# CAR Unit Template

## Unit Title: ELA - Elements of Literature - Unit 1 - Module C

**Grade level: Grade 3**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Identify and know the meaning of the most common prefixes and derivational suffixes.

**RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

B. Decode words with common Latin suffixes.

**RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

C. Decode multisyllable words.

**RF.3.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

D. Read grade-appropriate irregularly spelled words.

**RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.

1. Read grade-level text with purpose and understanding.

**RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

**RF.3.4.** Read with sufficient accuracy and fluency to support comprehension.

1. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**W.3.3.** Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

**W.3.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

**W.3.6**. With guidance and support from adults, use technology to produce and publish writing as well as to interact and collaborate with others.

**L.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.

**L.3.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.3.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

**L.3.4.** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

**L.3.5.** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.

**L.3.6.** Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., *After dinner that night we went looking for them*).

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- | --- | --- | --- |
| **RF.3.3.A - WALT** phonics and word analysis skills can be used to decode words |  |  |  |  |
| **RF.3.3.A - WALT** phonics and word analysis skills can be used in encoding words |  |  |  |  |
| **RF.3.3.A - WALT** identify the meaning of the most common prefixes |  |  |  |  |
| **RF.3.3.A - WALT** identify the meaning of the most common derivational suffixes |  |  |  |  |
| **RF.3.3.B - WALT** decode words with common Latin suffixes |  |  |  |  |
| **RF.3.3.C - WALT** decode multi-syllabic words |  |  |  |  |
| **RF.3.3.D - WALT** read grade-appropriate irregularly spelled words |  |  |  |  |
| **RF.3.4.A - WALT** read with accuracy and fluency to support comprehension |  |  |  |  |
| **RF.3.4.A - WALT** read texts with purpose and understanding |  |  |  |  |
| **RF.3.4.B - WALT** read prose and poetry orally with accuracy, appropriate rate, and appropriate expression |  |  |  |  |
| **RF.3.4.C - WALT** use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |  |
| **W.3.3. - WALT** write narratives to develop real or imagined experiences or events using narrative technique |  |  |  |  |
| **W.3.3. - WALT** write narratives to develop real or imagined experiences or events using descriptive details |  |  |  |  |
| **W.3.3 - WALT** write narratives to develop real or imagined experiences or events using clear event sequences |  |  |  |  |
| **W.3.5. - WALT** develop and strengthen writing as needed by planning with guidance and support from peers and adults |  |  |  |  |
| **W.3.5. - WALT** develop and strengthen writing as needed by revising with guidance and support from peers and adults |  |  |  |  |
| **W.3.5. - WALT** develop and strengthen writing as needed by editing with guidance and support from peers and adults |  |  |  |  |
| **W.3.5. - WALT** you can make writing stronger by planning, revising and editing |  |  |  |  |
| **W.3.6. - WALT** use technology to produce writing with the guidance and support of adults |  |  |  |  |
| **W.3.6. - WALT** use technology to publish writing with the guidance and support of adults |  |  |  |  |
| **L.3.1.A - WALT** the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking |  |  |  |  |
| **L.3.1.A - WALT** demonstrate command of the conventions of standard English grammar and usage when writing or speaking |  |  |  |  |
| **L.3.1.A - WALT** the parts of speech serve different functions within a sentence |  |  |  |  |
| **L.3.2. - WALT** the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing |  |  |  |  |
| **L.3.2. - WALT** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| **L.3.3. - WALT** use knowledge of language and its conventions when writing, speaking, reading, listening |  |  |  |  |
| **L.3.4. - WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.3.4. - WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade 3 reading and content choosing from various strategies |  |  |  |  |
| **L.3.5. - WALT** figurative language, word relationships and nuances contribute to the meaning of a text |  |  |  |  |
| **L.3.5. - WALT** demonstrate understanding of figurative language |  |  |  |  |
| **L.3.5. - WALT** demonstrate understanding of word relationships and nuances in word meanings |  |  |  |  |
| **L.3.6. - WALT** acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them) |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
| --- | --- |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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