# CAR Unit Template

## Unit Title: ELA - Informative / Explanatory Writing - Unit 3 - Module B

**Grade level: Grade 3**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.3.1.** Ask and answer questions and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

**RI.3.3.** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.

**RI.3.4.** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

**RI.3.5.** Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

**RI.3.6.** Distinguish their own point of view from that of the author of a text.

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

B. Follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

**SL.3.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher led) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly.

D. Explain their own ideas and understanding in light of the discussion.

**SL.3.2.** Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

**SL.3.4** Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.

**SL.3.5.** Use multimedia to demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.

### 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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| **RI.3.1. - WALT** make relevant connections to demonstrate understanding of a text |  |  |  |  |
| **RI.3.3. - WALT** describe how a series of historical events are related, using words that show time, sequence, and cause/effect |  |  |  |  |
| **RI.3.3. - WALT** describe how a series of steps in technical procedures in a text, are related using words that show time, sequence, and cause/effect |  |  |  |  |
| **RI.3.4. - WALT** determine the meaning of general academic in a text relevant to a grade 3 topic or subject area |  |  |  |  |
| **RI.3.4. - WALT** determine the meaning of domain-specific words or phrases in a text relevant to a grade 3 topic or subject area |  |  |  |  |
| **RI.3.5. - WALT** use text features to locate information relevant to a given topic efficiently |  |  |  |  |
| **RI.3.5. - WALT** to use search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently |  |  |  |  |
| **RI.3.6. - WALT** the author of a text has a point of view |  |  |  |  |
| **RI.3.6. - WALT** we can have the same or different point of view as the author |  |  |  |  |
| **RI.3.6. - WALT** distinguish our own point of view from that of the author of a text |  |  |  |  |
| **SL.3.1.A - WALT** engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on grade 3 topics and texts |  |  |  |  |
| **SL.3.1.A - WALT** engage effectively in a range of collaborative discussions (in groups) with diverse partners on *grade 3 topics and texts*, building on others’ ideas and expressing their own clearly |  |  |  |  |
| **SL.3.1.A - WALT** explicitly draw on previously read text or other material/information known about the topic to explore ideas under discussion |  |  |  |  |
| **SL.3.1.B - WALT** follow agreed-upon norms for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion) |  |  |  |  |
| **SL.3.1.D - WALT** explain our own ideas and understanding in light of a discussion |  |  |  |  |
| **SL.3.2. - WALT** determine the main ideas and supporting details of information presented in diverse media and formats, including visually, (needs definition of quantitatively) and orally |  |  |  |  |
| **SL.3.4. - WALT** report on a topic or text with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace |  |  |  |  |
| **SL.3.5. - WALT** multimedia can be used to demonstrate reading at an understandable pace |  |  |  |  |
| **SL.3.5. - WALT** use multimedia to demonstrate fluid reading at an understandable pace |  |  |  |  |
| **SL.3.5. - WALT** add visual displays when appropriate to emphasize or enhance certain facts or details |  |  |  |  |

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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