

Unit Planning Organizer

Grade: 5

Unit: 6

Created By:

Kaitlyn Lilly- North Scott CSD

Rebecca Yerington & Laurie Smith - Pleasant Valley CSD

Beth Roland- MBAEA9

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

Table of Contents

Step 1: Unit Standards

.....	p. 3
Iowa Core Standards- Priority Standards	..... p. 3
Iowa Core Standards- Support Standards	..... p. 3
Reading Standards Unwrapped and Depth of Knowledge	..... p. 3
Writing Standards Unwrapped and Depth of Knowledge	..... p. 4
Speaking/Listening Standards Unwrapped and Depth of Knowledge	..... p. 4
Language Standards Unwrapped and Depth of Knowledge	..... p. 4
Unit Essential Questions and Big Ideas	..... p. 4

Step 2: Standards-Based Unit Assessments

.....	p. 5
Assessment and Performance Task Alignment of Unit Standards	..... p. 5
Standards-Based Common Formative Post-Assessment (CFA)	
Teacher Directions, Student Directions and Answers	..... p. 5
Standards-Based Common Formative Pre-Assessment (CFA)	
Teacher Directions, Student Directions and Answers	..... p. 9

Step 3: Standards-Based Performance Tasks

.....	p. 9
Performance Task Synopses	..... p. 9
Performance Assessment Option	
1.....	p. 10
Performance Assessment Option	
2.....	p. 12

Student Materials

.....
 p. 21

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	Opinion 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.5.2)	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.5.5)	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)
(RI.5.8)	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). (DOK 2, 3, 4)
W.5.1.c	Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically). (DOK 3, 4)
W.5.1.d	Provide a concluding statement or section related to the opinion 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)
-----------------	---

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.

RI.5.6, W.5.7, SL.5.1, SL.5.3, SL.5.5, L.5.2.d.e, L.5.4

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.5.2	<ul style="list-style-type: none"> ● Determine ● Explain ● Summarize 	<ul style="list-style-type: none"> ● How to find main idea ● Two main ideas ● How main ideas are supported by key details ● Text 	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
RI.5.8	<ul style="list-style-type: none"> ● Explain ● Identify 	<ul style="list-style-type: none"> ● How an author uses reasons and evidence to support particular points in a text. ● Which reasons and evidence support which point(s). 	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.5.1.c.	<ul style="list-style-type: none"> ● Link 	<ul style="list-style-type: none"> ● Opinions ● Reasons 	3, 4
W.5.1.d	<ul style="list-style-type: none"> ● Provide 	<ul style="list-style-type: none"> ● Concluding statement or section 	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	<ul style="list-style-type: none"> ● Report ● Present ● Sequence 	<ul style="list-style-type: none"> ● On a topic ● An opinion ● Ideas logically 	2, 3

	<ul style="list-style-type: none"> • Use • Speak clearly 	<ul style="list-style-type: none"> • Appropriate facts • Relevant, descriptive details to support main ideas or themes • At an understandable pace 	
--	--	---	--

Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
Why is it important to accurately select evidence to support your claim?	<ul style="list-style-type: none"> • Using evidence to support your claim makes your argument more effective.
How do you convey your ideas to others?	<ul style="list-style-type: none"> • The quality of communication impacts its effectiveness. • Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.
How do you understand what others are trying to communicate?	<ul style="list-style-type: none"> • Identifying the main idea of communication is essential for comprehending.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA	RI.5.2, RI.5.5
Performance Task #1	RI.5.8
Performance Task #2	W.5.1.c, W.5.1.d
Performance Task #3	SL.5.4
Post CFA	RI.5.2, RI.5.5

*There is more than one option available for performance tasks for this unit, so the standards may be arranged differently in the set of tasks, depending on which one you choose.

Standards-Based Common Formative Post-Assessment (CFA)

Standards: RI.5.2, RI.5.5

Teacher Directions:

Hand out student copies of the CFA. Students should read both articles and complete independently. Remind students that this is not just a comparison of information, but an analysis of the way information is presented.

Student Directions and Possible Answers:

There are two non-fiction pieces below that both use different structure in order to relay information. Read “Forecasting Severe Weather to Communities Helps Them Prepare” to answer questions 1-5.

Forecasting Severe Weather to Communities Helps Them Prepare

By: Alissa Fleck

1 Severe weather does not happen in one place all the time, but when it happens, it’s important to be prepared for it. Knowing the weather risks of where you live and how to plan for them are key to staying safe in any kind of storm.

2 While tornadoes can hit any part of the United States at any time of year, there are parts of the country—and certain seasons—in which tornadoes are much more common than others. Tornadoes primarily hit the U.S. in an L-shaped area from Iowa to Colorado to Texas. Oklahoma has the highest impact zone. Most tornadoes take place in this region in the month of May.

3 It’s very helpful for weather scientists, emergency responders and community members to be aware of this so-called “Tornado Alley” in keeping people safe. While it may be difficult to protect buildings and other structures, maintaining public awareness helps humans protect themselves and their families in instances of severe weather. Protecting human lives is the most important thing. The National Weather Service provides timely warnings, and local TV and radio stations broadcast these warnings so that people in the tornado’s path can seek shelter in time. Towns also set off warning sirens that indicate there is potential for a tornado.

4 People who live in areas with high tornado frequency are also familiar with how to prepare for these events. One way people might prepare for a tornado is to seek protection in a basement or storm shelter where heavy winds are less likely to blow around dangerous objects, which could hurt someone. Often during storms people get hurt by flying debris rather than the storm itself. People who don’t have basements or have disabilities preventing them from moving with ease are sometimes encouraged to lie down in a bathtub and cover their heads. These are just some of the ways people stay safe when a tornado is on the way.

5 Hurricanes, on the other hand, tend to strike coastal regions. You would not see a hurricane hit the Tornado Alley, for instance, because there are no oceans nearby. Florida is one state in the U.S. that gets hit by a large number of hurricanes. Meteorologists can usually predict hurricanes several days in advance. If it’s safe to stay at home during a hurricane, people are advised to cover their windows with shutters and stock up on food, water, medication, batteries and other items they might need. As with tornadoes and other severe weather, people should expect to lose power to their homes for potentially several days or more. Even when the hurricane has passed, there can still be dangerous flooding in the streets for which people should also be prepared.

