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Chief of Instruction
### Fifth Grade CPS Literacy Planning Guide

**Built upon the PARCC Content Framework**

<table>
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<tr>
<th>Reading Complex Texts RL/R.I.5.10 (see suggested genres)</th>
<th>Writing About Texts W.5.1-2, 4-6.9-10</th>
<th>Research Project W.5.7-9, RL/R.I.5.1-10</th>
<th>Narrative Writing W.5.3-6, 10</th>
<th>Assessments† W.5.1-3,9, RI.5.1</th>
</tr>
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<tbody>
<tr>
<td>5-6 Short Texts per quarter 1 Extended Text per quarter (At least 2 Informational &amp; 2 Literature a year)</td>
<td>Daily Routine Writing (W.5.9) (RL/R.I.5.1) 4-6 Analyses per year (RL/R.I.5.1 &amp; W.5.9) (W.5.4,5.5 &amp; L.5.1-3)</td>
<td>1 Research Paper per quarter (As evidenced in written products aligned to W.1, W.2, or W.9) 3 Narratives a year</td>
<td>Written Product</td>
<td>BOY RI.5.1, W.5.9 Performance Task for Pre-Assessment*</td>
</tr>
</tbody>
</table>

**Q1**

- **Literature:** 3-5
- **Informational:** 2-4

**Analyses should be written to develop an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.**

**Q1 Use short narrative pieces as mentor text(s) to support the development of students’ narrative writing in preparation for quarter benchmark.**

- **Focus on opinions**

**Develop & Convey Understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.**

**Q1 Write at least three narratives a year that convey real or imagined experiences and reflect the craft of literary elements outlined in Reading Standards 2-6.**

**End of Q1**

- **W.5.3 (narrative writing)**
- **RL.5.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their narrative writing piece)**

**Q2**

- **Literature:** 3-5
- **Informational:** 2-4

**Analyses should be written to develop an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.**

**Q2 Use short informational pieces as mentor text(s) to support the development of students’ informational writing in preparation for quarter benchmark.**

- **Focus on inform & explain**

**Develop & Convey Understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.**

**Q2 Write at least three informational texts that inform and explain within the writing activities of at least one unit as they build toward the completion of a final opinion or informative/explanatory text.**

**End of Q2**

- **W.5.2 (informational writing)**
- **RL.5.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their informational writing piece)**

**Q3**

- **Literature:** 3-5
- **Informational:** 2-4

**Analyses should be written to develop an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.**

**Q3 Use short opinion pieces as mentor text(s) to support the development of students’ opinion writing in preparation for quarter benchmark.**

- **Focus on opinions**

**Develop & Convey Understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.**

**Q3 Write at least three opinion pieces that inform and explain within the writing activities of at least one unit as they build toward the completion of a final opinion or informative/explanatory text.**

**End of Q3**

- **W.5.1 (opinion writing)**
- **RL.5.1 (text dependent questions that measure students’ comprehension and provide them with the evidence needed to develop their opinion piece)**

**Q4**

- **Literature:** 3-5
- **Informational:** 2-4

**Analyses should be written to develop an argument or explanation based on the ideas and facts gathered through the reading of short and extended texts.**

**Q4 Use short informational pieces as mentor text(s) to support the development of students’ informational writing in preparation for quarter benchmark.**

- **Focus on inform & explain**

**Develop & Convey Understanding Students must write daily and consistently during reading of short and extended texts to show evidence of their application of reading strategies, such as predicting, visualizing, inferring, summarizing, questioning and connecting.**

**Q4 Write at least three informational texts that inform and explain within the writing activities of at least one unit as they build toward the completion of a final opinion or informative/explanatory text.**

**End of Q4**

- **W.5.1-3,9, RI.5.1, W.5.9 Performance Task for Post-Assessment*"
Suggested genres to guide the teaching of complex text:

**Literature:** adventure stories, folktales, legends, fables, fantasy, realistic fiction, myth and drama, nursery rhymes, narrative poems, limericks and free verse

**Informational/Literary Nonfiction:** biographies and autobiographies; books and short texts about history, social studies, science and the arts; technical texts, including directions, forms and information displayed in graphs, charts or maps; and digital sources on a range of topics written for a broad audience

**Short Texts:** short texts of multiple genres (such as poetry, articles, or speeches) that would allow students to draw evidence from the texts and present their analyses in writing as well as through speaking

**Extended Texts:** extended, full-length works of literature (such as a novel or play) or longer informational text (such as a memoir or biography), depending on the focus of the unit

