

Unit Planning Organizer

Grade: 5

Unit: 4

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

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Notes:

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

Unit Planning Organizer

Subject(s)	ELA					
Grade/Course	5 th Grade					
Title of Standards-Based Unit	Researching Informational Topics & Analyzing Multimedia Elements					
Estimated Duration of Unit	5-6 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.5.2)	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.5.7	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). (DOK 2, 3, 4)
(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)
(RI.5.3)	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (DOK 1, 2, 3)
RI.5.8	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)

(RI.5.9)	Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 2, 3, 4)
W.5.2.c	Link ideas within and across categories of information using words, phrases, and clauses. (DOK 3, 4)
W.5.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic. (DOK 3, 4)
(SL.5.1.a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (DOK 1, 2, 3, 4)
(SL.5.1.b)	Follow agreed-upon rules for discussions and carry out assigned roles. (DOK 1, 2, 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 discussion. (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, RL.5.6, RI.5.6, RI.5.7; W.5.6, W.5.7, W.5.8; SL.5.2, SL.5.5; L.5.1a-e, L.5.2 d, e, L.5.3 a-b, 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
(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.5.7	Analyze	- Visual and multimedia elements. - Connections between visual/multimedia elements and text. - How visual/multimedia elements contribute to meaning, tone, or beauty of a text.	2, 3, 4
RL.5.9	- Compare - Contrast	Stories in the same genre on their approaches to similar themes and topics.	1, 2
RI.5.3	Explain	Relationships between two or more individuals, events, ideas, or concepts	1, 2, 3

		- Interactions between two or more individuals, events, ideas, or concepts - Based on specific information in the text (Demonstrated with historical, scientific, or technical text.)	
RI.5.8	- Explain - Identify	- 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
RI.5.9	Integrate	- Information from several texts on the same topic - Information to write about the subject knowledgably - Information to speak about the subject knowledgably	2, 3, 4

Writing Standards

Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge
W.5.2.c	Link	Ideas within and across categories of information using words, phrases, and clauses.	3, 4
W.5.2.d	Use	- Precise language to inform about or explain the topic. - Domain-specific vocabulary to inform about or explain the topic.	3, 4

Speaking/Listening Standards

Priority Standard	<i>“Unwrapped” Skills</i> (students need to be able to do) (verbs and verb phrases)	<i>“Unwrapped” Concepts</i> (students need to know) (noun/noun phrases)	Depth of Knowledge
SL.5.1.a	- Come - Read/study - Explicitly draw - Explore	- Prepared for a discussion - Required materials - On your preparation and information about the topic - Ideas under discussion	1, 2, 3, 4
SL.5.1.b	- Establish - Follow - Carry Out	- Agreed upon rules - Roles for discussion	1, 2, 3, 4
SL.5.1.c	- Pose - Respond	- Specific questions - With comments that contribute to discussion and elaborate on others’.	1, 2, 3, 4
SL.5.1.d	- Review - Draw conclusions	Key ideas	1, 2, 3, 4

		Based on information and knowledge gained from discussion.	
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Unit Essential Question and Big Ideas	
Essential Questions	Big Ideas
How does my purpose for reading influence how I read a text?	Readers approach text differently based on the way it is written and their purpose for reading it.
How does my purpose for writing influence how I express my ideas?	Writers create different text based on their purpose for writing.
Why is it important to work collaboratively?	People must share ideas and listen to others in order to increase their understanding.

Step 2: Standards-Based Unit Assessments

Assessment and Performance Task Alignment of Unit Standards

Assessment/Performance Task	Assessed Standards
Pre CFA	RL.5.2, RL.5.7, RL.5.9
Performance Task #1	RI.5.3, RI.5.8, SL.5.1.c
Performance Task #2	RI.5.9, SL.5.1.a, SL.5.1.b
Performance Task #3	W.5.2.c, W.5.2.d
Performance Task #4	SL.5.1.d
Post CFA	RL.5.2, RL.5.7, RL.5.9

Standards-Based Common Formative Post-Assessment (CFA)
Standards: RL.5.2, RL.5.7, RL.5.9 Teacher Directions: Be sure to have students complete questions 1-8 before showing the video. Question 9 will show a change that needs to be assessed on the CFA. Student Directions and Possible Answers:

THE ANT AND THE DOVE

A thirsty Ant went to the river to drink. To reach the river he had to climb down the steep bank on a blade of grass. Halfway down he slipped and fell into the swirling waters.

