

Unit Planning Organizer

Grade:3

Unit:1

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Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	3rd grade					
Title of Standards-Based Unit	Ask and Answer Questions 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)
RI.3.1, RL.3.1, W.3.3 a & d, SL.3.1 a & b, SL.3.6

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.
RL.3.4, IA.1, RI.3.4, W.3.5, W.3.6, W.3.7, W.3.8, L.3.4 a-d, L.3.6, L.3.1 f & i, L.3.2 g

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 Levels
RL.3.1	<ul style="list-style-type: none"> ● Ask ● Answer ● Demonstrate ● Refer 	<ul style="list-style-type: none"> ● Questions ● Questions ● Understanding ● To the text 	DOK: 1-3
RI.3.1	<ul style="list-style-type: none"> ● Ask ● Answer ● Demonstrate ● Refer 	<ul style="list-style-type: none"> ● Questions ● Questions ● Understanding ● To the text 	DOK: 1-3

Writing 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 Levels
W.3.3a W.3.3d	<ul style="list-style-type: none"> ● Write ● Develop ● Use ● Establish ● Introduce ● Organize ● Provide 	<ul style="list-style-type: none"> ● Narratives ● Experiences or imagined experiences or events ● Effective technique, details, sequences ● Situation ● Narrator/characters ● Event sequence ● Closure 	DOK: 3-4

Speaking/Listening 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 Levels
SL.3.1a-b	<ul style="list-style-type: none"> ● Engage ● Build ● Express ● Come ● Having read/studied ● Draw ● Explore ● Follow ● Gain ● Listen ● Speak 	<ul style="list-style-type: none"> ● Effectively ● Ideas ● Ideas ● Prepared ● Required material ● On that preparation and other information known about the topic ● Ideas ● Rules for discussion ● The floor in respectful ways ● To others with care ● One at a time about topics/texts 	DOK: 1-4

Unit Essential Question and Big Ideas
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Essential Questions	Big Ideas
<ul style="list-style-type: none"> How do good readers show understanding of what they read? Why is it important to prove your thinking using evidence from the text? 	<ul style="list-style-type: none"> Good readers learn from many types of text by asking and answering questions to show understanding. (RL.3.1, RI.3.1)
<ul style="list-style-type: none"> Why is it important for writers to organize their writing? How does the structure of a piece of writing enable the reader to understand the writer's message? 	<ul style="list-style-type: none"> Good writers can create an organized piece of fiction or nonfiction text using a narrative structure. (W.3.3a,d)
<ul style="list-style-type: none"> How do individuals show "group respect?" How does collaboration help you learn and grow when discussing a topic or text? Why is it important for a speaker to assess a situation before presenting their information? 	<ul style="list-style-type: none"> Respectful and effective speakers and listeners come prepared to discussions, ready to collaborate and share information. (SL.3.1a,b, SL.3.6)
<ul style="list-style-type: none"> Why is it important to speak and write clearly and correctly? 	<ul style="list-style-type: none"> Effective communicators are clear when they use correct conventions and grammar in their writing and speaking. (L.3.1)

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA	RL.3.1, RI.3.1
Performance Task #1	SL.3.1 (a, b)
Performance Task #2	W.3.3 (a, d)
Performance Task #3	SL.3.1 (a, b)
Post CFA	RL.3.1, RI.3.1

Standards-Based Common Formative Post-Assessment (CFA)

Priority Standards: RL.3.1, RI.3.1

Supporting Standard: L.3.1i

Teacher Directions: Use the following texts to administer the assessment:

Informational text: "Gasping for Air"

Literature text: "Lady and the Garden Hose"

Using the same passages from the selected-response questions, administer the constructed-response questions. If students are unable to find the answer in the informational questions they constructed, they need to identify what the next steps would be in order to find the answer to their question(s).

Student Directions and Possible Answers:

Q.1) Identify the setting in the story. (RL.3.1)

- a. Fire station
- b. Vet
- c. Park
- d. **The backyard**

Which sentence(s) from the story supports your answer?

