

ELA UNIT PLAN # 1: 3rd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	27 Days, 24 Instructional Days,

<u>KY STANDARDS DOCUMENT</u>	PRIMARY RESOURCE	INSTRUCTIONAL CALENDAR W/CRITICAL AREAS	COMMON ASSESSMENT PLANNING
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UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

- RI.3.1** Ask and answer questions, and make and support logical inferences in order to construct meaning from the text. (12 Days)
- RI.3.2** Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text. (6 Days)
- RI.3.3** Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text. (6 Days)
- C.3.1** Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.
- L.3.1a** Explain the function of nouns, pronouns, verbs, adjectives and adverbs in grade level text.
- L.3.1b** Form and use regular and irregular plural nouns.
- L.3.1c** Use abstract nouns
- L.3.2a** Capitalize appropriate words in titles.
- L.3.2c** Use commas and quotation marks in dialogue.

Critical Areas What must be the focus of instructional time during this unit?	Progressions What is the students' prior knowledge? What are the next steps?
RI.3.1 • Read texts closely and critically. Ask multi-leveled questions about a text. • Answer multi-leveled questions using text evidence to support the answer. • QAR (question/answer relationship strategy) right there, think and search, beyond the text, author and me. RI.3.2 • Read texts closely and critically. • Cite text evidence through examples. • Determine author's intent. • Use of T- charts and idea webs RI.3.3 • Model how to cite evidence that shows a deep understanding of the relationships found in information. • Students read informational text on a series of historical events, scientific ideas, or technical procedures. • Using their knowledge of how cause and effect gives order to events/steps, they use specific language to describe the sequence of events/steps. • Students read text closely and critically. • Connect information between several texts/genres.	Building on the 2nd grade knowledge of: • RI 2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RI 2.2: Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text. • RI 2.3: Describe the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Moving toward the 4th grade knowledge of: • RI 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RI 4.2: Determine the main idea of a text and explain how it is supported by key details. Summarize the text. • RI 4.3: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
Concepts: What do students need to know? How can I use what I already know with what I learned in the text to make meaning? Why is it important for me to be able to locate information in a text quickly? Why do readers quote from what they read? How can I briefly and accurately express the main ideas and supporting details from a text? How can locating information in texts help me understand what I am reading?	Skills: What do students need to do?

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP.6. Collaborate with others to create new meaning. - LP.7. Utilize digital resources to learn and share with others. - LP.8. Engage in specialized, discipline-specific literacy practices. - LP.9. Apply high level cognitive processes to think deeply and critically about text. - LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.3.1 Ask and answer questions, and make and support logical inferences in order to construct meaning from the text	I am learning to... - I am learning to ask and answer a question about a text - make and support a logical inference.	So I am able to... construct meaning from the text.	I... - can create and answer questions about a text - can use the answers to the questions to construct meaning from the text - can make a logical inference and be able to use key details from the text to support my inference
Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)			Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
12 Days	- Who or what is this text about? - Where in the text can you find that answer? - What in the text leads you to that answer? - Show me where the author says that. - Can you tell your partner who/what the text was about? - What are the main ideas about what you are reading? - Can you show me in the text the basis for your answers?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.	I am learning to... - identify important information from a text that is both clearly stated and suggested. - cite evidence from a text.	So I am able to... identify the central idea of a text	I ... - can identify details that are both clearly stated and suggested in a text - cite these key details to identify the central idea of a text

		Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
6 Days	• What information does the author use to support the main idea? • Summarize the text for me orally? • Recount what detail you felt was most important. • What is the main idea? • Explain the key details. • How do the details of the text support the main idea?		
	Additional Practice/Releaching Resources or MTSS Tier 2 Interventions		

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.3.3 Describe the relationship between individuals, a series of historical events, scientific ideas or concepts or steps in technical procedures over the course of a text	I am learning to... Describe the relationships between individuals, historical events, scientific ideas or concepts in a text	So I am able to... make meaning of informational text that I read.	I ... can describe relationships in informational text
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
6 Days	• What was the result of ____? • How are ____ and ____ related? • What was the result of ____'s idea? • What is the first thing that you would do to complete this procedure? • What would you expect the result to be at the end? • Tell your partner when this happened? • Work with your group to create a timeline of these events. • Create a flow map that shows the sequence of events.
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15

Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24	Day 25	
Day 26	Day 27				

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 2: 3rd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	34 Days, 29 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text. (11 Days)

RL.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures. (8 Days)

RL.3.3 Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot. (10 Days)

C.3.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

C.3.4 With guidance and support from adults, use digital resources to create and publish products as well as to interact and collaborate with others.

