

EL Education's Grades 3-8 English Language Arts Curriculum Second Edition Enhancements: 5th Grade, Module 1

This document describes the most significant changes in our 2nd edition Grades 3-5 ELA curriculum: global changes across modules and specific changes for 5th Grade, Module 1.

We have been inspired by the national interest in EL Education's Grades 3-8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required a total of 6 modules per grade, aligned to the state's Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded over 6 million times.

The second edition broadens the curriculum's relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 5, the second edition (2-hour block) includes the following four modules:

Module 1, Module 2A, Module 3A, Module 4

What is the same in the first and second edition of our Grades 3-5 ELA curriculum?

The second edition modules still

- Focus on the same topic (e.g., 5th Grade Module 1 is still about human rights)
- Use the same central text(s) (e.g., 5th Grade Module 1 students still read *Esperanza Rising* and select articles of the UDHR)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

What's new in the second edition?

The second edition is comprehensive: it explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand new second hour of instruction: Additional Language and Literacy (ALL) block
- An explicit emphasis on habits of character (working to become an effective learner, working to become an ethical person, working to contribute to the community)
- Robust supports for English language learners: focuses on diversity and inclusion, levels of support, language dives, and conversation cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language dives: 10-20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative and narrative (e.g., By Module 4, Grade 5 now write four-paragraph on-demand essays)

Speaking and Listening enhancements:

- Conversation cues: questions teachers can ask students, and students can ask each other, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment between standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high quality work)

First Edition:	Second Edition:
<p>Readers Theater Script and Performance of Scenes from <i>Esperanza Rising</i></p> <p>Students will work in small groups to analyze passages from <i>Esperanza Rising</i> that relate to one of five articles from the declaration. Based on the UDHR article the group chooses, each student will write his or her own scene of a Readers Theater script from selected pages/passages of <i>Esperanza Rising</i>. For the final performance task, students will collaborate in their small groups to combine their individual scripts into a longer, single script based on their common UDHR article. They will refine their group script with a focus on narrating the themes of the UDHR and on smooth transitions between individual script scenes. Students will choose props, rehearse, and then perform their Readers Theater scripts for the class and/or the school or community. This task centers on NYSP12 W.5.3, W.5.4, W.5.5, W.5.9, W.5.11, SL.5.6, and L.5.6</p>	<p>Monologue Performance and Program</p> <p>This performance task gives students a chance to work in small groups to compile their monologues and create a program. Throughout Unit 3, students work with careful scaffolding to write and revise a monologue based on a character’s reaction to an event from <i>Esperanza Rising</i>. For the performance task, students work in groups to finalize the order of their monologues and create a program that includes the order of their monologues, the cast, and a Directors’ Note. In the Directors’ Note, students write about the human right challenged by the event described in their monologues, identify the corresponding article from the UDHR, and explain how people are impacted by this issue today. Finally, students perform their monologues for a live audience. This task centers on CCSS ELA RF.5.4, W.5.4, W.5.5, and W.5.8.</p>
Rationale	
<p>The performance task was revised to provide students with the opportunity to respond creatively in writing to the deep character analysis completed in units 1 and 2, and also to enable students to make connections between their work on human rights in this module and events in the real world. Each unit now seamlessly flows into the next with a purposeful task tying everything together at the end.</p>	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Human Rights Vocabulary and Common Prefixes</p> <p>This assessment addresses NYS ELA CCLS L.5.6 and W.5.10. This quiz will have two parts. In Part 1, students will demonstrate acquisition of new vocabulary based on multiple-choice questions. In Part 2, students will be asked to write a short-answer response to the following prompt: “What are human rights?” The focus of this assessment is on students’ building knowledge about the central concept and on acquiring and using new vocabulary terms.</p>	<p>Answering Questions about and Summarizing Article 13 of the UDHR</p> <p>This assessment centers on CCSS ELA RI.5.1, RI.5.2, RI.5.4, L.5.4b, and L.5.4c. Students read Article 13 of the Universal Declaration of Human Rights, determine the meaning of unfamiliar vocabulary, and determine the main idea, using supporting details from the text to write a summary of the article that includes quotes from the text.</p>
Rationale	
<ul style="list-style-type: none"> • In the original module, students read <i>Esperanza Rising</i> in unit 2. In the revised module, students now begin the module by reading the novel in order to provide a context and purpose for reading the UDHR. As a result, the assessments in units 1 and 2 are quite different to the original assessments, but address most of the same standards. • It was important for students to answer the question, “What are human rights?” at the very beginning of the unit in order to appropriately frame their analysis of <i>Esperanza Rising</i> and to provide context to reading articles of the UDHR. As a result, students have moved beyond this question by this assessment. Instead, students now analyze another relevant article of the UDHR based on what they have just read about in <i>Esperanza Rising</i>. The revised assessment continues to contain vocabulary questions. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>On-Demand Analysis of a Human Rights Account</p> <p>This assessment addresses standards NYS ELA CCLS RI.5.1, RI.5.2, RI.5.3, RI.5.9, and W.5.9. Students will independently read and annotate another firsthand human rights account. They will then respond in an on-demand format to specific questions that require them to synthesize their learning from this unit and refer directly to both the UDHR and the firsthand account. Students will read 'From Kosovo to the United States,' the firsthand account of Isau Ajet and ask clarifying questions and annotate the text as needed. Then they will respond to a series of questions about the text: what human rights challenges Isau faced, how he responded, and what human rights were upheld. Questions will require students to define human rights as described in the UDHR, to relate Isau's challenges to specific Articles in the UDHR, and to give specific facts, details, or examples from Isau's account so readers can understand their point of view and reasons clearly.</p>	<p>Text-Based Discussion—Threats to Human Rights in <i>Esperanza Rising</i></p> <p>This two-part assessment centers on CCSS RL.5.1, RL.5.5, RI.5.1, W.5.9a, and SL.5.1a-c. In Part I, students participate in a text-based discussion about threats to human rights in Chapters 4–6 of <i>Esperanza Rising</i>, and their reactions to these threats, quoting accurately from the text and the UDHR. In Part II, students quote accurately from the text to answer questions about Chapter 6 in <i>Esperanza Rising</i> and identify how the chapter fits into the overall structure of the story.</p>
Rationale	
<ul style="list-style-type: none">• Due to feedback from the field about the complexity of the texts students read in Unit 1, it was determined that adding another new text to this unit was too rigorous for this point in the year.• As RI.5.2 was assessed in the revised mid-unit 1 assessment with a new article of the UDHR, this standard was not addressed again here.• A new formal speaking and listening assessment was included in this unit in order to provide purpose to generating discussion norms that students could then refer to throughout the rest of the module. The content of this unit also lends itself to discussion, as students will have opinions about, and possibly their own personal experiences of, threats to human rights experienced by the characters in <i>Esperanza Rising</i>.• As <i>Esperanza Rising</i> is a chapter book, it provided a valuable opportunity to teach and assess RL.5.5.	