<table>
<thead>
<tr>
<th>For Reading and Writing in Each Quarter</th>
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<tbody>
<tr>
<td>Cite evidence</td>
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<tr>
<td>RL/RI.5.1</td>
</tr>
<tr>
<td>Analyze content</td>
</tr>
<tr>
<td>RL/RI.5.2-9, SL.5.2-3</td>
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<tr>
<td>Study and apply grammar</td>
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<tr>
<td>L.5.1-3, SL.5.6</td>
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<tr>
<td>Study &amp; apply vocabulary</td>
</tr>
<tr>
<td>L.5.4-6</td>
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<tr>
<td>Conduct discussions</td>
</tr>
<tr>
<td>SL.5.1</td>
</tr>
<tr>
<td>Report findings</td>
</tr>
<tr>
<td>SL.5.4-6</td>
</tr>
</tbody>
</table>

**Reading: Foundational Skills**

| Phonics & word recognition |
| RF.5.3                     |
| Fluency                    |
| RF.5.4                     |

* These performance tasks will also be used to measure student growth for teacher evaluation.
† These will be provided by the district.
## Fifth Grade Curriculum Map

### Quarter 1

<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions (Content and Skills Based)</th>
<th>Reading Complex Texts</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Q1</strong> Unifying Concept: culture</td>
<td><strong>Q1 Unit 1</strong>&lt;br&gt;What is culture?&lt;br&gt;What causes culture (or people within a culture) to change?&lt;br&gt;Where does the meaning of text reside? Within the text, within the reader, or in the transaction that occurs between the two?</td>
<td><strong>Q1 Unit 1</strong>&lt;br&gt;<strong>Extended Text</strong> (science fiction)&lt;br&gt;<em>The Uglies</em> by Scott Westerfeld&lt;br&gt;<strong>Short Texts</strong> (informational/literature)&lt;br&gt;“Technology and Culture” by Richard Stengel, *Time Magazine&lt;br&gt;“Technology and Culture” (<a href="http://understandingsociety.blogspot.com">http://understandingsociety.blogspot.com</a>)&lt;br&gt;“The Right to Vote” from <em>Time for Kids</em> (September 26, 2012)&lt;br&gt;“The Struggle to Be an All-American Girl” by Elizabeth Wong&lt;br&gt;“Rib Sandwich” poem by William J. Harris&lt;br&gt;“The Man to Send Rain Clouds” by Leslie Marmon Silko&lt;br&gt;“What is Culture?” by Lisa Velazquez, <em>The English Magazine</em> (November 1, 2011)</td>
<td>Beginning of Year (BOY): RI.5.1 and W.9 Performance Task (reading comprehension and writing about text with evidence) for Pre-Assessment*&lt;br&gt;<strong>Q1 Unit 1</strong>&lt;br&gt;Teacher-created performance assessment&lt;br&gt;Focus on narrative&lt;br&gt;Primary Standards Assessed: RL5.1, RL5.2, RL5.3, RL5.10, W5.3</td>
</tr>
<tr>
<td><strong>Q1 Unit 2</strong>&lt;br&gt;How are diverse identities and cultures alike and different?&lt;br&gt;How does what you read affect how you read?&lt;br&gt;How do good writers express themselves?</td>
<td><strong>Q1 Unit 2</strong>&lt;br&gt;<strong>Extended Text</strong> (fiction):&lt;br&gt;<em>Maniac Magee</em> by Jerry Spinelli&lt;br&gt;<em>Miracle’s Boys</em> by Jacqueline Woodson&lt;br&gt;<strong>Short Texts</strong> (informational and literary):&lt;br&gt;“Born Worker” by Gary Soto&lt;br&gt;<em>The Hundred Dresses</em> by Eleanor Estes&lt;br&gt;<em>The Other Side</em> by Jacqueline Woodson&lt;br&gt;“American Culture” by Glenn McMahon; RusUSA.com&lt;br&gt;“The World is on the Move” by Margaret Watson, <em>The English Magazine</em> (September 1, 2011)</td>
<td><strong>Q1 Unit 2</strong>&lt;br&gt;Teacher-created performance assessment&lt;br&gt;Focus on opinion&lt;br&gt;Primary Standards Assessed: RI.5.1, RI.5.2, RI5.3, RI5.10, W5.1&lt;br&gt;<strong>End of Q1 Benchmark Assessment</strong>&lt;br&gt;W5.3 (narrative writing)&lt;br&gt;RI5.1 (text dependent questions that will provide students with the evidence needed to demonstrate comprehension and to develop their argument writing piece)</td>
<td></td>
</tr>
</tbody>
</table>

