

Unit Planning Organizer

Grade: 5

Unit: 1

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Note: Teachers are strongly encouraged to look at the UPO for the context of assessments

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Notes:

- Supporting standards *may be* embedded in performance tasks. If they are not embedded, they *must be* assessed through teacher-designed classroom measure.
- Supporting standards *will not be* embedded in common formative pre/post assessments.

Unit Planning Organizer

Subject(s)	ELA
Grade/Course	5 th Grade
Title of Standards-Based Unit	Text Structures and Narrative Writing
Estimated Duration of Unit	3-4 weeks

Unit Placement in Scope & Sequence	1	2	3	4	5	6
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Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)	
RL.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 1, 2, 3)
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. (DOK 2,3)
RI.5.1	Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 1, 2, 3)
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. (DOK 2,3,4)
W.5.3a	Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (DOK 3, 4)
W.5.3e	Provide a conclusion that follows from the narrated experiences or events. (DOK 3, 4)
SL.5.1a	Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (DOK 1-4)
SL.5.1b	Follow agreed-upon rules for discussions and carry out assigned roles. (DOK 1, 2, 3, 4)

Iowa Core Standards- Support Standards (to be instructed and assessed)
Note: Not all supporting standards will be measured through Standards-Based CFA or Performance Task listed below.
SL.5.2, SL.5.5, W.5.3.b-d, W.5.8, W.5.5, L.5.4.a,c, d

Reading Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge
RL.5.1	<ul style="list-style-type: none"> Quote 	<ul style="list-style-type: none"> To explain what text says To draw inferences from text 	1, 2, 3
RL.5.5	<ul style="list-style-type: none"> Explain 	<ul style="list-style-type: none"> How a series of chapters (story), scenes (drama), or stanzas (poem) fit together Structure of stories, dramas, and poems (Must know the difference between a story, drama, and poem.) 	2, 3
RI.5.1	<ul style="list-style-type: none"> Quote 	<ul style="list-style-type: none"> To explain what text says To draw inferences from text 	1, 2, 3
RI.5.5	<ul style="list-style-type: none"> Compare Contrast 	<ul style="list-style-type: none"> Informational text structures. How information is organized within the different structures. 	2, 3

Writing Standards			
Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge
W.5.3a	<ul style="list-style-type: none"> Orient Establish Introduce Organize 	<ul style="list-style-type: none"> How to orient a reader How to establish a situation (in writing) How to introduce a narrator and characters How to organize an event sequence What it means for events to unfold naturally 	3, 4
W.5.3e	<ul style="list-style-type: none"> Provide 	<ul style="list-style-type: none"> How to write a conclusion The conclusion brings the narrated experiences and events to a close (feels like the end). 	3, 4

Speaking/Listening Standards			
Priority Standard	"Unwrapped" Skills (students need to be able to do) (verbs and verb phrases)	"Unwrapped" Concepts (students need to know) (noun/noun phrases)	Depth of Knowledge
SL.5.1a	<ul style="list-style-type: none"> • Come • Read • Explicitly draw • Explore • Study 	<ul style="list-style-type: none"> • How to come prepared for a discussion (required reading, materials to bring, or other requirements) • How to use the prepared information in discussion to engage effectively with a partner/group 	1, 2, 3, 4
SL.5.1b	<ul style="list-style-type: none"> • Follow • Carry Out 	<ul style="list-style-type: none"> • How to establish agreed upon rules • How to carry out roles for discussion 	1, 2, 3, 4

Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
How does what I am reading influence how I should read it?	Different reading strategies are used depending on what you are reading.
How do you make your writing clear for others?	The clarity of writing impacts the effectiveness of communication.
Why do we need to work together?	We can share and add to our own learning through collaboration with our classmates.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards	
Assessment/Performance Task	Assessed Standards
Pre CFA	RI.5.1, RI.5.5, RL.5.5
Performance Task #1	W.5.3.a, e,
Performance Task #2	RL.5.1, SL.5.1.a, b (W.5.5)
Performance Task #3	SL.5.5
Post CFA	RI.5.1, RI.5.5, RL.5.5 (same as Pre CFA)