L.3.1d Form and use regular and irregular verbs.

L.3.1e Use verb tenses.

L.3.1f Ensure subject-verb and pronoun-antecedent agreement.

L.3.1h Use coordinating and subordinating conjunctions. L.3.1i Produce simple, compound, and complex sentences.	Critical Areas What must be the focus of instructional time during this unit? Fiction weaves together character, plot, and setting. Reading fiction can help me learn about myself. Literary elements work together to give messages and teach lessons in fiction.	Progressions What is the students' prior knowledge? What are the next steps? Building on the 2nd grade knowledge of: • RL.3.1- RL 2.1: Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text. • RL.3.2- RL 2.2: Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson or moral. • RL.3.3- RL 2.3: Describe how characters in a story respond to major events and challenges and how these events influence the characters. Moving toward the 4th grade knowledge of: • RL.3.1- RL 4.1: Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. • RL.3.2- RL 4.2: Determine a theme of a story, drama, or poem from details in the text. Summarize the text. • RL.3.3- RL 4.3: Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Skills: What do students need to do? • RL.3.1- ☐ Ask and answer questions (who, what, when, why, where) ☐ Formulate questions to demonstrate understanding. ☐ Refer explicitly to the text to answer questions. • RL.3.2- ☐ Recount fables, folktales, myths from different cultures ☐ Determine the central message, lesson, or moral in a story ☐ Explain how the central message, lesson, or moral is conveyed through key details
Concepts: What do students need to know? How is fiction like real life? How do authors make characters come to life? How can I use the details in the text to help me find the central message or lesson? How can I use the key details in the text to help me summarize? How do the story elements affect the text?		

	● RL.3.3- ☐ Describe and infer a character's feelings/emotions. ☐ Describe and analyze a character's traits/motivations. ☐ Retell the sequence of events using time order words. ☐ Interpret how a character's traits, motivations, and feelings lead to actions. ☐ Explain how a character's actions contribute to the event sequence.									
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?									
<table><tr><td>RL.3.1 Question Demonstrate Understanding Text Answer Details Sequence</td><td>RL.3.2 Recount Fable Folktales Myth Diverse Culture Central Message Lesson Moral Convey Key Detail</td><td>RL.3.3 Describe Character Character Traits Motivation Emotion Contribute Sequence of Events Problem Resolution</td></tr></table>	RL.3.1 Question Demonstrate Understanding Text Answer Details Sequence	RL.3.2 Recount Fable Folktales Myth Diverse Culture Central Message Lesson Moral Convey Key Detail	RL.3.3 Describe Character Character Traits Motivation Emotion Contribute Sequence of Events Problem Resolution	<table><tr><td>Instruction:</td><td>Student Toolbox:</td><td>Assessment:</td></tr><tr><td></td><td></td><td></td></tr></table>	Instruction:	Student Toolbox:	Assessment:			
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Instruction:	Student Toolbox:	Assessment:								
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards? A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms										
Anchor Chart(s):										

Interdisciplinary Literacy Practices

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| <ul style="list-style-type: none"> LP. 1. Recognize that text is anything that communicates a message. LP. 2. Employ, develop, and refine schema to understand and create text. LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks. | <ul style="list-style-type: none"> LP. 6. Collaborate with others to create new meaning. LP. 7. Utilize digital resources to learn and share with others. LP. 8. Engage in specialized, discipline-specific literacy practices. LP. 9. Apply high level cognitive processes to think deeply and critically about text. LP. 10. Develop a literacy identity that promotes lifelong learning. |
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.3.1 Ask and answer questions, and make and support logical inferences to construct meaning from the text	I am learning to... - ask and answer a question about a text - make and support a logical inference.	So I am able to... construct meaning from the text.	I... - can create and answer questions about a text - can use the answers to the questions to construct meaning from the text - can make a logical inference and be able to use key details from the text to support my inference
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
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Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
11 Days	• Retell the story in sequential order • Who were the major/minor characters • What were the major/minor events? • What in the text leads you to that answer? • What details are the most important? • Where can you find _____?	
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions	

