

Unit Planning Organizer

Grade: 3

Unit: 2

Created By:

Noel Price- 3rd Grade Teacher

Sarah Vice- 3rd Grade Teacher

Stephanie Peterson- Reading Specialist

Leigh McEwen- AEA Reading Consultant

Note: Teachers are strongly encouraged to look at the UPO for the context of assessments

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Notes:

- Supporting standards *may be* embedded in performance tasks. If they are not embedded, they *must be* assessed through teacher-designed classroom measure.
- Supporting standards *will not* be embedded in common formative pre/post assessments.

Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	3 rd Grade					
Title of Standards-Based Unit	Recounts and Narrative Writing					
Estimated Duration of Unit	5 Weeks					
Unit Placement in Scope & Sequence	1	2	3	4	5	6

Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)	
RL.3.2	Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text. (DOK 2, 3)
RL.3.7	Explain how specific aspects of a text’s illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting). (DOK 2, 3)
RI.3.2	Determine the main idea of a text; recount the key details and explain how they support the main idea. (DOK 1, 2, 3)
RI.3.7	Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). (DOK 2, 3)
W.3.3	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear even sequences.

	b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events to show the response of characters to situations. c. Use temporal words and phrases to signal event order.
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 1, 2, 3, 4) c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others. d. Explain their own ideas and understanding in light of the discussion.

Iowa Core Standards- Support Standards (to be instructed and assessed)

Note: Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below.

RF.3.3 (a-d), RF.3.4 (a-c), RI.3.3, RI.3.8, W.3.6, L.3.1d,e; L.3.2a, c; L.3.4b, c

Reading Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
RL.3.2	- Recount - Determine - Explain	- Stories - Fables - Folktales - Myths - Central message - Lesson - Moral - Key details	1, 2, 3
RL.3.7	Explain	Aspects of a text's illustrations	2, 3
RI.3.2	- Determine - Recount - Explain	- Main idea - Key details	1, 2, 3
RI.3.7	Use	Information from illustrations	2, 3

Writing Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (nouns and noun phrases)	Depth of Knowledge
W.3.3	Write	Narratives	

	• Develop • Using	• Real or imagined experiences • Effective techniques • Descriptive details • Clear even sequences	3, 4
W.3.3b	• Use • Develop • Show	• Dialogue • Description • Actions • Thoughts • Feelings • Experiences events • Responses of characters	
W.3.3c	• Use	• Temporal words and phrases	

Speaking and Listening Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (nouns and noun phrases)	Depth of Knowledge
SL.3.1c, d	• Engage effectively • Build on others’ ideas • Express own ideas clearly • Ask • Stay • Link • Explain	• Range of collaborative discussions • Diverse partners • Questions • Checking understanding • Topic • Comments • Remarks	1, 2, 3

Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
What are some ways authors help us to understand their message or information?	Authors use many details to help us understand what they write.
What parts should I look at to help me understand when I read fiction and nonfiction?	

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards
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Assessment/Performance Task	Assessed Standards
Pre CFA(s)	RL.3.2, RL.3.7, RI.3.2, RI.3.7
Performance Task #1	W.3.3 (b, c)
Performance Task #2	SL.3.1 (c, d)
Post CFA	RL.3.2, RL.3.7, RI.3.2, RI.3.7

Standards-Based Common Formative Pre/Post-Assessment

Unit 2 Common Formative Assessment

Directions: Students read the following article and answer questions 1- 4.

A Jumbo Dino

By Kelli Plasket, with additional reporting by Suzanne Zimbler



Picture 1

A technician lies next to a dinosaur fossil found in Chubut, Argentina.

It is believed to be the femur of a new species of Titanosaur that lived 95 million years ago. What could be scarier than Godzilla, the fictional monster and star of a new movie at the top of the box office this weekend? How about the real dinosaur that once roamed Earth with the thighbone seen in the picture above? That's the femur of a newly unearthed species of titanosaur, a type of long-necked, long-tailed dinosaur that lived 95 million years ago. Scientists believe that it is likely the largest dinosaur ever known. But don't be afraid—they were herbivores, or plant-eaters.



Paleontologists from the museum recently
dug up more than 200 fossils at this desert site in Argentina.

Still, titanosaurs were enormous creatures. The newly discovered species probably once reached 131 feet in length and 160,000 pounds in weight. José Luis Carballido is in charge of a team of paleontologists, a person who studies fossils, at the museum in Argentina, which dug up the fossils in the desert in Argentina. "It's like two semi trucks, one after another, the same as more than 14 African elephants together in weight," he said in a statement from the museum.

