

| Module 2 Third Grade: Frogs  |  |  |
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| <b>District/School Formative Assessment Plan</b>   |  | <b>District/School Summative Assessment Plan</b>   |
| Module Mid-Unit Assessments<br><br>Also see questions, activities, and tasks in the module   |  | End of Unit Assessments and Performance Tasks  |
| <b>District/School Texts</b>   |  | <b>District/School Supplementary Resources</b>   |
| See District Module Overview   |  | See District Module Overview   |
| District/School Writing Tasks  |  |  |
| <b>Primary Focus</b><br>W.3.2<br>W.3.3   | <b>Secondary Focus</b><br>W.3.4<br>W.3.5<br>W.3.7<br>W.3.8 | <b>Routine Writing</b><br>W.3.10   |
| 21 <sup>st</sup> Century Themes/Skills   |  | Interdisciplinary Connections  |
| <p>CRP2. Apply appropriate academic and technical skills.</p> <p>CRP4. Communicate clearly and effectively and with reason.</p> <p>CRP5. Consider the environmental, social &amp; economic impacts of decisions.</p> <p>CRP7. Employ valid and reliable research strategies.</p> <p>CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.</p> |  | <p><b>Science:</b></p> <p>This module is designed to address English Language Arts standards. However, the module intentionally incorporates Science content to include the following:</p> <ul style="list-style-type: none"> <li>• Characteristics of Non-living vs. Living Things</li> <li>• Recognizing the Traits of Living Things (Inherited, Acquired, and Learned)</li> <li>• Describe How the Structure of Plants &amp; Animals Complement Their Environments</li> <li>• Understanding How the Differences of Species Help Them Survive</li> </ul> |

