

Unit Planning Organizer

Grade: 5

Unit: 2

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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					
Title of Standards-Based Unit	Theme and Narrative 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)	
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.5.2	Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. (DOK 2, 3)
RL.5.4	Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (DOK 2, 3)
RL.5.9	Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. (DOK 1, 2)
W.5.3.b	Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. (DOK 3, 4)
W.5.3.c	Use a variety of transitional words, phrases, and clauses to manage the sequence of events. (DOK 3, 4)
W.5.3.d	Use concrete words and phrases and sensory details to convey experiences and events precisely. (DOK 3, 4)

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. (DOK 1, 2, 3, 4)
SL.5.1.d	Review the key ideas expressed and draw conclusions in light of information and knowledge gained from the discussions. (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.

RL.5.3, W.5.3.a, d, e, W.5.5, W.5.6, SL.5.3, L.5.1.a-e, L.5.3.a, b, L.5.4, L.5.5.a-c

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
RL.5.1	Quote	- To explain what text says - To draw inferences from text	1, 2, 3
RL.5.2	- Determine - Summarize	- How to find main idea of a story, drama, poem. - How to use details in the text to find theme. - How characters respond to challenges. - How the speaker in a poem reflects upon a topic. - The text	2, 3
RL.5.4	Determine	- Meaning of words and phrases used in context. - How to identify figurative language in text (such as similes and metaphors).	1, 2, 3
RL.5.9	- Compare - Contrast	- Stories in the same genre. - Stories' approaches to the same themes and topics.	1, 2

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.5.3.b	- Use - Develop - Show	- Dialogue, description and pacing in narrative writing. - Experiences, events - Characters' responses to situations	3, 4
W.5.3.c	Use	Transition words, phrases and clauses to explain event sequence	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.5.1.c	• Pose • Respond	• Specific questions • Make comments that contribute to discussion and elaborate on others’.	1, 2, 3, 4
SL.5.1.d	• Review • Draw conclusions	• Key ideas • Based on information and knowledge gained from discussion.	1, 2, 3, 4

Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
How do lessons you learn shape your life?	Life presents many challenges and how you respond to these can lead to lessons you learn.
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	RL.5.1, RL.5.2, RL.5.4, RL.5.9
Performance Task #1	SL.5.1.c,d (W.5.3.a-e, W.5.5, SL.5.3)
Performance Task #2	W.5.3.b,c,d (W.5.6, SL.5.1.c,d)
Post CFA	RL.5.1, RL.5.2, RL.5.4, RL.5.9 (same as Pre-CFA)

Standards-Based Common Formative Post-Assessment (CFA)
Standards: RL.5.1, RL.5.2, RL.5.4, RL.5.9 Teacher Directions: Hand out student copies of the CFA. Students complete independently. <u>A Bad Move</u> (lexile 880) <u>Amra and the Skateboard</u> (lexile 820) *Note about theme: Theme is the message the author is trying to communicate to the reader. It is not text specific; it extends beyond the text and is applicable to real-world situations. It is a sentence or statement, as opposed to a single word. (Example: Friendships are an important part of life. Non-Example: Friendship) Student Directions and Possible Answers: Read the two passages and answer the questions that follow. (Possible answers are in bold.) <u>A Bad Move</u>

This was the fourth time this year that Lin was the new kid in school. Four moves in seven months--all because her mother's job kept them moving. She had decided back in December that making new friends was a waste of time. She would join no more clubs. She would add no new names to her phone list.

On her first day, the teacher welcomed her to the class and assigned a "buddy" to help her find her way around. This time, it was a girl named Marley, or Carly, or something. Lin had stopped paying attention to kids' names.

Lin knew that she would forget them all, just as the other kids from all those other schools had probably forgotten her. As the teacher was giving Lin papers filled with assignments to make up, Lin made her decision. At this school, she would be memorable.

