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| **Unit Plan** |
| **Unit Title: Unit 5 Take Action****Essential Questions:****Week 1- How do we get what we need?****Week 2- How can we reuse what we already have?****Week 3- How do teams work together?****Week 4- What do good citizens do?****Week 5- What are different kinds of energy?****Standards:**CCSS.ELA-Literacy.RL.3.1Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.CCSS.ELA-Literacy.RL.3.2Recount 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.CCSS.ELA-Literacy.RL.3.3Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of eventsCCSS.ELA-Literacy.RL.3.4Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.CCSS.ELA-Literacy.RL.3.5Refer 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.CCSS.ELA-Literacy.RL.3.6Distinguish their own point of view from that of the narrator or those of the characters.**summative Unit Assessment : weekly assessments, unit assessments, selection tests, weekly spelling tests, weekly vocabulary tests**

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| **Summative Assessment Objective** | **Assessment Method (check one)** |
| The students will recount stories including Fairy tales, Realistic fiction, Expository, and Biographies; students will ask and answer questions, determine point of view, summarize, and identify details. RL.3.6The students will use a known root word as a clue to the meaning of an unknown word with the same root. L.3.4cThe students will determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable/ comfortable/uncomfortable, care/careless, heat/preheat). L.3.4b The students will produce simple, compound, and complex sentences. L.3.1iThe students will know and apply grade-level ponics and word analysis skills in decding words. Decode multisyllable words. RF.3.3c | \_\_\_\_ Rubric \_\_\_ Checklist \_X\_\_\_ Unit Test \_\_\_\_ Group\_\_ Student Self-Assessment \_\_weekly test\_\_\_\_ Other (explain) |

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**Teacher Name : Sarah Rosato Subject : ELA Proposed Dates: April/May Grade Level 3**

 **Building : Heights-Terrace**

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| **DAILY PLAN** |
| **Day** | **Objective (s)** | **DOK LEVEL** | **Activities / Teaching Strategies**  | **Grouping** | **Materials / Resources** | **Assessment of Objective (s)** |
| 1 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 2 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 3 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 4 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 5 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 6 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 7 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 8 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 9 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 10 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 11 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |
| 12 | Students will- |  |  |  |  | Formative-Summative- Student Self - Assessment- |