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.3.2 Identify and cite relevant implicit and explicit information from a summary to determine the theme, lesson	I am learning to... • Identify details (clearly stated and suggested) to help me make meaning of the text	So I am able to... • learn the lesson of the fable, folktale, myth, or other story.	I... • can identify details in a story, fable, folktale, or myth that are both clearly stated and those that are suggested • can use these details to determine the author's message or lesson to be learned

learned and/or moral, including but not limited to fables, folktales and myths from diverse cultures			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	• What is the central message (lesson or moral) of the story? • How do you know what the moral to the story is? • How does the author convey the central message (lesson or moral)? • What order was the story written? • How do you know this is a myth? A folktale? A fable? • Explain how the author uses details to convey the message (lesson or moral) of the story.		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.3.3 Describe characters in a story, including but not limited to their traits, motivations, actions or feelings, and how they affect the plot.	I am learning to... describe characters in a story using their traits, motivations, actions, or feelings .	So I am able to... to understand how a character in a story affects the plot in the story	I ... - can describe a character in detail - can use the details about a character to describe how that character affects the plot
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
10 Days	- Distinguish between major/minor characters in the story? - Describe the major/minor characters - How do the character's traits contribute to the story? - What were the characters' motivations in finding a resolution to the problem?		

	How do the character's actions help move the plot along?
	Additional Practice/Reaching Resources or MTSS Tier 2 Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23	Day 24	Day 25
Day 26	Day 27	Day 28	Day 29	Day 30

Day 31	Day 32	Day 33	Day 34	
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Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 3: 3rd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	30 Days, 27 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.3.4 Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning. (12 Days)

RI.3.5 Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical connection between particular sentences and paragraphs in a text and how they contribute to the overall structure. (7 Days)

RI.3.6 Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text. (8 Days)

C.3.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

C.3.5 Conduct short research projects that build knowledge about a topic.

C.3.6 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

L.3.2e Use conventional spelling for high-frequency words where suffixes are added to base words.

L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase. L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (dis, pre, un) L.3.4c Use a known root word as a clue to the meaning of an unknown word with the same root. L.3.4d Use glossaries or beginning dictionaries to determine or clarify the precise meaning of key words and phrases.		
Critical Areas What must be the focus of instructional time during this unit? Nonfiction is written for different purposes. Authors emphasize different things based on their point of view. People can have many different points of view.	Progressions What is the students' prior knowledge? What are the next steps? Building on the 2nd grade knowledge of: - RI 2.4: Determine the meanings of words and phrases in a text relevant to a grade 2 topic or subject area. - RI 2.5: Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently. - RI 2.6: Identify the main purpose of a text, including what the author wants to answer, explain, or describe. Moving toward the 4th grade knowledge of: - RI 4.4: Determine the meaning of general academic and domain specific words or phrases in a text relevant to a grade 4 topic or subject area. - RI 4.5: Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text. - RI 4.6: Compare and contrast a firsthand and secondhand account of the same event or topic. Describe the differences in focus and the information provided.	
Concepts: What do students need to know? How can I use what I already know with what I learned in the text to make meaning? Why is it important for me to be able to locate information in a text quickly?	Skills: What do students need to do? RI.3.4- ☐ Understand that words may have multiple meanings ☐ Use root words, Latin and Greek suffixes and prefixes to determine the meaning of academic words used in science, history/social studies ☐ Understand that words may be used as figurative language ☐ Use antonyms and synonyms as clues to find the meaning of grade level words	

How can locating information in texts help me understand what I am reading? Why do readers quote from what they read? How does point of view impact a text?	RI.3.5- ☐ Determine how readers use search tools. ☐ Use various text features to locate key facts or information. ☐ Use search tools to locate key facts or information. RI.3.6- ☐ Recognize own point of view. ☐ Identify the author's point of view. ☐ Identify the narrator's point of view. ☐ Identify the character's point of view. ☐ Compare/contrast own point of view to the narrator's or the character's point of view.						
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?	Instruction:	Student Toolbox:	Assessment:			
<table><tr><td>RI.3.4 Determine Greek Latin Prefix Suffix Root Word Dictionary Glossary Multiple Meanings Figurative Language Google</td><td>RI.3.5 Locate Key Words Information Relevant Importance Organize</td><td>RI.3.6 Valid Information Text Author Point of View Accounts</td></tr></table>	RI.3.4 Determine Greek Latin Prefix Suffix Root Word Dictionary Glossary Multiple Meanings Figurative Language Google	RI.3.5 Locate Key Words Information Relevant Importance Organize	RI.3.6 Valid Information Text Author Point of View Accounts				
RI.3.4 Determine Greek Latin Prefix Suffix Root Word Dictionary Glossary Multiple Meanings Figurative Language Google	RI.3.5 Locate Key Words Information Relevant Importance Organize	RI.3.6 Valid Information Text Author Point of View Accounts					
Common Unit Assessment(s) & Scoring Agreement(s)							

