earthquake! The 1906 San Francisco Nightmare* (expository)
- *The Disappearing Island* (realistic fiction)
- *What Ever Happened to the Baxter Place? (*realistic fiction)
- *Early Explorers* (poem)
- *Caring for the World* (poem)

Additional Resources
- Guided Reading Texts
- Differentiation Instruction Planner in *Imagine It*
- Intervention Guide
- Guided Writing
- Think-Pair-Share
- Question Concept Board
- Inquiry Projects
- Discovery Education (website)

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 | ☐ **Claim #1/DOK 1,  2,  3,  4 (circle one):** |
| --- | --- |
| | ☐ **Claim #2/DOK 1,  2,  3,  4 (circle one):** |
| | ☐ **Claim #3/DOK 1,  2,  3,  4 (circle one):** |
| | ☐ **Claim #4/DOK 1,  2,  3,  4 (circle one):** |

| | |
|---|---|
| **Claims including DOK** | |
| **Achievement Level Descriptors** | ALD #1:     ALD #2:     ALD #3:     ALD #4:     (circle one): |
| **Materials/Resources** | |