* These performance tasks will also be used to measure student growth for teacher evaluation.
### Fifth Grade Curriculum Map (continued)

#### Quarter 2

<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions (Content and Skills Based)</th>
<th>Reading Complex Texts</th>
<th>Performance Assessments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q2 Unifying Concept: identity</td>
<td>Q2 Unit 3 (quarter-long unit) What external factors shape our identity? What makes people who they are? How do you effectively substantiate a judgment? How does knowledge of common organizational structures benefit readers and writers?</td>
<td>Q2 Unit 3 (quarter-long unit) Extended Text (nonfiction): <em>The Wall: Growing Up Behind the Iron Curtain</em></td>
<td>Q2 Unit 3 (quarter-long unit) Teacher-created performance assessment Focus on informational Primary Standards Assessed: RI5.1, RI5.2, RI5.3, RI5.4, RI5.5, RI5.6, RI5.8, RI5.10, W5.2 End of Q2 Benchmark Assessment W5.2 (informational writing) RI5.1 (text dependent questions that will provide students with the evidence needed to demonstrate comprehension and to develop their informational writing piece)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Reading Complex Texts</td>
<td>3-5 short texts; 1 extended text (at a minimum) per quarter or module Balance between fiction and informational text</td>
</tr>
</tbody>
</table>

* These performance tasks will also be used to measure student growth for teacher evaluation.
### Fifth Grade Curriculum Map (continued)

#### Quarter 3

<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions (Content and Skills Based)</th>
<th>Reading Complex Texts</th>
<th>Performance Assessments</th>
</tr>
</thead>
</table>
| Q3 Unifying Concept: Roles and Responsibilities in cultures | Q3 Unit 4  
How does conflict bring about cultural change?  
How do good writers express themselves?  
How can first person narratives help us investigate important dimensions of history? | Q3 Unit 4  
**Extended Texts** (historical fiction)  
*The Cay* by Theodore Taylor  
*The True Confessions of Charlotte Doyle* by Avi  
**Short Texts** (literary/folktales and informational):  
“Working for Peace” from *Time for Kids* (October 11, 2011)  
“Egypt’s President Resigns” from *Time for Kids* (February 11, 2011)  
“From Blanca Flor” by Angel Vigil  
“The Culture Question” by Anthony DePalma from *NY Times* (November 4, 1990)  
“Egypt News—Revolution and Aftermath—Presidential Elections, May 2012” *NY Times*, April 20, 2012 | Q3 Unit 4  
Teacher-created performance assessment  
Focus on narrative  
Primary Standards Assessed: RL5.1, RL5.5, RL5.6, RL5.10, W5.3 |
| Q3 Unit 5  
How do roles and responsibilities differ among cultures?  
How are roles and responsibilities the same from culture to culture?  
How is writing used as a vehicle to evoke change? | Q3 Unit 5  
**Extended Text** (historical fiction):  
*The Clay Marble* by Minfong Ho  
**Short Texts** (literary and informational):  
*Baseball in April and Other Stories* by Gary Soto  
Excerpts from *Esperanza Rising* by Pam Munoz Ryan  
“If You Lived in Samurai Japan” by Virginia Schomp  
“What is Culture?” [www.anthro.palomar.edu/culture/culture_1.html](http://www.anthro.palomar.edu/culture/culture_1.html)  
*National Geographic People and Culture Photos,*  
[http://photography.nationalgeographic.com/photography/photo-of-the-day/people-culture](http://photography.nationalgeographic.com/photography/photo-of-the-day/people-culture) | Q3 Unit 5  
Teacher-created performance assessment  
Focus on informational  
Primary Standards Assessed: RI5.1, RI5.7, RI5.8, RI5.10, W5.2 | **End of Q3 Benchmark Assessment**  
W5.1 (opinion writing)  
RI5.1 (text dependent questions that will provide students with the evidence needed to develop their argument writing piece) |

* These performance tasks will also be used to measure student growth for teacher evaluation.
### Fifth Grade Curriculum Map (continued)