How will we know if our students have mastered the unit standards?
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms
Anchor Chart(s):

Interdisciplinary Literacy Practices	
- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP. 6. Collaborate with others to create new meaning. - LP. 7. Utilize digital resources to learn and share with others. - LP. 8. Engage in specialized, discipline-specific literacy practices. - LP. 9. Apply high level cognitive processes to think deeply and critically about text. - LP. 10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY				
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?	
RI.3.4 Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning	I am learning to... - determine the meaning of a word. - determine the meaning of phrases - describe how words & phrases shape meaning	So I am able to... to better understand what I read	I can... - define the root word - define the meaning of the suffix or prefix - determine the meaning of the word - determine an idiom is a word or phrase that has a figurative meaning - use context clues	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
12 Days	• What tools can you use to find the meaning of this word? • What does the word ____ mean in this sentence? • Can you read the sentences around the word to help you understand its meaning? • Can you read words around the word to help you understand its meaning? • What does the phrase ____ mean? • Where can you look in the book to help you figure out what those words mean? • Are there any parts of the word that you know?
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.3.5 Identify and describe informational text structures, including comparison, cause/effect and problem/solution structures, and describe the logical	I am learning to... • identify text structures • describe text structures (comparison, cause/effect, problem/solution) • describe the connection between sentences & paragraphs to the overall structure	So I am able to... • make meaning of what I am reading.	I Can... • identify a problem • cite evidence to support • identify the solution • cite evidence to support • describe the problem and solution using evidence • identify an effect • cite evidence to support, • identify the cause

connection between particular sentences and paragraphs in a text and how they contribute to the overall structure.		● cite evidence to support ● describe the cause and effect using evidence ● cite evidence to compare two parts of the text ● compare using evidence from the text
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.	
7 Days	● What can you do if you don't understand? ● How is the information organized? ● Can you locate key words? ● Where can you locate ____? ● Which information would you find more relevant? ● If you were using the computer to search for your topics, which words would you use to start your search?	
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions	

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.3.6 Distinguish their own perspective from that of the author of a text, and describe how various perspectives shape the content and style of a text	I am learning to... - distinguish my perspective from that of the author. - describe how different perspectives affect the text	So I am able to... to understand how point of view affects the text	I Can... - determine author's point of view - determine your point of view - compare - cite evidence
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
8 Days	- Who is providing the information? - What is the author's point of view? - Is the author relating information, or is he/she trying to convince you of an idea? - Do you agree or disagree with what the author has said so far?		

	• Compare the accounts and how they were presented in the text? • Why do you think the authors describe the events or experiences differently? • Can you explain your thoughts about what you read? Do you agree with the author? • Why do you think the information is different? • Which information do you feel is most valid?
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20

Day 21	Day 22	Day 23	Day 24	Day 25	
Day 26	Day 27	Day 28	Day 29	Day 30	

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 4: 3rd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark Reading	Unit Length: (Link the current instructional calendar here):	28 Days, 24 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning. (7 Days)

RL.3.5 Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories and dramas, including but not limited to linear, non-linear and circular structures. (7 Days)

RL.3.6 Distinguish their own perspective from that of the narrator or those characters, and describe how various perspectives shape the content of the text. (10 Days)

C.3.3 Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas using effective technique, descriptive details and clear sequences.

L.3.2b Use commas in addresses

L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (able, ful, less)

L.3.5a Distinguish the literal and nonliteral meanings of words and phrases in context. L.3.5c Distinguish shades of meaning among related words that describe degrees of certainty. L.3.2e Use conventional spelling for high-frequency words where suffixes are added to base words.	Critical Areas What must be the focus of instructional time during this unit? Language is used to express thoughts and feelings. Different types of literature are structured in different ways. Understanding how poems, plays, and stories work help me to understand their meaning. Point of view affects my understanding of the story.	Progressions What is the students' prior knowledge? What are the next steps? Building on the 2nd grade knowledge of: - Describe how words and phrases (e.g., regular beats, alliteration, rhymes, repeated lines) supply rhythm and meaning in a story, poem, or song. - RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action. - RL 2.6: Acknowledge differences in points of view of characters, including by speaking in a different voice for each character when reading dialogue aloud. Moving toward the 4th grade knowledge of: - RL 4.4: Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean). - RL 4.5: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. - RL 4.6: Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations. Skills: What do students need to do? RL.3.4- ☐ Identify literal and nonliteral words and phrases. ☐ Determine the meaning of literal and nonliteral words and phrases
Concepts: What do students need to know? How is fiction like real life? How does the author's choice of words affect the meaning of a text?		