The next day, Tuesday, instead of wearing the usual jeans and tee shirt, she wore a pair of bloomers from an old Raggedy Ann Halloween costume. She didn't brush her hair. On Wednesday, she wore an old dress of her mother's, along with soccer cleats. "At least they'll remember me after we've moved away," she thought on Thursday as she put on a plaid skirt, a tee shirt, and a pile of long beaded necklaces her grandmother had given her to play with.

On Friday, they called her mother to school. She was a bit worried about what her mom would say when she saw her outfit—a hula skirt from a vacation in Hawaii worn on top of a pair of tattered jeans. From inside the principal's office, she heard her mother and Mrs. Leonard talking.

"She'll be so excited," her mother said to Mrs. Leonard in the hallway. "We've moved so often, but this time, we're here to stay. I've got a new job in town. Finally, she'll be able to fit in."

(<http://www.readworks.org/passages/bad-move>)

1. What is the theme of A Bad Move? (RL.5.2)
 - a. Moving.
 - b. Lin moved to a new school.
 - c. **A person's actions and choices always have consequences.**
 - d. Lin wears crazy outfits.
2. Quote accurately from the text to support your answer for number 1. (RL.5.1)

"She had decided back in December that making new friends was a waste of time." "At this school, she would be memorable." Both of these quotes from the text help explain how Lin was tired of moving. She knew her mom would be getting another job, so why bother trying to fit in when she would leave again soon.
3. Write a summary for A Bad Move. (RL.5.2)

Lin did not want to waste time making friends at another new school. However, she wanted to be memorable, so she decided to wear crazy outfits such as a hula skirt over torn jeans. Lin's mother ended up getting a permanent job and Lin was able to stay at her school and fit in with the other kids.

Amra and the Skateboard

The skateboard flew down the hill. Buzzing over the pavement, it passed by houses with manicured gardens and freshly cut grass, and whizzed past prim and proper homeowners – middle aged mothers with beehive haircuts and stern looking fathers with Oxford button downs tucked into crisp khaki pants. At the bottom of the hill, it slammed into the curb and landed violently on its side.

Amra was searching for worms in her front yard. She was on her hands and knees when she heard the whizzing crack. Startled, she shot her head up and scanned the scene.

She saw the skateboard to her right, lying on the sidewalk. To her left, high up on the hill, she saw a gaggle of boys. Blinding rays of light carved out their silhouetted figures. The outlines of kneepads and helmets could be made out, as well as other skateboards, some held like canes, others like briefcases. One among the crew was sitting on his butt, rocking back and forth in mild pain. He had wiped out.

Amra walked over to the skateboard. She took it into her hands and looked up toward the boys. One of them beckoned to her with his hand.

“Bring it up!” he called out.

The thought of interacting with them set her nerves on edge. She was only 10. They were older—high schoolers.

Amra slowly walked the skateboard to the top. The boys stood there expressionless.

“Thanks kid,” the one who wiped out said.

He walked over and took the skateboard from Amra’s arms.

“Can I try?” she asked him.

The boys laughed.

“You’re just a kid,” Wipe Out said.

“And you’re a girl,” added another.

More laughter.

Amra shot an angry look. “Let me try!”

Wipe Out smirked. “Okay,” he said, and handed back the skateboard.

Amra laid it on the pavement and rolled it back and forth to get the feel of the concrete. Stepping her left foot onto the front of the skateboard, she crouched and shot off, zipping down the hill and landing on a strip of grass along the sidewalk.

When she lifted the skateboard over her head in triumph, the boys were **dumbfounded**.

