

Unit Planning Organizer

Grade: 5

Unit: 3

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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	Main Idea, Summarizing, & Informational Writing					
Estimated Duration of Unit	4-5 Weeks					
Unit Placement in Scope & Sequence	1	2	3	4	5	6

Step 1: Unit Standards

Iowa Core Standards- Priority Standards (to be instructed and assessed)	
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.5.2	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. (DOK 1, 2, 3)
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. (DOK 1, 2, 3)
RI.5.9	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 2, 3, 4)
W.5.2.a	Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension. (DOK 3, 4)
W.5.2.b	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. (DOK 3, 4)
W.5.2.e	Provide a concluding statement or section related to the information or explanation presented. (DOK 3, 4)
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. (DOK 1, 2, 3)

Step 1: Unit Standards

Iowa Core Standards- Support Standards (to be instructed and assessed)

Note: Not all supporting standards will be assessed through Standards-Based CFA or Performance Task listed below.

RI.5.7, SL.5.1, SL.5.5; W.5.4; W.5.7; W.5.9; W.5.10, L.5.4.a, b, c/d

Reading 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
RI.5.1	Quote	- To explain what text says - To draw inferences from text	1, 2, 3
RI.5.2	- Determine - Explain - Summarize	- How to find main idea - Two main ideas - How main ideas are supported by key details - Summarizing	2, 3
RI.5.3	Explain	- Relationships between two or more individuals, events, ideas, or concepts - Interactions between two or more individuals, events, ideas, or concepts - Historical text	1, 2, 3

		- Scientific text - Technical text (addressed in unit 4) - Explanation based on specific information in the text	
RI.5.9	Integrate	- How to integrate information from several texts on the same topic - How to write about the subject knowledgeably - How to speak about the subject knowledgeably	2, 3, 4

Writing 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
W.5.2	- Write - Convey	- Informative/explanatory text - How to examine a topic - How to convey ideas and information	3, 4
W.5.2a	- Introduce - Provide - Group - Include	- How to introduce a topic clearly - How to provide a general observation and focus - How to group related information logically - How to include: - formatting (e.g., headings) - Illustrations - multimedia	3, 4
W.5.2b	Develop	How to develop a topic with: - Facts - Definitions - Concrete details - Quotations - Information - Examples	3, 4
W.5.2e	Provide	How to provide: - A concluding statement - Section related to the information - Explanation presented	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.5.4	- Report - Present	How to: Report on a topic	2, 3

	• Sequence • Use appropriate facts • Speak clearly	• Present an opinion • Sequence ideas logically • Use appropriate facts • Use relevant, descriptive details to support main ideas or themes • Speak clearly at an understandable pace	
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Unit Essential Question and Enduring Understandings	
Essential Questions	Big Ideas
How do you become an expert on a topic?	The power of understanding a topic well comes from reading or viewing multiple sources and evaluating what is worthwhile and what is not.
What makes one speaker more interesting than another?	Engaging speakers use certain techniques to capture their audiences.
Why is it important to understand relationships between things?	Knowing relationships are everywhere helps you understand how the world interacts.

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.5.2, RI.5.3
Performance Task #1	W.5.7, W.5.9
Performance Task #2	RI.5.9, W.2 (a,b,e) (W.5.4, W.5.5, W.5.7, W.5.9, W.5.10, SL.5.1)
Performance Task #3	SL.5.4, W.5.2a (SL.5.5)
Post CFA	RI.5.1, RI.5.2, RI.5.3 (Same as Pre CFA)

Standards-Based Common Formative Post-Assessment

Standards: RI.5.1, RI.5.2, RI.5.3

Teacher Directions:

Students should answer questions 1 and 2 with the chart provided. For question 3 use the GIST strategy to organize and create a summary. Students should answer questions 4-6 using complete sentences and as much text evidence as possible.

Student Directions:

Read the text and answer the questions below. For questions 1 and 2 you will use the provided chart to organize your answers. For question 3 you will use the GIST strategy to organize and create your summary. Questions 4-6 should be answered using complete sentences and as much text evidence as possible.

Juiced

Squeezing Steroids From Baseball



Though steroids might help make a person stronger, the drugs also mess with an athlete's mind and body.