#### Quarter 4

<table>
<thead>
<tr>
<th>Unifying Concepts</th>
<th>Essential Questions (Content and Skills Based)</th>
<th>Reading Complex Texts</th>
<th>Performance Assessments</th>
</tr>
</thead>
</table>
| **Q4 Unifying Concept:** Individual choices and their impact on society | **Q4 Unit 6**  
What do we owe to each other as members of society?  
How are human values revealed through interactions with people and their environment?  
How do skilled readers determine what is relevant in a text? | **Q4 Unit 6**  
Extended Text (Informational):  
*Truce: The Day the Soldiers Stopped Fighting* by Jim Murphy  
Short Texts (Literary/ Folktales and Informational):  
“The Depletion of Honey Bees” from *Teen Ink Magazine*  
“The Three Questions” by Jon Muth  
“Zen Shorts” by Jon Muth  
“The Gift” by Isia Osuchowska  
“Away From it All” poem by Grace Burford | **Q4 Unit 6**  
Teacher-created performance assessment  
Focus on informational  
Primary Standards Assessed: RI5.1, RI5.4, RI5.7, RI5.8, RI5.9, RI5.10, W5.2 |
| **Q4 Unit 7**  
How does power affect individuals?  
What causes individuals to hold certain values?  
How do readers make sense of new information or ideas? | **Q4 Unit 7**  
Extended Text (Literary):  
*The Pearl* by John Steinbeck  
Shorter Texts (Literary and Informational):  
“Like Grandfather, Like Grandson: Kim Jong Un Plays to North Korea’s Generals” by Bill Powell  
*Time Magazine*  
“Gorilla Doctors: Saving Endangered Great Apes” by Pamela S. Turner  
*Culture is Destiny* by Jason Deparle, *NY Times*  
“How Do Values Influence Group Development and Organizational Culture?” by Michael Henderson and Dougal Thompson | **Q4 Unit 7**  
Teacher-created performance assessment  
Focus on opinion  
Primary Standards Assessed: RI5.1, RI5.5, RI5.9, RI5.10, W5.1  
**End-of-Year (EOY):** RI6.1 and W.9 Performance Task (writing about text with evidence) for Post-Assessment* |

* These performance tasks will also be used to measure student growth for teacher evaluation.
# Fifth Grade Unit One

## Identity

### Unit Name: Exploring the concept of culture

**Unit Description:** Through the use of small group clustered reading, students will read a fictional novel that addresses the concept of culture, and depicts how culture impacts individual beliefs, as well as highlight what happens when different cultures interact and challenge each others’ perspectives. Students will also read a variety of short texts to deepen their understanding of how the concept of culture affects beliefs and attitudes within culture.

**Length:** 5 Weeks

<table>
<thead>
<tr>
<th>Enduring Understandings</th>
<th>Culture is a way of life of a group of people who share similar beliefs, values, and customs, and that the interaction of those cultures produces a variety of perspectives, challenges, choices, and opportunities within and among societies.</th>
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<table>
<thead>
<tr>
<th>Essential Questions</th>
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<tbody>
<tr>
<td>1. What is culture?</td>
</tr>
<tr>
<td>2. What causes cultures (or people within a culture) to change?</td>
</tr>
<tr>
<td>3. Where does the meaning of text reside? Within the text, within the reader, or in the transaction that occurs between the two?</td>
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<tr>
<td>4. How does organization and word choice impact writing?</td>
</tr>
</tbody>
</table>

**Primary Standards Addressed:**

- RI.5.1: Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
- RI.5.6: Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent

**Secondary Standards Addressed:**

- RL.5.1, RL.5.3, RL.5.4, RL.5.6, RL.5.10, RI.5.2, RI.5.8, W.5.4:
- W.5.5, W.5.9, W.5.10, SL.5.1, SL.5.2, SL.5.5
<table>
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<tr>
<th>Cognitive Skills</th>
<th><strong>Reading, Writing, and Citing Textual Evidence</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Literal and inferential comprehension</td>
</tr>
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<td></td>
<td>- Summarizing</td>
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<td></td>
<td>- Draw conclusions from textual and/or visual evidence</td>
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<tr>
<td></td>
<td>- Apply the qualities of opinion writing</td>
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<tr>
<td></td>
<td>- Utilizing text evidence to support analysis and reflection</td>
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<table>
<thead>
<tr>
<th>Content</th>
<th><strong>Building Knowledge through Texts</strong></th>
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<tbody>
<tr>
<td></td>
<td>- Elements of culture include beliefs, attitudes, appearance, behavior, etc.</td>
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<td></td>
<td>- Interaction among cultures provides people with different perspectives and challenges</td>
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<tr>
<td></td>
<td>- Internal and external components can affect and/or change cultures</td>
</tr>
<tr>
<td></td>
<td>- Word choice impacts writing</td>
</tr>
<tr>
<td></td>
<td>- Word choice impacts meaning for readers</td>
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<tr>
<td></td>
<td>- Meaning of text resides in the interaction between the reader and the writer</td>
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<tr>
<td></td>
<td>- Various texts can be connected to support a particular point or topic</td>
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</table>