6 Sometimes government emergency services will decide it’s not safe for people in the hurricane’s path to stay in their homes, and they will be told to evacuate in advance. When people evacuate their homes, they move to a safer region until the storm passes and they can return home.

Reading Passage

Text: Copyright © 2010 Weekly Reader Corporation. All rights reserved.

- 1) What is the main idea of paragraphs 1-4? (RI5.2) *Possible answers*
Tornadoes are most common in certain areas and people can prepare to protect themselves

- 2) What are the key details to support the main idea of these first four paragraphs? (RI5.2)

Tornado Alley is an L shaped area and the most common place for tornadoes
Knowing to go to a storm cellar or basement can help save you

- 3) What is the main idea of paragraphs 5-6? (RI5.2)

Coastal towns should be prepared for hurricanes

- 4) What are the key details to support the main idea of these last two paragraphs? (RI5.2)

Florida is hit by a large number of hurricanes
People should cover their windows with shutters and stock up on food

- 5) Write a summary of this article (RI5.2)

Severe weather can occur in a variety of locations and it is important to know how to stay safe. Tornadoes are most common in tornado alley. People should listen to warning and seek shelter. Hurricanes strike coastal regions. Depending on how severe hurricanes are, people can stay in their homes or evacuate. Listening to weather warnings increases safety and survival.

“Children of the Storm”

Tenisha Dounseroux is excited to finally be in school. She was supposed to start the fourth grade in New Orleans this fall. But just before classes began, Hurricane Katrina, one of the worst hurricanes ever to hit the United States, slammed the states on the coast of the Gulf of Mexico on August 29 [2005].

Tenisha was sad and scared as she watched heavy rains and high winds rip through her city on the Mississippi River. When New Orleans flooded, school was the last thing on Tenisha's mind as she and her family drove 350 miles west to Houston.

More than 24,000 evacuees from New Orleans moved to the Houston **Astrodome**¹, but Tenisha and her family spent five days in a hotel. Within a week, a generous Houston family had given the Dounseroux family shelter in the loft above their home. A few days later, Tenisha started school in Houston. She is one of an estimated 125,000 New Orleans children who scattered across Louisiana and neighboring states to start a new school year.

The Houston school district alone enrolled almost 2,000 students in the days following Katrina, including Tenisha and her brother Terren. The district also reopened two schools that it had closed the previous spring. Those schools were devoted entirely to children displaced by the storm.

It's hard to move and start going to a new school. It's even harder for the many children **displaced**² from the states hit hardest by Hurricane Katrina. School guidance counselors say that relocating to an unfamiliar school is bound to affect many of the children.

Tenisha and Terren, though, are doing well. They enrolled at MacGregor Music and Science Magnet School. MacGregor accepted more than a dozen displaced students.

After just two days at school, Tenisha and Terren were making new friends. "[Our new] school is great!" Tenisha told Senior Edition.

Many of Tenisha's and Terren's classmates are embracing the new arrivals. "We want to make our new classmates feel good because we know they've gone through so much," James McKethen, a fourth grader at MacGregor, told Senior Edition.

"It's cool to have new friends," adds Tiye McKethen, James's sister, a third grader. "And they get to have fun in a new school and stay in a safe place."

Terren misses playing basketball with his friends in New Orleans. Tenisha misses the teachers and students at her old school. But the family says it will most likely settle down in Texas for good. "I want to stay in Houston," Tenisha told Senior Edition.

¹ **Astrodome:** Houston's huge indoor stadium

² **displaced:** forced to move to another location

Reading Passage

Text: Copyright © 2007 Weekly Reader Corporation. All rights reserved.

***Use this chart to analyze and organize your thoughts about text structure and information before completing questions 6 and 7. (NOTE: this chart is not part of the scoring guide for this standard- it is just a way for students to organize their thinking for questions 6 and 7. However, you could still use the information in this chart as formative assessment data to guide your instruction.)**

Text	Purpose Why did the author write it?	Text Structure	Evidence of Structure and Information Presented
"Forecasting Severe Weather..."	<ul style="list-style-type: none"> To inform different ways severe weather occurs and how people can prepare for it. 	Descriptive	<ul style="list-style-type: none"> The first 4 paragraphs describe where a tornado will most likely occur. The last 2 paragraphs describe where hurricanes occur. Information is given about how to remain safe during both types of storms. Use your judgment
"Children of the Storm"	<ul style="list-style-type: none"> To inform us about the effects a natural disaster has on people. 	Cause and effect OR chronological	<ul style="list-style-type: none"> Cause: "Hurricane Katrina, one of the worst hurricanes ever to hit the U.S., slammed the states on the coast of the Gulf of Mexico on August 29, 2005."

- Effect: “More than 24,000 evacuees from New Orleans moved to the Houston Astrodome.

Analyze the structure of the two articles. Compare how the information is presented between the articles.

6) Compare how the texts and information are similar? (RI.5.5) *Possible answers*

- *Delivers information*
- *Safety procedures/disaster responses*
- *Paragraph form*
- *Similar topics*
- *Minimal signal words used for structure*
- *No heading used*

7) Contrast the texts and information to explain how they are different? (RI.5.5)

- *The Forecasting article uses a graphic*
- *The Forecasting article describes two different concepts*
- *The Forecasting article is descriptive*
- *The Forecasting article includes expert advice*

- *The Children article is a personal account*
- *The Children article uses footnotes for vocabulary*
- *The Children article uses quotes*
- *The Children article structure is chronological order OR cause-effect*

Scoring Guide: RI.5.2 (Q: 1-5)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Student determines the 2 main ideas. o Student gives details from the text to support all main ideas. o Student summarizes the text.	o Meets 2 of the 3 proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	

Scoring Guide: RI.5.5 (Q: 6,7)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Student compares overall structure of events, ideas, concepts or information in 2 or more texts.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
	o Student contrasts overall structure of events, ideas, concepts or information in 2 or more texts.	Comments:	

Standards-Based Common Formative Pre-Assessment (CFA)

Same as Post-CFA

Possible Learning Targets for RI.5.8, W.5.1.c, W.5.1.d, SL.5.4

- I can identify which reasons and evidence support particular points. (RI.5.8)
- I can explain how the reasons and evidence support particular points. (RI.5.8)
- I can determine a logical sequence for presenting my ideas or facts. (SL.5.4)
- I can present my ideas and/opinion with facts or relevant descriptive details that supports the main idea. (SL.5.4)
- I can speak clearly at an understandable pace. (SL.5.4)
- I can use words, phrases, and clauses to link my opinion with my reasons. (W.5.1.c)
- I can write an opinion piece with a concluding statement. (W.5.1.d)

Step 3: Standards-Based Performance Tasks

Performance Task Synopses

Below, there are three options for performance assessments. Each option contains a set of three or four tasks to be completed. The same standards are assessed in each set of tasks, however, not necessarily in the same order. You only need to administer **ONE** set of tasks. You may choose to use parts of the other performance assessments for your instruction of these standards. You may also choose to use different sets with different groups of students. Again, choose ONE set of tasks, seriously, only ONE set. ☺

Performance Assessment Option 1:

Performance Task Synopses

Engaging Scenario: The (your county) court system has contacted our class to research and develop arguments for a case that is soon to go on trial. You will be given a position to defend to the court. You will need to research, prepare, and present your side to the court so that the jury and/or judge can make an informed decision on the issue.