It's World Series time in Major League Baseball, and you know what that means: home runs, on-field heroics, the crowning of a new champion. While players and fans celebrate the October Classic, this past baseball season [2005] has been anything but a home run. The season was **marred**¹ by a steroid scandal that began as soon as spring training ended. First there was a tell-all book by former player Jose Canseco. Canseco **alleged**² that many players use the "juice," a slang term for steroids.

Then on March 17, five current and former players sat before a congressional committee and answered questions about steroid use in Major League Baseball. One of those players, Baltimore Oriole Rafael Palmeiro, went as far as to jab his finger at lawmakers and declare, "I have never used steroids. Period."

But during a random drug test in July, the Orioles star tested positive for stanozolol, a powerful steroid. Major League Baseball suspended the slugger for 10 days. The announcement was a huge blow to baseball. Many considered Palmeiro a **shoo-in**³ for the Hall of Fame. Palmeiro became the fourth player in major-league history to reach 3,000 hits and 500 home runs.

Palmeiro told reporters that he would never "intentionally" use steroids. "I made a mistake," he said. "I hope the fans forgive me."

to mar: to make a blemish on; to spoil

to allege: to state as a fact but without proof

Major Health Problem



Jason Giambi has been implicated in baseball's growing steroid scandal.

Palmeiro was the seventh Major League Baseball player to make that "mistake" this season, and the most notable. At no other time in baseball history have so many players been suspended at once for using illegal drugs. Other stars, such as Barry Bonds and Jason Giambi, have been **implicated**⁴ in baseball's growing steroid scandal.

Artificial steroids are substances, including drugs, that can help an athlete become stronger. Athletes who use steroids can train harder and longer than athletes who do not use the drugs. Though steroids might help make a person stronger, the drugs also mess with an athlete's mind and body. Steroids can cause panic attacks and depression. In addition, scientists say that those who take steroids over a long period can become aggressive—a behavior that athletes call "road rage."

Why would athletes risk harming their bodies? Some experts say that if athletes are not the best in their sport, they won't be offered big money contracts and commercial endorsements.

Some people are concerned that teen athletes will mimic their professional sports heroes and use steroids themselves.

Different Policies

That's one of the reasons why some sports leagues take steroid testing seriously. For example, the National Football League (NFL) has the toughest steroid policy. Its players are subject to year-round tests for dozens of banned steroids. First-time offenders are suspended for four games.

shoo-in: one that is a certain and easy winner

implicate: to show to be connected or involved in some kind of wrongdoing

Major League Baseball began its 10-day suspension policy this season. Second-time offenders are banned from the sport for 30 days. With 162 games in a baseball season, Major League Baseball's penalties are a slap on the wrist, Rep. Christopher Shays of Connecticut told Senior Edition. "It's a joke. A 10-day suspension in baseball is basically a vacation. It has no **deterrent**⁵ impact."

Outta Here

Shays and other legislators want a tough drug policy that regulates all four major professional sports leagues—baseball, football, hockey, and basketball.

To that end, lawmakers have introduced the Clean Sports Act. The proposal calls for every athlete to undergo random drug testing at least three times during the season and twice during the off-season.

Under the proposal, players who test positive once would be banned from their sports for two years. Second-time offenders would be thrown out of the game for life.

"For me, this bill is less about sports than it is about public health," Senator Henry Waxman of California said in May. "Aspiring young athletes need to know that steroid use in the pros leads to suspension and expulsion, not home run records and adulation."

deterrent: thing which prevents or discourages somebody from doing something

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<http://www.readworks.org/sites/default/files/passages/Juiced%20Passage.pdf>

1. What is the main idea of this text? What are the key details to support the main idea of the entire text? (at least two details) (RI.5.2)

Steroid use is no longer being tolerated in professional sports.

2. What is the main idea on one of the sections within the text? What are the key details to support the second main idea? (at least two details) (RI.5.2)

Main idea for section one, *Squeezing Steroids from Baseball*: Steroid use is a problem in baseball.

Main idea for section two, *Major Health Problems*: Taking steroids can be dangerous to your health.

Main idea for section three, *Different Policies*: Compared to the National Football League, Major League Baseball policies are not strict enough.

