

Unwrapping Standards (Lesson/Unit Design)

School:		Grade Level:		Names:			Subject:		
Month	Days	Standards	Enduring Understanding	Essential Questions	Content and Vocabulary	Suggested Learning Targets <small>(Knowledge, Reasoning, Skills, Product Disposition)</small>	Assessment	Instructional Strategies	
		Write the standard(s). Circle the nouns. Underline the verbs.	(Launch)			<input type="checkbox"/> Knowledge: <input type="checkbox"/> Reasoning: <input type="checkbox"/> Performance Skills: <input type="checkbox"/> Product: <input type="checkbox"/> Disposition:			

Unwrapping Standards (Lesson/Unit Design)

School: Grant		Grade Level: 3rd		Names: Angelica, Jessie, Rochelle			Subject: Reading 3.RL.9							
Month	Days	Standards	Enduring Understanding	Essential Questions	Content and Vocabulary	Suggested Learning Targets (<u>K</u> nowledge, <u>S</u> kills, <u>R</u> easoning, <u>P</u> roduct)	Assessment	Instructional Strategies						
		RL.9 Compare and Contrast the themes, settings , and plots of stories written by the same author about the same or similar characters (e.g. in books from a series) 3.LL.9 Comparan y contrastan los temas, ambientes y tramas de los cuentos escritos por el mismo autor sobre los mismos personajes o personajes similares (ejemplo: en libros de una serie)	Reasoning Skills Themes often reflect on important human problems and may be seen from more than one side. Readers need to notice and think about important human problems in the text, some from unfamiliar or contrasting perspectives. Problems or conflicts in the story cause us to think about bigger world problems.	What important issues are the characters dealing with? What makes these issues important in the world? Is there a character that thinks in a different way from you? How do different characters have different points of view about the issues they are facing? - Which Viewpoint do you feel most connected with and why?	Compare Contrast Perspective Issues Similar Different Themes Settings Plots Author Characters	I can describe and explains the issues that a character is dealing with the text. I can compare and contrast the different issues characters’ are facing. I can explain similarities and differences across themes by... I can compare and contrast different characters’ points of view by... I can compare and contrast the setting of two stories by... I can compare and contrast the plot of two stories by... Yo puedo describir y explicar los problemas que los personajes enfrentan. Yo puedo comparar y contrastar las diferentes situaciones que los personajes enfrentan. Yo puedo explicar las similitudes entre temas.	Performance Assessment: Genre: Opinion From your perspective, which community would you rather live in? The toad community from How the Toad Got His Spots or the town community in The Boy Who Cried Wolf? Use evidence from the text to support your answer. Toad- From Toads perspective he wants to be part of the community that sings or dances. Birds- From their perspective he does not belong in their community because he is a bird.	Anchor Chart: Process Grid Close Reading: 3 Passages How the Toad got his Spots The Boy Who Cried Wolf Community – NON FICTION (CONNECTION TO WORLD ISSUES) Marking Text Annotating Text Graphic Organizer: <table border="1" style="margin-left: auto; margin-right: auto;"> <tr> <td style="width: 30%;">Text 1 Contrast</td> <td style="width: 30%; text-align: center;">COMPARE</td> <td style="width: 30%;">Text 2 Contrast</td> </tr> <tr> <td style="height: 30px;"></td> <td></td> <td></td> </tr> </table> Commercial Advertisement: Theme- Doritos Commercials Study an image for stimulus: 2 contrasting images From your perspective, what community do you feel a part of? Statement Frames: One important issue that _____ is dealing with is _____. _____ is an important issue in the world because _____.	Text 1 Contrast	COMPARE	Text 2 Contrast			
Text 1 Contrast	COMPARE	Text 2 Contrast												