Standards-Based Common Formative Pre- and Post- Assessment (CFA)
<p>Standard: RI.5.5, RI.5.5, RL.5.5</p> <p>Teacher Directions: Hand out student copies of the CFA. Students complete independently. Teacher can determine whether this is given during one or two class periods. For standard RL.5.5 chapters and scenes are addressed, poetry (stanzas) will be addressed during unit 5.</p> <p>Student Directions and Possible Answers: Read the two passages below and answer the questions that follow. (Answers are in bold.)</p> <p style="text-align: center;">Nevada: The State with Three Nicknames</p> <p>The Early Days</p>

During Nevada's early days, it was part of the Utah Territory. In 1859, miners found silver at the Comstock Lode at Virginia City. The population in that area boomed. In 1861, Nevada broke from the Utah Territory and formed its own territory. On October 31, 1864, Nevada became the 36th state. "The Battle Born State" is the nickname that came from becoming a state during the Civil War. Today, this phrase is seen on Nevada's state flag.

Growing as a State

Since Nevada became a state in 1864, it has grown to be the 35th most populated state in the United States. It is the seventh largest state in square miles. Over two thirds of the people who live in Nevada live in the area of Las Vegas. This means that there is a lot of wide open space! Nevada does not get much rain, so most of the state is barren and empty. The deserts and mountains in Nevada grow different plants than what will grow in states that get more rain. Sagebrush is a fragrant shrub that grows naturally in Nevada, so it is known as "The Sagebrush State."

Nevada Today

Through the years, tourism replaced silver mining as the main industry in Nevada, and people from all over the world visit Las Vegas to gamble, enjoy all you can eat buffets, watch shows, and relax in the sun. Visitors also go to Reno, Lake Tahoe, and Laughlin for the same reasons and to participate in outdoor activities like water skiing, hiking, camping, or snow skiing. The tourists who visit Nevada need people to take care of them. Many people who live in Nevada work at jobs that help the tourists enjoy their vacations.

From the days of silver mining in Virginia City to the days of the sparkling lights of Las Vegas, Nevada has thrived. It is a state with a "rich" history. Finding silver in Nevada paved the way for it to become a state, so "The Silver State" is its most well-known nickname. Today, this phrase is seen on Nevada's license plates as a reminder of how it all began so many years ago!

1. What is the basic text structure of "Nevada: The State with Three Nicknames"? (RI.5.5)
 - a. cause/ effect
 - b. chronology**
 - c. comparison
 - d. problem/ solution

Wyoming's History: The Wild West at its Best

The appearance of Wyoming on a map is quite ordinary. It is almost a perfectly formed rectangle. This could lead people to think it is, in fact, a very boring state. Wyoming actually has quite a rich history and is a state that led the country in many areas. It is nicknamed "The Equality State," because it led states in one important step to equality.

Wyoming is a large state that has few people living in it. Most people think that Alaska is the least populated state in the United States, but Wyoming claims the title of fewest people. In fact, livestock (cattle, sheep, horses, etc.) outnumber people in the state of Wyoming. People came to Wyoming because there was a lot of land and they could freely settle there and raise livestock to make a living. The land was fertile and good for grazing cattle. There was plenty of water from rivers and lakes, and it was wide open, beautiful country. People began to settle and make their homes on the range.

As people settled in Wyoming, stores and businesses began to open to serve the people who lived there. With the people came money and, of course, criminals. Famous outlaws like Butch Cassidy and the Sundance Kid spent a lot of time in Wyoming and made one of their hideouts near a town called Kaycee, Wyoming. Their gang was known as

“The Hole-in-the-Wall Gang” or “The Wild Bunch,” and they were notorious for robbing banks and trains in Wyoming and the west.