Q.2) Determine the problem in the story. Use two pieces of evidence from the text to convey your answer. Write in complete sentences. (RL.3.1)

Q.3) What is the main idea of the article? (RI.3.1)

- a. People need to help stop air pollution
- b. Air pollution happens in both towns and cities
- c. **Asthma can be caused by air pollution**
- d. Children with asthma should not play outside

What facts or details support your answer?

Q.4) “Gasping for Air” and Post-it notes, ask 3 questions you have about the text while reading. After reading, determine the correct answer to your questions based on evidence from the text. If you could not find answers to your questions in the text, where could you look to find an answer?(RI.3.1)

Scoring Guide RL.3.1 (Q1 and 2)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus:	<ul style="list-style-type: none"> o Student correctly identifies the setting in the story (RL.3.1) o Student determines the problem in the story. (RL.3.1) o Student provides text evidence to support their answer. (RL.3.1) 	o Meets <u>2</u> of the proficient criteria.	o Meets less than <u>2</u> of the proficient criteria.
		Comments:	

Scoring Guide RI.3.1 (Q 3 and 4)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus:	o Student correctly identifies the main idea of the story (RI.3.1)	o Meets <u>2</u> of the	o Meets fewer than <u>2</u> of the

	<ul style="list-style-type: none"> o Student provides facts and/or details to support their answer. (RI.3.1) o Student asks questions about the text. (RI.3.1) 	proficient criteria.	proficient criteria.
		Comments:	

Step 3: Standards-Based Performance Tasks

Performance Task Synopses
<p>Engaging Scenario: You have been hired as a Facebook profile writer. You have been assigned the role to interview a classmate to gather information about their life. You will be given a page template, which will guide you in asking questions so you can collect the information needed to complete your page. As the profile writer, you will need to then present your information to your boss for approval before posting.</p> <p>Task #1: Students will be generating questions that they will use to interview a fellow classmate. Students will then interview their selected partner gaining information to answer their questions.</p> <p>Task #2: Students will draft their Facebook page using the template.</p> <p>Task #3: Students will be sharing their information from their narrative to a small group of 3-4 students.</p>

Performance Task # 1- In Detail
<p>Engaging Scenario: You have been hired as a Facebook profile writer. You have been assigned the role to interview a classmate to gather information about their life. You will be given a page template, which will guide you in asking questions so you can collect the information needed to complete your page. As the profile writer, you will need to then present your information to your boss for approval before posting.</p> <p>Priority Standards: SL.3.1a-b</p> <p>Supporting Standards (if applicable): L.3.1i, L.3.1f</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • Respectful and effective speakers and listeners come prepared to discussions, ready to collaborate and share information. (SL.3.1a,b, SL.3.6) <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do individuals show “group respect?” • How does collaboration help you learn and grow when discussing a topic or text?

- Why is it important for a speaker to assess a situation before presenting their information?

DOK: 1-2

Synopsis: Students will be generating questions that they will use to interview a fellow classmate. Students will then interview their selected partner gaining information to answer their questions.

Teacher Directions: Select one of Facebook templates provided in the resource folder for Unit 1 Performance Task. (NOTE: You can edit the template to your liking.) Allow time for students to write their own questions based on the template for their interview. Once students are finished you will need to partner students up for their interview.

Student Directions: You have been hired as a Facebook profile writer. You have been assigned the role to interview a classmate to gather information about their life. You will be given a page template, which will guide you in asking questions so you can collect the information needed to complete your page.

Scoring Guide SL.3.1 (a-b)

Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"> o Comes to interview prepared with appropriate questions o 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) 	<ul style="list-style-type: none"> o Meets 1 of the proficient criteria. 	<ul style="list-style-type: none"> o Meets less than 1 of the proficient criteria.
	Comments:	

Performance Task # 2- In Detail

Engaging Scenario: You have been hired as a Facebook profile writer. You have been assigned the role to interview a classmate to gather information about their life. You will be given a page template, which will guide you in asking questions so you can collect the information needed to complete your page. As the profile writer, you will need to then present your information to your boss for approval before posting.