<table>
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<tr>
<th>Assessments</th>
<th><strong>Diagnostic (Pre-Assessment):</strong></th>
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<tbody>
<tr>
<td></td>
<td>(1) See various frontloading activities below in the learning activities section</td>
</tr>
<tr>
<td></td>
<td>(2) Students will complete an anticipation guide that aligns to the novel</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th>Assessments</th>
<th><strong>Formative Assessments:</strong></th>
</tr>
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<tr>
<td></td>
<td>(1) Guided reading and guided writing anecdotal notes</td>
</tr>
<tr>
<td></td>
<td>(2) Checking for understanding/Comprehension checks (The number of comprehension questions students need to respond to for each chapter and how often should be determined by the teacher and scaffolded based on student readiness levels. These interactions should be both written and oral, and occur between both teacher to student and student to student.)</td>
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<tr>
<td></td>
<td>(3) Reader’s notebook reflections after clustered book discussions</td>
</tr>
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<td></td>
<td>(4) Whole class/small group discussions</td>
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<tr>
<td></td>
<td>(5) Written analysis of literary and/or informational texts</td>
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<table>
<thead>
<tr>
<th>Assessments</th>
<th><strong>Summative Performance Assessment:</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>(1) Performance Task (see attached assessment/scoring tool)</td>
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<tr>
<td>Texts/Resources</td>
<td></td>
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<td>-----------------</td>
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<tr>
<td><strong>Reading Extended Text:</strong></td>
<td></td>
</tr>
<tr>
<td>The Uglies by Scott Westerfeld</td>
<td></td>
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<tr>
<td><strong>Reading Short Texts (fiction and informational within grade-band complexity):</strong></td>
<td></td>
</tr>
<tr>
<td>Time Magazine: “Technology and Culture” by Richard Stengel</td>
<td></td>
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<tr>
<td>“The Struggle to Be an All-American Girl” by Elizabeth Wong</td>
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<tr>
<td>“Rib Sandwich” Poem by William J. Harris</td>
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<tr>
<td>“The Man to Send Rain Clouds” by Leslie Marmon Silko</td>
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<td>“The Right to Vote” Time for Kids – September 26, 2012</td>
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<thead>
<tr>
<th>Learning Activities</th>
</tr>
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<tbody>
<tr>
<td><strong>Hook – Develop Conceptual Understanding through Related Text and Vocabulary</strong></td>
</tr>
<tr>
<td>(1) Show students three images of different people from different parts of the world and ask them to respond to the following prompt: “What conclusions can you draw about the culture of the people in each image?”</td>
</tr>
<tr>
<td>(2) Teacher should facilitate a discussion about what each images reveals about each culture; providing an opportunity for students to have multiple interpretations about each culture (possible beliefs, attitudes, behaviors, etc.)</td>
</tr>
<tr>
<td><strong>Accessing Background Knowledge</strong></td>
</tr>
<tr>
<td>Frontloading for students with significant knowledge:</td>
</tr>
<tr>
<td>(1) Students will create knowledge ladders to demonstrate their awareness of the different aspects that make up culture</td>
</tr>
<tr>
<td>Frontloading for students with diverse knowledge:</td>
</tr>
<tr>
<td>(1) Students will create a confirm to extend grid and revisit the grid throughout the unit to adjust thinking when necessary</td>
</tr>
<tr>
<td>Frontloading for students with no knowledge:</td>
</tr>
<tr>
<td>(1) Students will participate in teacher-led exclusion brainstorming, and after group discussion the teacher will provide students with various definitions of the word culture with corresponding pictures to visually represent the meaning and different aspects of culture</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Accommodations</th>
</tr>
</thead>
<tbody>
<tr>
<td>▪ Ensure that adequate wait time is employed to allow Jill to retrieve information sufficient to participate meaningfully in the discussion.</td>
</tr>
<tr>
<td>▪ Allow for dual encoding—when presenting visual images, include clear verbal descriptions. This allows for greater success in keeping information in long term memory banks.</td>
</tr>
<tr>
<td>▪ Expectations and group norms should also be present visually in the classroom.</td>
</tr>
<tr>
<td>▪ Ahmed and Kum-ja will work in teams of no more than 5 students, and teacher will pay close attention to the balance of language proficiency and readiness among the team.</td>
</tr>
</tbody>
</table>
Preparing Students to Read

- Teacher should explain the structure of a clustered group reading, and provide students with clear expectations and group norms for communicating with group members, discussions, and individual/group activities.

- Teacher will explain to students that they will encounter many unknown words in the text, and as a result, will have to create a three-tiered column to keep track of these words in order to better understand the text.