Wyoming had everything a territory needed to become a state, but there were so few people living there that the U.S. government was reluctant to let it join the Union. In 1869, before the territory of Wyoming became a state, the Wyoming territorial government began to allow women the right to vote. This was unheard of at the time! Women were not allowed to vote in any state in the U.S., but Wyoming allowed it and was the first state to give women equal rights.

Finally, in 1890, Wyoming became the 44th state in the United States. In 1924, it was the first state to elect a woman governor. Wyoming was also the first territory or state to have a woman justice of the peace and a woman bailiff in a court. It is easy to see how Wyoming was nicknamed “The Equality State.”

2. What is the basic text structure of “Wyoming’s History: The Wild West at its Best”? (RI.5.5)
 - a. cause/ effect
 - b. comparison
 - c. description**
 - d. problem/ solution
3. The author of “Nevada: The State with Three Nicknames” and “Wyoming’s History: The Wild West at its Best” wanted to give the reader interesting information about each state.
 - A. Explain the similarities between the information in the two passages. (RI.5.5)
Both passages give the history of the states. Both passages include descriptions and dates of important events. Both passages give details about what makes the states unique.
 - B. Quote accurately from each passage to explain the difference between how the information is given in the two passages. (RI.5.1, RI.5.5)
The text on Nevada is organized chronologically and takes the reader from before Nevada was a state to how it is today. It uses headings to separate each portion of time and uses signal phrases like, “Through the years” and “During Nevada’s Early Days.” The conclusion brings it together by stating, “Today, this phrase is seen on Nevada’s license plates as a reminder of how it all began so many years ago!” The Wyoming passage does not go in any chronological order but offers a lot of description. It describes the land, the outlaws, and how Wyoming got its nickname. There are no headings, but each paragraph describes a different fact about Wyoming. There are descriptive phrases like, “Hole-in-the-Wall Gang” and “wide open, beautiful land.” Although there are some dates, and key chronological phrases, the main text structure is descriptive.

(Adapted from: www.wiki-teacher.com)

4. Using the chart below, explain how a series of chapters and scenes fit together to provide the overall structure of a text. (RL.5.5)

	Explanation
Chapters	Chapters create the structure of the whole story by sequencing the events. Chapters create the plot structure by separating new ideas and events in a story.
Scenes	Scenes make up the structure of a drama/play. Scenes of a drama make up the sequence of events. Scenes consist of characters' dialogue written in lines, a specific setting, and a specific event or events. This makes up the drama.

Scoring Guide RI.5.1 (Question 3b)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student uses several quotes from each text.	o Student quotes accurately from both texts.	o Quotes accurately from one text OR uses two quotes from the same text.	o Does not quote accurately from both texts.
		Comments:	

Scoring Guide RI.5.5 (Questions 1, 2, 3a, b)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student expresses an advanced understanding of text structure and why it is used (3).	o Student correctly identifies text structure (both texts). o Student compares <u>and</u> contrasts the two text structures. *Note: Compare is used in 3a. Contrast is used in 3b.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide RL.5.5 (Question 4)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student expresses an advanced understanding of text structure and why it is used.	o Student correctly explains how chapters fit together to create structure. o Student correctly explains how scenes fit together to create structure.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Step 3: Standards-Based Performance Tasks

Performance Task Synopses
<p>Engaging Scenario: You haven been selected to participate in a writing competition in hopes of having your writing chosen to be turned into a screenplay for a well-known movie producer.</p> <p>Task 1: (W.5.3.a, e) Students will write a narrative (rough draft).</p> <p>Task 2: (RL.5.1, SL.5.1.a, b) Students will work with a small team to collaborate during the editing, revising, and publishing stages of writing their narratives. Students will also work in their teams to select the narrative that they think is the best fit for the movie competition.</p> <p>Task 3: (SL.5.5) Students will use the narrative they selected in task 2 to create a multimedia “sales pitch” for students to convince the movie producer to select their narrative. (Suggestions for multimedia: iMovie trailer, PowerPoint, Powtoon, Prezi, podcast, google presentation, etc.) Students will present their “sales pitch” to an audience of your choice (counselor, media specialist, other teachers, principal, other students, or your own class).</p>