Main idea for section four, *Outta Here*: The Clean Sports Act has created stricter consequences for all sports for steroid use than the previous steroid policy.

3. Summarize this passage. (RI.5.2) (Use the GIST strategy) (Words such as *the*, *and*, *a...* do not count towards your 25 word count.)

In 2005, steroid use in American Major League Baseball was recognized as a serious problem. There was a need to crack down on the use of steroids in all sports, so the Clean Sport Act introduced stricter policies.

4. Quote accurately from the text to explain how steroids interact with the human body. (RI.5.1, RI.5.3)

Steroids can mess with an athlete’s mind and body by causing panic attacks and depression. People who use steroids can also become aggressive.

5. In section three, *Different Policies*, what is the relationship between the NFL and MLB policies? Use evidence from the text to support your answer. (RI.5.1, RI.5.3)

The NFL has year round steroid testing. Their first-time offenders are suspended for four games. MLB players are suspended for 10 days for their first offense. The MLB has 162 games in their season, so this policy is not nearly as strict as the NFL.

6. In the last two sections of the text, *Different Policies* and *Outta Here*, what is the relationship between the current rules for steroid use and the Clean Sports Act’s proposal? Use evidence from both sections of the text to support your answer. (RI.5.1, RI.5.3)

Right now the rules for steroid use in the MLB include a 10 day suspension for the first time offense and a 30 day suspension for the second time offense. In the NFL players are suspended for four games the first offense. The Clean Sports Act proposes that all sports have a two year suspension for the first offense and a life time suspension for the second offense. This would be much stricter than the current policies.

Scoring Guide (RI.5.2- Q1, 2, 3)

Exemplary	Proficient	Close to Proficient	Far from Proficient
- o All proficient criteria plus: - o N/A	- o Student identifies main idea of the entire text. (Q 1) - o Student gives two details from the text to support the first main idea. (Q1) - o Student identifies the main idea for one section of the text. (Q 2) - o Student gives two details from the text to support the second main idea. (Q2) - o Student summarizes the passage by writing a concise summary. (Q3)	o Meets 3 of the 5 proficient criteria.	o Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide RI.5.1 (Q 4, 5, 6)

Exemplary	Proficient	Close to Proficient	Far from Proficient
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All proficient criteria plus: o Student uses several quotes for each question.	o Student quotes accurately to support all three answers (Q4, 5, 6).	o Quotes accurately for two questions.	o Quotes accurately for less than two questions.
		Comments:	

Scoring Guide (RI.5.3- Q4, 5, 6)—teacher judgment will be needed as answers could vary. If the student can support their response and it meets what the standard calls for, it may be different than what is on the answer key.

Exemplary	Proficient	Close to Proficient	Far from Proficient
o All proficient criteria plus:	o Student correctly and clearly explains the relationships in all three questions.	o Student correctly and clearly explains the relationships in 2 questions.	o Student correctly and clearly explains the relationships in less than 2 questions.
		Comments:	

Step 3: Engaging Standards-Based Learning Experiences

Performance Task Synopses

Engaging Scenario:

Our class has been contacted by a research facility at St. Ambrose University. They are looking for current areas of interest to incorporate into their college courses. Your challenge is to look into an area of interest and develop an inquiry (research) question. Once this is chosen, you will need to uncover new information to assist the research facility at St. Ambrose. After you have completed your research and organized your findings, you will need to write a letter to the director of the facility detailing what you discovered. You will also be asked to present your findings to the St. Ambrose faculty.

Task #1: (W.5.7; W.5.9) Performance task #1 will follow instruction on how to develop an inquiry (research) question and gather information on a specific topic using several sources in order to build knowledge through investigation (W.5.7). Students will choose a topic (possibly a social studies or science topic relevant at the time of the unit), research/investigate that topic using several reliable sources (3-4), and draw evidence from those sources using analysis, research, and reflection about informational texts/sources (W.5.9).