Jose and his team found seven huge dinosaurs among more than 200 fossils at the site in Argentina. A local farmer let the museum know about the fossil-filled area in 2011. Excavating the largest fossils was a complicated process. It required the use of use large machines, like backhoes and bulldozers.

Eating Machines



This illustration depicts a dinosaur in Argentina,
another type of plant-eating titanosaur dinosaur.

How did these vegetarian dinosaurs get so big? To find out, scientists like Martin Sander have studied the dinosaurs' fossils and looked at living creatures with features similar to the extinct species. They've discovered that the huge dinosaurs were built to eat.

Sander says a dinosaur's capacity to grow big started with its ability to eat without chewing. The dinosaur made the most of mealtime by scarfing down its leafy greens without pausing to chomp on them. "If you're not a chewer, you just pick off plants and chase them down and digest them," Sander said.

Not chewing also had an important effect on a dinosaur's shape. Without the molars and jaw muscles needed for chewing, a dinosaur's head could stay small and light. Having a little head allowed the dinosaur's neck to grow extra-long.

The long neck was a dinosaur's most important feature. It enabled the dinosaur to reach plants near and far without lugging its heavy body around. By eating quickly and constantly, dinosaurs grew to be the biggest land animals on Earth. And that is no small feat!

*Article revised by RCD Team to meet the needs of our third grade students.

1. What is the main idea of the text? (RI.3.2)
2. What key ideas help you determine the main idea of the text? Use evidence from the text to support your answer. (RI.3.2)
3. How do the pictures and captions help you understand what the text says? Use evidence from the text to support your answer. (RI.3.7)
4. Refer back to the article and find Picture 1. Why does the writer choose to use picture to support the information in the text? Use evidence from the text to support your answer. (RI.3.7)

Directions: Use the following story to answer questions 5-8.

The Ant and the Grasshopper

Retold by Melissa Rothman

Illustrated by John Wallner



One warm day, Grasshopper was in the grass. He began to sing. Everyone heard his merry singing.

Before long, Ant came by. Ant heard the singing, too. Ant had some corn. Ant was very little. The corn was very big, but it didn't fall.

Grasshopper glared at Ant. "What are you doing?" he asked.



Picture 2

Ant said, "I'm saving corn. Someday I'll need to have it."

"But there is so much to eat," said Grasshopper. "Just look!"

"There is so much to eat now," Ant told Grasshopper. "But when it is cold, you will see what will happen."

"I can't think about that now," Grasshopper told Ant. "I'll see what will happen when it gets cold."

Every day, Ant worked in haste. She saved a lot of corn.



Soon snow began to fall. Grasshopper looked for something to eat. But he did not see a thing. Grasshopper went to see Ant.

Ant gave Grasshopper something to eat.

“Next time, I will put away something before the cold comes,” Grasshopper said.

“That will be good,” Ant said. “Now have a little more to eat.”

5. Provide a recount of “The Ant and the Grasshopper.” (RL.3.2)
6. Determine the lesson “The Ant and the Grasshopper” teaches the reader using details from the text. Use evidence from the text to support your answer. (RL.3.2)
7. How do the illustrations help you understand what the text says? Use evidence from the text to support your answer. (RL.3.7)
8. Refer back to the article and find **Picture 2**. How is the character feeling and how do you know? Use evidence from the text to support your answer. (RL.3.7)

Standards-based Pre/Post-Assessment Questions and Answer Key

1. What is the main idea of the text? (RI.3.2)

The main idea of the text is that scientists recently discovered a Titanosaurus, thought to be one of the largest plant-eating dinosaurs on Earth.

2. What key ideas help you determine the main idea of the text? Use evidence from the text to support your answer. (RI.3.2)

Key details could include:

- *Scientists believe it is likely the largest dinosaur ever known.
- *It probably once reached 131 feet in length and 160,000 pounds.
- *It's the same as more than 14 African elephants together in weight.
- * By eating quickly and constantly, sauropods grew to be the biggest land animals on Earth.

3. How do the pictures and captions help you understand what the text says? Use evidence from the text to support your answer. (RI.3.7)

The pictures and captions help the reader understand the text since they specifically show the size of the dinosaur fossils in comparison to a human. It also demonstrates the importance of the length of the dinosaur's neck since the article stated it enabled the dinosaur to reach plants near and far without lugging its heavy body around.

4. Refer back to the article and find Picture 1. Why does the writer choose to use picture to support the information in the text? Use evidence from the text to support your answer. (RI.3.7)

The writer chose this picture to help the reader visualize the enormous length of the dinosaur fossil's femur since the text said it probably reached 131 feet in length.