- Teacher will provide each clustered group with text dependent questions and Checking for Understanding/Comprehension checks for the novel (number of questions, types of questions, and chapters included are left to teacher discretion based on student readiness levels). These comprehension checks will also help to facilitate group discussion throughout the reading of the novel.

- Each cluster reading group will determine their pacing chart for reading their novel and submit it to the teacher for approval. (Teacher will indicate the date that all reading needs to be completed).

- Each reading group will complete an anticipation guide that is directly linked to the concepts of culture discussed in the “hook” and in the “frontloading” as it pertains to the novel (Students will complete the guide individually and then use their responses to the guide to aid in a group discussion).

- Teacher will then introduce the enduring understanding and essential questions that are intended to guide the unit and make clear connections for students to the anticipation guide.

- Teacher will then model how to take two column notes in the reader’s notebook (left column is for questions, thoughts, important things to remember, etc and the right column is for reflection. Included in the reflective piece will be a summary of what has been read up to that reflection point.

Ahmed and Kum-ja will receive an audio version of the novel.
Minilessons/Activities for Close Reading

- Teacher determines a schedule to meet with specific literature circles weekly
- Throughout the unit, teacher uses short texts to model:
  - Close reading through think alouds
  - Summarizing the text
  - Practicing with Question and Answer Relationship Strategy (QAR) in order to reinforce literal and inferential comprehension
  - Analyzing text to determine how individuals are influenced by culture
- Teacher meets daily with Guided Reading groups to teach specific reading strategies and skills students will need to comprehend the texts for this unit

Conduct Discussions, Write Routinely, and Report Findings through Literature Circles

- Student clusters will be responsible for completing the following activities throughout this unit. Teacher support should be scaffolded for each group based on student readiness. (It is up to teacher discretion whether or not these activities are done individually, in a group, or with or without teacher support. Those decisions should also be based on readiness levels.)
  - Students will create a KWL chart about how the different settings in the novel are closely linked to the culture of the various people in the following communities: Uglyville, New Pretty Town, and the Smoke
  - Students will write an essay comparing and contrasting the cultures in Uglyville and New Pretty Town
  - Students will create an attribute web for the following characters: Tally, Shay, and Peris, and will include how their cultures affect their attributes

Jill should be allotted additional time for rehearsal/repetition and elaboration-thinking through the text with the purpose of making clear links between known information stored in her long term memory and the text. Jill should be allowed to chunk text and encouraged to paraphrase text verbally at regular intervals. Jill may struggle with automaticity that would adversely impact fluency as the cognitive load needed to decode may prove burdensome. Opportunities to work toward automaticity should be infused during lessons.

- During their reading activities Ahmed and Kum-ja will be asked to sequence pictures, events, and processes with the aid of graphic organizers as well as identify the main idea within a text and use context clues to determine the meaning of unfamiliar vocabulary.
- Jill should be provided with access to all tools and notes related to Uglyville and New Pretty Town.
- As Jill constructs knowledge around these characters she should be allowed to engage in verbal rehearsal to ensure knowledge stick and use visual images as a means of remembering character attributes and their relationship to their respective cultures
• Students will write a literary analysis about how
the author uses descriptive language frequently
in his writing to draw the reader into the book.

• Students will write a literary analysis about how
the author uses character body language to
 evoke a specific feeling for the reader.

Minilessons/Activities for Teaching Writing to Develop and
Convey Understanding, Cite Evidence, and to Study and Ap-
ply Language Conventions:

- Students will be introduced to opinion writing
  by first being immersed in this mode of writing.
  Students will be introduced to short text pieces
  through read aloud and shared reading the emulate
  this type of writing and students will participate in
  reading like a writer activities at the discretion of
  the teacher

- Students will be given collections of student
  magazines and trade books (Junior Scholastic,
  SCOPE, TIME for Kids, National Geographic, and
  various trade books selected by the teacher).
  Students will look through all these pieces and
  select something of interest to them. They will be
  directed to use the text features of the opinion
  piece (of their choosing) and write about how the
  text features, structure, images, and word choice
  convey important ideas to readers and illustrate
  their opinion.

- Teacher will use a combination of short
  informational texts to model how to construct
  an opinion piece (focused on culture and leading
  students toward the direction of the PA).

- Students will engage in all parts of the writing
  process to complete an opinion piece of writing
  and the teacher will determine a schedule to confer
  with writers during this time to provide scaffolded
  support based on student readiness

- The final student product will be the PowerPoint
  presentation (Performance Assessment for this unit)

- Ahmed and Kum-ja will be able
to produce bare-bones texts
that allow them to compare
and contrast information,
describe events, people,
processes, and procedures
relative to the concept of
culture.