Task #2: RI.5.9; W.2 (a,b,e) (W.5.4; W.5.5, W.5.7; W.5.9; W.5.10, SL.5.1) Performance task #2 will follow instruction on informational/explanatory writing in letter form. For performance task #2, students will engage in the writing process to draft an informative/explanatory letter on the topic that is appropriate to the task, purpose and audience (W.5.2; W.5.4). They will integrate information from several sources (RI.5.9; W.5.9) as they learn to introduce their topic clearly, provide a general observation, and group related information logically (W.5.2a). The

writer will develop the topic with facts, definitions, other information, and examples related to the topic (W.5.2b). The students will provide a conclusion to the information presented (W.5.2e). Students will further develop and strengthen their writing through peer and adult revision, editing, rewriting, etc. (W.5.5). This task will require students to conference in small groups (1:3), or one on one with a peer (1:1), or one on one with the teacher (1:1) to enable to student to revise and change the writing so that it reflects the student's highest level of ability (SL.5.1).

Task #3: SL.5.4; W.5.2a (SL.5.5) Performance task #3 is the culmination of performance tasks 1-2. Students will incorporate the information they have found on the inquiry (research) topic of choice into a multimedia presentation (SL.5.5). Each student will present their information to the "St. Ambrose faculty."

Performance Task # 1- In Detail

Engaging Scenario: Our class has been contacted by a research facility at St. Ambrose University. They are looking for current areas of interest to incorporate into their college courses. Your challenge is to look into an area of interest and develop an inquiry (research) question. Once this is chosen, you will need to uncover new information to assist the research facility at St. Ambrose. After you have completed your research and organized your findings, you will need to write a letter to the director of the facility detailing what you discovered. You will also be asked to present your findings to the St. Ambrose faculty.

Priority Standards:

Support Standards: W.5.7, W.5.9, RI.5.9

Big Idea/s: The power of understanding a topic well comes from reading or viewing multiple sources and evaluating what is worthwhile and what is not.

Essential Questions: How do you become an expert on a topic?

DOK: 1, 2 (identify, recognize, modify, collect)

Synopsis: Performance task #1 will follow instruction on how to develop an inquiry (research) question and gather information on a specific topic using several sources in order to build knowledge through investigation (W.5.7). Students will choose a topic (possibly a social studies or science topic relevant at the time of the unit), research/investigate that topic using several reliable sources (3-4), and draw evidence from those sources using analysis, research, and reflection about informational texts/sources (W.5.9).

Teacher Directions:

- Prior to task students will receive direct instruction for W.5.7 and W.5.9. (This task should take multiple class periods to complete.)
- Introduce engaging scenario to students.
- Teachers will guide students through inquiry (research) questions selection process.
- Provide time for students to immerse themselves in their topic of choice. This will allow them to fine-tune their question and/or change it if necessary.

- Students will need to conduct their research during multiple class periods.
- Provide students with graphic organizers and/or note-taking tools to use while gathering research. Be sure that students are gathering information from multiple reliable sources (websites, non-fiction text, personal interviews). Teacher may need to provide small group instruction to support students.
 - o Teacher may also need to discuss how to appropriately cite sources used.

Student Directions:

- Work through the inquiry (research) question selection process with your teacher. This is your opportunity to learn more about any topic that interests you. Think about something you have a personal connection with or interest in.
- Take some time to read/learn/research your topic to be sure it is a good fit. It is okay to change your question or write a new one if necessary.
- Using the graphic organizers and/or note-taking tools, gather as much information as possible to answer your inquiry question.
- Make sure you are using multiple reliable sources to gather your information (websites, non-fiction text, personal interview).

Possible Note-Taking Tool

Inquiry Question:	
Information	Source

Scoring Guide for W.5.7

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Student meets all of the following criteria: o Engages in short research project o Uses several sources to build knowledge	o Student meets 2 of 3 proficiency criteria.	o Student meets less than 2 of the proficiency criteria.
		Comments:	

Scoring Guide for W.5.9b

Exemplary	Proficient	Far from Proficient
All proficient criteria plus: o Student synthesizes information gathered during research and can express this during conferencing.	Student meets all of the following criteria: o Draws evidence from informational text to support research. o Apply applicable 5 th grade reading standards to informational texts. (RI standards) (*Use information from note-taking tools and 1:1 conferencing.)	o Student meets less than 2 of the proficiency criteria.

Performance Task # 2- In Detail

Priority Standards: RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.

W.5.2.a: Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g. headings), illustrations, and multimedia when useful to aiding comprehension.