(http://www.readworks.org/sites/default/files/passages/820_amra_and_the_skateboard.pdf)

4. What is the theme of this story? (RL.5.2)
- Don't judge others until you get to know them.**
 - Skateboarding
 - Amra is surprisingly good at skateboarding.
 - Developing friendships is important.
5. Quote accurately from the text to support your answer for number 4. (RL.5.1)
- "When she lifted the skateboard over her head in triumph, the boys were dumbfounded."**
- "...she crouched and shot off zipping down the hill, landing on a strip of grass..."**
- Both of these quotes from the text help show how Amra is a good skateboarder and the boys didn't expect her to be.**
6. Use the text to determine the best meaning for the word **dumbfounded**: (RL.5.4)
- Happy or pleased
 - Annoyed or bothered
 - Angered or frustrated
 - Shocked or amazed**
7. Choose the phrase that uses the figurative language type *onomatopoeia*: (RL.5.4)
- "... when she heard the whizzing crack."**
 - "...she crouched and shot off..."
 - "...she saw a gaggle of boys."
 - "...rocking back and forth in mild pain."
8. Use the chart below to compare and contrast the realistic fiction stories, A Bad Move and Amra and the Skateboard. (RL.5.9)

Possible Answers:

Contrast	<u>A Bad Move</u>	<u>Amra and the Skateboard</u>
Theme	A person's actions and choices always have consequences.	Don't judge others until you get to know them.
Main character and traits	Lin- Frustrated, defeated, wears crazy clothes	Amra- Shy in beginning, confident at the end, athletic, brave

Problem	Lin is tired of moving. She wants to be memorable.	The boys didn't think Amra could skateboard because she was a girl and she was young.
Solution	Lin's mom gets a permanent job. Now she gets to stay in one place and make friends. Lin's mom solved her problem.	Amra proved that she could skateboard well even though she is a young girl. Amra solved the problem on her own.

Compare	<u>A Bad Move</u> and <u>Amra and the Skateboard</u>
Might include: theme, main character, problem, solution	Both authors had their main characters show confidence/bravery at some point during the stories. Both authors had main characters that were not accepted by others in the beginning. Both authors had realistic problems in their stories. Both authors resolved the problem positively- Lin got to stay where she wanted and Amra got to prove she could skateboard.

Scoring Guide RL.5.1 (Q 2, 5)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	o Student quotes accurately to support both themes.	o Student quotes accurately to support 1 theme.	o Student does not quote accurately for either theme.
		Comments:	

Scoring Guide RL.5.2 (Q 1, 3, 4)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Summary includes theme.	- o Student correctly identifies theme for story 1. - o Student correctly identifies theme for story 2. - o Student correctly summarizes the story.	o Meets 2 of the proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	

Scoring Guide RL.5.4 (Q 6, 7)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o N/A	- o Student determines the meaning of a word used in the text. - o Student correctly identifies figurative language.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide RL.5.9 (Q 8)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student uses advanced language to compare/contrast.	- o Student contrasts the authors' approaches to theme in 2 stories of the same genre. - o Student compares the authors' approaches to theme in 2 stories of the same genre.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Standards-Based Common Formative Pre-Assessment (CFA)
Same as Post-CFA

Step 3: Standards-Based Performance Tasks

Performance Task Synopses

Engaging Scenario: You have been contacted by G.P. Putnam’s Sons publishing company. They are publishing a book called Bully. The release date was: (choose upcoming date). Everything was complete and sent to press, but the text mysteriously disappeared and only the illustrations remain. You are being asked to provide the narrative for these illustrations so that this book can meet its publication deadline. This particular publishing company focuses on teaching life lessons to young people, so be sure to include a theme.
(Polacco, Patricia. (2012). *Bully*. New York, NY: The Penguin Group.)

Task 1: SL.5.1.c,d (W.5.3.a-e, W.5.5, SL.5.3) Students will be shown the 5 illustrations from Bully to be used to create a narrative piece of writing. First, students will engage in a collaborative discussion about what the illustrations depict.

****Illustrations are located at the end of this document in the Student Materials and Supporting Documents section.**

Task 2: W.5.3.b,c (W.5.6, SL.5.1.c,d) Students will create, revise, publish and share this narrative writing.

Performance Task # 1- In Detail

Engaging Scenario: You have been contacted by G.P. Putnam’s Sons publishing company. They are publishing a book called Bully. The release date was: (choose upcoming date). Everything was complete and sent to press, but the text mysteriously disappeared and only the illustrations remain. You are being asked to provide the narrative for these illustrations so that this book can meet its publication deadline. This particular publishing company focuses on teaching life lessons to young people, so be sure to include a theme.