Standard: W.3.3a, W.3.3d

Supporting Standards (if applicable): L.3.1f, L.3.1i, L.3.2g, L.3.4a, L.3.4d, L.3.5b, L.3.6

Big Idea:

- Good writers can create an organized piece of fiction or nonfiction text using a narrative structure. (W.3.3a,d)

Essential Questions:

- Why is it important for writers to organize their writing?
- How does the structure of a piece of writing enable the reader to understand the writer's message?

DOK: 2

Synopsis: Students will draft their Facebook page using the template.

Teacher Directions: Students will take their answers to their questions and will fill in the information about their person on the template. Students will then take their partner’s answers to form a narrative summary based on their person making sure to have an introduction and conclusion.

Student Directions: Now working in your role as a Facebook profile writer, you will organize the answers you collected from your interview and will fill out their Facebook page. If you find that you don’t have enough information, you may need to interview your partner again to find the additional information. Once you have completed your Facebook profile, you will write a narrative summary about the person you interviewed, making sure you have an introduction and conclusion.

Scoring Guide W.3.3a

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student uses temporal words and phrases to signal event order o Student uses dialogue and descriptions of actions, thoughts and feelings to develop experiences and events	o Student provides an introduction to the topic o Student organizes information that unfolds naturally	o Meets 1 of the proficient criteria.	o Meets less than 1 of the proficient criteria.
		Comments:	

Scoring Guide W.3.3d

Proficient	Far from Proficient
o Student provides a sense of closure	o Meets less than 2 of the proficient criteria.

Performance Task # 3- In Detail

Engaging Scenario: You have been hired as a Facebook profile writer. You have been assigned the role to interview a classmate to gather information about their life. You will be given a page template, which will guide you in asking questions so you can collect the information needed to complete your page. As the profile writer, you will need to then present your information to your boss for approval before posting.

Priority Standards: SL.3.1a, SL.3.1b

Supporting Standards (if applicable): SL.3.6, L.3.1

DOK: 2

Big Ideas:

- Respectful and effective speakers and listeners come prepared to discussions, ready to collaborate and share information. (SL.3.1a,b, SL.3.6)
- Effective communicators are clear when they use correct conventions and grammar in their writing and speaking. (L.3.1)

Essential Questions:

- How do individuals show “group respect?”
- Why is it important to speak and write clearly and correctly?

Synopsis: Students will be sharing their information from their narrative to a small group of 3-4 students.

Teacher Directions: Assign students into groups of 3-4. Students share out their information from the narrative they composed. Using your checklist, walk around to assess Speaking and Listening and Language standards you observe for each student.

Student Directions: You’re now going to present your findings to your bosses today. Please share the narrative that you wrote making sure you are speaking clearly at an understandable pace to engage your bosses. If you are a boss, you need to make sure you are being a good listener in a respectful way.

Optional: The ‘bosses’ can provide feedback to the presenter after they have presented.

Scoring Guide **SL.3.1a, SL.3.1b**

Proficient	Close to Proficient	Far from Proficient
<ul style="list-style-type: none"> o Comes to group prepared having practiced their material o 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) 	<ul style="list-style-type: none"> o Meets 1 of the proficient criteria. 	<ul style="list-style-type: none"> o Meets less than 1 of the proficient criteria.
	Comments:	

Student Materials

Unit 1 Common Formative Assessment Rubric and Assessment

Student Directions: Use this passage to answer questions 1 and 2.

Source: <http://www.tea.state.tx.us/student.assessment/resources/release/rpte/index.html>

Lady and the Garden Hose

The Delgado family had a new puppy named Lady. She was a playful puppy. She especially liked playing with the garden hose. She loved to watch the hose wiggle like a snake when she chewed on it. One day Mr. Delgado saw Lady drag the garden hose across the yard. “Not again!” he said as he hung the hose on the hook that was on the side of the house.