W.5.2.b: Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

W.5.2.e: Provide a concluding statement or section related to the information or explanation presented.

Support Standards: W.5.4; W.5.5, W.5.7; W.5.9; W.5.10, SL.5.1

Big Idea/s: The power of understanding a topic well comes from reading or viewing multiple sources and evaluating what is worthwhile and what is not.

Essential Questions: How do you become an expert on a topic?

DOK: 3 (construct, assess, revise, draw conclusions)

Synopsis: Performance task #2 will follow instruction on informational/explanatory writing in letter form. For performance task #2, students will engage in the writing process to draft an informative/explanatory letter on the topic that is appropriate to the task, purpose and audience (W.5.2; W.5.4). They will integrate information from several sources (RI.5.9; W.5.9) as they learn to introduce their topic clearly, provide a general observation, and group related information logically (W.5.2a). The writer will develop the topic with facts, definitions, other information, and examples related to the topic (W.5.2b). The students will provide a conclusion to the information presented (W.5.2e). Students will further develop and strengthen their writing through peer and adult revision, editing, rewriting, etc. (W.5.5). This task will require students to conference in small groups (1:3), **or** one on one with a peer (1:1), **or** one on one with the teacher (1:1) to enable student to revise and change the writing so that it reflects the student's highest level of ability (SL.5.1).

Teacher Directions:

- Prior to task teacher will need to provide direct instruction in W.5.2.a, b, e- introducing topic, grouping related information logically, developing a topic, and providing a conclusion.
- Have students create a letter to the St. Ambrose research facility director. (Optional graphic organizer included.)
- Based on need, have students work through the revising process using the revision guide (below).
- Have students publish a final draft of this letter.

Student Directions:

- Write a letter to the St. Ambrose research facility director, based on your teacher's directions.
- Meet with your assigned revision group. Use the revision guide to make suggestions to your group members.
- Make revisions as needed and complete a final draft of your letter. Remember: you are trying to get St. Ambrose to use your research idea within their coursework.

Possible Letter-Writing Graphic Organizer

Salutation/Date	
Introduction	
Topic #1	Topic sentence: Details:
Topic #2	Topic sentence: Details:
Topic #3	Topic sentence: Details:
Concluding statement	

Sincerely,	Your Name

Revision Guide	
Criteria	Recommendation for improvement
A: Letter includes appropriate salutation and closing.	
B: Topic is clearly introduced in first paragraph and gives the reason for the letter (W.5.2.a)	
C: Each paragraph begins with a topic sentence. (W.5.2.a)	
D: Supporting sentences support topic sentence in each paragraph. (W.5.2.b)	
E: All the language is appropriate for the audience and purpose. (W.5.2.b)	
F: Information in paragraphs is clearly and logically connected. (W.5.2.a)	
G: Uses facts, definitions, information and examples relevant to the topic. (W.5.2.b)	
H: Concluding statement is clear and NOT just a restatement of the introduction. It sounds like the end. (W.5.2.e)	

Scoring Guide for W.5.2 a (Revision Guide- B, C, F)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Writer includes all of the following: o Topic is clearly introduced. o Writer provides a general observation and focus. o Writer groups information logically.	Meets 2 of the 3 proficient criteria.	Meets fewer than 2 of the proficient criteria.
		Comments:	
Scoring Guide for W.5.2b (Revision Guide- D, E, G)			
Exemplary	Proficient	Close to Proficient	Far from Proficient

All proficient criteria plus: o	Writer includes all of the following: o Writer develops the topic with facts, definitions, concrete details, examples, or further information.		Does not meet the proficient criteria.
		Comments:	

Scoring Guide for W.5.2e (Revision Guide- H)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Writer includes all of the following: o Writer provides a concluding statement or section. o Concluding statement or section is related directly to the information or explanation presented.	N/A	Meets fewer than 2 of the proficient criteria.
		Comments:	

Scoring Guide for RI.5.9			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	Writer includes all of the following: o Student has integrated information from several sources (digital and print). o Student can write about the subject knowledgeably.	Meets 1 of the 2 proficient criteria.	Meets none of the proficient criteria.
		Comments:	

Performance Task # 3- In Detail
Priority Standards: <u>RI.5.9</u>: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. <u>SL.5.4</u>: 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. Support Standards: W.5.2a, SL.5.5 Big Idea/s: The power of understanding a topic well comes from reading or viewing multiple sources and evaluating what is worthwhile and what is not. Engaging speakers use certain techniques to capture their audiences. Essential Questions: How do you become an expert on a topic? What makes one speaker more interesting than another?