Why do people write poetry? Why do people write dramas? How does a poet appeal to the senses? How does a playwright appeal to the senses? How does the difference between first and third person influence how a story is told?	RL.3.5- ☐ Refer to parts of stories, dramas, and poems when speaking or writing. ☐ Use terms such as chapter, scene, and stanza to describe how a story, drama, or poem builds RL.3.6- ☐ Recognize own point of view ☐ Identify narrator's and character's point of ☐ Know what is meant by "first person" ☐ Know what is meant by "third person" ☐ Compare and contrast own point of view to the narrator's or the character's point of view.
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: (Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?
RL.3.4 Determine Phrases Non-Literal Literal Context Clues Distinguish	RL.3.5 Text Drama/Play Stage Directions Act Scene Cast Chapter Poem Verse Stanza
RL.3.6 Distinguish Point of View First Person Third Person Narrator	Instruction: Student Toolbox: Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards? A link to our unit assessment(s) A link to our scoring agreement(s)	

A link to proctoring norms
Anchor Chart(s):

Interdisciplinary Literacy Practices	
- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP.6. Collaborate with others to create new meaning. - LP.7. Utilize digital resources to learn and share with others. - LP.8. Engage in specialized, discipline-specific literacy practices. - LP.9. Apply high level cognitive processes to think deeply and critically about text. - LP.10. Develop a literacy identity that promotes lifelong learning.

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.3.4 Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language, including but not limited to idioms and hyperboles, and describe how those words and phrases shape meaning	I am learning to... - determine the meaning of words and phrases in text. - distinguish between literal and nonliteral language - describe how words and phrases shape meaning	So I am able to... make meaning of what I am reading	I can... - determine the meaning of the phrase - define literal and nonliteral language - define and recognize idioms - define and recognize hyperboles - use context clues
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results

Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.
7 Days	• Can you tell me what this word or phrase means? • What do you think the author is trying to say when he/she uses that phrase? • What phrases have literal or nonliteral meanings? • Can you change this phrase from literal to non-literal – non-literal to literal (idiomatic expressions) • What clues can you find in the sentence, paragraph that can help you figure out the meaning of that word or phrase?
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.3.5 Describe and provide evidence for how parts of the text contribute to the overall structure of poems, stories	I am learning to... • describe the structure of what I am reading (poem, story, drama) • provide evidence for how text contributes to structure. • I am learning to describe linear, non-linear, and circular text.	So I am able to... • to understand the parts of what I am reading • to understand what I read	I Can... • Read the poem, story, and/or drama • Identify the text structures that go with each. • Identify Linear means to follow a chronological pattern • Identify Non-linear means the text may not follow a chronological pattern and might include side adventures along the way • Identify Circular means the text begins and ends the same way

and dramas, including but not limited to linear, non-linear and circular structures			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
7 Days	• Compare and contrast between a story, poem, and a play? • In a play, what is the importance of having scenes? • In a book, what is the importance of having chapters? • In a poem, what is the importance of having stanzas? • Does the use of stage directions help the reader _____? • In the earlier chapter we learned ... • How does what the author said in an earlier paragraph help us understand what is happening now? • Can you restate that using the word chapter, stanza, or scene???		
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions		

PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.3.6 Distinguish their own perspective from that of the narrator or those characters, and describe how various perspectives shape the content of the text.	I am learning to... - distinguish my perspective from that of the narrator or characters. - describe how perspective shapes the content of the text	So I am able to... to understand how point of view affects the text	I Can... - determine the narrator or character's point of view - determine my point of view - compare my view with that of the character or narrator - cite evidence of the writer's point of view by using text and picture clues
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard: 10 Days	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning. - Who is telling the story in this selection? - Who is the narrator? - Is this selection written in first person? How do you know? What words give clues?		