Performance Task # 1 - In Detail
<p>Priority Standards:</p> <ul style="list-style-type: none"> ● <u>W.5.3.a</u>: Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally. (DOK 3, 4) ● <u>W.5.3.e</u>: Provide a conclusion that follows from the narrated experiences or events. (DOK 3, 4) <p>Supporting Standards: Not applicable</p> <p>Big Idea: The clarity of writing impacts the effectiveness of communication.</p> <p>Essential Question: How do you make your writing clear for others?</p> <p>DOK: 2, 3 (organizing, constructing)</p> <p>Synopsis: Students will write a narrative (rough draft).</p>

Engaging Scenario: You haven been selected to participate in a writing competition in hopes of having your writing chosen to be turned into a screenplay for a well-known movie producer.

Teacher Directions:

- Prior to Task 1 teacher should have provided instruction for W.5.3.a, e: orienting the reader, establishing a situation, introducing narrator/characters, organize logical event sequence, and writing a conclusion.
- Present engaging scenario to students.
- Have students complete the pre-writing and rough draft stages for a piece of narrative writing. This narrative should be purposefully written to address the engaging scenario.
- ****Students will need multiple copies of their writing for the next task. Teacher may want to have students type this draft for easy distribution.**

Student Directions:

- Brainstorm ideas for writing your narrative for the screenplay competition.
- Write your 1st draft. Remember, your goal is to create a piece of writing that can be turned into a screenplay for a movie.

Scoring Guide (W.5.4.a, e)

Proficient	Close to Proficient	Far from Proficient
Students include in narrative: <ul style="list-style-type: none"> o Orientation of the reader o Introduction of the narrator/characters o Organization of events in sequence o Conclusion 	o Meets 3 of the proficient criteria.	o Meets less than 3 of the proficient criteria.
	Comments:	

Performance Task # 2 - In Detail

Priority Standards:

- RL.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (DOK 1, 2, 3)
- SL.5.1.a: Come to discussions prepared having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (DOK 1-4)
- SL.5.1.b: Follow agreed-upon rules for discussions and carry out assigned roles. (DOK 1-4)

Supporting Standards: W.5.5

Big Ideas:

- We can share and add to our own learning through collaboration with our classmates.

- The clarity of writing impacts the effectiveness of communication.

Essential Questions:

- Why do we need to work together?
- How do you make your writing clear for others?

DOK: 3, 4 (revising, citing evidence, assessing)

Synopsis: Students will work with a small team to collaborate during the editing, revising, and publishing stages of writing their narratives. Students will also work in their teams to select the narrative that they think is the best fit for the movie competition.

Teacher Directions:

- Prior to Task teacher should have provided instruction for SL.5.1a, b, and RL.5.1, as well as editing and revising. (This task should take multiple class periods to complete.)
- Place students in collaborative groups (3-4 students). During their first meeting students should establish their agreed-upon roles and rules and provide each group member with a copy of their writing. (Be sure to circulate to all groups during discussion time to assess SL.5.1.a, b.)
- Have students read each piece of writing and use the graphic organizer to record their suggestions/comments/questions for editing and revision. (graphic organizer is located at the end of the unit in student materials section)
- Have students come together for a second group meeting to discuss each piece of writing individually. Make sure they refer back to their agreed upon rules. (Be sure to circulate to all groups during discussion time to assess SL.5.1.a, b.)
- Have students take the comments from their groups members to make revisions and publish a final draft.
- During a third collaborative discussion students bring their published writing to share with their group. Each student will read their piece aloud to the group. (Be sure to circulate to all groups during discussion time to assess SL.5.1.a, b.)
- Each group needs to determine which piece of writing is the best fit for the movie competition. (Teacher may want to discuss with students what would make a good movie/screenplay. i.e.: character development, interesting plot, etc.)
- Have students complete a reflection on the effectiveness of the collaborative group work. “Why is it important to work in a collaborative group?” (journal entry, exit slip, share with elbow partner)

Student Directions:

- Meet with your collaborative group (3-4 students) to establish roles and rules. Collect a copy of each group member’s writing.
- Using the provided graphic organizer, read each piece of writing and follow the guiding questions to record your suggestions/comments/questions.