DOK: 4 (design, apply, synthesize, create)

Synopsis: Performance task #3 is the culmination of performance tasks 1-2. Students will incorporate the information they have found on the inquiry (research) topic of choice into a multimedia presentation (SL.5.5). Each student will present their information to the “St. Ambrose faculty.”

Teacher Directions:

- Prior to task teacher will provide direct instruction for SL.5.4.- report on a topic, sequence ideas, speak clearly at an understandable pace. Possibly... provide direct instruction for a new multimedia format that has not yet been used. (This task should take multiple class periods to complete.)
- Have students plan their multimedia presentation (e.g.: story board, organizer).
- Provide time and support as needed for them to complete and practice their presentations.
- Have students present their research to the “St. Ambrose faculty.” (Teacher can decide how this will actually look- could be a panel of teachers, students, other adults from outside the building, etc.)
 - Keep in mind: SL.5.4 when presenting (see scoring guide for guidelines)

Student Directions:

- Plan 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 research is about?
- Create your presentation base on the multimedia choices your teacher provides.
- Practice your presentation.
 - Remember to use the speaking and listening skills introduced prior to this task- report on a topic, sequence ideas, speak clearly at an understandable pace.
 - Keep in mind the essential question: What makes one speaker more interesting than another?
- Present your research to an audience of your teacher’s choice.

Scoring Guide for SL.5.4			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria at an advanced level. (*Use your judgment.)	Student: ○ Reports on a topic ○ Sequences ideas logically ○ Uses relevant details to support main idea. ○ Speaks clearly at an understandable pace.	Meets 3 of the 4 proficient criteria.	Meets fewer than 3 of the proficient criteria.
		Comments:	

Scoring Guide for RI.5.9

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	Writer includes all of the following: o Student has integrated information from several sources (digital and print). o Student can write about the subject knowledgeably. o Student can speak about the subject knowledgeably.	Meets 2 of the 3 proficient criteria.	Meets fewer than 2 of the proficient criteria.
		Comments:	

Student and Supplemental Documents

Name: _____

Unit 3 5th Grade Common Formative Assessment

Use the text *Juiced* to answer the questions below.

1. What is the main idea for the entire text?

Details to support this main idea (minimum of 2):

2. This article is divided into several sections, circle one section title below and identify the main idea:

*Squeezing Steroids from Baseball
Different Policies*

*Major Health Problems
Outta Here*

Details to support this main idea (minimum of 2):

3. Summarize this passage using the GIST strategy.

Who: _____

What: _____

When: _____

Where: _____

Why: _____

How: *(optional)* _____

Write a 25-word summary using the information you have provided in the 5 Ws and H above. (Words such as *the*, *and*, *a*... do not count towards your 25 word count.)

4. Explain how steroids interact with the human body.

5. In section three, *Different Policies*, what is the relationship between the NFL and MLB policies?

6. In the last two sections of the text, *Different Policies* and *Outa Here*, what is the relationship between the current rules for steroid use and the Clean Sports Act's proposal?

Juiced

Squeezing Steroids from Baseball



Though steroids might help make a person stronger, the drugs also mess with an athlete's mind and body.

It's World Series time in Major League Baseball, and you know what that means: home runs, on-field heroics, the crowning of a new champion. While players and fans celebrate the October Classic, this past baseball season [2005] has been anything but a home run. The season was **marred**¹ by a steroid scandal that began as soon as spring training ended. First there was a tell-all book by former player Jose Canseco. Canseco **alleged**² that many players use the "juice," a slang term for steroids.

Then on March 17, five current and former players sat before a congressional committee and answered questions about steroid use in Major League Baseball. One of those players, Baltimore Oriole Rafael Palmeiro, went as far as to jab his finger at lawmakers and declare, "I have never used steroids. Period."