Task 1: (RI 5.8) (W5.1b) Students will research the assigned topic. Students will use the graphic organizer to record particular points, reasons, and evidence that support their position.

Task 2: (W5.1c, W5.1d) (W5.1b) Students will prepare a written opinion essay to support their position.

Task 3: (SL 5.4) Students will meet with a small group that shares their position. They will determine the important information to present to the “court”. Students will then present their position to the “court”.

Performance Task # 1- In Detail

Priority Standards: (RI 5.8)

Supporting Standards (if applicable):

Big Idea/s: Using evidence to support your claim makes your argument more effective.

Identifying the main idea of communication is essential for comprehending.

Essential Question/s: Why is it important to accurately select evidence to support your claim?

How do you understand what others are trying to communicate?

DOK: (1,2)

Synopsis: The (your county) court system has contacted our class to research and develop arguments for a case that is soon to go on trial. Students will be given a position to defend to the court. Students will need to research and organize their ideas on the given graphic organizer. Some examples of topics may include: whether or not animal testing should be allowed, banning violent video games, whether or not smoking should be allowed in public places, at what age should kids be allowed to stay home alone, should zoos be allowed etc.

Teacher Directions:

Prior to task 1: Teacher provides direct instruction for RI 5.8 in which they will identify particular evidence an author uses to support their points. Select topic to research and gather appropriate resources for each position. Present engaging scenario to students. Assign students to positions based on your classroom makeup. (possible suggestions would be groups of 6 with 3 on each side of a position or splitting class in half and assigning each half one position) Allow time for research and completing graphic organizer, scaffold if necessary. This task may be completed over several days.

Student Directions:

Read the artifacts that support the position assigned to you. Record the author’s purpose, the main points, and the details to support each main point.

Scoring Guide: RI.5.8

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Student identified main points. o Student identified evidence to support each point.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

--	--	--

Performance Task # 2- In Detail

Priority Standards: W.5.1c and d

Supporting Standards (if applicable): W5.1b

Big Idea/s: The quality of communication impacts its effectiveness.

Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Using evidence to support your claim makes your argument more effective.

Essential Question/s:

Why is it important to accurately select evidence to support your claim?

How do you convey your ideas to others?

DOK:3,4

Synopsis: Students will take the graphic organizer and create an opinion piece of writing defending the position they have been assigned.

Teacher Directions:

Prior to task 2: Teacher provides direct instruction for W.5.1.c and d in which they link opinions and reasons along with providing a concluding statement. Allow time for the writing and revision process.

Student Directions:

Now that you have established your position and completed your research, it is time to prepare your opinion piece to be used in court. Don't forget to include your opinion and sequence your reasons logically. Be sure to include facts that are relevant and linked together using words, phrases, and clauses. Your conclusion should wrap up and restate your opinion presented.

Scoring Guide: W.5.1.c

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Student links all opinions and reasons using words, phrases, and clauses.	o Student links some opinions and reasons using words, phrases, and clauses.	o Does not link opinions and reasons using words, phrases, and clauses.
		Comments:	

Scoring Guide: W.5.1.d

Exemplary	Proficient	Close to Proficient	Far from Proficient
------------------	-------------------	----------------------------	----------------------------

All proficient criteria plus: o	<ul style="list-style-type: none"> o Writer provides a concluding statement or section. o Concluding statement or section is related directly to the opinion presented. 	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Performance Task # 3- In Detail

Priority Standards: SL 5.4

Supporting Standards (if applicable):

Big Idea/s:

The quality of communication impacts its effectiveness.
Using evidence to support your claim makes your argument more effective.

Essential Question/s:

How do you convey your ideas to others?

DOK:2,3

Synopsis:

Students will meet with others who have the same topic and position to determine the order in which they will present. They will also take time to prepare rebuttals for possible arguments that will be presented by the opposing side. Students then present to the “court” who will then offer their judgment on the topic.

Teacher Directions:

Prepare a group to be the “court”. This can either be a single judge or a group to portray the jury. Some suggestions would be gathering a few students from another class at your grade level or above, para educators, volunteers, secretaries, or other teachers etc. This group would listen to each side of the position being presented, and the rebuttals, and then make a statement in support of one side. (NOTE: if you feel the students need a “court recess”, provide them time to discuss together and prepare rebuttals and closing remarks.)

Student Directions:

Now is your opportunity to defend your position to the “court”. Meet with the other students who share your topic and position to determine who will share in what order. In addition, discuss possible arguments the opposing side may present during the trial. Create rebuttal statements that you may use. Present your opinion piece and await the decision from the “court”.

Scoring Guide: SL.5.4

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o (use your judgment)	<ul style="list-style-type: none"> o Present an opinion. o Sequence ideas logically o Use relevant facts/details to show support. 	o Meets 3 of 4 proficient criteria.	o Meets fewer than 3 proficient criteria.

	o Speak clearly at an understandable pace.	Comments:
--	--	-----------

Performance Assessment Option 2:

Performance Task Synopses

Engaging Scenario: Our school principal is reviewing the student handbook to make some possible revisions for the upcoming school year. The principal would like to hear the pros and cons of both sides of the issues in order to make an informed decision. Your challenge is to select and research a school issue (Ex: Should personal electronics be used in the classroom? Should our school ban cold lunch? (Allergies, nutrition, etc.) Should schools have dress codes?) and work collaboratively to present one side of an issue to the principal and/or “administrative team member” during a debate.