- Come back together with your group. Focusing on one piece of writing at a time, each member shares their feedback for revisions.
- Based on the feedback you received from your group, make revisions to your writing. Remember, your goal is to create a piece of writing that can be turned into a screenplay for a movie.
- When all of your revisions are made, meet with your group. You will read your final draft aloud to your group. As a group you will determine which piece of writing is the best fit to be submitted for the screenplay competition.
- Complete a reflection on the effectiveness of the collaborative group work. “Why is it important to work in a collaborative group?”

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Scoring Guide RL.5.1 (graphic organizer used for revision suggestions)		
Proficient	Close to Proficient	Far from Proficient
o Student quotes accurately from each text.	o Quotes accurately from some of the texts.	o Does not quote accurately from texts.
	Comments:	

Scoring Guide for SL.5.1a, b (during group revision meetings- may want to create checklist to keep track as well)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: (only needs one of the following to be Exemplary) o Takes a leadership role respectfully. o Asks questions when needed to clarify understanding.	o Student comes to group prepared with necessary materials and required work completed. o Actively participates in discussion using evidence from the text to support thinking. o Listens to others' thinking to build upon and explore ideas. o Follows agreed upon rules o Effectively engages in assigned role.	o Meets 4 of the 5 of the proficient criteria.	o Meets fewer than 4 of the proficient criteria.
		Comments:	

Performance Task # 3 - In Detail
<p>Priority Standard: SL.5.5: Include multimedia components and visual displays in presentations when appropriate to enhance the development of main ideas or themes.</p> <p>Supporting Standards: Not applicable</p> <p>Big Ideas:</p> <ul style="list-style-type: none"> • The clarity of writing impacts the effectiveness of communication. • We can share and add to our own learning through collaboration with our classmates. <p>Essential Questions:</p> <ul style="list-style-type: none"> • How do you make your writing clear for others? • Why do we need to work together?

DOK: 3, 4 (synthesizing, analyzing, critiquing, creating, designing)

Synopsis: Students will use the narrative they selected in task 2 to create a multimedia “sales pitch” for students to convince the movie producer to select their narrative. (Suggestions for multimedia: iMovie trailer, PowerPoint, Powtoon, Prezi, podcast, google presentation, etc.) Students will present their “sales pitch” to an audience of your choice (counselor, media specialist, other teachers, principal, other students, or your own class).

Teacher Directions:

- Prior to task you (or a media specialist) may want to provide instruction on whatever multimedia format(s) you are choosing to use. (This task should take multiple class periods to complete.) You may also need to discuss what makes a good “sales pitch,” or provide them with examples (e.g.: show movie trailers).
- Provide students time and support as needed to complete their presentations.
- Have the students share their presentations with a panel (of your choice).
- Give the panel time to share their comments and ask questions to each group.
- Have students complete a reflection on the effectiveness of the collaborative group work. “Why is it important to work in a collaborative group?” (journal entry, exit slip, share with elbow partner)
- **Teacher may want to develop a checklist for what to include. You may also create this with your students.

