# CAR Unit Template

## Unit Title: ELA - Structures of Text and Point of View – Unit 2 – Module A

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.5.3.** Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact).

**RL.5.5.** Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.

**RL.5.6.** Describe how a narrator’s or speaker’s point of view influences how events are described.

**RL.5.9.** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

A. Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

B. Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

C. Link opinion and reasons using words, phrases, and clauses (e.g., *consequently*, *specifically*).

**W.5.1.** Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

D. Provide a conclusion related to the opinion presented.

**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.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

A. Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a

drama, drawing on specific details in the text [e.g., how characters interact]”).

**W.5.9.** Draw evidence from literary or informational texts to support analysis, reflection, and research.

B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular

points in a text, identifying which reasons and evidence support which point[s]”).

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

**SL.5.4.** Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

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

B. Form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses.

**L.5.3.** Use knowledge of language and its conventions when writing, speaking, reading, or listening.

A. Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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

B. Recognize and explain the meaning of common idioms, adages, and proverbs.

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

C. Use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words.

**L.5.6.** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

### 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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| **RL.5.1 – WALT** make relevant connections when explaining what the text says explicitly |  |  |  |  |
| **RL.5.1 – WALT** make relevant connections to a text when drawing inferences |  |  |  |  |
| **RL.5.3 – WALT** specific details in a text are used to compare or contrast two or more characters |  |  |  |  |
| **RL.5.3 – WALT** specific details in a text are used to compare or contrast two or more settings or events |  |  |  |  |
| **RL.5.3 – WALT** compare and contrast two or more characters in a story or drama, drawing on specific details in the text (e.g., how characters interact) |  |  |  |  |
| **RL.5.3 – WALT** compare and contrast the setting in a story or drama, drawing on specific details in the text (e.g., how characters interact) |  |  |  |  |
| **RL.5.3 – WALT** compare and contrast events in a story or drama, drawing on specific details in the text (e.g., how characters interact) |  |  |  |  |
| **RL.5.5 – WALT** explain how a series of chapters fits together to provide the overall structure of a particular story |  |  |  |  |
| **RL.5.5 – WALT** explain how a series of scenes fits together to provide the overall structure of a particular drama |  |  |  |  |
| **RL.5.5 – WALT** explain how a series of stanzas fits together to provide the overall structure of a particular poem |  |  |  |  |
| **RL.5.6 – WALT** a narrator’s or speaker’s point of view influences how events are described |  |  |  |  |
| **RL.5.6 – WALT** describe how a narrator’s point of view influences how events are described |  |  |  |  |
| **RL.5.6 – WALT** describe how a speaker’s point of view influences how events are described |  |  |  |  |
| **RL.5.9 – WALT** stories, myths, and traditional literature from different cultures can have similar themes and topics and patterns of events |  |  |  |  |
| **RL.5.9 – WALT** reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of similar themes in stories, myths, and traditional literature from different cultures |  |  |  |  |
| **RL.5.9 – WALT** reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) the treatment of topics (e.g., opposition of good and evil) in stories, myths, and traditional literature from different cultures |  |  |  |  |
| **W.5.1.A – WALT** write opinion pieces on topics or texts |  |  |  |  |
| **W.5.1.A – WALT** support a point of view with reasons and information |  |  |  |  |
| **W.5.1.A – WALT** introduce a topic or text clearly |  |  |  |  |
| **W.5.1.A – WALT** state an opinion |  |  |  |  |
| **W.5.1.A – WALT** create an organizational structure in which ideas are logically grouped to support the writer’s purpose |  |  |  |  |
| **W.5.1.B – WALT** provide logically ordered reasons that are supported by facts and details from text(s.) |  |  |  |  |
| **W.5.1.B – WALT** quote directly from text when appropriate |  |  |  |  |
| **W.5.1.C – WALT** link opinion and reasons using words (e.g., consequently, specifically) |  |  |  |  |
| **W.5.1.C – WALT** link opinion and reasons using phrases |  |  |  |  |
| **W.5.1.C – WALT** link opinion and reasons using clauses |  |  |  |  |
| **W.5.1.D – WALT** provide a conclusion related to the opinion presented |  |  |  |  |
| **W.5.5 – WALT** you can make writing stronger by planning, revising, editing, re-writing, or trying a new approach |  |  |  |  |
| **W.5.5 – WALT** try a new approach to develop and strengthen writing as needed with guidance and support from peers and adults |  |  |  |  |
| **W.5.9.A – WALT** apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”) |  |  |  |  |
| **W.5.9.B – WALT** apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”) |  |  |  |  |
| **W.5.10 – WALT** writing takes stamina and time, as appropriate to the specific task |  |  |  |  |
| **W.5.10 – WALT** write routinely over extended time frames for reflection |  |  |  |  |
| **W.5.10 – WALT** write routinely over extended time frames for metacognition/self-correction |  |  |  |  |
| **SL.5.2 – WALT** summarize information presented in diverse media and formats (e.g., visually, quantitatively, and orally) |  |  |  |  |
| **SL.5.4 – WALT** present an opinion |  |  |  |  |
| **SL.5.4 – WALT** sequence ideas logically and using appropriate facts and relevant, descriptive details to support themes |  |  |  |  |
| **SL.5.4 – WALT** speak clearly at an understandable pace |  |  |  |  |
| **L.5.1B – WALT** the use of conventions of standard English grammar and usage help to communicate ideas effectively when writing or speaking |  |  |  |  |
| **L.5.1B – WALT** form and use the perfect (e.g., *I had walked; I have walked; I will have walked*) verb tenses |  |  |  |  |
| **L.5.3A – WALT** use knowledge of language and its conventions when writing, speaking, reading, or listening |  |  |  |  |
| **L.5.3A – WALT** expand, combine, and reduce sentences for meaning, reader/listener interest, and style when writing, speaking, reading, or listening |  |  |  |  |
| **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.5.5B – WALT** figurative language, word relationships and nuances contribute to the meaning of a text |  |  |  |  |
| **L.5.5B – WALT** demonstrate understanding of figurative language, word relationships, and nuances in word meanings |  |  |  |  |
| **L.5.5B – WALT** recognize and explain the meaning of common idioms, adages, and proverbs |  |  |  |  |
| **L.5.5C – WALT** use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words |  |  |  |  |
| **L.5.6 – WALT** determine or clarify the meaning of unknown and multiple-meaning words based on grade 5 reading and content, choosing flexibly from a range of strategies |  |  |  |  |

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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