Priority Standards: 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.

Supporting Standards (if applicable): W.5.3.a-e, W.5.5, SL.5.3

Big Idea/s: The clarity of writing impacts the effectiveness of communication.
We can share and add to our own learning through collaboration with others.

Essential Question/s: How do you make your writing clear for others?
Why do we need to work together?

DOK: 2, 3, 4 (interpret, draw conclusions, analyze, synthesize, critique)

Synopsis: Students will be shown the 5 illustrations from Bully to be used to create a narrative piece of writing. Students will also revise this narrative writing with an assigned collaborative group.

Teacher Directions:

- Prior to task teacher should provide direct instruction in SL.5.1.c, d- pose and respond to questions, make comments and elaborate, draw conclusions.
- Present engaging scenario to students.
- Present illustrations to students. (*Illustrations are located at the end of this document in the Student Materials and Supporting Documents section.) Teacher can choose to print illustrations, put them in a slide

show, or other digital media. These illustrations should remain visible for students throughout the writing process. It may also be helpful to number these illustrations to be sure they stay in the correct order.

- Have students use the guiding questions organizer for students to record their individual thoughts about the illustrations. Tell students to be sure and use concrete words and phrases and sensory details when describing the illustrations. (This will be assessed in their writing in task 2- W.5.3.d)
- Put students into collaborative groups to share their responses and add to the third column of the graphic organizer based on what their group shares.
- Circulate to all groups to provide guidance and assess students as needed.

****This may also be a time for you to use your speaking and listening skills checklist.**

Student Directions:

- Sometimes illustrators can tell a story without words. Take some time to view and analyze the 5 illustrations. Think about what story the illustrator was trying to tell.
- Use the graphic organizer provided by your teacher to reflect on these illustrations. Use concrete words and phrases as well as sensory details to describe what is in the illustrations.
- Meet with your collaborative group to discuss your thoughts about the illustrations. Remember: It's important to listen to what others saw in the illustrations because it may deepen or add to your understanding of the story. Be sure to record as much information as possible from your group discussion so that you are prepared to write your narrative.

Scoring Guide SL.5.1.c (Graphic Organizer- My Individual Thoughts column- this will also be assessed through observation during small group collaborative discussion)

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 poses and responds to specific questions. o Student contributes to discussion and elaborates on remarks of others.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide SL.5.1.d (Graphic Organizer- Additional Thoughts column- this will also be assessed through observation during small group collaborative discussion)

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 Evidence of higher-level thinking in conclusions drawn.	- o Student reviews key ideas. - o Student draws conclusions in light of knowledge gained from discussion.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Performance Task # 2- In Detail
Priority Standards: <u>W.5.3.b</u>: Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. <u>W.5.3.c</u>: Use a variety of transitional words, phrases, and clauses to manage the sequence of events. <u>W.5.3.d</u>: Use concrete words and phrases and sensory details to convey experiences and events precisely. Supporting Standards (if applicable): W.5.6, SL.5.1.c,d Big Idea/s: Life presents many challenges and how you respond to these can lead to lessons you learn. The clarity of writing impacts the effectiveness of communication. We can share and add to our own learning through collaboration with others. Essential Question/s: How do lessons you learn shape your life? How do you make your writing clear for others? Why do we need to work together? DOK: 3 ,4 (create, revise, critique, analyze) Synopsis: Students will create, revise, publish and share this narrative writing. Teacher Directions: - <u>Prior to task</u> teacher should provide direct instruction in W.5.3.b, c, d- using narrative techniques such as dialogue, description, pacing, transition words, concrete words and phrases, and sensory details. - Using the graphic organizer from task 1 students will write a narrative. - They will edit and revise. Students can conference in small groups (1:3), <u>or</u> one on one with a peer (1:1), <u>or</u> 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. - Students will publish their final draft for submission to G.P. Putnam's Sons publishing company (teacher). Student Directions: - Using the thoughts and information you gathered in your guiding questions graphic organizer, create a narrative first draft to accompany the illustrations you analyzed. - o Remember: this publishing company focuses on teaching life lessons; you MUST include a theme in your writing. - Edit and revise your writing as directed by your teacher.