- Explicitly review the best way to
efficiently read text employing
dual encoding strategies.

- Jill should be allowed to
dialogue with the instructor and
her peers to assist in anchoring
her thinking around the topic.
She should be allowed access to
voice recorders to capture her
thoughts.

- Ahmed and Kum-ja will be
able to produce bare-bones
texts that allow them to
compare and contrast
information, describe events,
people, processes, and
procedures relative to the
concept of culture.
Fifth Grade Assessment

Unit One

Standards:
RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text
RI.5.6 Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent
W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information
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

Texts: See unit plan for texts.

Description of Task
Students will create a PowerPoint presentation in response to the following directive: explain what causes people within a culture to change, referring to the texts you read during this unit as evidence for your response. Students can use a combination of written and visual representations on each slide to support their thinking. Students will have the option to orally present their PowerPoint presentation if they choose.

General Directions for Administering Assessment:
Teacher:
We’ve talked a lot over the last few weeks about culture. Now it is time you synthesize what you’ve learned about culture and what causes people within a culture to change. Students will be allowed four 60 minute reading and/or writing blocks to outline, draft, revise and complete their final product. More or less time can be afforded according to teacher discretion. Only the final product will be evaluated as part of this assessment (as indicated by the standards above). Place the student directions on the board for all students to read. Take time to answer clarifying questions posed by the students.

Student Directions:
You have four 60 minute sessions to develop a PowerPoint presentation that explains what causes people within a culture to change. You must use text evidence from the novel you read and from at least two of the informational short texts you read during the last few weeks in order to support your opinion.
Considerations for Students with Disabilities:
- Jenny struggles with deficits in working memory (essentially an amalgamation of instance to instance awareness, maintenance of information in short term memory stores and retrieval of information stored in one’s long term memory bank). The instructor should ensure that the instructions for the task are available for encoding both verbally and visually and ask Jill to demonstrate an understanding of the task by repeating the instructions as part of a class activity, describing her first step, recounting the end result, etc. Jill should review existing notes prior to annotating the text with the lens of determining an impetus for change within a culture.

Considerations for English Language Learners:
- Ahmed and Kum-ja’s teacher will acknowledge the uniqueness of their cultural heritages (Arabic and Korean) by promoting the incorporation of their cultural experiences into the PowerPoint presentation. They should be able to incorporate what they know from their previous cultures and what they’ve learned during their reading and writing activities into the PowerPoint presentation. To make the learning process more meaningful for Ahmed and Kum-ja, their teacher will invite them to share the changes they have gone through, since they arrived to the US, at home and at school, and the way they perceive their own culture and their classmates’ cultural heritages. They will also share the choices they’ve made in order to keep their culture alive in order to preserve their identity. Ahmed and Kum-ja’s teacher will allow them to participate in a small group presentation (since the whole class activity could be intimidating for ELL students) and use some retelling techniques to show mastery over the skills targeted during the lessons.

TEACHER NOTES
Essential Question remains: What causes people within a culture to change? – start the unit with this question so they understand the direction of the unit being around helping them answer that question through the reading of the selected texts.

Part of the unit should be around standard 2 so the theme of culture is built and a direct connection between how the theme is developed through different structures (short texts, novels, blogs, etc) as well as characterization (standard 3) is clear. This will enable students to answer the directive as listed in the assessment.
<table>
<thead>
<tr>
<th>STANDARD</th>
<th>EMERGING</th>
<th>DEVELOPING</th>
<th>MEETING</th>
<th>EXCEEDING</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student work does not achieve all of the &quot;Meeting&quot; criteria and is far below it.</td>
<td>Student work does not achieve all of the &quot;Meeting&quot; criteria but is close to it.</td>
<td>Student work does not achieve all of the &quot;Meeting&quot; criteria that can be used to support the opinion/point of view.</td>
<td>Student achieves all of the criteria listed below.</td>
<td>Student achieves all the &quot;Meeting&quot; criteria and goes beyond.</td>
</tr>
</tbody>
</table>

**RI.5.1** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

- Student provides a loose or incorrect analysis and provides no evidence from the text to support it.
- Student provides a correct analysis of the text but does not provide evidence from the text to support the opinion/point of view.
- Text evidence is generalized and does not provide strong support of the analysis.
- Provide textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Provide several pieces of text evidence to support analysis by drawing evaluative inferences.