It was the fifth time this week that Lady had taken the hose down from its hook. Mr. Delgado had tried to teach her not to do it. He pointed to the hose each time and said with a stern voice, “No, Lady! Don’t play with the hose!” It hadn’t helped.

The next day Mr. Delgado went outside to water his vegetable garden. Once again he found the hose stretched across the yard. Lady playfully picked it up in her teeth when she saw him.

Manuel came outside. “Hi, Dad,” he said. “May I help water the garden?” Manuel picked up the hose, and Mr. Delgado turned on the water. Only a few drops of water fell on the plants. They saw water springing up from tiny holes all along the hose.

Manuel looked at Lady. “Your sharp teeth made those holes, Lady. You turned our hose into a fountain,” he said. Lady wagged her tail proudly. Manuel and his father took the hose to the garage. They used rubber glue to mend it. “I don’t know how to teach Lady to leave the hose alone,” said Mr. Delgado once they had repaired the hose. “Do you have any ideas?”

“I know what we can do,” said Manuel. He wrapped the hose around the hook again. Then he brought two chairs from the yard. He turned them on their sides and leaned them against the house. The chairs formed a cage around the hose.

Lady walked over to the hose. She stuck her paw between the chairs. She poked the chairs with her nose and cried. She tried and tried, but she couldn’t reach the hose. Manuel’s idea was working. “You’re probably unhappy about this,” Manuel said to his puppy, “but Dad and I don’t want to fix that hose every day!”

Reference: Article from North Carolina State University College of Education: <http://www.ncsu.edu/project/lancet/fourth.htm>

1. Identify the setting in the story. (RL.3.1)
 - a. The fire station
 - b. The vet

- c. The park
- d. The backyard

Which sentence(s) from the story supports your answer?

2. Use complete sentences in paragraph form to answer the following question. What is the problem in the story? Use two pieces of evidence from the text to convey your answer. (RL.3.1)

Student Directions: Use this passage to answer questions 3 and 4.

Gasping for Air

A recent study says that kids living in areas with air pollution are more likely to develop asthma than kids who live in other areas. Asthma is an illness that makes breathing difficult. About 9 million children in the United States suffer from asthma.

More than 3,500 kids, ages 9 to 16, who lived in California took part in the study. About half of those kids lived in areas that had lots of air pollution. The other half lived in areas that had clean air. All the children played outdoor sports.

After studying the kids for five years, doctors found that about 260 of them developed asthma. Most of those kids lived in towns that had lots of air pollution. Doctors say that breathing too much polluted air caused the asthma cases.

A California health official said the study shows the need to do more to prevent air pollution. Doctors say that children should still play outside but only on days when air pollution isn't bad.

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3. What is the main idea of the article? (RI.3.1)
- a. People need to help stop air pollution
 - b. Air pollution happens in both towns and cities
 - c. Asthma can be caused by air pollution
 - d. Children with asthma should not play outside

What facts or details support your answer? Write in complete sentences in paragraph form.

4. Using the informational article and Post-it notes, ask 3 questions you have about the text while reading. (RI.3.1)

Questions I have while reading

Unit 1 Common Formative Assessment Rubric and Assessment

Scoring Guide RL.3.1 (Q1 and 2)			
Exemplary	Proficient	Close to Proficient	Far from Proficient

All proficient criteria plus:	<ul style="list-style-type: none"> o Student correctly identifies the setting in the story o Student determines the problem in the story. o Student provides text evidence to support their answer. 	o Meets <u>2</u> of the proficient criteria.	o Meets less than <u>2</u> of the proficient criteria.
		Comments:	

Scoring Guide RI.3.1 (Q 3 and 4)			
Exemplar	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus:	<ul style="list-style-type: none"> o Student correctly identifies the main idea of the story (RI.3.1) o Student provides two facts or details to support their answer. (RI.3.1) o Student asks 3 questions about the text. (RI.3.1) 	o Meets <u>2</u> of the proficient criteria.	o Meets fewer than <u>2</u> of the proficient criteria.
		Comments:	