- Publish your final draft after revisions have been made and submit to G.P. Putnam's Sons publishing company.

Scoring Guide W.5.3.b

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Demonstrates an advanced use of narrative techniques to enhance writing.	o Student uses narrative techniques (e.g.: dialogue, description, or pacing) to develop experiences/events, or show responses of characters to situations.	o N/A	o Does not meet proficient criteria.
		Comments:	

Scoring Guide W.5.3.c

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Demonstrates an advanced use of transitional words/phrases/ clauses to enhance writing.	o Student uses variety of transitional words, phrases, or clauses to sequence events.	o Student uses a limited variety of transitional words/phrases/ clauses.	o Does not use transitional words/phrases/ clauses.
		Comments:	

Scoring Guide W.5.3.d

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Demonstrates an advanced use of concrete words/phrases and sensory details.	o Student uses concrete words/ phrases and sensory details to convey experiences and events.	o Student uses a limited amount of concrete words/phrases and sensory details.	o Does not use concrete words/phrases and sensory details.
		Comments:	

Supporting Documents and Student Materials

Unit 2 5th Grade Common Formative Assessment

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

A Bad Move

This was the fourth time this year that Lin was the new kid in school. Four moves in seven months--all because her mother's job kept them moving. She had decided back in December that making new friends was a waste of time. She would join no more clubs. She would add no new names to her phone list.

On her first day, the teacher welcomed her to the class and assigned a "buddy" to help her find her way around. This time, it was a girl named Marley, or Carly, or something. Lin had stopped paying attention to kids' names.

Lin knew that she would forget them all, just as the other kids from all those other schools had probably forgotten her. As the teacher was giving Lin papers filled with assignments to make up, Lin made her decision. At this school, she would be memorable.

The next day, Tuesday, instead of wearing the usual jeans and tee shirt, she wore a pair of bloomers from an old Raggedy Ann Halloween costume. She didn't brush her hair. On Wednesday, she wore an old dress of her mother's, along with soccer cleats. "At least they'll remember me after we've moved away," she thought on Thursday as she put on a plaid skirt, a tee shirt, and a pile of long beaded necklaces her grandmother had given her to play with.

On Friday, they called her mother to school. She was a bit worried about what her mom would say when she saw her outfit—a hula skirt from a vacation in Hawaii worn on top of a pair of tattered jeans. From inside the principal's office, she heard her mother and Mrs. Leonard talking.

"She'll be so excited," her mother said to Mrs. Leonard in the hallway. "We've moved so often, but this time, we're here to stay. I've got a new job in town. Finally, she'll be able to fit in."

(<http://www.readworks.org/passages/bad-move>)

1. What is the theme of A Bad Move? (RL.5.2)
 - a. Moving.
 - b. Lin moved to a new school.
 - c. A person's actions and choices always have consequences.
 - d. Lin wears crazy outfits.

2. Quote accurately from the text to support your answer for number 1. (RL.5.1)

3. Write a summary for A Bad Move. (RL.5.2)

Amra and the Skateboard

The skateboard flew down the hill. Buzzing over the pavement, it passed by houses with manicured gardens and freshly cut grass, and whizzed past prim and proper homeowners – middle aged mothers with beehive haircuts and stern looking fathers with Oxford button downs tucked into crisp khaki pants. At the bottom of the hill, it slammed into the curb and landed violently on its side.

Amra was searching for worms in her front yard. She was on her hands and knees when she heard the whizzing crack. Startled, she shot her head up and scanned the scene.

She saw the skateboard to her right, lying on the sidewalk. To her left, high up on the hill, she saw a gaggle of boys. Blinding rays of light carved out their silhouetted figures. The outlines of kneepads and helmets could be made out, as well as other skateboards, some held like canes, others like briefcases. One among the crew was sitting on his butt, rocking back and forth in mild pain. He had wiped out.