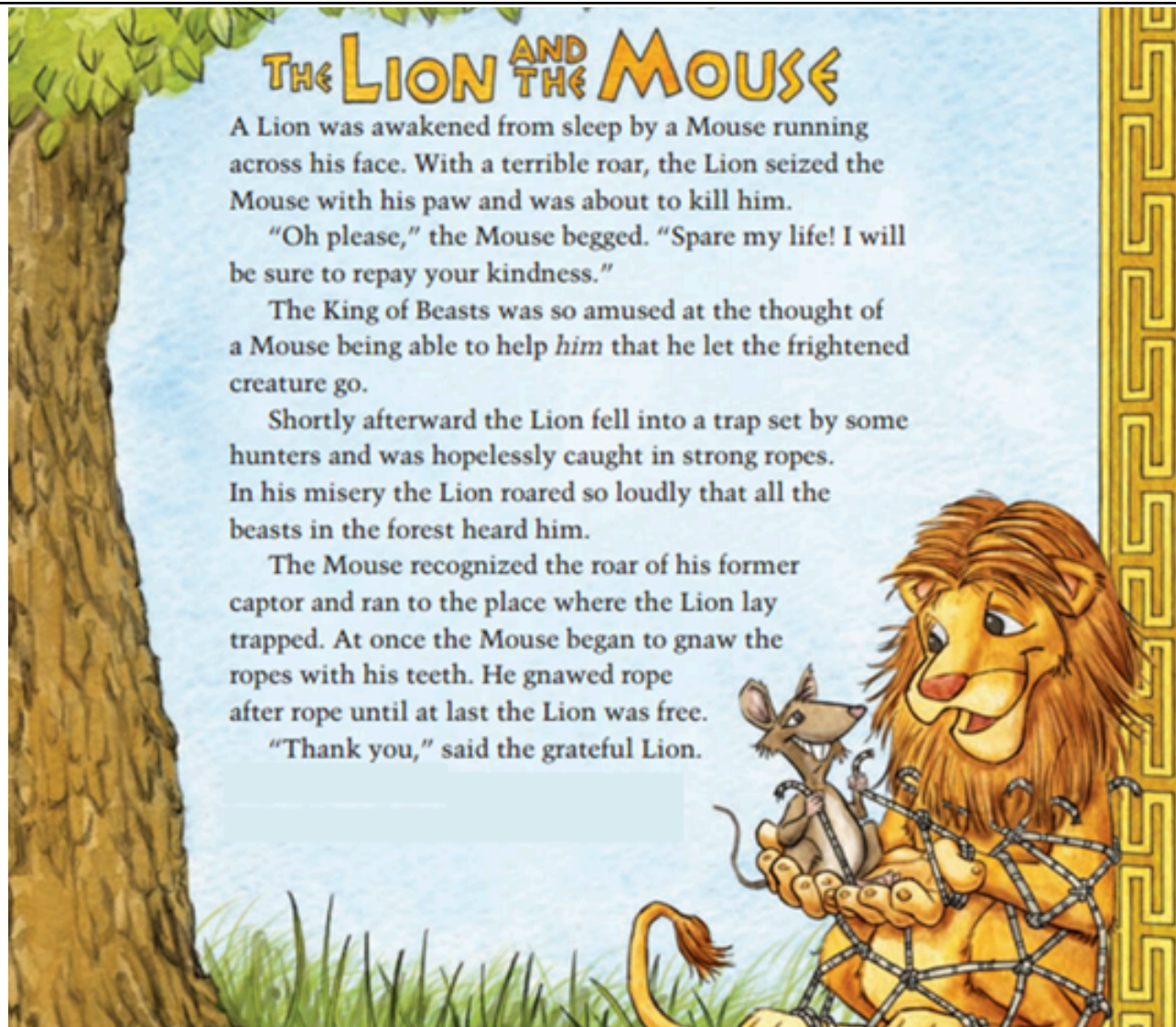
A Dove, perched in a nearby tree, saw the Ant's desperate plight. Quickly she plucked a leaf from the tree and dropped it into the river, close to the Ant. The Ant was able to climb up on the leaf and float safely to shore.

As soon as he was on dry land, the Ant saw a hunter of birds hiding behind a tree with a net in his hand. Seeing that the Dove was in danger, he crawled up to the hunter and bit him on his heel. The startled hunter dropped his net, and the Dove flew off.

