

Grade: 3rd Grade		
Unit: The Ancient Roman Civilization		
Pacing (number of days or weeks): 18 days		
PLC Question: What do we want all students to know and be able to do?		
Grade Level Priority Standards : ● RI.3.2: Determine the main idea of a text; recount the key details and explain how they support the main idea. ● W.3.1: Write opinion pieces on topics or texts, supporting a point of view with reasons.		
Supporting Standards: ● RI.3.6: Distinguish their own point of view from that of the author of a text. ● SL.3.3: Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.		
Essential Questions: <u>RI.3.2</u> ● <i>What details and facts would I include when recounting the main idea of the text?</i> <u>W.1</u> ● <i>What is my opinion on a topic and what reasons do I have to persuade my reader?</i>		
Learning Progressions		
<u>RI.3.2 Previous Grade Level:</u> Students should know ... What is the text mostly about? Students should be able to do ... Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.	<u>RI.3.2 Grade Level:</u> Students should know ... What is the text mainly about? How the key details explain the main idea. Students should be able to do ... Determine the main idea of a text; recount the key details and explain how they support the main idea.	<u>RI.3.2 Next Grade Level:</u> Students should know ... What is the main idea of the text? What key ideas, specific details, and events help me determine this? What details and facts from the text would I include when summarizing what the text is about?

		Students should be able to do . . . Determine the main idea of a text and explain how it is supported by key details; summarize the text.
<u>Support: RI.3.6 Previous Grade Level:</u> Students should know . . . Why is the author writing this text? Is the author answering, explaining, or describing? Students should be able to do . . . Identify the main purpose of a text, including what the author wants to answer, explain, or describe.	<u>RI.3.6 Grade Level:</u> Students should know . . . What is the topic/subject? What is the author's attitude toward it? How does the author weave in her angle or point of view about the topic? What do I think about this topic as I begin to read this text? Has the author provided information and ideas to change my attitude about the topic by the end? Students should be able to do . . . Distinguish their own point of view from that of the author of a text.	<u>RI.3.6 Next Grade Level:</u> Students should know . . . Is this a firsthand or a secondhand account of the event or topic? How do I know? How does the point of view differ between firsthand and secondhand accounts? Students should be able to do . . . Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
<u>W3.1 Previous Grade Level:</u> Students should know . . . What is an opinion? What are reasons? How to write a topic sentence and conclusion. Write complete sentences. Students should be able to do . . . Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.	<u>W3.1 Grade Level:</u> Students should know . . . What is the topic or text I am writing about? What is my opinion or my point of view, and have I explained why? What reasons do I have to support that opinion? Have I connected my opinion with linking words such as because, therefore, since, and for example? How can I end my writing with sentences, a concluding statement, or section? Students should be able to do . . . Write opinion pieces on topics or texts, supporting a point of view with reasons.	<u>W3.1 Next Grade Level:</u> Students should know . . . What is the topic or text I am writing about? What is my opinion or my point of view and have I explained why? What are the reasons, supported by facts and details, that support my opinion? Have I grouped my reasons and connected them with linking words and phrases such as for instance, in order to, and in addition? Do I have a concluding statement that relates to the opinion I stated in the introduction? RI Students should be able to do . . . Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

	Learning Targets	
<i>Standard:</i> RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea. W3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons. <i>Learning Targets:</i> <u>RI.3.2</u> ● Determine the main idea of a text. ● Recount the key details of a text. ● Explain how key details support the main ideas in a text. <i>Support:</i> <u>RI.3.6</u> ● Distinguish your own point of view. ● Distinguish the author's point of view. <u>W.1</u> ● Write opinion pieces on topics or texts ● ● Support opinion with reasons (text evidence)		
Essential Vocabulary Key Academic Vocabulary: <i>Reference proficiency scales and CKLA units as well as WY-TOPP Blueprint</i> main idea, big idea, important parts, key details, supporting details, text features, author, point of view, fact, opinion, idea, narrator, similar, difference, alike, belief, message, phrases, attitude, evidence, opinion, reasons, topic sentence, conclusion, agree/disagree, prove, belief, Transitional words: <i>because/therefore/since/for example</i>		

PLC Question: How will we know when students have learned?

Assessment and Evidence		
State Assessments • WY-TOPP Summative Grades 3-10 • WY-TOPP Interim • mCLASS	District Essential Assessments • End of Unit Assessments • WY-TOPP Interim • mCLASS Progress Monitoring	Building/Grade-level/Individual Assessments • Pre-Assessments • WY-TOPP Modulares • Common Formative Assessments • Classroom Assessment & Evidence ○ WIN assessments ○ Daily Problem Sets ○ Exit Tickets ○ Checklists & Observations ○ Anecdotal Records • Digital Software Data • Student Self-Assessment • Other Assessments:

PLC Question: How will teachers facilitate the learning?

Key Curriculum Resources	Supporting Resources and Instructional Strategies
<u>CKLA</u> (use CKLA units, overlay documents, and learning targets as resources) Unit: 4 Ancient Rome Lessons w/essential standards: • (RI3.2) 3, 5, 6, 7, 8, 9, 11 • (RI3.6) 11,12,14,15 • (W3.1) 4, 7,8, 9, 13, 14,15 Refer to pacing guides in UCSD #1 folder <u>15 Day Challenge</u> UME unit 4 15 day challenge Aspen Unit 4-15 Day Challenge North Unit 4- 15 Day Challenge CFA's UME CFA 3.2	<u>Additional lessons needed for standards:</u> (use overlay document and proficiency scales as resources): Pausing points Digital Tools: Amplify, Google slides, video supports (A Day in Pompeii-youtube)

PLC Question: What will we do when students have not learned?**Interventions**

Tier 3 - Intensive - Learning Gaps

Small Group
Corrective Reading
1:1
Amplify remediation guide

Tier 2 - Strategic - Supporting Tier I

Provide anchor charts with examples
Small groups
Graphic organizers

PLC Question: What will we do when students have learned?**Enrichment****RI.3.2**

- Compare two texts on the same topic including the main idea and key details

RI.3.6

- Compare two or more opposing perspectives of a text

W.2

- State an opinion sentence(s) by providing a counter-opinion using a reason supported by text evidence.