5. Provide a recount of "The Ant and the Grasshopper." (RL.3.2)

In the fable, "The Ant and the Grasshopper" by Melissa Rothman, Ant was busy getting ready for winter by collecting corn and bringing it back to his house. Grasshopper was busy fooling around by playing his violin and talking with his friends. When winter came, Ant was prepared and had plenty to eat while Grasshopper looked foolish because of his lack of preparation. Grasshopper made a mistake and went to see Ant because he didn't have anything to eat. Ant provided Grasshopper with something to eat and Grasshopper learned that next time he needs to be more prepared.

6. Determine the lesson "The Ant and the Grasshopper" teaches the reader using details from the text. (RL.3.2)

The lesson from "The Ant and the Grasshopper" teaches you is to be prepared for anything because the Grasshopper was too busy having fun with his friends and entertaining that he didn't prepare for winter. When winter came he didn't have anything to eat and relied on his friend who had prepared for winter.

7. How do the illustrations help you understand what the text says? Use evidence from the text to support your answer. (RL.3.7)

The illustrations help you understand what the text says because they allow the reader to understand the emotions the characters are feeling and their reactions to different parts of the story. Evidence will vary based on students' responses.

8. Refer back to the article and find Picture 2. How is the character feeling and how do you know? Use evidence from the text to support your answer. (RL.3.7)

In picture 2, the Ant is feeling shocked, surprised, and/or disbelief because the Ant explains that there is so much to eat now, but you will see what will happen when it gets cold. He can't believe that the Grasshopper is not preparing for winter because he knows that you have to be prepared for what's ahead.

Scoring Guide: RI.3.2 (Q 1,2)

Proficient	Far from Proficient
- o Student correctly determines the main idea - o Student uses key details from the text to support answer	o Meets fewer than 2 of the proficient criteria
	Comments:

Scoring Guide: RI.3.7 (Q 3,4)

Proficient	Far from Proficient
- o Student explains how the pictures and captions help to understand the text - o Student explains how the picture supports their understanding of the text	o Meets fewer than 2 of the proficient criteria
	Comments:

Scoring Guide: RL.3.2 (Q 5,6)

Proficient	Far from Proficient
- o Student correctly recounts the story - o Student determines the lesson or moral - o Student uses key details to support the answer	o Meets fewer than 2 of the proficient criteria
	Comments: A correct recount should include the following: ▪ Title and author ▪ Main characters ▪ Setting

	▪ Problem/solution ▪ Important events told in sequential order using signal words
Scoring Guide: RL.3.7 (Q 7,8)	
Proficient	Far from Proficient
o Student explains how text illustrations contribute to what is conveyed by the words in the story.	o Meets fewer than 1 of the proficient criteria
	Comments:

Step 3: Engaging Standards-based Learning Experiences

Performance Task Synopses
Engaging Scenario: You have been hired as a news reporter for the local news station. You have been given your first assignment. Your boss needs you to report on a major event in your life that other people would be interested in knowing about. You are expected to prepare a written report to hand in to your producer and then present your report to your viewers. Task #1: Students develop their personal narrative. Task #2: Students will share their personal narrative and other students respond with questions.

Performance Task # 1- In Detail

Engaging Scenario: You have been hired as a news reporter for the local news station. You have been given your first assignment. Your boss needs you to report on a major event in your life that other people would be interested in knowing about. You are expected to prepare a written report to hand in to your producer and then present your report to your viewers.

Priority Standards: W.3.3 b, c

Supporting Standards (if applicable): W.3.3 a, d

Big Idea: Authors use many details to help us understand what they write.

Essential Questions:

- What are some ways authors help us to understand their message or information?
- What parts should I look at to help me understand when I read fiction and nonfiction?

DOK: 2-3

Synopsis: Students develop their personal narrative.

Teacher Directions:

- This Performance Task should be given after instruction in the writing standards for this unit (ie: how narratives are introduced, sequenced, and concluded) and able to ask questions that are deeper in understanding the author's message.
- Provide students with tools used during instruction to form their narrative (ie: graphic organizers, checklists, etc.)

Student Directions:

You have been hired as a news reporter for the local news station. You have been given your first assignment. Your boss needs you to report on a major event in your life that other people would be interested in knowing about. You are expected to prepare a written report to hand in to your producer. Your producer is expecting you to have an introduction, a sequence of events, and a conclusion to your report. You will also be expected to remember to engage your viewers by making your piece interesting by including dialogue and vivid descriptions of your life event!