But during a random drug test in July, the Orioles star tested positive for stanozolol, a powerful steroid. Major League Baseball suspended the slugger for 10 days. The announcement was a huge blow to baseball. Many considered Palmeiro a **shoo-in**³ for the Hall of Fame. Palmeiro became the fourth player in major-league history to reach 3,000 hits and 500 home runs.

Palmeiro told reporters that he would never "intentionally" use steroids. "I made a mistake," he said. "I hope the fans forgive me."

¹**to mar:** to make a blemish on; to spoil

²**to allege:** to state as a fact but without proof

Major Health Problem



Jason Giambi has been implicated in baseball's growing steroid scandal.

Palmeiro was the seventh Major League Baseball player to make that "mistake" this season, and the most notable. At no other time in baseball history have so many players been suspended at once for using illegal drugs. Other stars, such as Barry Bonds and Jason Giambi, have been **implicated**⁴ in baseball's growing steroid scandal.

Artificial steroids are substances, including drugs, that can help an athlete become stronger. Athletes who use steroids can train harder and longer than athletes who do not use the drugs. Though steroids might help make a person stronger, the drugs also mess with an athlete's mind and body. Steroids can cause panic attacks and depression. In addition, scientists say that those who take steroids over a long period can become aggressive—a behavior that athletes call "road rage."

Why would athletes risk harming their bodies? Some experts say that if athletes are not the best in their sport, they won't be offered big money contracts and commercial endorsements.

Some people are concerned that teen athletes will mimic their professional sports heroes and use steroids themselves.

Different Policies

That's one of the reasons why some sports leagues take steroid testing seriously. For example, the National Football League (NFL) has the toughest steroid policy. Its players are subject to year-round tests for dozens of banned steroids. First-time offenders are suspended for four games.

³**shoo-in**: one that is a certain and easy winner

⁴**implicate**: to show to be connected or involved in some kind of wrongdoing

Major League Baseball began its 10-day suspension policy this season. Second-time offenders are banned from the sport for 30 days. With 162 games in a baseball season, Major League Baseball's penalties are a slap on the wrist, Rep. Christopher Shays of Connecticut told Senior Edition. "It's a joke. A 10-day suspension in baseball is basically a vacation. It has no **deterrent**⁵ impact."

Outta Here

Shays and other legislators want a tough drug policy that regulates all four major professional sports leagues—baseball, football, hockey, and basketball.

To that end, lawmakers have introduced the Clean Sports Act. The proposal calls for every athlete to undergo random drug testing at least three times during the season and twice during the off-season.

Under the proposal, players who test positive once would be banned from their sports for two years. Second-time offenders would be thrown out of the game for life.

"For me, this bill is less about sports than it is about public health," Senator Henry Waxman of California said in May. "Aspiring young athletes need to know that steroid use in the pros leads to suspension and expulsion, not home run records and adulation."

deterrent: thing which prevents or discourages somebody from doing something

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<http://www.readworks.org/sites/default/files/passages/Juiced%20Passage.pdf>

Possible teaching resource for re-teaching or small group instruction:

- Read “A History of Child Labor” (or a text on another new topic of your choice)
- **(W.5.7; W.5.9)** The guiding questions you are **required** to answer as part of your research are:
 - Where is child labor still happening?
 - What reasons are given for using child labor?
 - Who is trying to stop child labor? How are they doing it?
 - What is the future of child labor in other countries? (We learned about its history in the U.S.)
 - What happens to those who get caught employing children?
 - Other?
- Research the topic using these links *or any others* you may find:
 - http://www.nytimes.com/2008/08/06/us/06meat.html?ref=childlabor&_r=0
 - <http://www.nytimes.com/2008/05/01/world/asia/01china.html?ref=childlabor>
 - <http://www.nytimes.com/2013/02/26/world/asia/in-india-missing-school-to-work-in-the-mine.html?ref=childlabor>
 - <http://www.history.com/topics/child-labor>
 - <http://www.cnn.com/2013/08/14/world/asia/nepal-child-labor/>

A History of Child Labor

There was a time when many U.S. children toiled in factories for 70 hours a week, until child labor laws went into effect in the 1900s.

In the late 1700's and early 1800's, power-driven machines replaced hand **labor** for the making of most **manufactured** items. Factories began to spring up everywhere, first in England and then in the United States. The owners of these factories found a new source of labor to run their machines — children. Operating the power-driven machines did not require adult strength, and children could be hired more cheaply than adults. By the mid-1800's, child labor was a major problem.