Task 1: RI.5.8 (RI.5.2, RI.5.1, RI.5.6, RI.5.7, RI.5.9) Students will research articles to build their opinion.

Task 2: W.5.1 c,d (W.5.1 a,b, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, L.5.1 a,e, L.5.2) Students will write an opinion piece with evidence that supports the opinion, and explain why the evidence supports the opinion.

Task 3: SL.5.4 (SL.5.1, SL.5.3) Students will debate their opinions to the principal and respond with rebuttals to the opinions made by the opposing side. The audience will vote to determine the winner of the debate based on their reasons.

Performance Task # 1- In Detail

Priority Standards: RI.5.8

Supporting Standards: RI.5.2, RI.5.1, RI.5.6, RI.5.7, RI.5.9

Big Idea/s: Using evidence to support your claim makes the argument more effective.

Essential Question/s: Why is it important to accurately select evidence to support your claim?

DOK: 2,3,4

Synopsis: Students will research articles to build their opinion. Students will have the opportunity to choose the issue they want, but the teacher will assign which side of the issue they will research and write about.

Teacher Directions: Students will need to select which topic they are interested in researching. Assign students which side of the issue they are responsible for researching. They will need to locate multiple sources and identify which reasons and evidence support the opinion. The teacher will provide time for students to locate a variety of texts including articles, graphs, books, diagrams, and/or videos for each topic before students begin their research. Provide students with a graphic organizer to record their reasons and evidence. (Note: you will want to create groups that are equally balanced so that both sides will be represented in the final performance task.) At the conclusion of the research discuss the essential question.

Student Directions:

- You will choose from the following topics or other topics that are relevant to your school at the time.
 - ☐ Should personal electronics be used in the classroom?
 - ☐ Should our school ban cold lunch? (Allergies, nutrition, etc.)

☐ Should schools have dress codes?

- Your teacher will assign you which side of the issue you will be researching.
- You will locate three or more resources to support an opinion for the topic you chose.
- You will record reasons and evidence that support the opinion on the graphic organizer provided by your teacher.

Scoring Guide: RI.5.8			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○	○ Student identified main points. ○ Student identified evidence to support each point.	○ Meets 1 of the proficient criteria.	○ Meets none of the proficient criteria.
		Comments:	

Performance Task # 2- In Detail

Priority Standards: W.5.1 c,d

Supporting Standards: W.5.1 a,b, W.5.4, W.5.5, W.5.6, W.5.7, W.5.8, W.5.9, L.5.1 a,e, L.5.2

Big Idea/s: The quality of communication impacts its effectiveness. Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Essential Question/s: How do you convey your ideas to others?

DOK: 3,4

Synopsis: Students will write an opinion piece with evidence that supports the opinion, and explain why the evidence supports the opinion.

Teacher Directions: Prior to the task the teacher will provide instruction for the requirements of the debate so that students know what points to address. This will help them understand that their evidence should build from weakest to strongest. The teacher may want to provide a graphic organizer. (After the completed pieces are done, students will meet with others who are assigned to the same side of the issue during task 3, to combine their research and develop their main points for the debate.)

Student Directions:

- Use your notes and the directions from your teacher to combine your research and state your opinion.
- Support your opinion with relevant details and appropriate facts on the graphic organizer.
- Organize your evidence in a logical order (your evidence should build from weakest to strongest).
- Based on your organizer, write a draft of your supported opinion.

☐ Link opinions and reasons using words, phrases, and clauses.

- ☐ Provide a concluding statement or section and make sure it is directly related to your opinion.
- ☐ Revise and create a final draft to be used to support your talking points in the debate.

Scoring Guide: W.5.1.c			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○	○ Student links all opinions and reasons using words, phrases, and clauses.	○ Student links some opinions and reasons using words, phrases, and clauses.	○ Does not link opinions and reasons using words, phrases, and clauses.
		Comments:	

Scoring Guide: W.5.1.d			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: ○	○ Writer provides a concluding statement or section. ○ Concluding statement or section is related directly to the opinion presented.	○ Meets 1 of the proficient criteria.	○ Meets none of the proficient criteria.
		Comments:	

Performance Task # 3- In Detail
<p>Priority Standards: SL.5.4</p> <p>Supporting Standards: SL.5.1, SL.5.3</p> <p>Big Idea/s: Identifying the main idea of communication is essential for comprehending.</p> <p>Essential Question/s: How do you understand what others are trying to communicate? Why is it important to accurately select evidence to support your claim?</p> <p>DOK: 2,3</p> <p>Synopsis: Students will collaborate to create notecards of their strongest arguments for their side of the opinion. Students will debate their opinions to the principal or other “administrative team member” and respond with rebuttals to the opinions of the opposing side. The audience will vote to determine the winner of the debate based on their reasons.</p> <p>Teacher Directions: Prior to task, show a model of students having a debate. Discuss how the students presented their opinion and if they supported it with strong or weak reasons. Ask, “Why is it important to accurately select</p>

evidence to support your opinion?” Have students get into their collaborative groups to prepare their reasons and plan how to defend the opposing side. If possible, invite the principal or administrative team member in to play out the scenario. At the conclusion of each debate use the provided ballot to hold a vote where students choose the group that most strongly presented their opinion. Students should also give reasons that support their choice.

Debate model: <https://www.youtube.com/watch?v=EDTk-Lt6sQ>

Debate Resources: www.educationworld.com/a_lesson/lesson/lesson304b.shtml (classroom debate instructions)

Student Directions:

- Apply what you learned from watching the model debate and having your discussion about the importance of strong evidence.
- Working together, list your groups’ strongest points on notecards. (to be used during debate)
- Practice presenting your opinion and reasons along with your rebuttal.
- You’re now prepared to have your debate in front of your peers and principal or administrative team member.
- As an observer of the debate, don’t forget that you will need to vote on the ballot for which group presented the strongest argument and provide reasons that support your thinking. You may want to take notes!

Scoring Guide: SL.5.4			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o (use your judgment)	<ul style="list-style-type: none"> o Present an opinion. o Sequences ideas logically o Uses relevant facts/details to show support. o Speaks clearly at an understandable pace. 	o Meets 3 of 4 proficient criteria.	o Meets fewer than 3 proficient criteria.
		Comments:	

Performance Assessment Option 3:

(Note: This set of tasks demands a higher level of research ability. If you choose to use this set, it may be better suited for students who are showing proficiency at a higher level.)