The Dove, perched safely in the tree, called down to the Ant, "Thank you, my little friend."

"Not at all," said the Ant.





THE LION AND THE MOUSE

A Lion was awakened from sleep by a Mouse running across his face. With a terrible roar, the Lion seized the Mouse with his paw and was about to kill him.

"Oh please," the Mouse begged. "Spare my life! I will be sure to repay your kindness."

The King of Beasts was so amused at the thought of a Mouse being able to help *him* that he let the frightened creature go.

Shortly afterward the Lion fell into a trap set by some hunters and was hopelessly caught in strong ropes. In his misery the Lion roared so loudly that all the beasts in the forest heard him.

The Mouse recognized the roar of his former captor and ran to the place where the Lion lay trapped. At once the Mouse began to gnaw the ropes with his teeth. He gnawed rope after rope until at last the Lion was free.

"Thank you," said the grateful Lion.

<http://www.olgcnj.org/school/files/2011/03/lesson23.pdf>

1. Read The Ant and the Dove and summarize (RL.5.2).

Possible Answers: The ant got himself in trouble in the water. The dove dropped a leaf down to help the mouse. The mouse saw a hunter behind a tree and helped the bird by letting him know so he could save himself.

2. Determine the theme of The Ant and the Dove and support your choice with details from the text (RL.5.2).

Possible Answers: Help those in need. No good deed goes unnoticed. What goes around comes around. Treat others as you want to be treated.

3. In The Ant and the Dove, how did the characters respond to challenges (RL.5.2)?

When the ant fell into the water, the dove dropped a leaf in the river for the ant to climb on. When the dove was in danger from a hunter, the mouse bit the hunter on the heel.

4. Read The Lion and the Mouse and summarize (RL.5.2).

Possible Answers: The lion catches the mouse and after the mouse begs him, the lion sets him free with the promise that he'll repay him. Later on, the lion gets caught in a trap and the only one who can save him is the mouse. The mouse repays him by freeing him.

5. Determine the theme of The Lion and the Mouse and support your choice with details from the text (RL.5.2).
Possible Answers: Help those in need. No good deed goes unnoticed. What goes around comes around. Treat others as you want to be treated.
6. In The Lion and the Mouse, how did the characters respond to challenges (RL.5.2)?
When the lion was caught in a trap he roared for help. The mouse gnawed through the rope to set the lion free.
7. Based on your answers to questions 2, 3, 5 and 6, compare and contrast the author's approach to the themes of each story (how the author conveys the theme) (RL.5.9):

Compare	Contrast
- Someone is in need - One character appears to be stronger than the other - The author got his point across using short pieces of text. - Both gave animals human qualities to help make the message clearer.	- The mouse and lion made a deal: the mouse promised to repay him someday. The ant responded even though the dove didn't expect it. - The lion and the mouse began as natural enemies before they became friends. The ant and the dove were friendly right away.

8. Describe the meaning or tone of the text, The Lion and the Mouse. (*Note: this question is not assessed, but can be used as a baseline in order to assess question 9.)
This text is written in order to teach a lesson.
As a reader, this text made me feel light-hearted, easy-going, or positive.
9. Watch The Lion and the Mouse. How did the multimedia elements contribute to the meaning and tone of the text? (If you do not have access to this video clip, use any short video clip.)
<https://www.youtube.com/watch?v=5eh2NU0mjrc&app=desktop> OR
<https://www.youtube.com/watch?v=rGCvtuPqXvQ>
Accept answers that would influence the mood, tone, or beauty of the text, such as: music, coloration, sound effects, film speed, actions of characters

Scoring Guide RL.5.2 (Q 1-6)

Exemplary	Proficient	Close to Proficient	Far from Proficient
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	- o Student summarizes the text. - o Student correctly determines theme. - o Student identifies how characters respond to challenges. (This must be done for each text.)	o Meets 2 of the proficient criteria.	o Meets less than 2 of the proficient criteria.
		Comments:	

Scoring Guide RL.5.9 (Q 7)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
	- o Student compares the authors' approaches to theme. - o Student contrasts the authors' approaches to theme.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide RL.5.7 (Q 9- Reading students' answers to question 8 may help you in determining proficiency.)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student provides a sophisticated analysis of multimedia elements. (Teacher judgment will be necessary.)	o Student analyzes how multimedia elements contribute to the meaning, tone, or beauty of the text.		o Meets none of the proficient criteria.
		Comments:	

Standards-Based Common Formative Pre-Assessment (CFA)
Standards: same as above Teacher Directions: same as above Student Directions and Possible Answers: same as above

Step 3: Standards-Based Performance Tasks

Performance Task Synopses
Engaging Scenario:

The city of _____ has found that their recycling program is costing them too much time and money. They have decided to eliminate the program. Your challenge is to inform the city council of _____ why they need to reinstate the recycling program and look for other options for saving time and money. Each of you will research the benefits of recycling in order to create an informative article to be included in the city's monthly newsletter. You will also work collaboratively to create a public service announcement in support of recycling.