**RI.5.6** An analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.

- Main ideas were not presented from any texts.
- Comparisons across texts were not used to support the opinion/point of view.
- Contrast of texts was not used to support the opinion/point of view but loosely connected to the contrast of texts were made.
- Analyze the main ideas and details in multiple texts.
- Provide several pieces of text evidence to support analysis by drawing evaluative inferences.
- Main ideas across texts are analyzed and evaluated.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>Student lacks focus and organization.</td>
<td>Student work is not organized or structured.</td>
<td>Student work is not organized or structured.</td>
<td>Student work is organized and structured.</td>
<td>Student work is organized and structured.</td>
</tr>
</tbody>
</table>

**RI.5.2** "Meeting" criteria and goals are clear and obvious, and goes beyond the "Meeting" criteria.

- Student work does not achieve all of the criteria, and does not provide strong evidence from the text to support the opinion/point of view.
- Text evidence is generalized.
- Text to support an analysis of the text is not provided, and does not provide evidence from the text.
- Student provides a loose analysis of the text, and does not provide evidence from the text to support the opinion/point of view.

**RI.5.3** "Meeting" criteria and goals are clear and obvious, and goes beyond the "Meeting" criteria.

- Student work does not achieve all of the criteria, and does not provide strong evidence from the text.
- Student work does not achieve all of the criteria, and does not provide strong evidence from the text.
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- Student work does not achieve all of the criteria, and does not provide strong evidence from the text.
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## Fifth Grade Scoring Tool for Assessment (continued)

### Unit 1

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</tr>
</thead>
<tbody>
<tr>
<td><strong>W.5.1</strong></td>
<td>Student work does not achieve all of the “Meeting” criteria and is far below it.</td>
<td>Student work does not achieve all of the “Meeting” criteria but is close to it.</td>
<td>Student achieves all of the criteria listed below.</td>
<td>Student achieves all the “Meeting” criteria and goes beyond.</td>
</tr>
</tbody>
</table>

- **Topic and opinion are not introduced, and ideas do not appear to be presented in a particular order**
- **Includes some facts/details, but no clear reason for inclusion**
- **No use of transitional words or phrases to connect reasons with opinions**
- **Essay just ends with no closure**

- **Topic and opinion are briefly stated without any other introduction, ideas are grouped into paragraphs, but some information does not seem to fit, and paragraphs are not in logical order**
- **Includes facts and details and connects them to their opinion, but some connections are inaccurate**
- **Use some transitional phrases, but are repetitive. Transitions are low level**

- **Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose**
- **Provide logically ordered reasons that are supported by facts and details**
- **Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)**

- **Hooks the reader with an engaging lead and a strong introduction to their opinion**
- **Sources are specifically cited to support facts/details and are clearly connected to the opinion**
- **Sophisticated transitional words and phrases are used consistently; specifically ones that show cause and effect relationships, compare and contrast, sequence, etc.**
### Fifth Grade Scoring Tool for Assessment (continued)

#### Unit 1

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<tbody>
<tr>
<td>W.5.1 (continued)</td>
<td>Student work does not achieve all of the “Meeting” criteria and is far below it.</td>
<td>Student work does not achieve all of the “Meeting” criteria but is close to it.</td>
<td>Student achieves all of the criteria listed below.</td>
<td>Student achieves all the “Meeting” criteria and goes beyond.</td>
</tr>
<tr>
<td>SL.5.4</td>
<td>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</td>
<td>Student opinion is not clear, and no connection to the topic is made</td>
<td>Information is not shared in a logical manner, audience can not follow the presenter’s thoughts</td>
<td>Details from the texts are not shared, there is no clear link to the opinion, student relies on the PowerPoint presentation 100% of the time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student opinion is somewhat clear, but the connection to the topic is loose</td>
<td>Information is arranged on slides in a logical way, however the student does not deliver the content in an easy to understand format</td>
<td>Student provides audience with some details from texts; link to the opinion needs to be inferred; student relies on the PowerPoint 50% of the time</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student opinion about the topic is clear</td>
<td>Information is shared in a logical way, and is easy for the audience to follow</td>
<td>Student provides audience with details from texts that are directly linked to their opinion about the topic with minimal support from the PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Information is shared in a logical way, and student used appropriate transition words so the audience can easily follow</td>
<td>Student provides audience with details from texts that are directly linked to their opinion about the topic without any help from the PowerPoint</td>
<td>Student provides audience with details from the texts that are directly linked to their opinion about the topic without any help from the PowerPoint</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Student is easy to understand</td>
<td>Student is easy to understand</td>
<td>Student is easy to understand</td>
</tr>
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</table>