Amra walked over to the skateboard. She took it into her hands and looked up toward the boys. One of them beckoned to her with his hand.

“Bring it up!” he called out.

The thought of interacting with them set her nerves on edge. She was only 10. They were older—high schoolers.

Amra slowly walked the skateboard to the top. The boys stood there expressionless.

“Thanks kid,” the one who wiped out said.

He walked over and took the skateboard from Amra’s arms.

"Can I try?" she asked him.

The boys laughed.

"You're just a kid," Wipe Out said.

"And you're a girl," added another.

More laughter.

Amra shot an angry look. "Let me try!"

Wipe Out smirked. "Okay," he said, and handed back the skateboard.

Amra laid it on the pavement and rolled it back and forth to get the feel of the concrete. Stepping her left foot onto the front of the skateboard, she crouched and shot off, zipping down the hill and landing on a strip of grass along the sidewalk.

When she lifted the skateboard over her head in triumph, the boys were **dumbfounded**.

(http://www.readworks.org/sites/default/files/passages/820_amra_and_the_skateboard.pdf)

4. What is the theme of this story? (RL.5.2)

- a. Don't judge others until you get to know them.
- b. Skateboarding
- c. Amra is surprisingly good at skateboarding.
- d. Developing friendships is important.

5. Quote accurately from the text to support your answer for number 4. (RL.5.1)

6. Use the text to determine the best meaning for the word **dumbfounded**: (RL.5.4)

- a. Happy or pleased
- b. Annoyed or bothered
- c. Angered or frustrated
- d. Shocked or amazed

7. Choose the phrase that uses the figurative language type *onomatopoeia*: (RL.5.4)
- “... when she heard the whizzing crack.”
 - “...she crouched and shot off ...”
 - “...she saw a gaggle of boys.”
 - “...rocking back and forth in mild pain.”
8. Use the chart below to compare and contrast the realistic fiction stories, A Bad Move and Amra and the Skateboard. (RL.5.9)

Contrast	<u>A Bad Move</u>	<u>Amra and the Skateboard</u>
Theme		
Main character and traits		
Problem		
Solution		

Compare	<u>A Bad Move</u> and <u>Amra and the Skateboard</u>
Might include: theme, main	

Illustration 1



Illustration 2



Illustration 3



Illustration 4



Illustration 5



Performance Task 1 Guiding Questions for Collaborative Discussion

	My Individual Thoughts (use concrete words/phrases & sensory details)	Additional Thoughts Based on Group Discussion
<u>Illustration 1</u> - Where is this illustration set?		
- Who is included in this illustration?		
- What is happening in this illustration?		
<u>Illustration 2</u> - Where is this illustration set?		
- Who is included in this illustration?		

- What is happening in this illustration?		
<u>Illustration 3</u> - Where is this illustration set?		
- Who is included in this illustration?		
- What is happening in this illustration?		
<u>Illustration 4</u> - Where is this illustration set?		
- Who is included in this illustration?		
- What is happening in this illustration?		
<u>Illustration 5</u> - Where is this illustration set?		
- Who is included in this illustration?		
- What is happening in this illustration?		

How do all of these pictures fit together?		
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****If your students are having trouble summarizing, you could have them use the SWBST strategy.**

Somebody _____

Wanted _____

But _____

So _____

Then _____

5th Grade Language Standards Checklist

[illegible]

L.5.1: Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

- L.5.1.a: Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- L.5.1.b: Form and use the perfect (e.g., I had walked; I have walked; I will have walked) verb tenses.
- L.5.1.c: Use verb tense to convey various times, sequences, states, and conditions.
- L.5.1.d: Recognize and correct inappropriate shifts in verb tense.
- L.5.1.e: Use correlative conjunctions (e.g., either/or, neither/nor).

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).

5th Grade Foundational Skills Checklist

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

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.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.
- 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.