Task 1: (RI.5.3, RI.5.8, SL.5.1.c) Students will read *Why is Recycling Important/ What is Recycling?*, answer guiding questions, and create a list of questions they still have on the topic.

Task 2: (RI.5.9, SL.5.1.a, SL.5.1.b) Students will research recycling and the relationship it has with the environment. They will share their information with a collaborative group.

Task 3: (W.5.2.c, W.5.2.d) Students will write an informative article about reinstating the recycling program for _____.

Task 4: (SL.5.1.d) Students will share their recycling articles in a group and will determine one important aspect of recycling in order to create a public service announcement (PSA).

Performance Task # 1- In Detail

Priority Standards:

RI.5.3: Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (DOK 1, 2, 3)

RI.5.8: 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)

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)

Big Idea/s:

Readers approach text differently based on the way it is written and their purpose for reading it.

Essential Question/s:

How does my purpose for reading influence how I read a text?

DOK: 1, 2, 3, 4

Synopsis:

Students will read *Why is Recycling Important/ What is Recycling?*, answer guiding questions, and create a list of questions they still have on the topic.

Teacher Directions:

- Prior to task 1 teacher provided direct instruction for RI.5.3- explain relationship/interaction between two or more concepts. RI.5.8- identifying author's main idea and support. SL.5.1.c- posing specific questions to contribute to discussion
- Pass out *Why is Recycling Important/ What is Recycling?* and have students answer guiding questions so that they can build their background knowledge and learn about the relationship between recycling and the environment.
- When students are done reading, have them create a list of questions they still have about recycling, local recycling programs, or waste management. (This is addressing part of SL.5.1.c- but will be assessed further in performance task 2)

Student Directions:

- Read *Why is Recycling Important/ What is Recycling?* and answer the guiding questions. Your purpose for reading this article is to build your background knowledge and learn about the relationship between recycling and the environment.
- Remember, you are going to be writing an informative article about why the city should keep their recycling program. Create a list of questions you still have about recycling, local recycling programs, or waste management. These questions will help guide your research.

Scoring Guide- RI.5.8 (Guiding Questions Handout- Q1)

Proficient	Close to Proficient	Far from Proficient
- 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:	

Scoring Guide- RI.5.3 (Guiding Questions Handout- Q2) This does not fully assess the standard since we are only using a scientific piece of text

Proficient	Close to Proficient	Far from Proficient
o Student clearly explains the relationship/interaction.		o Does not meet the proficient criteria.
	Comments:	

Performance Task # 2- In Detail

Priority Standards:

RI.5.9: Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably. (DOK 2, 3, 4)

SL.5.1.a: Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (DOK 1, 2, 3, 4)

SL.5.1.b: Follow agreed-upon rules for discussions and carry out assigned roles. (DOK 1, 2, 3, 4)

Big Idea/s:

People must share ideas and listen to others in order to increase their understanding.

Essential Question/s:

Why is it important to work collaboratively?

DOK: 1, 2, 3, 4

Synopsis:

Students will research recycling and the relationship it has with the environment. They will share their information with a collaborative group.

Teacher Directions:

- Prior to task 2 teacher will provide direct instruction for RI.5.9- integrating information from several texts. SL.5.1.a&b- come to discussions prepared and follow agreed upon rules and roles.
- Pass out note-taking guide and discuss expectations for its use.
- Have students use their questions created during task 1 to guide their research.
- Monitor note-taking progress and scaffold as needed. Gathering information will take multiple days.
- Once information gathering is complete, put students into collaborative discussion groups. Have students bring the questions they created in performance task 1 to the discussion.
- In these groups students should share some of the information found to answer questions from performance task 1. They should also be sure to share the “big concepts/ideas” they determined during information gathering.
- During discussion, encourage students to ask questions of their group members to clarify their understanding. At this point, students may share sources with their group members to assist them in finding additional information. (Be sure to circulate to all groups during discussion time to assess SL.5.1.a, b, and c.)