Performance Task Synopses
<p>Engaging Scenario: A local property owner has a space available in your community and would like to open a unique entertainment venue, something unlike anything else that exists in the community. Working with a small group, you will develop a campaign to persuade the owner to adopt your group’s idea.</p> <p>Task 1: RI.5.8, SL.5.4 After listening to the engaging scenario, students will meet in small groups to brainstorm possible ideas to explore. Individually, they will investigate their ideas, collect information about them and prepare to support their ideas. Students will then come back together with their small groups, share their ideas and evidence, and choose one idea to further develop, refine, and present as a group.</p> <p>Task 2: RI.5.8, W.5.1.c, W.5.1.d, SL.5.4 Students will research, write and share their individual business plans.</p> <p>Task 3: SL.5.4, W.5.1.c, W.5.1.d Students will create a business plan presentation to share with a panel.</p> <p>Task 4: SL.5.4 Students will share their business plan presentations with a panel of adults and students.</p>

Performance Task # 1- In Detail

Priority Standards: (RI.5.8, SL.5.4)

Supporting Standards (if applicable): W.5.7; SL. 5.1; SL. 5.3

Big Idea/s: Using evidence to support your claim makes your argument more effective. The quality of communication impacts its effectiveness.

Essential Question/s: Why is it important to accurately select evidence to support your claim? How do you convey your ideas to others? How do you understand what others are trying to communicate?

DOK: 2,3,4

Synopsis: After listening to the engaging scenario, students will meet in small groups to brainstorm possible ideas to explore. Individually, they will investigate their ideas, collect information about them and prepare to support their ideas. Students will then come back together with their small groups, share their ideas and evidence, and choose one idea to further develop, refine, and present as a group.

Teacher Directions:

- Prior to task 1, teacher provides direct instruction for RI.5.8-Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s) and 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.
- Examples of entertainment venues that currently exist: Ferris wheel at Modern Woodmen Park, River’s Edge, Niabi Zoo, Fun City, QC Entertainment, Figge, Putnam, etc.
- After presenting the engaging scenario and providing direct instruction for standards listed in bullet #1, allow time for students to privately think. Then students will first meet in small groups to discuss ideas.
- Next, students will individually research their own idea and prepare a mini-presentation to share with their group members. They will complete a graphic organizer (any you may have used in the past to collect information and evidence to support an opinion) to record the evidence to support their claim. They should also write their sources so they can refer back.
- Then, students will meet back in their small groups to present their ideas. By the end of their discussion, they must reach agreement on one venue to propose to the panel.

Student Directions:

- Following engaging scenario, think of ideas for venues you would like to present.
- Meet with a small group to continue brainstorming. One student should record ideas.
- Choose one idea to research more information about on your own. Complete guiding questions graphic organizer.
- Join with your small group again to share evidence to support why your idea should be chosen by the group.
- Group will need to reach a consensus on the venue they will present to the panel.

Scoring Guide: SL.5.4

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o (use your judgment)	o Present an opinion. o Sequences ideas logically o Uses relevant facts/details to show support.	o Meets 3 of 4 proficient criteria.	o Meets fewer than 3 proficient criteria.
		Comments:	

- | | |
|---|--|
| o Speaks clearly at an understandable pace. | |
|---|--|

Performance Task # 2- In Detail

Priority Standards: (RI.5.8, W.5.1.c, W.5.1.d, SL.5.4)

Supporting Standards (if applicable): W.5.7; SL. 5.1; SL. 5.3

Big Idea/s: Using evidence to support your claim makes your argument more effective. Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.

Essential Question/s: Why is it important to accurately select evidence to support your claim?

DOK: 2,3,4

Synopsis: Students will research, write and share their individual business plans.

Teacher Directions:

- Prior to task, teacher provided direct instruction on RI.5.8-Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s), W.5.1.c- Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically), W.5.1.d-Provide a concluding statement or section related to the opinion presented, 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.
- Direct instruction on how “evidence” to support a venue will be different from evidence used by students in the past to support a claim or position.
- Prior to this task, invite/schedule an advertising or marketing person to provide information on creating and sharing a business plan presentation.
- Talking Points:
 - o Provide ideas of ways to develop and present a strong and convincing presentation
 - o Steps to follow when creating a presentation
 - o Importance of providing accurate evidence to support claim
 - o Catchy advertising techniques
- Prior to this task, depending on students, teachers may need to revisit the research process.
- Prior to this task, teachers need to instruct on how to write a business plan.
- Prior to this task, and after a discussion with a marketing professional about the creation of a business plan, teachers and students may choose to create a list of specific information to be included in the business plan. (e.g. cost to build and operate, community’s proximity to a similar venue, target audience for venue use, etc.)

Student Directions:

- Individually, research your group selected venue. Use a graphic organizer to record your claims and evidence.
- After completing the organizer, choose the three reasons you think are most effective in supporting your claim.
- These three reasons will be used to complete another graphic organizer to organize your thoughts to help in writing a business plan.
- Type your completed business plan after revising and editing with partners.

Scoring Guide: W.5.1.c			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Student links all opinions and reasons using words, phrases, and clauses.	o Student links some opinions and reasons using words, phrases, and clauses.	o Does not link opinions and reasons using words, phrases, and clauses.
		Comments:	

Scoring Guide: W.5.1.d			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Writer provides a concluding statement or section. o Concluding statement or section is related directly to the opinion presented.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Performance Task # 3- In Detail
<p>Priority Standards: (SL.5.4, W.5.1.c, W.5.1.d)</p> <p>Supporting Standards (if applicable):W.5.7; SL. 5.1</p> <p>Big Idea/s: Using evidence to support your claim makes your argument more effective. The quality of communication impacts its effectiveness. Writing should be purposefully focused, detailed, organized, and sequenced in a way that clearly communicates the ideas to the reader.</p> <p>Essential Question/s: Why is it important to accurately select evidence to support your claim? How do you convey your ideas to others?</p> <p>DOK: 1,2,3,4</p> <p>Synopsis: Students will create a business plan presentation to share with a panel.</p> <p>Teacher Directions:</p> <ul style="list-style-type: none"> - Prior to this task, provide instruction on 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., W.5.1.c-Link opinion and reasons using words, phrases, and clauses (e.g. consequently, specifically)., and W.5.1.d- Provide a concluding statement or section related to the opinion presented. - Students will meet with their original groups to share their individual business plans.

