# CAR Unit Template

## Unit Title: ELA – Informative / Explanatory Text and Writing – Unit 3

**Grade level: Grade 5**

**Timeframe:**

## Essential Questions

## Standards

### Standards (Taught and Assessed)

**RI.5.3.** Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

**RI.5.6.** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

**RI.5.7.** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

**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.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations,

and multimedia when useful to aiding comprehension.

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

B. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly

C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**W.5.2.** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

E. Provide a conclusion related to the information of explanation presented

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

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

**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.5.3.** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

**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.

**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.

### 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** |
| --- | --- |
|  |  |

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.5.3 – WALT** there are relationships between individuals, events, ideas, or concepts that interact within the text |  |  |  |  |
| **RI.5.3 – WALT** explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical text based on specific information in the text |  |  |  |  |
| **RI.5.3 – WALT** explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a scientific text based on specific information in the text |  |  |  |  |
| **RI.5.3 – WALT** explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a technical text based on specific information in the text |  |  |  |  |
| **RI.5.6 – WALT** the same event or topic can be represented by different points of view |  |  |  |  |
| **RI.5.6 – WALT** note important similarities and differences in the point of view they represent |  |  |  |  |
| **RI.5.6 – WALT** analyze multiple accounts of the same event or topic |  |  |  |  |
| **RI.5.7 – WALT** information can be drawn on from multiple print or digital sources quickly and efficiently |  |  |  |  |
| **RI.5.7 – WALT** draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly |  |  |  |  |
| **RI.5.9 – WALT** 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 |  |  |  |  |
| **RI.5.9 – WALT** 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 |  |  |  |  |
| **W.5.2A. – WALT** write informative/explanatory texts to examine a topic and convey ideas and information clearly |  |  |  |  |
| **W.5.2A. – WALT** introduce a topic clearly to provide a focus |  |  |  |  |
| **W.5.2.A. – WALT** group related information logically |  |  |  |  |
| **W.5.2.A. – WALT** include text features such as headings, illustrations, and multimedia when useful to aiding comprehension |  |  |  |  |
| **W.5.2.B. – WALT** develop the topic with facts, definitions, concrete details, quotations from a source, or other information and examples related to the topic |  |  |  |  |
| **W.5.2.C. – WALT** link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., *in contrast*, *especially*) |  |  |  |  |
| **W.5.2.D. – WALT** use precise language and domain-specific vocabulary to inform about the topic |  |  |  |  |
| **W.5.2.D. – WALT** use precise language and domain-specific vocabulary to explain the topic |  |  |  |  |
| **W.5.2.D. – WALT** the use of precise language and domain specific vocabulary can be used to explain and inform about a topic |  |  |  |  |
| **W.5.2.E. – WALT** provide a conclusion related to the information of explanation presented |  |  |  |  |
| **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.5.7. – WALT** several sources can be used to research or investigate a topic in order to build knowledge |  |  |  |  |
| **W.5.7. – WALT** build knowledge by researching different perspectives |  |  |  |  |
| **W.5.8. – WALT** there is a difference between paraphrasing and quoting |  |  |  |  |
| **W.5.8. – WALT** writers summarize and paraphrase information |  |  |  |  |
| **W.5.8. – WALT** recall relevant information from experiences |  |  |  |  |
| **W.5.8. – WALT** gather relevant information from print and digital sources |  |  |  |  |
| **SL.5.3. – WALT** reasons and evidence are used to summarize the points a speaker makes |  |  |  |  |
| **SL.5.3. – WALT** summarize the points a speaker makes |  |  |  |  |
| **SL.5.3. – WALT** explain how each claim is supported by reasons and evidence |  |  |  |  |
| **SL.5.4. – WALT** report on a topic |  |  |  |  |
| **SL.5.4. – WALT** report on a text |  |  |  |  |
| **SL.5.4. – WALT** sequence ideas logically and using appropriate facts and relevant, descriptive details to support main ideas |  |  |  |  |
| **SL.5.5 – WALT** multimedia components can enhance the development of main ideas or themes |  |  |  |  |
| **SL.5.5 – WALT** include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas |  |  |  |  |
| **SL.5.6 – WALT** speakers adapt their speech appropriate to a task and situation |  |  |  |  |

Benchmark Assessment 1

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

Benchmark Assessment 2

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

Summative Assessments (add rows as needed)

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

Interdisciplinary Connections

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