Websites for recycling in local towns:

<http://www.cityofdavenportiowa.com/eGov/apps/services/index.egov?view=detail;id=690>

http://www.cityofdavenportiowa.com/egov/documents/1382719793_69091.pdf

<http://www.wastecom.com/Content/Residential/Communities/Eldridge.aspx>

<http://www.bettendorf.org/departments/division.php?structureid=179>

<http://www.wastecom.com/Content/Residential/Communities/LeClaire.aspx>

<http://www.ci.clinton.ia.us/html/recycling+solidwaste.html>

Student Directions:

- Using your note-taking guide and the directions from your teacher, begin gathering information to be used to write your article about reinstating the recycling program in _____.
- When you are done gathering your information, take some time to review all of your notes and look for information and ideas that came up multiple times while you were researching. Record these big concepts/ideas on the back of your note-taking guide.
- Meet with your assigned group to share what you learned. Listen to what others learned and ask questions to clarify your understanding.

Scoring Guide- RI.5.9 (Note taking guide)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student synthesizes information and creates insightful concepts/ideas. (This will require teacher judgement)	o Student has integrated information from several sources (digital and print). o Student can write about the subject knowledgeably.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide- SL.5.1.a (Teacher may want to use speaking and listening checklist to help assess throughout task)

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Takes a leadership role respectfully.	o Comes to discussion prepared. o Actively participates in discussion.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide- SL.5.1.b (Teacher may want to use speaking and listening checklist to help assess throughout task)

Exemplary	Proficient	Close to Proficient	Far from Proficient
	o Follow agreed upon rules. o Carry out assigned roles.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

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Scoring Guide- SL.5.1.c (Teacher may want to use speaking and listening checklist to help assess throughout task)			
Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Drawing reluctant group members into the discussion.	- o Pose questions that contribute to discussion. - o Respond to others' questions. - o Elaborate on remarks of others.	o Meets 2 of the proficient criteria.	o Meets 1 of the proficient criteria.
		Comments:	

Performance Task # 3- In Detail
Priority Standards: <u>W.5.2.c:</u> Link ideas within and across categories of information using words, phrases, and clauses. (DOK 3, 4) <u>W.5.2.d:</u> Use precise language and domain-specific vocabulary to inform about or explain the topic. (DOK 3, 4) Big Idea/s: Writers create different text based on their purpose for writing. Essential Question/s: How does my purpose for writing influence how I express my ideas? DOK: 3, 4 Synopsis: Students will write an informative article about reinstating the recycling program for _____. Teacher Directions: - Prior to task 3 provide direction instruction for W.5.2.c- linking ideas in writing and W.5.2.d- Use precise domain-specific vocabulary to inform their readers. - Tell students to write their informative article about why the recycling program should be reinstated. - Teacher may want to provide graphic organizers and/or scaffolds for students to organize their writing. - Provide students with time to revise, edit, and publish their article before sharing with their collaborative group. **Teachers also have the opportunity to assess W.5.1.a, b, & e during this task if necessary.

Student Directions:

- Write an informative article about why a recycling program should be reinstated in _____.
- Organize the information you gathered by clearly stating the main ideas and supporting points about reinstating recycling in your community.
- Revise, edit and publish your piece of writing.

Scoring Guide- W.5.2.c

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student uses a variety of sophisticated words, phrases, or clauses.	o Student links ideas using words, phrases, or clauses.	o	o Meets none of the proficient criteria.
		Comments:	

Scoring Guide- W.5.2.d

Exemplary	Proficient	Close to Proficient	Far from Proficient
All proficient criteria plus: o Student uses advanced precise, domain-specific language. (Teacher judgment will be necessary)	o Student uses precise, domain-specific language to inform about a topic throughout writing.	o Student uses <u>some</u> precise, domain-specific language.	o Student doesn't use precise, domain-specific language.
		Comments:	

Performance Task # 4- In Detail**Priority Standards:**

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

Big Idea/s:

People must share ideas and listen to others in order to increase their understanding.

Essential Question/s:

Why is it important to work collaboratively?

DOK: 1, 2, 3, 4

Synopsis:

Students will share their recycling articles in a group and determine one important aspect of recycling in order to create a public service announcement (PSA).

