# CAR Unit Template

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

**Grade level: Grade 3**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

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

**W.3.7.** Conduct short research projects that build knowledge about a topic.

**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.

G. Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.

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

H. Use coordinating and subordinating conjunctions.

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

I. Produce simple, compound, and complex sentences.

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

E. Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting, smiled, cries,*

*happiness*).

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

F. Use spelling patterns and generalizations (e.g., *word families, position-based spellings, syllable patterns, ending rules, meaningful word*

*parts*) in writing words.

**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*).

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

C. Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., *knew, believed, suspected,*

*heard, wondered*).

### 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.3.5. - 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 guidance and support from peers and adults |  |  |  |  |
| **W.3.7. - WALT** conduct short research projects that build knowledge about a topic |  |  |  |  |
| **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.3.1.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.G - WALT** formulate and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified |  |  |  |  |
| **L.3.1.H - WALT** use coordinating and subordinating conjunctions |  |  |  |  |
| **L.3.1.I - WALT** produce simple, compound, and complex sentences |  |  |  |  |
| **L.3.2.A - WALT** use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness) |  |  |  |  |
| **L.3.2.F - WALT** use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words |  |  |  |  |
| **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 |  |  |  |  |
| **L.3.5.A - WALT** demonstrate understanding of word relationships and nuances in word meanings |  |  |  |  |
| **L.3.5.A - WALT** distinguish the literal and nonliteral meanings of words and phrases in context |  |  |  |  |
| **L.3.5.C - WALT** distinguish shades of meaning among related words that describe states of mind or degrees of certainty |  |  |  |  |

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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