- They will then choose a minimum of four evidence based reasons to include in their presentation. Each student should contribute at least one idea.
- Present various multimedia presentation tools (PowerPoint, Prezi, iMovie, Haiku Deck, Adobe Voice)
- Graphic organizers can be used if needed.
- Provide time to practice presentations.

Student Directions:

- Meet with your group to share your individual business plan.
- Choose a minimum of four evidence-based reasons to include in your presentation. Be sure each member contributes at least one idea.
- Each group works together to determine the multimedia that will be used for their presentation.
- Create a multimedia presentation to support your venue choice.
- Practice sharing your presentation. Be sure everyone in the group has an active role in the presentation.

Scoring Guide: W.5.1.c

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Student links opinions and reasons using words, phrases, and clauses.	o	o Does not meet proficient criteria.
		Comments:	

Scoring Guide: W.5.1.d

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o	o Writer provides a concluding statement or section. o Concluding statement or section is related directly to the opinion presented.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Performance Task # 4- In Detail

Priority Standards: (SL.5.4)

Supporting Standards (if applicable):SL. 5.1; SL 5.5

Big Idea/s: Using evidence to support your claim makes your argument more effective. The quality of communication impacts its effectiveness.

Essential Question/s: Why is it important to accurately select evidence to support your claim? How do you convey your ideas to others?

DOK: 1,2,3

Synopsis: Students will share their business plan presentations with a panel of adults and students.

Teacher Directions:

- Prior to the task, teacher has directly instructed on 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
- Students will present their business plans to a panel of adults and students using evidence to support their claim.
- Teacher and panel will evaluate and complete the attached rubric for each group
- Teacher will share the completed rubric with each group

Student Directions:

- As a group, present your business plan to the panel.
- Discuss the completed rubric with teacher and discuss strengths and weaknesses of the group and presentation.

Scoring Guide: SL.5.4			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o (use your judgment)	o Present an opinion. o Sequences ideas logically o Uses relevant facts/details to show support. o Speaks clearly at an understandable pace.	o Meets 3 of 4 proficient criteria.	o Meets fewer than 3 proficient criteria.
		Comments:	

Student and Supplemental Documents

Name: _____

Unit 6 □ 5th Grade Common Formative Assessment

Directions: Read the two pieces of text and answer the questions that follow.

Forecasting Severe Weather to Communities Helps Them Prepare

By: Alissa Fleck

1 Severe weather does not happen in one place all the time, but when it happens, it's important to be prepared for it. Knowing the weather risks of where you live and how to plan for them are key to staying safe in any kind of storm.

2 While tornadoes can hit any part of the United States at any time of year, there are parts of the country—and certain seasons—in which tornadoes are much more common than others. Tornadoes primarily hit the U.S. in an L-shaped area from Iowa to Colorado to Texas. Oklahoma has the highest impact zone. Most tornadoes take place in this region in the month of May.

3 It's very helpful for weather scientists, emergency responders and community members to be aware of this so-called "Tornado Alley" in keeping people safe. While it may be difficult to protect buildings and other structures, maintaining public awareness helps humans protect themselves and their families in instances of severe weather. Protecting human lives is the most important thing. The National Weather Service provides timely warnings, and

local TV and radio stations broadcast these warnings so that people in the tornado's path can seek shelter in time. Towns also set off warning sirens that indicate there is potential for a tornado.

4 People who live in areas with high tornado frequency are also familiar with how to prepare for these events. One way people might prepare for a tornado is to seek protection in a basement or storm shelter where heavy winds are less likely to blow around dangerous objects, which could hurt someone. Often during storms people get hurt by flying debris rather than the storm itself. People who don't have basements or have disabilities preventing them from moving with ease are sometimes encouraged to lie down in a bathtub and cover their heads. These are just some of the ways people stay safe when a tornado is on the way.

5 Hurricanes, on the other hand, tend to strike coastal regions. You would not see a hurricane hit the Tornado Alley, for instance, because there are no oceans nearby. Florida is one state in the U.S. that gets hit by a large number of hurricanes. Meteorologists can usually predict hurricanes several days in advance. If it's safe to stay at home during a hurricane, people are advised to cover their windows with shutters and stock up on food, water, medication, batteries and other items they might need. As with tornadoes and other severe weather, people should expect to lose power to their homes for potentially several days or more. Even when the hurricane has passed, there can still be dangerous flooding in the streets for which people should also be prepared.

6 Sometimes government emergency services will decide it's not safe for people in the hurricane's path to stay in their homes, and they will be told to evacuate in advance. When people evacuate their homes, they move to a safer region until the storm passes and they can return home.

Reading Passage

Text: Copyright © 2010 Weekly Reader Corporation. All rights reserved.

1. What is the main idea of paragraphs 1-4? (RI5.2)

2. What are the key details to support the main idea of these first four paragraphs? (RI5.2)

3. What is the main idea of paragraphs 5-6? (RI5.2)

4. What are the key details to support the main idea of these last two paragraphs? (RI5.2)

5. Write a summary of this article. (RI5.2)

“Children of the Storm”

Tenisha Dounseroux is excited to finally be in school. She was supposed to start the fourth grade in New Orleans this fall. But just before classes began, Hurricane Katrina, one of the worst hurricanes ever to hit the United States, slammed the states on the coast of the Gulf of Mexico on August 29 [2005].

Tenisha was sad and scared as she watched heavy rains and high winds rip through her city on the Mississippi River. When New Orleans flooded, school was the last thing on Tenisha's mind as she and her family drove 350 miles west to Houston.

More than 24,000 evacuees from New Orleans moved to the Houston **Astrodome**¹, but Tenisha and her family spent five days in a hotel. Within a week, a generous Houston family had given the Dounseroux family shelter in the loft above their home. A few days later, Tenisha started school in Houston. She is one of an estimated 125,000 New Orleans children who scattered across Louisiana and neighboring states to start a new school year.

The Houston school district alone enrolled almost 2,000 students in the days following Katrina, including Tenisha and her brother Terren. The district also reopened two schools that it had closed the previous spring. Those schools were devoted entirely to children displaced by the storm.

It's hard to move and start going to a new school. It's even harder for the many children **displaced**² from the states hit hardest by Hurricane Katrina. School guidance counselors say that relocating to an unfamiliar school is bound to affect many of the children.