Teacher Directions:

- Prior to task 4 provide direct instruction for SL.5.1.d- review ideas and draw conclusions from information gained during discussion.
- Put students in collaborative discussion groups. (You may choose to use the same groups from performance task 2 or create new groups.)
- In these groups, students will share their published article while others complete a peer review to organize their thoughts.
- After hearing all of the articles the students will determine what the MOST important aspect of recycling is.
- Each member of the group will share his/her most important aspect of recycling. As a group, they will choose an idea to create a public service announcement (PSA) for.
- Possible methods for students to present their PSA:
 - o iMovie, podcast, or other recording method
 - o Present live to the class
 - o Webpage, poster, billboard
 - o Other

****Teacher may want to show students an example of what a public service announcement is.**

Student Directions:

- Meet with your assigned collaborative group.
- Listen to each of your group members read their recycling article and determine their main points. Use the peer review handout to record your thinking.
- When all members have shared, look at the notes you gathered on the peer review to determine what the MOST important aspect of recycling is.
- As a group, choose one aspect and come up with a public service announcement (PSA) about recycling.
- Choose a method for presenting your PSA.
- Share it with the class.

Scoring Guide- SL.5.1.d (Peer review handout)

Exemplary	Proficient	Close to Proficient	Far from Proficient
	- o Student identifies and reviews key ideas expressed. - o Student draws conclusions in light of information gained from discussion.	o Meets 1 of the proficient criteria.	o Meets none of the proficient criteria.
		Comments:	

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Student Materials and Supporting Documents

Name: _____

Unit 4 ☐ 5th Grade Common Formative Assessment

THE ANT AND THE DOVE

A thirsty Ant went to the river to drink. To reach the river he had to climb down the steep bank on a blade of grass. Halfway down he slipped and fell into the swirling waters.

A Dove, perched in a nearby tree, saw the Ant's desperate plight. Quickly she plucked a leaf from the tree and dropped it into the river, close to the Ant. The Ant was able to climb up on the leaf and float safely to shore.

As soon as he was on dry land, the Ant saw a hunter of birds hiding behind a tree with a net in his hand. Seeing that the Dove was in danger, he crawled up to the hunter and bit him on his heel. The startled hunter dropped his net, and the Dove flew off.

The Dove, perched safely in the tree, called down to the Ant, "Thank you, my little friend."

"Not at all," said the Ant.



1. Read The Ant and the Dove and summarize (RL.5.2).

2. Determine the theme of The Ant and the Dove and support your choice with details from the text (RL.5.2).

3. In The Ant and the Dove, how did the characters respond to challenges (RL.5.2)?

4. Read The Lion and the Mouse (on the next page) and summarize (RL.5.2).

THE LION AND THE MOUSE

A Lion was awakened from sleep by a Mouse running across his face. With a terrible roar, the Lion seized the Mouse with his paw and was about to kill him.

"Oh please," the Mouse begged. "Spare my life! I will be sure to repay your kindness."

The King of Beasts was so amused at the thought of a Mouse being able to help *him* that he let the frightened creature go.

Shortly afterward the Lion fell into a trap set by some hunters and was hopelessly caught in strong ropes. In his misery the Lion roared so loudly that all the beasts in the forest heard him.

The Mouse recognized the roar of his former captor and ran to the place where the Lion lay trapped. At once the Mouse began to gnaw the ropes with his teeth. He gnawed rope after rope until at last the Lion was free.

"Thank you," said the grateful Lion.



<http://www.olgcnj.org/school/files/2011/03/lesson23.pdf>

5. Determine the theme of The Lion and the Mouse and support your choice with details from the text (RL.5.2).

6. In The Lion and the Mouse, how did the characters respond to challenges (RL.5.2)?

7. Based on your answers to questions 2, 3, 5 and 6, compare and contrast the authors' approaches to the themes of each story (how the author conveys the theme) (RL.5.9):

Compare	Contrast

8. Describe the meaning or tone of the text The Lion and the Mouse.

9. Watch The Lion and the Mouse, or other video that your teacher shows. How did the multimedia elements contribute to the meaning and tone of the text?

Performance Task 1 Text:

Why Is Recycling Important / What is Recycling?

Recycling is the process of separating, collecting, and remanufacturing or converting used or waste products into new materials. The recycling process involves a series of steps to produce new products.



