# CAR Unit Template

## Unit Title: ELA – Interpreting Text for Meaning Using Evidence – Unit 1 – Module A

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RF.5.3.** Know and apply grade-level phonics and word analysis skills in decoding and encoding words.

A. Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

**RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.

A. Read grade-level text with purpose and understanding.

**RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.

B. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression.

**RF.5.4.** Read with sufficient accuracy and fluency to support comprehension.

C. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

**RL.5.1.** Quote accurately from a text, and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

**RL.5.2.** Determine the key details in a story, drama or poem to identify the theme and to summarize the text.

**RL.5.4.** Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

**W.5.5.** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

**W.5.6.** With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.

**SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

**SL.5.1.** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly.

B. Follow agreed-upon rules for discussions and carry out assigned roles.

**L.5.1.** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

A. Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

A. Use punctuation to separate items in a series.

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

B. Use a comma to separate an introductory element from the rest of the sentence.

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

C. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*), and to indicate direct address (e.g., *Is that you, Steve?*).

**L.5.2.** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

D. Use underlining, quotation marks, or italics to indicate titles of works.

**L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

A. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

**L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

C. Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or

clarify the precise meaning of key words and phrases.

**L.5.4.** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

**L.5.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

A. Interpret figurative language, including similes and metaphors, in context.

**L.5.5.** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

### Highlighted Career Ready Practices and 21st Century Themes/Skills

### Social-Emotional Learning Competencies

## Instructional Plan

Pre-Assessment and Reflection

| **Pre-Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Student Learning Objectives (SLO), Strategies, Formative Assessment, Activities and Resources (add rows as needed)

| **SLO – WALT**  **We are learning to/that** | **Student Strategies** | **Formative Assessment** | **Activities and Resources** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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| **RF.5.3.A – WALT** know and apply grade level phonics and word analysis skills in decoding and encoding words |  |  |  |  |
| **RF.5.3.A – WALT** combine knowledge of all letter correspondence, syllabication patterns and morphology (e.g. roots and affixes) in order to read accurately unfamiliar multi-syllabic words in context and out of context |  |  |  |  |
| **RF.5.4.A – WALT** read with accuracy and fluency to support comprehension |  |  |  |  |
| **RF.5.4.A – WALT** read texts with purpose and understanding |  |  |  |  |
| **RF.5.4.B – WALT** read grade-level prose and poetry orally with accuracy, appropriate rate, and expression |  |  |  |  |
| **RF.5.4.C – WALT** use context to confirm or self-correct word recognition and understanding, rereading as necessary |  |  |  |  |
| **RL.5.1 – WALT** recall what makes a quote relevant |  |  |  |  |
| **RL.5.1 – WALT** quote accurately from a text |  |  |  |  |
| **RL.5.1 – WALT** quoting accurately from a text supports drawing inferences |  |  |  |  |
| **RL.5.2 – WALT** key details are needed to summarize a text |  |  |  |  |
| **RL.5.2 – WALT** summarize the text using key details |  |  |  |  |
| **RL.5.2 – WALT** determine the key details in a story, drama or poem |  |  |  |  |
| **RL.5.2 – WALT** key details are needed to identify the theme of a text |  |  |  |  |
| **RL.5.2 – WALT** identify the theme using key details |  |  |  |  |
| **RL.5.4 – WALT** determine the meaning of words as they are used in a text |  |  |  |  |
| **RL.5.4 – WALT** word meanings, including figurative language such as metaphors and similes, can be determined as they are used in text |  |  |  |  |
| **RL.5.4 – WALT** determine the meaning of phrases as they are used in a text, including figurative language such as metaphors and similes |  |  |  |  |
| **W.5.4 – WALT** produce clear and coherent writing in which the development is appropriate to the task, purpose, and audience |  |  |  |  |
| **W.5.4 – WALT** produce clear and coherent writing in which the organization is appropriate to the task, purpose, and audience |  |  |  |  |
| **W.5.5 – WALT** develop and strengthen writing as needed by planning with guidance and support from peers and adults |  |  |  |  |
| **W.5.5 – WALT** develop and strengthen writing as needed by revising with guidance and support from peers and adults |  |  |  |  |
| **W.5.5 – WALT** develop and strengthen writing as needed by editing with guidance and support from peers and adults |  |  |  |  |
| **W.5.5 – WALT** develop and strengthen writing as needed by re-writing with guidance and support from peers and adults |  |  |  |  |
| **W.5.6 – WALT** use technology, including the internet, with some guidance and support from adults and peers |  |  |  |  |
| **W.5.6 – WALT** to use technology, including the internet, to produce and publish writing with some guidance and support from adults and peers |  |  |  |  |
| **SL.5.1.A – WALT** engage effectively in a range of collaborative discussions (one-on-one) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly |  |  |  |  |
| **SL.5.1.A – WALT** engage effectively in a range of collaborative discussions (in groups) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly |  |  |  |  |
| **SL.5.1.A – WALT** engage effectively in a range of collaborative discussions (teacher-led) with diverse partners on *grade 5 topics and texts*, building on others’ ideas and expressing their own clearly |  |  |  |  |
| **SL.5.1.A – WALT** explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion |  |  |  |  |
| **SL.5.1.B – WALT** follow agreed-upon rules for discussions |  |  |  |  |
| **SL.5.1.B – WALT** carry out assigned roles for discussions |  |  |  |  |
| **L.5.1.A – WALT** explain the function of conjunctions, prepositions, and interjections in general |  |  |  |  |
| **L.5.1.A – WALT** explain the function of conjunctions, prepositions, and interjections in particular sentences |  |  |  |  |
| **L.5.2 – WALT** the use of conventions (capitalization, punctuation, and spelling) of standard English grammar help to communicate ideas effectively when writing |  |  |  |  |
| **L.5.2 – WALT** demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing |  |  |  |  |
| **L.5.2.A – WALT** use punctuation to separate items in a series |  |  |  |  |
| **L.5.2.B – WALT** use a comma to separate an introductory element from the rest of the sentence |  |  |  |  |
| **L.5.2.C – WALT** use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*) |  |  |  |  |
| **L.5.2.C – WALT** use a comma to set off a tag question from the rest of the sentence (e.g., *It’s true, isn’t it?*) |  |  |  |  |
| **L.5.2.C – WALT** use a comma to indicate direct address (e.g., *Is that you, Steve?*) |  |  |  |  |
| **L.5.2.D -WALT** use underlining, quotation marks, or italics to indicate titles of works |  |  |  |  |
| **L.5.4.A – WALT** use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase |  |  |  |  |
| **L.5.4.C - WALT** consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words and phrases |  |  |  |  |
| **L.5.4.C - WALT** consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to determine or clarify the precise meaning of key words and phrases |  |  |  |  |
| **L.5.4 – WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.5.4 – WALT** determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies |  |  |  |  |
| **L.5.5.A – WALT** interpret figurative language, including similes and metaphors, in context |  |  |  |  |
| **L.5.5 – WALT** figurative language, word relationships and nuances contribute to the meaning of a text |  |  |  |  |
| **L.5.5 – WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |

Benchmark Assessment 1

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Benchmark Assessment 2

| **Benchmark Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Summative Assessments (add rows as needed)

| **Summative Assessment** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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Interdisciplinary Connections

| **Interdisciplinary Connections** | **Modifications (ELL, Special Education, Gifted, At-risk of Failure, 504) and Reflections** |
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