Tenisha and Terren, though, are doing well. They enrolled at MacGregor Music and Science Magnet School. MacGregor accepted more than a dozen displaced students.

After just two days at school, Tenisha and Terren were making new friends. "[Our new] school is great!" Tenisha told Senior Edition.

Many of Tenisha's and Terren's classmates are embracing the new arrivals. "We want to make our new classmates feel good because we know they've gone through so much," James McKethen, a fourth grader at MacGregor, told Senior Edition.

"It's cool to have new friends," adds Tiye McKethen, James's sister, a third grader. "And they get to have fun in a new school and stay in a safe place."

Terren misses playing basketball with his friends in New Orleans. Tenisha misses the teachers and students at her old school. But the family says it will most likely settle down in Texas for good. "I want to stay in Houston," Tenisha told Senior Edition.

¹ **Astrodome:** Houston's huge indoor stadium

² **displaced:** forced to move to another location

Reading Passage

Text: Copyright © 2007 Weekly Reader Corporation. All rights reserved.

***Use this chart to analyze and organize your thoughts about text structure and information before completing questions 6 and 7. (NOTE: this chart is not part of the scoring guide for this standard- it is just a way for students to organize their thinking for questions 6 and 7. However, you could still use the information in this chart as formative assessment data to guide your instruction.)**

Text	Purpose Why did the author write it?	Text Structure	Evidence of Structure and Information Presented
"Forecasting Severe Weather..."			

“Children of the Storm”			

Analyze the structure of the two articles. Compare how the information is presented between the articles.

6. Compare how the texts and information are similar. (RI5.5)

7. Contrast the texts and information to explain how they are different. (RI5.5)

Instructional Resources for RI.5.2 and RI.5.5

Not Scared...Prepared

By Valerie Havas

Many people help out during emergencies.

Sometimes news headlines are scary. Hearing about tornadoes, bird flu, war, and events such as Hurricane Katrina can make you feel worried.

But there are reasons to relax. Now more than ever, many people—from individuals to government officials—are working to prepare for and respond to disasters. Here is a description of who does what.

First Responders Are Ready

The first people to respond to disasters are often police officers, firefighters, or emergency medical technicians (EMTs). First responders are trained to give basic emergency medical care. According to the U.S. Department of Labor, an EMT-Basic, also known as an EMT-1, is trained to take care of people both at the scene of an accident and while transporting people by ambulance to the hospital.

Communities Are Involved

As a student, you can help be prepared. So can your school. For example, many schools and other public buildings offer shelter during weather-related emergencies. And some schools regularly stage fire and severe-weather drills.

Students at Pine View Middle School in Land O' Lakes, Fla., for example, sometimes practice evacuating buildings, just as they would during a tornado. The school's principal, David Estabrook, is a shelter manager. He received special training. "It's a whole lot of people working together—the Red Cross, the sheriff's office, [and] the school," he says.

States Help Too

States also prepare for emergencies. In Alaska, more than 40 volcanoes have erupted since the 1700s. So the state's Division of Homeland Security and Emergency Management provides Alaskans with tips on dealing with volcanic ash.

Officials in California try to prevent large floods, which could occur if levees (walls of earth that help control flooding) in the Sacramento-San Joaquin Delta region break because of an earthquake or a big storm. A few years ago, California's former Gov. Arnold Schwarzenegger declared a state of emergency in that area because of damage from big rainstorms.

Governments are also preparing for possible health-related disasters, such as an outbreak of avian influenza, or bird flu. The disease has infected and killed some people in other parts of the world. North American agencies are testing migratory birds and creating response plans in the event that it spreads to this part of the world. A Web site operated by the Department of Health and Human Services (<http://www.flu.gov/planning-preparedness/>) offers planning checklists for state and local governments, schools, businesses, healthcare services, and individuals.

A Watching Nation

Many government groups prepare for possible disasters and respond to them.

The Federal Emergency Management Agency (FEMA) was created to help people both before and after disasters. FEMA does everything from helping make sure that buildings are designed to withstand damage to

training emergency workers. When Hurricane Katrina hit New Orleans last year, many people criticized FEMA for not responding as well as it could have. There has even been talk of shutting FEMA down and creating a new agency.

Other federal disaster responders include the National Guard and the U.S. Coast Guard. The National Guard is a group that can quickly be activated in the event of a national emergency, such as a hurricane, floods, or a war. The Coast Guard is the nation's oldest agency for protecting U.S. waters. It carries out search-and-rescue missions during and after disasters.

Teens to the Rescue

Some teens train to help during an emergency. For instance, volunteer radio operators, such as 16-year-old Andrea H. of Grayson, Ga., often pitch in. Andrea, a member of the Gwinnett Amateur Radio Emergency Service, sent messages to areas in which Hurricane Katrina had downed traditional phone lines and overwhelmed Internet and cell phone systems. Andrea also helped staff a resource-and-recovery center where groups, including the American Red Cross and the Georgia Division of Family and Children's Services, came together to help evacuees. Andrea explains that training can make it easier to face a disaster: "It's less frightening, knowing you can have a productive role in making the situation better."

Physical education teacher Rob Battista teaches a firefighting class at Ossining High School in New York. Students are introduced to the profession through movies, field trips, guest speakers, and drills. They also try to meet the physical fitness standards of the New York City Fire Department.

Freshman Claire Y., 14, jumped at the chance to learn more about firefighting. "I always wanted to be a firefighter, ever since I was 3," she explains. "I thought it was cool when firefighters were going in to save people as everyone else was running out."

Organizations That Help

Many organizations outside the government help out too. For instance, the American Red Cross responds to more than 70,000 disasters each year, offering food, shelter, and other essential aid. The organization also provides almost half the nation's blood supply. In addition, the Red Cross offers lifesaving courses in first aid and cardiopulmonary resuscitation (CPR). CPR helps restore normal breathing in a person who is unable to breathe. The Red Cross is currently working on creating a better disaster response system. One of the organization's goals is to work with more community groups.

Habitat for Humanity gives volunteer laborers the training and supervision they need to help disaster victims rebuild their homes. Organizations such as the American Society for the Prevention of Cruelty to Animals (ASPCA), the Humane Society, and Noah's Wish train volunteers to rescue animals in times of disaster.

No Need to Worry

Of course, you can't prepare for every kind of disaster, and there's no need to try. After all, there's no reason to fear a tsunami if you live in Kansas or to lose sleep over earthquakes if you don't live near a fault zone. Not

every health scare or news story is cause for alarm to you and the people you love. For specific issues that might affect you, though, it's good to know that people are ready, just in case.

