# CAR Unit Template

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

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**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).

**RL.5.10.** By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

**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.

**RI.5.10.** By the end of year, read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed.

**W.5.7.** Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic

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

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

B. Compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems.

**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.5.7. – WALT** analyze multimedia elements |  |  |  |  |
| **RL.5.7. – WALT** analyze how multimedia 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** multimedia elements contribute to the meaning, tone and beauty of the text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth and poem) |  |  |  |  |
| **RL.5.10. – WALT** by the end of the year, we will have learned to read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed |  |  |  |  |
| **RL.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 |  |  |  |  |
| **RL.5.9. – WALT** 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 about the subject knowledgeably |  |  |  |  |
| **RL.5.9. – WALT** 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 speak about the subject knowledgeably |  |  |  |  |
| **RI.5.10. – WALT** read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed |  |  |  |  |
| **W.5.7. – WALT** conduct short research projects |  |  |  |  |
| **W.5.7. – WALT** build knowledge through investigation of different perspectives of a topic |  |  |  |  |
| **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.B – WALT** use knowledge of language and its conventions when writing |  |  |  |  |
| **L.5.6.B – WALT** use knowledge of language and its conventions when speaking |  |  |  |  |
| **L.5.6.B – WALT** use knowledge of language and its conventions when reading |  |  |  |  |
| **L.5.6.B – WALT** use knowledge of language and its conventions when listening |  |  |  |  |
| **L.5.6.B – WALT** compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems when writing |  |  |  |  |
| **L.5.6.B – WALT** compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems when speaking |  |  |  |  |
| **L.5.6.B – WALT** compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems when reading |  |  |  |  |
| **L.5.6.B – WALT** compare and contrast the varieties of English (e.g., *dialects, registers*) used in stories, dramas, or poems when listening |  |  |  |  |
| **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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