# CAR Unit Template

## Unit Title: ELA - Conducting Research - Unit 4 - Module A

**Grade level: Grade 3**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RL.3.4.** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.

**RL.3.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the central message/theme, lesson, and/ or moral, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).

**RI.3.2.** Determine the main idea of a text; recount the key details and explain how they support the main idea.

**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.3.8.** Describe the logical connection between particular sentences and paragraphs in a text (e.g., comparison, cause/effect, first/second/third in a sequence) to support specific points the author makes in a text.

**RI.3.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the most important points and key details presented in two texts on the same topic.

**RI.3.10.** By the end of the year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**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.

C. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

**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** |
| --- | --- | --- | --- | --- |
| **RL.3.4. - WALT** distinguish literal from nonliteral language |  |  |  |  |
| **RL.3.9. - WALT** compare and contrast the central message of stories written by the same author about the same or similar characters (e.g., in books from a series) |  |  |  |  |
| **RL.3.9. - WALT** reflect on the central message of stories written by the same author about the same or similar characters (e.g., in books from a series) |  |  |  |  |
| **RI.3.2. - WALT** explain how the key details support the main idea |  |  |  |  |
| **RI.3.3. - WALT** describe how a series of scientific ideas or concepts 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 search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently |  |  |  |  |
| **RI.3.8. - WALT** describe the logical connection between particular sentences and paragraphs in a text |  |  |  |  |
| **RI.3.9. - WALT** we can compare, contrast and reflect on the most important points and key details presented in two texts on the same topic |  |  |  |  |
| **RI.3.9. - WALT** compare and contrast ~~on~~ the most important points and key details presented in two texts on the same topic |  |  |  |  |
| **RI.3.9. - WALT** reflect on the key details and the most important points presented in two texts on the same topic |  |  |  |  |
| **RI.3.10. - WALT** comprehend third grade literary nonfiction with scaffolding as needed |  |  |  |  |
| **SL.3.1.C. - WALT** ask questions to check understanding of information presented and ask questions to stay on topic |  |  |  |  |
| **SL.3.1.C - WALT** link our comments to the remarks of others |  |  |  |  |
| **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** 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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