	• Is this selection written in third person? How do you know? What words give you clues? • What do you think about what has happened so far? • Do you agree with the author's message so far? • Can you put yourself in the character's place? • How would you feel if this was you? Would you feel the same or differently?
	Additional Practice/Releaching Resources/MTSS Tier II Interventions

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.				
Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15

Day 16	Day 17	Day 18	Day 19	Day 20	
Day 21	Day 22	Day 23	Day 24	Day 25	
Day 26	Day 27	Day 28			

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus 	Delta 

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 5: 3rd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	27 Days, 23 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text. (12 Days)

RI.3.8 Describe how reasons and evidence support specific claims the author makes in a text. (5 Days)

RI.3.9 Explain the relationship between information from two or more texts on the same theme or topic. (6 Days)

C.3.2 Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and provide information.

C.3.5 Conduct short research projects that build knowledge about a topic.

C.3.6 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

L.3.2d Use possessives.

L.3.2g Consult reference materials as needed to check and correct spellings.

L.3.4b Determine the meaning of the new word formed when e known affix is added to a known word (mid, semi, un) L.3.5b Demonstrate understanding of words by relating them to their synonyms and antonyms.		
Critical Areas What must be the focus of instructional time during this unit? Authors can organize their texts in different ways. There are many different texts available on any single topic. I can combine what I learn in different texts to help me better understand a topic.	Progressions What is the students' prior knowledge? What are the next steps? Building on the 2nd grade knowledge of: - RI 2.7: Explain how specific images (e.g., a diagram showing how a machine works) contribute to and clarify a text. - RI 2.8: Describe how reasons support specific points the author makes in a text. - RI 2.9: Compare and contrast the most important points presented by two texts on the same topic. Moving toward the 4th grade knowledge of: - RI 4.7: Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears. - RI 4.8: Explain how an author uses reasons and evidence to support particular points in a text. - RI 4.9: Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.	
Concepts: What do students need to know? How do the different text features that authors use help me to better understand a text? Why is it important to read more than one text on a topic or subject? How are texts that I read on a topic the same and different? How can I present information from two different texts to show that I understand them?	Skills: What do students need to do? RI.3.7- ☐ Recognize key events. ☐ Recognize nonfiction text features. ☐ Read graphs, charts, diagram, timelines, etc. ☐ Recognize interactive Web elements. ☐ Demonstrate understanding using information from maps. ☐ Demonstrate understanding using information from photographs. ☐ Demonstrate understanding using information from words telling where, when, why, and how key events occur. RI.3.8- ☐ Define sentence. ☐ Explain the purpose of a paragraph. ☐ Identify structure(s) of paragraphs. ☐ Explain how sentences logically	

	connect to a paragraph's meaning. ☐ Determine how a text is organized. RI.3.9- ☐ Identify the most important points in two texts. ☐ Identify the key details in two texts. ☐ Identify similarities of key details. ☐ Identify differences in key details. ☐ Compare/contrast the most important points in two different texts on the same topic. ☐ Compare/contrast the key details in two different texts on the same topic. ☐ Distinguish between key details and important points.		
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: (Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?		
RI.3.7 Determine Information Convey Map Key Legend Event Occur Illustration	RI.3.8 Author Author's Message Author's Claim Detail Comparison Cause/Effect Sequential Order	RI.3.9 Compare Contrast Topic Similar Different Point Key Detail	Instruction: Student Toolbox: Assessment:
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards? A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms			

Anchor Chart(s):**Interdisciplinary Literacy Practices**

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP. 3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP. 4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP. 5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP. 6. Collaborate with others to create new meaning. - LP. 7. Utilize digital resources to learn and share with others. - LP. 8. Engage in specialized, discipline-specific literacy practices. - LP. 9. Apply high level cognitive processes to think deeply and critically about text. - LP. 10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.3.7 Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars,	I am learning to... use information from visuals to demonstrate understanding of the text.	So I am able to... use words and visuals to help me understand what I read.	I can... - use the text to find evidence to support my answer - use the visuals to find evidence to support my answer

contribute to the meaning and clarity of a text			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
12 Days	• What is this text about? • What can you do if you don't understand? • What information can you obtain from the map? • Can you tell me what the "key/legend" of the map conveys? • Looking at the illustration, how does it relate to the text? Why is this important to help you understand? • Where and when did the event take place? • Why and how did the event occur? • Why is the map key or legend important? • When did the event occur?		
	Additional Practice/Reteaching Resources or Tier 2 MTSS Interventions		
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.3.8 Describe how reasons and evidence support specific claims the author makes in a text	I am learning to... describe how reasons and evidence support specific claims the author makes in a text.	So I am able to... help me understand what the author is explaining.	I Can... - read the text - find signal words - make a comparison between facts and ideas
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)		Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	- What is the author's message? - What does the author claim? - What details or facts support the author's claim? - How was the text written? (comparison, cause/effect, or sequential order) - How does the author connect the ideas in each of the paragraphs to the topic of the text? - Can you tell me something else that you have read that was written this way?		

