# CAR Unit Template

## Unit Title: ELA - Opinion Writing - Unit 2 - 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.

Read grade-appropriate irregularly spelled words.

**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.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

A. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

B. Provide reasons that support the opinion.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

C. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

**W.3.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons.

D. Provide a conclusion.

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

**W.3.8.** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.

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

B. Form and use regular and irregular plural nouns.

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

C. Use abstract nouns (e.g., *childhood*).

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

A. Capitalize appropriate words in titles.

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

B. Use commas in addresses.

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

C. Use commas and quotation marks in dialogue.

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

G. Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.

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

A. Choose words and phrases for effect.

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

A. Use sentence-level context as a clue to the meaning of a word or phrase.

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

C. Use a known root word as a clue to the meaning of an unknown word with the same root.

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

D. Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.

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

A. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., *take steps*).

### 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** |
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| **RF.3.3. - WALT** read grade-appropriate irregularly spelled words |  |  |  |  |
| **RF.3.4.B - WALT** read prose and poetry orally with accuracy, appropriate rate, and appropriate expression |  |  |  |  |
| **W.3.1.A - WALT** write opinion pieces on topics or texts |  |  |  |  |
| **W.3.1.A - WALT** opinion pieces have their own purpose, organization and development |  |  |  |  |
| **W.3.1.A - WALT** support a point of view with reasons |  |  |  |  |
| **W.3.1.A - WALT** introduce the topic or text we are writing about |  |  |  |  |
| **W.3.1.A - WALT** state an opinion |  |  |  |  |
| **W.3.1.A - WALT** create an organizational structure that lists and provides reasons that support the opinion |  |  |  |  |
| **W.3.1.B - WALT** provide reasons that support the opinion |  |  |  |  |
| **W.3.1.C - WALT w**ords and phrases are used to link opinions and reasons, (because, therefore, since, for example.) |  |  |  |  |
| **W.3.1.C - WALT** use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons |  |  |  |  |
| **W.3.1.D - WALT** provide a conclusion |  |  |  |  |
| **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.3.8. - WALT** recall information from experiences |  |  |  |  |
| **W.3.8. - WALT** gather information from print and digital sources |  |  |  |  |
| **W.3.8. - WALT** take brief notes on sources |  |  |  |  |
| **W.3.8.-WALT** sort evidence into provided categories |  |  |  |  |
| **L.3.1. - WALT** there is a difference between regular and irregular plural nouns |  |  |  |  |
| **L.3.1. - WALT** formulate and use regular and irregular plural nouns |  |  |  |  |
| **L.3.1.C - WALT** use abstract nouns (e.g., childhood) |  |  |  |  |
| **L.3.2.A - WALT** capitalize appropriate words in titles |  |  |  |  |
| **L.3.2.B - WALT** use commas in addresses |  |  |  |  |
| **L.3.2.C - WALT** use commas and quotation marks in dialogue |  |  |  |  |
| **L.3.2.G - WALT** consult reference materials, including beginning dictionaries, as needed to check and correct spellings |  |  |  |  |
| **L.3.3.A - WALT** use knowledge of language and its conventions when writing, speaking, reading, listening |  |  |  |  |
| **L.3.3.A - WALT** choose words and phrases for effect |  |  |  |  |
| **L.3.4.A - WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.3.4.A - 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.3.4.A - WALT** use sentence-level context as a clue to the meaning of a word or phrase |  |  |  |  |
| **L.3.4.C - WALT** use a known root word as a clue to the meaning of an unknown word with the same root |  |  |  |  |
| **L.3.4.D - WALT** use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases |  |  |  |  |
| **L.3.5.A - WALT** figurative language, word relationships and nuances contribute to the meaning of a text |  |  |  |  |
| **L.3.5.A - WALT** demonstrate understanding of figurative language |  |  |  |  |

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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