Recycling helps extend the life and usefulness of something that has already served its initial purpose by producing something that is useable. Recycling has a lot of benefits and importance not only to us humans, but especially to our planet.

Why Is Recycling Important / What Materials Can be Recycled?

Almost everything we see around us can be recycled. Different materials require different techniques when recycled. Recyclable materials commonly include batteries, biodegradable waste, clothing, electronics, glass, metals, paper, plastics and a lot more.

Why Is Recycling Important / What are the Stages of the Recycling Process?

The recycling process is a cycle and is composed of three stages. The first stage is collecting and sorting. In this stage, waste materials are collected and then processed and sorted according to its type and use. After these materials are sorted, they are ready for the second stage, which is manufacturing.

The manufacturing stage is the phase where the collected and sorted materials are processed into new reusable products. After new products are manufactured, the next stage follows, which is the selling of recycled products to consumers. When the product that the consumers bought already served its purpose, the recycling process will continue as these products are collected.

Why is Recycling Important?

Recycling has a lot of benefits that can help people and save the environment as well. Its importance can be observed in many different ways. Here are some great reasons why recycling is important:

Recycling Saves the Earth

Recycling different products will help the environment. For example, we know that paper comes from trees and many trees are being cut down to produce paper. By recycling paper, we can help lessen the number of

trees that are cut down. Products made from raw materials that come from our natural resources should be recycled so that we can help preserve the environment.

Recycling Saves Energy

It takes less energy to process recycled materials than to process raw materials. For example, it takes a lot less energy to recycle paper than to create new paper from trees. The energy from transporting raw materials from the source is also saved. Saving energy also has its own benefits, like decreasing pollution. This creates less stress on our health and our economy.

Recycling Helps Mitigate Global Warming and Reduce Pollution

By saving energy in industrial production through recycling, the greenhouse gas emissions from factories and industrial plants are lessened and the use of fuels that emit harmful gasses during production is also minimized. Recycling non-biodegradable waste (rather than burning it) will contribute a lot to help reduce air pollution and greenhouse gasses that depletes the ozone layer.

Recycling Reduces Waste Products in Landfills

Landfills are mostly composed of non-biodegradable waste which takes a long time to decompose. By recycling, we can lessen the waste materials that are placed into landfills and we are able to make the most out of these materials. If we don't recycle, more and more garbage will go to landfills until they all get filled up. If that happens, where will the rubbish be placed? How would you like a landfill in your backyard?

There are many companies out there that help reduce the problem of overfilling landfills by offering options (like ink cartridges) that make sense. When consumers seek out companies that have established green practices, like *Carrot Ink*, the consumer wins by not only helping the environment but also by saving money.

Recycling Helps You Save Money

Recycling provides ways to save money. You can sell recyclable materials to organizations that are willing to buy it. Using products that are recycled lessens expenses. Products that are made from recycled materials are less expensive than products made from fresh materials.

At home, you can recycle biodegradable waste like eggshells or vegetable and fruit peelings, and use them to fertilize plants. By doing a little research and getting creative you can save money and trips to the market while being kind to the planet.

As the population of the world increases, recycling is becoming more important. Our technologically advanced societies are creating more products and packaging that look good and are indestructible, but can take centuries to break down. It is up to the growing number of individuals and companies that want to inhabit a healthier planet to make a difference by recycling.

<http://www.benefits-of-recycling.com/whyisrecyclingimportant/>

Name: _____

Guiding Questions for Why is Recycling Important/ What is Recycling?

1. List 2 points the author suggested recycling is important. What evidence was given to support each of these points?

Point 1	Point 2
Evidence to Support Point 1	Evidence to Support Point 2
-	-
-	-

2. Explain the relationship between recycling and the environment.

3. Please use the back of this paper to create a list of questions you still have about recycling, local recycling programs, or waste management. These questions will help guide your research.

(Remember, you are going to be writing an informative article about why the city should keep their recycling program.)

Note Taking Guide

Source	Information Gathered

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Now that you have gathered information from multiple sources, what are some big concepts/ideas you found about recycling and local recycling programs? (use the back of this page)

Name: _____

Peer Review of Recycling Article

Author's Name:	Main points the author presented about recycling:

After listening to all of the articles, the MOST important aspect of recycling is:

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Possible Resources for SL.5.1 (also included in unit 1 materials)

Agreed Upon Rules and Roles in Collaborative Group		
Role	Name	Responsibility

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

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

[illegible]

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

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

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

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.