ELA/ Literacy Unit Map Template

This is a Template. To make a copy that you can edit, please go to the **File Menu** and choose: **Make a Copy.** Please share your unit map with: [ci@sccoe.org](mailto:ci@sccoe.org) and your group members.

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| **Title of Unit** | All About Me |
| **Grade Level** | 3 |
| **Suggested Timeline** | 4-6 weeks |
| **Key Components** |  |
| **Summative Performance Assessment/ Authentic Audience** | Student-choice presentation (ie powerpoint, fakebook, video, Glog) with a focus on answering: “Who am I?” and “How have my experiences shaped who I am today?” (DOK 3/4)  Biography / Autobiography-writing (DOK 2/3) |
| **Targeted ELA/ Literacy CCSS** | W.2.3a Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  [W.3.2](http://www.corestandards.org/ELA-Literacy/W/3/2/) Write informative/explanatory texts to examine a topic and convey ideas and information clearly.  W.[3.7](http://www.corestandards.org/ELA-Literacy/W/3/7/) Conduct short research projects that build knowledge about a topic.  [W.3.8](http://www.corestandards.org/ELA-Literacy/W/3/8/) Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  [SL.3.1](http://www.corestandards.org/ELA-Literacy/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.  [SL.3.4](http://www.corestandards.org/ELA-Literacy/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.3.6](http://www.corestandards.org/ELA-Literacy/SL/3/6/) Speak in complete sentences when appropriate to task and situation in order to provide requested detail or clarification.  [L.3](http://www.corestandards.org/ELA-Literacy/L/3/1/) Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.  [L.3.2](http://www.corestandards.org/ELA-Literacy/L/3/2/) Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  [L.3.3](http://www.corestandards.org/ELA-Literacy/L/3/3/) Use knowledge of language and its conventions when writing, speaking, reading, or listening.  [3.MD.B.3](http://www.corestandards.org/Math/Content/3/MD/B/3) Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories. Solve one- and two-step “how many more” and “how many less” problems using information presented in scaled bar graphs. |
| **Targeted Standards from Other Content Areas (ex. Science, History/ Social Studies, etc.)** | **3.3.1** Research the explorers who visited here, the newcomers who settled here, and the people who continue to come to the region, including their culture and religious traditions and contributions. |
| **Targeted ELD Standards** | **Grade 3 Part 1 C9** Plan and deliver oral presentation  **Grade 3 Part 1 C10a** write short informational text |
| **Big Ideas** | People and events in my life makes me special.  We are all unique and all make valuable contributions to society. |
| **Essential Questions** | Who am I?  How have my experiences shaped who I am today? |
| **Content** | (what they need to know)  -their likes and dislikes  -facts and opinions  -family/ancestry  -facts about their life  -important dates and times in their lives |
| **Skills** | (how they will show what they know)  Students will present information about themselves and their family orally and in written form  Students will determine what is important and organize the information they find through their research  Students will use technology to do research and help with presenting themselves and their family  Students will use proper grammar/ conventions in their oral and written presentations  Students will produce a scaled picture graph and a scaled bar graph to represent information they want to share. |
| **Vocabulary**  **(Academic and Content)** | biography  autobiography  personality  ancestor  tradition  lineage |
| **Activities** | **Reading biographies & autobiographies** - using model writing pieces, students will identify common elements they see in each writing. The models and the elements identified will be used by students to generate their own autobiographies or biographies.  Social Studies -As part of their biography/autobiography, students will also research their family ancestry, traditions, and the path to living in the community they are currently apart of. They will also be required to interview a family member as part of this process (asking and answering questions).  **Writing** - Students will research their lineage to find out where their family came from. They will also include information about themselves and write a biography or autobiography that attempts to answer the questions of :Who am I? and How have my experiences shaped who I am today?  **Math** - using post-it notes, the class will generate bar-graphs and pictographs to display data regarding themselves - favorite food, ways they get to school, number of siblings, etc. After the initial class activities, students will choose their own graphic display to inform the class something about themselves accompanied by a brief description. Student graphs will be displayed during a gallery walk or “world cafe” activity. |
| **Formative Assessments** | Graphing product-math (DOK 2)  Identify who I am (name, members of my family, my favorites, etc.) -Google Draw (DOK 1) |
| **21st Century Skills Targeted**  **(E- Encouraged; T- Directly taught)** | \_\_\_x\_\_ Communication  \_\_\_x\_\_ Collaboration  \_\_\_x\_\_ Creativity  \_\_\_x\_\_ Critical Thinking  \_\_\_x\_\_ Research  \_\_\_x\_\_ Technology  \_\_\_x\_\_ Multimedia |
| **Reflection on Learning** | \_\_\_x\_\_ Self-Assessment  \_\_\_\_\_ Peer Assessment |
| **Resources**  **(print and multimedia)** |  |