Student Directions:

- Now that you have chosen a piece of writing to be turned into a screenplay, you will create a multimedia “sales pitch” (e.g.: movie trailer) to present to a panel of evaluators.
- Work with your group to decide which multimedia format you will use from the choices your teacher provided.
- Discuss and plan with your group what to include in your presentation. What are the most important features to include? What needs to be included in the presentation to ensure that your audience will understand what your story is about?
- Work collaboratively to create your presentation. Remember to follow your agreed-upon rules from meeting one while you are working. Your roles may need to be adjusted for this new assignment.
- Take time to practice, preview, and edit your multimedia presentations.
- Present to the panel and receive feedback. Be prepared to answer questions and discuss your presentation.
- Complete a reflection on the effectiveness of the collaborative group work. “Why is it important to work in a collaborative group?”

Scoring Guide for SL.5.5

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Advanced multimedia elements are used to	o Multimedia elements enhance the main idea/theme.	o 1-2 multimedia elements distract from the main idea/theme.	o More than 2 multimedia elements distract from the main idea/theme.

enhance the main idea/theme. (*Use your judgment.)		Comments:
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Student and Supplemental Documents

Name: _____

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Updated: June 9, 2014

Created by a team of Mississippi Bend AEA 9 teachers and Quality Learning Reading Consultants.

Unit 1- 5th Grade Common Formative Assessment

Directions: Read the two passages below and answer the questions that follow.

Nevada: The State with Three Nicknames

The Early Days

During Nevada's early days, it was part of the Utah Territory. In 1859, miners found silver at the Comstock Lode at Virginia City. The population in that area boomed. In 1861, Nevada broke from the Utah Territory and formed its own territory. On October 31, 1864, Nevada became the 36th state. "The Battle Born State" is the nickname that came from becoming a state during the Civil War. Today, this phrase is seen on Nevada's state flag.

Growing as a State

Since Nevada became a state in 1864, it has grown to be the 35th most populated state in the United States. It is the seventh largest state in square miles. Over two thirds of the people who live in Nevada live in the area of Las Vegas. This means that there is a lot of wide open space! Nevada does not get much rain, so most of the state is barren and empty. The deserts and mountains in Nevada grow different plants than what will grow in states that get more rain. Sagebrush is a fragrant shrub that grows naturally in Nevada, so it is known as "The Sagebrush State."

Nevada Today

Through the years, tourism replaced silver mining as the main industry in Nevada, and people from all over the world visit Las Vegas to gamble, enjoy all you can eat buffets, watch shows, and relax in the sun. Visitors also go to Reno, Lake Tahoe, and Laughlin for the same reasons and to participate in outdoor activities like water skiing, hiking, camping, or snow skiing. The tourists who visit Nevada need people to take care of them. Many people who live in Nevada work at jobs that help the tourists enjoy their vacations.

From the days of silver mining in Virginia City to the days of the sparkling lights of Las Vegas, Nevada has thrived. It is a state with a "rich" history. Finding silver in Nevada paved the way for it to become a state, so "The Silver State" is its most well-known nickname. Today, this phrase is seen on Nevada's license plates as a reminder of how it all began so many years ago!

1. What is the basic text structure of "Nevada: The State with Three Nicknames"? (RI.5.5)
 - a. cause/ effect
 - b. chronology
 - c. comparison
 - d. problem/ solution

Wyoming's History: The Wild West at its Best

The appearance of Wyoming on a map is quite ordinary. It is almost a perfectly formed rectangle. This could lead people to think it is, in fact, a very boring state. Wyoming actually has quite a rich history and is a state that led the country in many areas. It is nicknamed “The Equality State,” because it led states in one important step to equality.

Wyoming is a large state that has few people living in it. Most people think that Alaska is the least populated state in the United States, but Wyoming claims the title of fewest people. In fact, livestock (cattle, sheep, horses, etc.) outnumber people in the state of Wyoming. People came to Wyoming because there was a lot of land and they could freely settle there and raise livestock to make a living. The land was fertile and good for grazing cattle. There was plenty of water from rivers and lakes, and it was wide open, beautiful country. People began to settle and make their homes on the range.

