

Grade 3 Module 1 Unit 3

Canterbury Public Schools

Subject	ELA
Grade Level	3
Unit Title	Using writing to inform
Unit Goals	Write to inform Select a topic and create a report about it for presentations
Pacing (# of weeks)	6 - 8 weeks
Standards	L.3.1d, L.3.1e, L.3.1i, L.3.6, W.3.2, W.3.4, W.3.5, W.3.6, W.3.7, W.3.10
Content/Conceptual Knowledge (know)	Information can be presented Non-fiction is based on research
Skills (be able to do)	Select a topic Ask and answer questions about the topic Create a draft, revise and edit Create a presentation of that information
Essential Questions	How do experts build knowledge and share expertise about a topic? Experts build knowledge by studying a topic in depth. Experts share information through writing and speaking. How do frogs survive? Frogs have unique adaptations that help them to survive in various environments.
Enduring Understandings	Researchers use actual experiences to support research Researchers go out into the field to gather information that is relevant to the topic of the research.
Vocabulary	notice, details, text features, informational, adaptations, habitat, predators, prey, sources, palm, paralyze, underground, basin, contain, include, enormous, stem, ambush, invisible, steady, survive, verbs, verb tense, future tense, adaptations, facts, details, elaboration, purpose, introduction, focus statement, Physical adaptations, behavioral adaptations, special, unique, survive, elaborate, proof paragraph, topic sentence, take care of shared spaces, conclusion, focus statement, effectively, strategically, precise, blurb, coordinating and subordinating Conjunctions, scientific diagram
Common Learning Experiences	Read non fiction Select a topic Ask questions for the basis of research Read and gather evidence for the essay

	Create a draft, revise, edit, and present the topic in a clear and organized way.
Assessments	(formative/summative; for example: NWEA Map-skills checklist, benchmarks, unit assessments, essay questions, performance-based) Students write the second proof paragraph for an informative essay (mid-unit assessment). Then, students revise and edit their informative essay (end of unit assessment).
Student Resources	Texts, outline for essay
Teacher Resources	For example: Texts, literature, math mats Everything You Need to Know about Frogs and Other Slippery Creatures; “Transparent Wonder”; “Poison Dart Frog”; “All About the Water-Holding Frog”; “The Amazon Horned Frog”