

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
- using textual evidence to make an inference and draw conclusions
- determining the overall structure of a text
- determining a theme of a literary text
- 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

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
Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics.	RL 5.9
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 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.	RI 5.3
Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts	RI 5.5

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 informative/explanatory texts to examine a topic and convey ideas and information clearly.	W 5.2
Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.	W 5.2a
Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.	W 5.2b
Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).	W 5.2c
Use precise language and domain-specific vocabulary to inform about or explain the topic.	W 5.2d
Provide a concluding statement or section related to the information or explanation presented.	W 5.2e
Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)	W.5.4
Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.	W.5.8

Opinion/Argument Writing Rubric Grade 5

Criterion	5	4	3	2	1
Focus/ Opinion CCSS: 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 CCSS: 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 CCSS: 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 CCSS: 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>					