# CAR Unit Template

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

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.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.

**RI.5.2.** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

**RI.5.4**. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.

**W.5.3**. Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

A. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

B. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

C. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

D. Use concrete words and phrases and sensory details to convey experiences and events precisely.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

E. Provide a conclusion that follows from the narrated experiences or events.

**W.5.3.** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

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

**W.5.10.** Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**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.

C. Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

**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.

D. Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

**SL.5.2.** Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).

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

C. Use verb tense to convey various times, sequences, states, and conditions.

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

D. Recognize and correct inappropriate shifts in verb tense.

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

E. Use correlative conjunctions (e.g., *either/or, neither/nor*).

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

E. Spell grade-appropriate words correctly, consulting references as needed.

**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.

B. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).

**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.5.5.** 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** |
| --- | --- | --- | --- | --- |
| **RI.5.1 – WALT** quote accurately from a text |  |  |  |  |
| **RI.5.1 – WALT** determine what makes a quote relevant |  |  |  |  |
| **RI.5.1 – WALT** our explanations must be relevant to the quote |  |  |  |  |
| **RI.5.2 – WALT** a text can have more than one main idea |  |  |  |  |
| **RI.5.2 – WALT** determine two or more main ideas of a text |  |  |  |  |
| **RI.5.2 – WALT** explain how the main ideas are supported by key details |  |  |  |  |
| **RI.5.2 – WALT** summarize the text |  |  |  |  |
| **RI.5.4 – WALT** determine the meaning of general academic and domain specific words and phrases in a text relevant to a grade 5 topic or subject area |  |  |  |  |
| **W.5.3A – WALT** orient the reader by establishing a situation and introducing a narrator and/or characters |  |  |  |  |
| **W.5.3A – WALT** organize an event sequence that unfolds naturally |  |  |  |  |
| **W.5.3B – WALT** pacing is a narrative writing technique |  |  |  |  |
| **W.5.3B – WALT** use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events |  |  |  |  |
| **W.5.3B – WALT** use narrative techniques, such as dialogue, description, and pacing, to show the responses of characters to situations |  |  |  |  |
| **W.5.3C – WALT** use a variety of transitional words, phrases, and clauses to manage the sequence of events |  |  |  |  |
| **W.5.3D – WALT** use concrete words and phrases and sensory details to convey experiences and events precisely |  |  |  |  |
| **W.5.3E – WALT** provide a conclusion that follows from the narrated experiences or events |  |  |  |  |
| **W.5.3 – WALT** using effective technique helps a writer to develop real or imagined experiences in narrative writing |  |  |  |  |
| **W.5.3 – WALT** write narratives to develop real or imagined experiences or events using effective technique |  |  |  |  |
| **W.5.3 – WALT** write narratives to develop real or imagined experiences or events using descriptive details |  |  |  |  |
| **W.5.3 – WALT** write narratives to develop real or imagined experiences or events using clear event sequences |  |  |  |  |
| **W.5.4 – WALT** develop clear and coherent writing according to task, purpose, and audience |  |  |  |  |
| **W.5.4 – WALT** organize clear and coherent writing according to task, purpose, and audience |  |  |  |  |
| **W.5.10 – WALT** write routinely for shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences |  |  |  |  |
| **W.5.10 – WALT** write routinely over extended time frames for revision |  |  |  |  |
| **SL.5.1C – WALT** pose to specific questions that contribute to the discussion |  |  |  |  |
| **SL.5.1C – WALT** respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others |  |  |  |  |
| **SL.5.1D – WALT** review the key ideas expressed and knowledge gained from the discussions |  |  |  |  |
| **SL.5.1D – WALT** draw conclusions in light of information and knowledge gained from the discussions |  |  |  |  |
| **SL.5.2 – WALT** main ideas and details enable speakers to summarize what has been listened to or viewed |  |  |  |  |
| **SL.5.2 – WALT** summarize a written text read aloud (e.g., visually, quantitatively, and orally) |  |  |  |  |
| **L.5.1C -WALT** use verb tense to convey various times, sequences, states, and conditions |  |  |  |  |
| **L.5.1D -WALT** recognize and correct inappropriate shifts in verb tense |  |  |  |  |
| **L.5.1E -WALT** use correlative conjunctions (e.g., *either/or, neither/nor*) |  |  |  |  |
| **L.5.2D -WALT** use underlining, quotation marks, or italics to indicate titles of works. |  |  |  |  |
| **L.5.2E -WALT** spell grade-appropriate words correctly, consulting references as needed |  |  |  |  |
| **L.5.4A -WALT** it is important to determine or clarify the meaning of unknown words and multiple meaning words and phrases when reading |  |  |  |  |
| **L.5.4A -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.5.4A -WALT** use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase |  |  |  |  |
| **L.5.4B – WALT** use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis). |  |  |  |  |
| **L.5.4C - WALT** consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of key words and phrases |  |  |  |  |
| **L.5.4C - 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.5.5 – 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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