	• What details were important? • How does what this sentence says connect with what we read earlier? • What organizational pattern was used to write this text? • Did the photographs help you understand the author's meaning? How?
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RI.3.9 Explain the relationship between information from two or more texts on the same	I am learning to... • I am learning to explain the relationship between two or more texts on the same topic.	So I am able to... • give you a better understanding of the topic	I Can... • read both texts • list how each text is different (contrast) • list how each text is the same (compare)

theme or topic.			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
6 Days	• What are the key details in this text? • How will you keep track of the points the authors are making in each text? • What is this text about? • What details does the author use to support his point? • Can you tell your partner what is the same/different about what you are reading? • Is there information in this text that was not included in the other text? • How are the ideas the same in both texts?		
	Additional Practice/Reteaching Resources or MTSS Tier 2 Interventions		

Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15
Day 16	Day 17	Day 18	Day 19	Day 20
Day 21	Day 22	Day 23	Day 24	Day 25
Day 26	Day 27			

Student Reflections on Unit

Plus $\oplus$	Delta Δ

Teacher Reflections on Unit

Plus $\oplus$	Delta Δ
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Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:

ELA UNIT PLAN # 6: 3rd Grade

Subject	ELA	School/Teacher:	
Unit Title: *your unit name			
Primary Resource(s)	KY Reading and Writing Standards Benchmark	Unit Length:	15 Days, 13 Instructional Days

KY STANDARDS DOCUMENT

PRIMARY RESOURCE

INSTRUCTIONAL CALENDAR W/CRITICAL AREAS

COMMON ASSESSMENT PLANNING

UNIT OVERVIEW

Standards

What standards will I explicitly teach and intentionally assess? (List Standard number and the part of the Standard that will be taught in this unit.)

RL.3.7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating mood, character and setting. (5 Days)

RL.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters. (8 Days)

C.3.1 Compose opinion pieces, using a combination of writing and digital resources, on topics or texts, with supporting reasons.

C.3.6 Summarize information from experiences or gather information from print and digital sources; take brief notes on information from various print/digital sources, and analyze by sorting into appropriate categories.

L.3.1g Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

L.3.3a Choose words and phrases for effect.

L.3.3b Recognize and observe differences between the conventions of spoken and written Standard English. L.3.4b Determine the meaning of the new word formed when a known affix is added to a known word (y, ly, er, est).	
Critical Areas What must be the focus of instructional time during this unit? Authors collaborate with illustrators to incorporate illustrations that enhance the text. Stories in the same genre often have similar themes, but there are subtle differences as well.	Progressions What is the students' prior knowledge? What are the next steps? Building on the 2nd grade knowledge of: • RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot. • RL 2.9: Compare and contrast two or more versions of the same story (e.g. Cinderella stories) by different authors or from different cultures. Moving toward the 4th grade knowledge of: • RL 4.7: Make connections between the text of a story or drama and a visual or oral presentation of the text, identifying where each version reflects specific descriptions and directions in the text • RL 4.9: Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
Concepts: What do students need to know? How do the different illustrations that authors use help to create a mood or emphasize different parts of the text? How do the different illustrations that authors use help me to better understand a text? How do different cultures approach stories with similar events, themes, and topics?	Skills: What do students need to do? RL.3.7- ☐ Identify specific aspects of a text's illustrations. ☐ Visually and orally identify descriptions in a story or drama. ☐ Explain how aspects of illustrations contribute to the words in a story. ☐ Explain how aspects of text illustrations emphasize a character. ☐ Explain how aspects of text illustrations emphasize the setting. RL.3.9- ☐ Identify theme, setting and plot. ☐ Compare/contrast the theme in stories written by the same author about the same or similar characters. ☐ Compare/contrast the setting in stories written by the same author about the same or similar characters. ☐ Compare/contrast

