

On the common assessment for this unit, students should be able to demonstrate their ability in the following areas:

- comprehending and analyzing literary fiction and nonfiction informational texts on related themes
- synthesizing information from different genres as well as appropriate multimedia presentations in the form of video clips
- determining the point of view from which a text is written
- using textual evidence to make an inference and draw conclusions
- determining reasons and evidence an author uses to support particular points in a texts
- identifying key details in the text in order to summarize
- determining a central (main) idea of a text
- identifying different forms of figurative language and determining the meaning
- citing textual evidence to support claims and ideas
- discerning word meanings from their context
- constructing short written responses to questions about text or other media
- engaging in the writing process to respond to a writing task prompt with an essay

The common assessment includes questions of the following types:

- multiple choice
- multiple correct response
- short written response
- extended written response

Writing pieces will be scored using rubrics that are aligned with the Common Core Curriculum Standards/*New Jersey Student Learning Standards* and PARCC expectations.

Common Core Curriculum Standards/*New Jersey Student Learning Standards* covered within the ELA Unit of Study:

Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.	RL 5.1, RI 5.1
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.	RL 5.2
Compare and contrast two or more characters, settings, or events in a story or drama, drawing specific details in the text (e.g. how characters interact).	RL 5.3
Determine meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.; Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.	RL 5.4, RI 5.4
Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem.	RL 5.5
Describe how a narrator's or speaker's point of view influences how events are described.	RL 5.6
Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text. (i.e. graphic novel, multimedia presentation of fiction, folktale, myth, or poem).	RL 5.7
Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.	RI 5.2
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which points.	RI 5.8
Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <i>Read closely to determine what the text says explicitly and to make logical inferences and relevant connections from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.</i>	R.1
Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	R.2

Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	R.4
Read and comprehend complex literary and informational texts independently and proficiently. <i>Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.</i>	R.10
Write opinion pieces on topics or texts, supporting a point of view with reasons and information.	W 5.1
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.	W 5.1a
Provide logically ordered reasons that are supported by facts and details. <i>Provide logically ordered reasons that are supported by facts and details from text(s), quote directly from text when appropriate.</i>	W 5.1b
Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).	W 5.1c
Provide a concluding statement or section related to the opinion presented. <i>Provide a conclusion related to the opinion presented.</i>	W 5.1d
Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	W.4
Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	W.10

Opinion/Argument Writing Rubric Grade 5

Criterion	5	4	3	2	1
Focus/ Opinion NJSL: W – 3a, W – 4	-Responds skillfully to all parts of the prompt -States an opinion that demonstrates an insightful understanding - Considers alternate opinions but dismissed with reason	-Responds successfully to all parts of the prompt -States an opinion that demonstrates a complete understanding of topic/text -Mentions alternative opinion successfully	-Responds to all parts of the prompt -States an opinion that demonstrates an understanding of topic/text	-Responds to some parts of the prompt -Attempts an opinion that demonstrates limited understanding of topic/text	-Responds to no parts of the prompt and lacks opinion -Does not state an opinion and/or demonstrates little to no understanding of topic/text
Organization NJSL: W – 1a, W – 1c, W – 1d, W – 4	-Organizes ideas and information into logical, coherent paragraphs that have a clear topic sentence, details, elaboration, and concluding sentence -Skillfully groups and structures related information in paragraphs and sections (including an introduction, supporting paragraphs, and conclusion) -Uses linking words and phrases strategically to connect ideas within categories of information (e.g., consequently, specifically)	-Organizes ideas and information within paragraphs using a clear topic sentence, details, and concluding sentence -Groups related information together into a sequence of coherent paragraphs (including an introduction, supporting paragraphs, and conclusion) -Uses effective linking words and phrases to connect ideas	-Organizes ideas and information in an incomplete paragraph structure (e.g., missing clear topic sentence, details, or conclusion) -Grouping of ideas lacks cohesion (e.g., some lapse in sequence of paragraphs or repetitive) -Attempts to use some simplistic linking words to connect ideas (e.g., for instance, in order to, in addition)	-Organizes without clear evidence of paragraph structure -Does not group related information together -Uses no linking words	-Disorganized information without any paragraph structure
Support / Evidence NJSL: RIT – 1, W – 1b	-Supports opinion skillfully with substantial, relevant, detailed, and distinct reasons -Provides detailed explanation/analysis of how evidence supports opinion -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes reference to additional sources	-Supports opinion with solid and distinct reasons successfully -Provides clear explanation of how evidence support opinion -Refers to at least the minimum number of sources required by title, citing a direct quote, and makes a clear connection to topic	-Supports opinion with adequate reasons -Provides some explanation of how evidence supports opinion -Refers to at least the minimum number of sources required by title, citing a direct quote which is not clearly connected or merely paraphrases the sources	-Supports opinion with irrelevant, repetitive, or single reason - Provides little explanation of how evidence supports opinion -Refers to fewer sources than required or does not cite sources by title	-Unsupported opinion with no evidence -Does not refer to sources
Knowledge of Language and Conventions NJSL: L – 1, L – 2	-Uses purposeful and varied sentence structures including simple, complex and compound sentences -Demonstrates creativity and flexibility when using conventions (grammar, punctuation, capitalization, and spelling) to enhance meaning -Incorporates a variety of figurative language effectively (metaphor, simile, alliteration, hyperbole) -Utilizes precise and sophisticated word choice	-Uses correct and varied sentence structures including simple, complex and compound sentences -Demonstrates grade-level appropriate conventions -Utilizes strong and grade-level appropriate word choice -Incorporates some figurative language effectively (metaphor, simile, alliteration, hyperbole)	-Uses correct sentence structures and attempts some variety -Demonstrates grade-level appropriate convention; errors are minor and do not obscure meaning -Uses mostly grade-level appropriate word choice - Attempts to incorporate figurative language with some success (metaphor, simile, alliteration, hyperbole)	-Uses some incorrect or incomplete sentence structure -Demonstrates limited understanding of grade-level appropriate conventions, and errors interfere with the meaning -Word choice is repetitious and simplistic - Attempts to incorporate figurative language (metaphor, simile, alliteration, hyperbole), but is unsuccessful	-Uses mostly incomplete or incorrect sentence structure -Lack of understanding of grade level appropriate conventions, and errors interfere with the meaning
<p><i>5th grade Capitalization, Punctuation & Spelling Conventions L.5.2: Use punctuation to separate items in a series; use a comma to separate an introductory element from the rest of the sentence; 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?); use underlining, quotation marks, or italics to indicate titles of works; spell grade appropriate words correctly, consulting references as needed.</i></p>					