As people settled in Wyoming, stores and businesses began to open to serve the people who lived there. With the people came money and, of course, criminals. Famous outlaws like Butch Cassidy and the Sundance Kid spent a lot of time in Wyoming and made one of their hideouts near a town called Kaycee, Wyoming. Their gang was known as “The Hole-in-the-Wall Gang” or “The Wild Bunch,” and they were notorious for robbing banks and trains in Wyoming and the west.

Wyoming had everything a territory needed to become a state, but there were so few people living there that the U.S. government was reluctant to let it join the Union. In 1869, before the territory of Wyoming became a state, the Wyoming territorial government began to allow women the right to vote. This was unheard of at the time! Women were not allowed to vote in any state in the U.S., but Wyoming allowed it and was the first state to give women equal rights.

Finally, in 1890, Wyoming became the 44th state in the United States. In 1924, it was the first state to elect a woman governor. Wyoming was also the first territory or state to have a woman justice of the peace and a woman bailiff in a court. It is easy to see how Wyoming was nicknamed “The Equality State.”

2. What is the basic text structure of “Wyoming’s History: The Wild West at its Best”? (RI.5.5)
 - a. cause/ effect
 - b. comparison
 - c. description
 - d. problem/ solution
3. The author of “Nevada: The State with Three Nicknames” and “Wyoming’s History: The Wild West at its Best” wanted to give the reader interesting information about each state.

A. Explain the similarities between the information in the two passages. (RI.5.5)

B. Quote accurately from each passage to explain the difference between how the information is given in the two passages. (RI.5.1, RI.5.5)

C. Using the chart below, explain how a series of chapters and scenes fit together to provide the overall structure of a text. (RL.5.5)

	Explanation
Chapters	
Scenes	

Performance Task 2

Your Name: _____

Group Member's Name: _____

Guiding Questions to Use While Reading Your Group Members' Writing:

1. Did the author orient the reader? How do you know?
2. Did the author establish the situation? How do you know?
3. Did the author introduce a narrator and/or characters? If yes, who are they?
4. Did the events in the story unfold naturally? How do you know?
5. Are there parts of the story that are confusing? Explain why it's confusing.
6. Did the ending/conclusion follow along with the events that occurred during the narrative? How do you know?

Choose three of the guiding questions above to respond in the boxes below. Use detail and quote accurately from the writing when offering your feedback.

Question: _____

Your response:

Question: _____

Your response:

Question: _____

Your Response:

Using your responses from above, make suggestions for improving the narrative writing of the author.

Possible Teaching Resources

Possible graphic organizer to use for collaborative discussion:

Agreed Upon Rules and Roles in Collaborative Group		
Role	Name	Responsibility

Established Rules	Group Members' Roles
	<p>Member 1: name: Role: Responsible for:</p> <p>Member 2: name: Role: Responsible for:</p> <p>Member 3: name: Role: Responsible for:</p> <p>Member 4: name: Role: Responsible for:</p>

Possible student organizer for narrative writing

Sequence of Events Chart

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Text structure resource to use with CFA content/instruction

L.5.3.b: Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.

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.

L.5.4.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.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.c,d: 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.

L.5.5.a: Interpret figurative language, including similes and metaphors, in context.

L.5.5.b: Recognize and explain the meaning of common idioms, adages, and proverbs.

L.5.5.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).

5th Grade Foundational Skills Checklist

Student Names	RF.3.a	RF.4.a	RF.4.b	RF.4.c

RF.5.3: Know apply grade-level phonics and word analysis skills in decoding words.

RF.5.3.a: Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4: Read with sufficient accuracy and fluency to support comprehension.

RF.5.4.a: Read on-level text with purpose and understanding.

RF.5.4.b: Read on-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

RF.5.4.c: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

5th Grade Speaking and Listening Skills Checklist

Student Names	SL.5 .1.a	SL.5 .1.b	SL.5 .1.c	SL.5 .1.d	SL.5 .2	SL.5 .3	SL.5 .4	SL.5 .5.	SL.5 .6	IA.4

IA.4: Perform dramatic readings and presentations.