Main Idea: Machines replaced strong human workers, and children were hired cheaply to run the machines. (Use your judgment for reasonable answers.)

Children had always worked, especially in farming. But factory work was hard. A child with a factory job might work 12 to 18 hours a day, six days a week, to earn a dollar. Many children began working before the age of 7, **tending** machines in spinning mills or hauling heavy loads. The factories were often damp, dark, and dirty. Some children worked underground, in coal mines. The working children had no time to play or go to school, and little time to rest. They often became ill.

Main Idea: Child laborers worked extremely hard and got paid little.

By 1810, about 2,000,000 school-age children were working 50- to 70-hour weeks. Most of them came from poor families. When parents could not support their children, they sometimes turned them over to a **mill** or factory

owner. One glass factory in Massachusetts was fenced with barbed wire "to keep the young imps inside." The "young imps" were boys under 12 who carried loads of hot glass all night for a **wage** of 40 cents to \$1.10 per night.

Main Idea: Many poor families gave their children as workers to earn money.

Church and labor groups, teachers, and many other people were outraged by such cruelty. They began to press for **reforms**. The English writer Charles Dickens helped **publicize** the evils of child labor with his novel *Oliver Twist*. Britain was the first to pass laws regulating child labor. From 1802 to 1878, a series of laws gradually shortened the working hours, improved the conditions, and raised the age at which children could work. Other European countries adopted similar laws.

Main Idea: Many countries outlawed child labor.

In the United States it took many years to outlaw child labor. Connecticut passed a law in 1813 saying that working children must have some schooling. By 1899 a total of 28 states had passed laws **regulating** child labor.

Main Idea: It took the U.S. many years to outlaw child labor.

Many efforts were made to pass a national child labor law. The U.S. Congress passed two laws, in 1918 and 1922, but the Supreme Court declared both **unconstitutional**. In 1924, Congress proposed a constitutional **amendment prohibiting** child labor, but the states did not **ratify** it. Then, in 1938, Congress passed the Fair Labor Standards Act. It fixed minimum ages of 16 for work during school hours, 14 for certain jobs after school, and 18 for dangerous work.

Main Idea: The U.S. struggled to get a child labor law passed but finally did.

Today all the states and the U.S. Government have laws regulating child labor. These laws have cured the worst evils of children's working in factories. But some kinds of work are not regulated. Children of **migrant** workers, for example, have no legal protection. Farmers may legally employ them outside of school hours. The children pick crops in the fields and move from place to place, so they get little schooling.

Main Idea: Child labor is outlawed in the U.S., but there are still forms of it that are happening.

Child labor has been less of a problem in Canada because industry there did not develop until the 1900's. The Canadian provinces today have child labor laws similar to those in the United States. Most other countries have laws regulating child labor, too. But the laws are not always enforced, and child labor remains a problem.

Main Idea: Child labor has never been an issue for Canada.

-Reviewed by Milton Fried

Amalgamated Clothing Workers of America

Source: <http://www.scholastic.com/teachers/article/history-child-labor>

Question	Information	Source
Where is child labor still happening?		
What reasons are given for using child labor?		
Who is trying to stop child labor? How are they doing it?		
What is the future of child labor in other countries? (We learned about its history in the U.S.)		
What happens to those who		

get caught employing children?		
What have other countries done to stop child labor?		
Other		

L.5.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.5.2.a: Use punctuation to separate items in a series.

L.5.2.b: Use a comma to separate an introductory element from the rest of the sentence.

L.5.2.c: Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It's true, isn't it?), and to indicate direct address (e.g., Is that you, Steve?).

L.5.2.d: Use underlining, quotation marks, or italics to indicate titles of works.

L.5.2.e: Spell grade-appropriate words correctly, consulting references as needed.

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

L.5.3.a: Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

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).

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

[illegible]

SL.5.1: Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL.5.1.b: Follow agreed-upon rules for discussions and carry out assigned roles.

SL.5.1.c: Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.

SL.5.1.d: Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions.

SL.5.2: Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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.

IA.4: Perform dramatic readings and presentations.