Scoring Guide W.3.3b		
Proficient	Close to Proficient	Far from Proficient
- o Student uses dialogue - o Student uses vivid descriptions (actions, thoughts, and/or feelings) - o Student shows the response of characters to situations (ie: My mom was so mad when I dropped by ice cream.)	Student does 2 of the Proficient criteria	Student does fewer than 2 of the Proficient criteria
	Comments:	
Scoring Guide W.3.3c		
Proficient	Far from Proficient	
- o Student uses temporal words and phrases to signal event order ▪ examples: <i>first, second, after, before, between, until, while, last summer, decades ago, next time</i>		
	Comments:	

Performance Task # 2- In Detail

Engaging Scenario: You have been hired as a news reporter for the local news station. You have been given your first assignment. Your boss needs you to report on a major event in your life that other people would be interested in knowing about. You are expected to prepare a written report to hand in to your producer and then present your report to your viewers.

Priority Standards: SL.3.1 c, d

Supporting Standards (if applicable): SL.3.1 a, b

Big Idea: Authors use many details to help us understand what they write.

Essential Questions:

- What are some ways authors help us to understand their message or information?
- What parts should I look at to help me understand when I read fiction and nonfiction?

DOK: 3-4

Synopsis: Students will share their personal narrative and other students respond with questions.

Teacher Directions:

- After students have completed their narratives in Task #1, they will be partnered into groups of 3-4.
- Students will share their narratives acting as if they are a news reporter.
- The other students will listen as if they are the viewers and will record questions they have about the reporter's piece on Post-its or notebook paper as they are listening.
- The viewers will question the reporter based on the questions they developed and the reporter will have to respond with appropriate answers.
- Teacher will use the Speaking and Listening checklist along with the students' list of questions for assessment.

Student Directions:

- Now on with the show!! You will be presenting your report to your viewers remembering to speak clearly and at an appropriate pace. The viewers will be generating questions they have about your report on paper. After your report, you will be asked questions from the viewers and will need to respond with answers to their questions.

Scoring Note: Use the Speaking and Listening checklist to record proficiency based on the criteria listed above.

Scoring Guide SL.3.1 c

Proficient	Far from Proficient
- o Student asks questions based on the narrative - o Student stays on topic - o Student links their comments to the remarks of others	Student does less than 3 of the Proficient criteria.
	Comments:

Scoring Guide SL.3.1 d

Proficient	Far from Proficient
o Student responds to questions with appropriate answer to their topic.	Student does less than 1 of the Proficient criteria.

	Comments:
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Supporting Documents and Student Materials

(Pre/Post)

Name _____

Unit 2 Common Formative Assessment

Directions: Read the following article and answer questions 1- 4.

A Jumbo Dino

By Kelli Plasket, with additional reporting by Suzanne Zimbler



Picture 1

A technician lies next to a dinosaur fossil found in Chubut, Argentina.

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Paleontologists from the museum recently dug up more than 200 fossils at this desert site in Argentina.

Still, titanosaurs were enormous creatures. The newly discovered species probably once reached 131 feet in length and 160,000 pounds in weight. José Luis Carballido is in charge of a team of paleontologists, a person who studies fossils, at the museum in Argentina, which dug up the fossils in the desert in Argentina. "It's like two semi trucks, one after another, the same as more than 14 African elephants together in weight," he said in a statement from the museum.

Jose and his team found seven huge dinosaurs among more than 200 fossils at the site in Argentina. A local farmer let the museum know about the fossil-filled area in 2011. Excavating the largest fossils was a complicated process. It required the use of use large machines, like backhoes and bulldozers.

Eating Machines



This illustration depicts a dinosaur in Argentina, another type of plant-eating titanosaur dinosaur.

How did these vegetarian dinosaurs get so big? To find out, scientists like Martin Sander have studied the dinosaurs' fossils and looked at living creatures with features similar to the extinct species. They've discovered that the huge dinosaurs were built to eat.

Sander says a dinosaur's capacity to grow big started with its ability to eat without chewing. The dinosaur made the most of mealtime by scarfing down its leafy greens without pausing to chomp on them. "If you're not a chewer, you just pick off plants and chase them down and digest them," Sander said.

Not chewing also had an important effect on a dinosaur's shape. Without the molars and jaw muscles needed for chewing, a dinosaur's head could stay small and light. Having a little head allowed the dinosaur's neck to grow extra-long.

The long neck was a dinosaur's most important feature. It enabled the dinosaur to reach plants near and far without lugging its heavy body around. By

eating quickly and constantly, dinosaurs grew to be the biggest land animals on Earth. And that is no small feat!