<http://www.readworks.org/passages/not-scaredprepared>

Endangered Species List Grows

Rare Hawaiian plant declared endangered

By [Laura Leigh Davidson](#) | March 20, 2009

Source: Scholastic News Online

Quick, name the first endangered or threatened animal you can think of. What was your pick? Grizzly bears? Humpback whales? Prairie dogs? Now name the first endangered or threatened plant you can think of. It's a little harder to think of a plant that is listed as "endangered" or "threatened," isn't it?

Endangered plant species may not get the same attention as endangered animal species, but there are many. And the list is growing.

The U.S. Fish and Wildlife Service announced that it is listing a rare Hawaiian vine as "endangered" under the federal Endangered Species Act (ESA).

The ESA protects species and habitats from activities that might harm them.

The vine is so rare that it has never earned a common name. It is known only by its scientific name: *Phyllostegia hispida* (fil-o-STEE-jee-a HIS-pi-da).

The vine grows only in the wet forests on the Hawaiian island of Molokai. It has lots of branches that spread out loosely to form a large tangled mass.

It's a member of the mint family, but the vine doesn't have a strong aroma, or smell, like its relatives. Cheryl Phillipson of the Pacific Islands Fish and Wildlife Office told Scholastic News Online they have nicknamed the plant "mint-less mint" for its odorless quality.

There are many threats to the 238 "mint-less mint" vines that still exist. The species could be wiped out by natural disasters like hurricanes or outbreaks of plant diseases.

Wild pigs are also an enemy of the Hawaiian vine. They like to feed on its chewy leaves.

Hawaii's Department of Natural Resources has put up fences in some areas to protect the vines from wild pigs and other animals that might want to snack on the plant.

And there are efforts under way to boost the rare plant's numbers.

According to the Fish and Wildlife service, 10 individual plants of the Hawaiian vine were found growing in the wild last year. Botanists have taken seedlings from those vines and are growing new specimens that will be reintroduced to the wild when they are ready.

"We are heartened that this one extremely endangered Hawaiian plant will finally receive the protection it so badly needs to survive," said Noah Greenwald, a director with the Center for Biological Diversity.

Hawaii is currently home to 329 endangered species of plants and animals—more than any other state. Greenwald hopes this listing will bring more attention to Hawaii's 251 other species of plants and animals that are candidates for protection under ESA.

The rare Hawaiian vine is the first plant species that the Obama administration has listed as "endangered."

Reading Passage

Text: Copyright © 2007 Weekly Reader Corporation. All rights reserved.
Weekly Reader is a registered trademark of Weekly Reader Corporation.
Used by permission.
© 2010 Urban Education Exchange. All rights reserved.

Living on the Edge

Around the world, thousands of animals are in danger of becoming extinct, or dying out. Luckily, conservation¹ programs, including one called EDGE of Existence, hope to prevent that from happening. Check out a few of the unusual endangered² mammals that EDGE is working to save.

Golden-crowned sifaka

Threats: Habitat loss, hunting

Sifakas live in groups in the trees of Madagascar, where they eat fruit, seeds, and leaves. They are one of the rarest kinds of lemurs, primates that live only on Madagascar.

Long-beaked echidna

Threats: Habitat loss, hunting

Long-beaked echidnas live in New Guinea. They are distant cousins of the platypus. These mammals lay eggs and catch earthworms with long, spiky tongues.

Red panda

Threats: Habitat loss, hunting

Red pandas are related to giant pandas, but they look more like red raccoons. They live in cool mountain forests in Asia where they dine on bamboo and spend most of their time in trees.

Saiga antelope

Threat: Hunting

These big-nosed antelopes spend most of their time grazing on grass and shrubs in Russia and parts of Asia. They live in deserts and dry grasslands.

¹ **conservation:** a careful protection and preservation of something such as animals or land

² **endangered:** threatened with extinction

Text: Copyright © 2007 Weekly Reader Corporation. All rights reserved.
Weekly Reader is a registered trademark of Weekly Reader Corporation.
Used by permission.
© 2010 Urban Education Exchange. All rights reserved.

The Chicago Fire

Chicago started out as a small town. Then, many people moved here because they wanted to be part of the new city. They were brave and came here to make a new life for themselves. Although they started with nothing, they worked extremely hard to make their homes good places to live.

However, Chicago grew so fast that people did not have time to build homes of brick, and they built them of wood instead. The city had to put in streets quickly, which meant the streets were also made of wood. People just put wooden planks down to make streets, and stuck the planks together with tar.

Some people said to be very careful because all of that wood was dangerous, especially if there was a fire. But more people kept moving here, and they all needed homes in a hurry. So they kept building more wooden houses.

More than 100 years ago, in 1871, there was a big fire in Chicago. It had been hot all summer, and the trees and bushes were dry because they needed rain. It had not rained enough to keep them growing green.

The fire continued burning. In fact, it lasted more than 30 hours. People tried to stop it, but because of all the wood, the fire kept on burning. Finally, it started to rain and that helped to put the fire out.

When people saw how much was burned, they were extremely worried. They wondered how they would be able to stay here. Yet the people who had moved here had started out with nothing. They were the ones who had built the city. They could have moved, but they decided to stay and rebuild the city of Chicago.

The day after the fire, the newspaper ran a headline that said "Cheer up! Chicago shall rise again." People stayed in Chicago and they worked hard together. They built brand new homes made of brick.

People helped each other by sharing their food and their homes. They passed new laws about building in Chicago that stated that, from then on, people would build with bricks so homes would not burn. By 1891, Chicago was a big city again. People who had stayed felt glad. They knew they had made the right choice.

[file:///ChicagoFire5thgrade%20\(1\).pdf](file:///ChicagoFire5thgrade%20(1).pdf)

Chicago Changes

Long ago, Chicago was just a small town. Families settled here, and everyone knew everyone else. Residents worked hard to get what they needed, and even children worked, too. People had to work every single day. At that time, there were no schools. They had to get wood to make their houses, and they had to get wood to heat them in winter, as well.

Then, more people moved to Chicago with their families. They wanted to have a school, so they built one themselves. All the children in the city went to school in that one place. The teacher instructed them on reading and writing, and the students learned math, too. Then, after school they would go home and help out their families.

