# CAR Unit Template

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

**Grade level: Grade 3**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to

support comprehension.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

B. Develop the topic with facts, definitions, and details.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

C. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

**W.3.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

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.3.6** 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.3.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

D. Form and use regular and irregular verbs.

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

E. Form and use the simple (e.g., *I walked; I walk; I will walk*) verb tenses.

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

F. Ensure subject-verb and pronoun-antecedent agreement.

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

D. Form and use possessives.

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

B. Identify real-life connections between words and their use (e.g., describe people who are *friendly* or *helpful*).

### 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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| **W.3.2.A – WALT** informative/explanatory writing genre has its own purpose, organization and development |  |  |  |  |
| **W.3.2.A – WALT** write informative/explanatory texts to examine a topic |  |  |  |  |
| **W.3.2.A – WALT** write informative/explanatory texts to convey ideas and information clearly |  |  |  |  |
| **W.3.2.A – WALT** introduce a topic and group related information together |  |  |  |  |
| **W.3.2.A – WALT** include text features to support comprehension |  |  |  |  |
| **W.3.2.B – WALT** develop the topic with facts, definitions, and details |  |  |  |  |
| **W.3.2.C – WALT** use linking words and phrases to connect ideas within categories of information. (e.g., *also, another and, more, but)* |  |  |  |  |
| **W.3.2.D – WALT** provide a conclusion |  |  |  |  |
| **W.3.5. – WALT** you can make writing stronger by revising and editing |  |  |  |  |
| **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.3.6. – WALT**use technology to interact and collaborate with others with guidance and support from adults |  |  |  |  |
| **L.3.1.A. - WALT** explain the function of nouns and pronouns in general and their functions in particular sentences |  |  |  |  |
| **L.3.1.A. - WALT** explain the function of verbs in general and their functions in particular sentences |  |  |  |  |
| **L.3.1.A. - WALT** explain the function ofadjectives, and adverbs in general and their functions in particular sentences |  |  |  |  |
| **L.3.1.D. - WALT** formulate and use regular and irregular verbs |  |  |  |  |
| **L.3.1.E. - WALT** formulate and use the simple (e.g., I walked; I walk; I will walk) verb tenses |  |  |  |  |
| **L.3.1.F. - WALT** ensure subject-verb and pronoun-antecedent agreement |  |  |  |  |
| **L.3.2.D. - WALT** formulate and use possessives |  |  |  |  |
| **L.3.5.B. - WALT** identify real-life connections between words and their use |  |  |  |  |

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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