1. What is the main idea of the text? (RI.3.2)

2. What key ideas help you determine the main idea of the text? Use evidence from the text to support your answer. (RI.3.2)

3. How do the pictures and captions help you understand what the text says? Use evidence from the text to support your answer. (RI.3.7)

4. Refer back to the article and find Picture 1. Why does the writer choose to use picture to support the information in the text? Use evidence from the text to support your answer.
(RI.3.7)

Directions: Use the following story to answer questions 5-8.

The Ant and the Grasshopper

Retold by Melissa Rothman

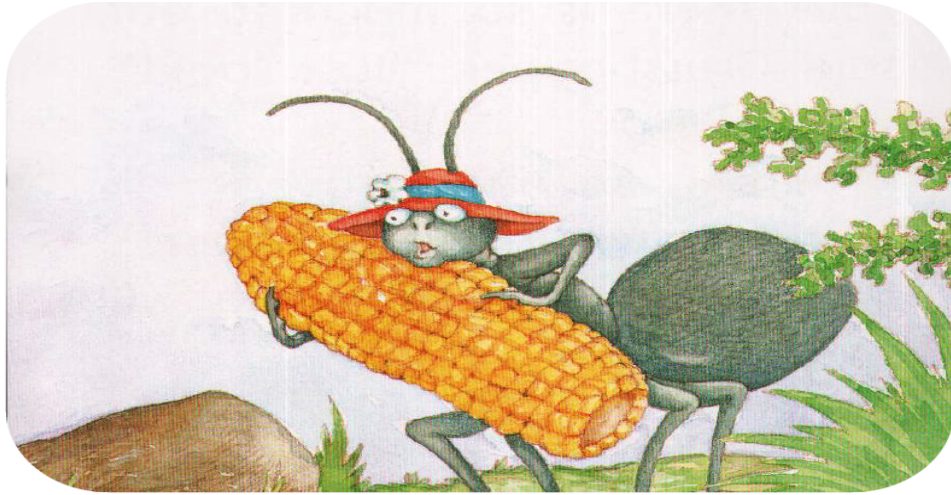
Illustrated by John Wallner



One warm day, Grasshopper was in the grass. He began to sing. Everyone heard his merry singing.

Before long, Ant came by. Ant heard the singing, too. Ant had some corn. Ant was very little. The corn was very big, but it didn't fall.

Grasshopper glared at Ant. "What are you doing?" he asked.



Picture 2

Ant said, “I’m saving corn. Someday I’ll need to have it.”

“But there is so much to eat,” said Grasshopper. “Just look!”

“There is so much to eat now,” Ant told Grasshopper. “But when it is cold, you will see what will happen.”

“I can’t think about that now,” Grasshopper told Ant. “I’ll see what will happen when it gets cold.”

Every day, Ant worked in haste. She saved a lot of corn.



Soon snow began to fall. Grasshopper looked for something to eat. But he did not see a thing. Grasshopper went to see Ant.

Ant gave Grasshopper something to eat.

“Next time, I will put away something before the cold comes,” Grasshopper said.

“That will be good,” Ant said. “Now have a little more to eat.”

5. Provide a recount of “The Ant and the Grasshopper.” (RL.3.2)

6. Determine the lesson “The Ant and the Grasshopper” teaches the reader using details from the text. Use evidence from the text to support your answer. (RL.3.2)

7. How do the illustrations help you understand what the text says? Use evidence from the text to support your answer. (RL.3.7)

8. Refer back to the article and find Picture 2. How is the character feeling and how do you know? Use evidence from the text to support your answer. (RL.3.7)

Scoring Guide: RI.3.2 (Q 1,2)	
Proficient	Far from Proficient
- o Student correctly determines the main idea - o Student uses key details from the text to support answer	o Meets fewer than 2 of the proficient criteria
	Comments:
Scoring Guide: RI.3.7 (Q 3,4)	
Proficient	Far from Proficient
- o Student explains how the pictures and captions help to understand the text - o Student explains how the picture supports their understanding of the text	o Meets fewer than 2 of the proficient criteria
	Comments:
Scoring Guide: RL.3.2 (Q 5,6)	
Proficient	Far from Proficient
- o Student correctly recounts the story - o Student determines the lesson or moral - o Student uses key details to support the answer	o Meets fewer than 2 of the proficient criteria
	Comments: A correct recount should include the following: ▪ Title and author

	▪ Main characters ▪ Setting ▪ Problem/solution ▪ Important events told in sequential order using signal words
Scoring Guide: RL.3.7 (Q 7,8)	
Proficient	Far from Proficient
o Student explains how text illustrations contribute to what is conveyed by the words in the story.	o Meets fewer than 1 of the proficient criteria
	Comments: