# CAR Unit Template

## Unit Title: ELA – Multi-genre Reading and Writing – Unit 4 – Module A

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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.5.9.** 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.

**RL.5.7.** Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem).

**RI.5.5.** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts

**RI.5.9.** Integrate and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write or speak about the subject knowledgeably.

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

**W.5.4.** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

**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.

**W.5.8.** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

**SL.5.5.** Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.

**SL.5.6.** Adapt speech to a variety of contexts and tasks, using formal English when appropriate to task and situation.

**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.5.5. – WALT** stories, dramas, and poems have different structures |  |  |  |  |
| **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 |  |  |  |  |
| **RL.5.9. – WALT** reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) on patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures |  |  |  |  |
| **RL.5.7. – WALT** analyze visual elements |  |  |  |  |
| **RL.5.7. – WALT** analyze how visual elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem) |  |  |  |  |
| **RL.5.7. – WALT** visual elements contribute to the meaning, tone and beauty of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem) |  |  |  |  |
| **RI.5.5. – WALT** compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts |  |  |  |  |
| **RI.5.9. – WALT** integrate (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to write about the subject knowledgeably |  |  |  |  |
| **RI.5.9. – WALT** integrate (e.g. practical knowledge, historical/cultural context, and background knowledge) information from several texts on the same topic in order to speak about the subject knowledgeably |  |  |  |  |
| **W.5.1.** **– WALT** write opinion pieces on topics or texts |  |  |  |  |
| **W.5.1.** **– WALT** support a point of view with reasons and information |  |  |  |  |
| **W.5.4.** **– WALT** different writing genres have their own purpose, audience, organization development |  |  |  |  |
| **W.5.6.** **– WALT** demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting |  |  |  |  |
| **W.5.8.** **– WALT** summarize and paraphrase information in notes and finished work |  |  |  |  |
| **W.5.8.** **– WALT** provide a list of sources for information recalled, gathered, summarized or paraphrased from experiences, print, and digital sources |  |  |  |  |
| **SL.5.5. – WALT** include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of themes |  |  |  |  |
| **SL.5.6. – WALT** adapt speech to a variety of contexts and tasks |  |  |  |  |
| **SL.5.6. – WALT** adapt speech using formal English when appropriate to the situation |  |  |  |  |
| **L.5.6.** **– WALT** acquire and use accurately grade-appropriate general academic words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition) |  |  |  |  |
| **L.5.6.** **– WALT** acquire and use accurately grade-appropriate domain-specific words and phrases |  |  |  |  |

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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