	the plot in stories written by the same author about the same or similar characters		
Vocabulary and Notations: What content vocabulary words and notations are essential? ***Terms and Definitions listed at the end of the document *Terms and Definitions are taken from the iReady "Glossary of Terms: Academic Talk Words and Phrases" these terms and definitions should be used in an effort to develop common language across the grade level.	Tools & Technology: (Complete along with the Assessment Planning Tool & Planning for Clarity Section) What teacher tools/technology are needed for this unit? What student tools/technology are needed for this unit?		
RL.3.7 Illustration Contribute Contribution Convey Aspect Mood	RL.3.9 Compare Contrast Theme Setting Plot Author Character Text	Instruction:	Student Toolbox:
Assessment:			
Common Unit Assessment(s) & Scoring Agreement(s) How will we know if our students have mastered the unit standards?			
A link to our unit assessment(s) A link to our scoring agreement(s) A link to proctoring norms			

Anchor Chart(s):

Interdisciplinary Literacy Practices

- LP. 1. Recognize that text is anything that communicates a message. - LP. 2. Employ, develop, and refine schema to understand and create text. - LP.3. Review literacy experiences as transitional, interdisciplinary and transformational. - LP.4. Utilize receptive and expressive language arts to better understand self, others, and the world. - LP.5. Apply strategic practices with scaffolding and then independently, to approach new literary tasks.	- LP.6. Collaborate with others to create new meaning. - LP.7. Utilize digital resources to learn and share with others. - LP.8. Engage in specialized, discipline-specific literacy practices. - LP.9. Apply high level cognitive processes to think deeply and critically about text. - LP.10. Develop a literacy identity that promotes lifelong learning.
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PLANNING FOR CLARITY

Standard #	(What) Learning Targets using student-friendly language	(Why) Real-world application, connections to other disciplines, or building block to next steps	(How) Success Criteria What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.3.7 Explain how the specific aspects of a text's illustrations contribute to an effect, including but not limited to creating	I am learning to... explain how the text and illustrations contribute to an effect.	So I am able to... better understand how text and illustrations contribute to comprehension.	I can... - cite evidence from the text and illustration that give details about characters - cite evidence from the text and illustration that give details about setting - cite evidence from the text and illustration that give details about mood

mood, character and setting			
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)	Suggested Formative Assessment(s) with Instructional Adjustments Based on Results	
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.		
5 Days	- How does the illustration help tell the story? - What does the illustration convey to you about the character (setting)? - What is the illustration's contribution to the story? - What mood does the illustration portray? Did it help you understand the text? - What do the illustrations tell you about what the character is like? - How do the illustrations help you understand what is happening in the story?		
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions		

PLANNING FOR CLARITY			
Standard #	(What) Learning Targets using student-friendly language	(Why)	(How) Success Criteria

			Real-world application, connections to other disciplines, or building block to next steps	What should students be able to do well to demonstrate success and how is this connected to the literacy practices?
RL.3.9 Compare/contrast the themes, settings and plots of stories written by the same author about the same or similar characters.	I am learning to... compare the theme, settings, and plots of stories.	So I am able to... make connections between books in a series ex: Harry Potter, The One and Only Ivan	I Can... compare/contrast (character, setting, plot, theme) by cite evidence from the text.	
	Addressing Student Misconceptions and Common Errors (These can be those that are anticipated and encountered during the unit.)			Suggested Formative Assessment(s) with Instructional Adjustments Based on Results
Estimated Time on Standard:	Suggested Key Experiences Common resources and activities that will effectively provide low floor/high ceiling opportunities for student learning.			
8 Days	- What is similar in Book A and Book B? What is different? - How is character X the same in Book A and Book B? How is he/she different? - How does the setting affect the character's actions - What is the theme of this story? How is it different from the other stories we have read about this character? - Is the setting for this story the same or different?			
	Additional Practice/Reteaching Resources/MTSS Tier II Interventions			

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Unit Calendar

An overview of learning, flex, and assessment days that shape the story of what is going to take place. The goal is to have an agreed upon time expectation and sequence of learning targets.

Day 1	Day 2	Day 3	Day 4	Day 5
Day 6	Day 7	Day 8	Day 9	Day 10
Day 11	Day 12	Day 13	Day 14	Day 15

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Student Reflections on Unit

Plus ➕	Delta Δ

Teacher Reflections on Unit

Plus ➕	Delta Δ

Rx Ideas:

Unit Vocabulary		
Term:	Definition:	Additional Information:
