

# GR 3 Unit 04 My Community

Content Area: **Default**  
Course(s):  
Time Period: **Marking Period 4**  
Length: **9 weeks**  
Status: **Published**

## Unit Overview

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Unit Title: Back to School

Unit Objectives:

- \* Discuss school activities.
- \* Identify school locations.
- \* Name school supplies.

## Standards

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ELD-SI.K-3.Narrate

ELD-SI.K-3.Inform

ELD-SI.K-3.Explain

ELD-SI.K-3.Argue

ELD-LA.2-3.Narrate.Interpretive; ELD-LA.2-3.Narrate.Expressive

ELD-LA.2-3.Inform.Interpretive; ELD-LA.2-3.Inform.Expressive

ELD-MA.2-3.Explain.Interpretive; ELD-MA.2-3.Explain.Expressive

ELD-MA.2-3.Argue.Interpretive; ELD-MA.2-3.Argue.Expressive

ELD-SC.2-3 Explain.Interpretive; ELD-SC.2-3 Explain.Expressive

ELD-SC.2-3.Argue.Interpretive; ELD-SC.2-3.Argue.Expressive

ELD-SS.2-3.Explain.Interpretive; ELD-SS.2-3.Explain.Expressive

ELD-SS.2-3.Argue.Interpretive; ELD-SS.2-3.Argue.Expressive

## Materials/Activities/Resources

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### Core materials:

- Santillana Spotlight on English Grade 3

### Supplemental Resources:

- Scholastic News: Let's Find Out
- Learning A-Z
- Lexia English
- Oxford Picture Dictionary
- Realia

## Technology

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TECH.9.4.5.IML.6

Use appropriate sources of information from diverse sources, contexts, disciplines, and cultures to answer questions (e.g., RI.5.7, 6.1.5.HistoryCC.7, 7.1.NM. IPRET.5).

## Assessment

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### Formative Assessment

- Teacher Observation
- Oral Presentations
- Learning/Writing Journals (Notebooks)
- Peer and Self Assessments
- Listening Practice
- TPR-Following Directions
- Role Play
- Audio-Oral Assessment
- Daily Lesson Checks and Correct & Redirect Opportunities in the Teacher's Guide

### Summative Assessment

- District Benchmarks
- Access for ELLs

## Accommodations & Modifications

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### Special Education

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time

- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

## **504**

- In class/pull out support with special ed teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts
- Limit number of questions
- Scribe
- Study Guides
- Mixed Ability Grouping

## **ELL**

- Translation device/dictionary
- In class/pull out support with ESL teacher
- Newsela/Readworks/Reading A-Z level reading passages
- Additional time during intervention time
- Preferred seating
- Questions read aloud
- Extended time for completing tasks
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **At-Risk of Failure**

- Additional time during intervention time
- Newsela/Readworks/Reading A-Z level reading passages
- Questions read aloud
- Graphic organizers
- Vocabulary support
- Mnemonic devices
- Songs/videos to reinforce concepts

## **Gifted & Talented**

- Independent projects

- PEP/GEM class
- Above-Level Reading Materials

## Interdisciplinary Connections

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LA.L.3.1.A	Explain the function of nouns, pronouns, verbs, adjectives, and adverbs in general and their functions in particular sentences.
LA.W.3.4	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
LA.RL.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.
LA.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.
TECH.8.1.5.A.1	Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.
TECH.8.1.5.A.3	Use a graphic organizer to organize information about problem or issue.

## 21st Century Life Literacies & Key Skills

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TECH.9.4.5.CI.1	Use appropriate communication technologies to collaborate with individuals with diverse perspectives about a local and/or global climate change issue and deliberate about possible solutions (e.g., W.4.6, 3.MD.B.3, 7.1.NM.IPERS.6).
TECH.9.4.5.CI.3	Participate in a brainstorming session with individuals with diverse perspectives to expand one's thinking about a topic of curiosity (e.g., 8.2.5.ED.2, 1.5.5.CR1a).
TECH.9.4.5.TL.1	Compare the common uses of at least two different digital tools and identify the advantages and disadvantages of using each.

## Career Ready Practices

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- CRP1. Act as a responsible and contributing citizen and employee.
- CRP2. Apply appropriate academic and technical skills.
- CRP4. Communicate clearly and effectively and with reason
- CRP5. Consider the environmental, social and economic impacts of decisions.
- CRP6. Demonstrate creativity and innovation.
- CRP11. Use technology to enhance productivity.

