

# GR 3 Unit 02 People Around Me

Content Area: **Default**  
Course(s):  
Time Period: **Marking Period 2**  
Length: **9 weeks**  
Status: **Published**

## Unit Overview

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Unit Title: People Around Me

Unit Objectives:

- \* Describe people's appearances.
- \* Discuss clothing.
- \* Identify problems and solutions.
- \* Name family members.

## 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.RF.3.4      | Read with sufficient accuracy and fluency to support comprehension.   |
| 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.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.   |
| 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.