



Formative Assessment Unit Planning Tool – ELA Grade 3

Name of Instructional Unit: *Josie Dances: Reading, Writing, and Exchanging Ideas Unit*, developed by educator Mary Spaulding

Grade Level: 3

Content Area: English Language Arts

Text: *Josie Dances* written by Denise Lajimodiere and illustrated by Angela Erdrich

Benchmarks:

3.1.4.1 Ask and answer questions to demonstrate understanding of both literal and nonliteral language in a text referring explicitly to the text as the basis for answers; summarize the text.

3.1.5.1 Use literary text features (e.g., nonliteral language, narrative point of view, verse, rhythm, meter) to understand a variety of literary texts such as stories, dramas, and poems.

3.1.6.1 Compare and contrast a student’s personal perspective and identity from that of an author or storyteller, including Dakota and Anishinaabe authors, of the text, based on what is possible to know about the story teller’s perspective and identity.

3.2.2.2 Write to compare personal perspectives and identities to those of a character in a literary text or a human subject in an informational text.

3.3.1.1 Exchange ideas in storytelling, discussion, and collaboration, intentionally including and considering the voices and perspectives of Dakota and Anishinaabe people and other perspectives.

- a. Help create and follow agreed upon norms for discussion (e.g., speaker norms, listener norms, participation norms) respectful of culture.
- b. Participate as a speaker and listener, reviewing key ideas shared by others.
- c. Express one’s own ideas, stories, and experiences, linking to comments of others.
- d. Help to establish group member roles and timeline for work.
- e. Identify and work toward a shared goal.
- f. Follow sequence of a story or discussion, or steps in a process.

Modified from Evans, C. M. & Thompson, J. (2020). *Classroom Assessment Learning Modules* and Wiliam, D. (2018). *Embedded formative assessment*, 2nd ed. Bloomington, IN: Solution Tree Press.

Goals of the Instructional Unit
Understanding Goals: <i>Students will understand that...</i>
U1: Individuals can share traits or differ in various traits of identity.
Knowledge Goals: <i>Students will know...</i>
K1: How to demonstrate understanding of text by answering questions using the text as basis for answers
K2: How to summarize a story
K3: How to compare and contrast their identity and perspective from the character in a story
K4: How to listen to others in a discussion and connect to what others say
Skill Goals: <i>Students will be skilled at...</i>
S1: Writing clear sentences to compare and contrast

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Learning Targets (Goals)	Success Criteria	Formative Assessment Ideas	Analyze Results and Differentiate Instruction	Provide feedback that engages students as owners of their learning
<i>How will I communicate to students what they will be learning? (Students will be able to...)</i>	<i>How will I communicate to students what they will be learning and what success looks like to learn it?</i>	<i>How will I use strategic questions and other formative assessment techniques to elicit evidence of learning and identify learning strengths/needs?</i>	<i>What are my next instructional moves during and after instruction based on the formative assessment results?</i>	<i>How will I provide students with actionable, descriptive, specific feedback about their progress related to the learning targets and success criteria so they know where they are going, where they are now, and what they need to do next?</i>
Lesson 1 Learning Target (student facing): Answer 5 W questions about story <i>Josie Dances</i> (read aloud).	Success Criteria: You will be confident about the who, what, where, when, and why of the story, after listening. You will know this when you can tell your neighbor.	During instruction: Who was comfortable summarizing the story for their neighbor? After instruction (end of lesson): after next lesson	During instruction: Let's review the who (character), what (plot), where and when (setting), and why (motivation) were in the story. After instruction: after next lesson	I will provide brief oral feedback to each student, such as "I heard you describe the character in detail" or "Tomorrow, please attend to more about the character to see how you can describe her in more detail."

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Learning Targets (Goals)	Success Criteria	Formative Assessment Ideas	Analyze Results and Differentiate Instruction	Provide feedback that engages students as owners of their learning
<p>Lesson 2</p> <p>Learning Target (student facing): Identify similarities and differences between yourself and the character in <i>Josie Dances</i>.</p>	<p>Success Criteria:</p> <p>You will be able to speak about and write about comparisons and contrasts between yourself and Josie.</p>	<p>During instruction:</p> <p>What are some comparisons? What are some contrasts?</p> <p>After instruction (end of lesson):</p> <p>Work with a partner to create Venn diagrams of how you are alike and different. Think about your identity, including your family, where you live, and what motivates you.</p>	<p>After instruction:</p> <p>Look at Venn diagrams and suggest any areas of comparison or contrast that are missing, using sentence starters.</p>	<p>Provide scaffolding sentence starters if needed: I am/have/live/want ____, which is the same as Josie. I am/have/live/want ____, which is different from Josie. Josie is/has/lives/or wants ____, which is different from me.</p>

Learning Targets (Goals)	Success Criteria	Formative Assessment Ideas	Analyze Results and Differentiate Instruction	Provide feedback that engages students as owners of their learning
<p>Lesson 3</p> <p>Learning Target (student facing): Re-read story, direct attention to comparison and contrast work started in previous lesson, and have a quick review of how to develop sentences when comparing and contrasting.</p>	<p>Success Criteria:</p> <p>You will be able to clearly express comparisons and contrasts with the character, in writing.</p>	<p>After instruction (end of lesson):</p> <p>Quick write of comparisons and contrasts; show rubric with different areas of comparison/contrast (appearance, family, experiences, motivation) and clarity of expression.</p>	<p>During instruction:</p> <p>Place on your desk the comparisons/contrasts you wrote, and I will come around and talk with you.</p> <p>After instruction:</p> <p>Give written/oral feedback on student writing, both in content (comparison/contrast on multiple traits) and writing skill (clarity of expression).</p>	<p>Give individual feedback in conversation with each student about their examples. Highlight something specific they showed they can do in relation to the success criteria, and further the learning by giving them tips on how to expand their work.</p>
<p>Lesson 4</p> <p>Learning Target (student facing): Sharing of comparisons and contrasts using format of “Like ___ said, I am also different from Josie in terms of family. My family. . .” or “Thanks to ___ for saying he/she is like Josie. I am also like Josie in that . . .”</p>	<p>Success Criteria:</p> <p>You will be able to express your areas of comparison and contrast and connect to the comments of your classmates.</p>	<p>During instruction:</p> <p>Did student express ideas? Did student connect to comments of classmates?</p>	<p>During instruction:</p> <p>I heard ___ connect to a classmate’s comment, building off what they shared by saying ___. ___, will you try something like that?</p>	<p>Write a couple of the smooth connections on the board as scaffold for other students, if needed.</p>

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