MID-UNIT 2

First Edition:	Second Edition:
<p>Analyzing Sections of <i>Esperanza Rising</i> on My Own</p> <p>This on-demand assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, and RL.5.4. Students will have read a chapter of <i>Esperanza Rising</i> for homework, and will demonstrate their ability to analyze complex text independently. They will analyze the challenges Esperanza faces and how she responds, citing textual evidence. They will also respond to questions regarding academic vocabulary and figurative language. This is a reading assessment: the purpose is for students to demonstrate their ability to analyze literature in general, and Chapter 9 of <i>Esperanza Rising</i> specifically. This Mid-Unit 2 Assessment is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess students on W.5.9. However, if necessary, students may dictate their answers to an adult.</p>	<p>Interpreting Metaphors and Analyzing Character Reactions</p> <p>This assessment centers on CCSS ELA RL.5.1, RL.5.2, RL.5.3, W.5.9a, and L.5.5a. Students reread a section of <i>Esperanza Rising</i> and complete a chart analyzing the reactions of two characters to the same event. They then write a paragraph describing one of the characters' reactions, and answer selected response questions in order to show a deep understanding of characters and theme in this section of the text.</p>
Rationale	
<ul style="list-style-type: none">• In the revised assessment, the rigor has been increased for RL.5.3, which requires students to compare and contrast two or more characters. The original only required students to analyze one character.• As <i>Esperanza Rising</i> presented clear opportunities to teach and assess interpretation of metaphors, this standard was added to this assessment.• To build in rigor from the short-constructed responses in unit 1, students are required to write a paragraph in this assessment. There is explicit instruction in paragraph writing before the assessment.	

END OF UNIT 2

First Edition:	Second Edition:
<p>On-Demand Analytical Essay about How Esperanza Changes Over Time</p> <p>This assessment centers on standards NYS ELA CCLS RL.5.1, RL.5.2, RL.5.3, W.5.2, W.5.4, W.5.5, and W.5.9. Students will write an essay in which they explain how Esperanza changes over time. Specifically, they will analyze Esperanza's growth and development by comparing how she responds to events earlier and later in the novel. Each student will select the two or three key events that best support his/her analysis of Esperanza's growth and development.</p>	<p>Revising a Literary Essay</p> <p>This assessment centers on CCSS ELA W.5.2c, W.5.2d, W.5.5, W.5.6, L.5.2d, and L.5.6. Students revise the draft of their literary essays comparing and contrasting the reactions of two characters to an event or situation in <i>Esperanza Rising</i>, with a focus on linking words and phrases, specifically those that signal contrast and other logical relationships. Students use a word processor to type a final draft of their essay.</p>
Rationale	
<p>As RL.5.3 requires students to compare and contrast two or more characters, this essay was revised to be more rigorous. Due to the complexity of the thinking required to do this, this assessment is no longer an on-demand essay. Instead, the process of writing an essay is carefully scaffolded throughout the second half of this unit, and the assessment requires students to revise their essay.</p>	

MID-UNIT 3

First Edition:	Second Edition:
<p>Evaluating a Novel versus a Script</p> <p>This assessment centers on standard NYS ELA CCLS RL.5.1, RL.5.4, RL.5.5, RL.5.6, and RL.5.9. Students will reread a passage from <i>Esperanza Rising</i> and a scene from a Readers Theater written by Pam Muñoz Ryan. They will compare and contrast the texts using a Venn diagram and then answer text-dependent questions using evidence from both texts in their answers.</p>	<p>Drafting a Monologue</p> <p>This assessment centers on CCSS ELA W.5.3, W.5.3a, W.5.3b, W.5.3e, and W.5.4. Students use their Monologue Planning Graphic Organizer: <i>Esperanza Rising</i> to draft a monologue from the point of view of a character in the story whose human rights have been threatened. Students demonstrate the ability to introduce a character, use description to show the response of the character to an event from the novel, and provide a sense of closure in narrative writing.</p>
Rationale	
<ul style="list-style-type: none">• RL.5.9 requires students to compare and contrast stories in the same genre rather than to compare the same story in play and novel forms as written in the original assessment. Due to insufficient time in the module for students to read another story, this standard was removed from this assessment and this module.• This assessment was revised to build on the character analysis work in unit 2, to provide students with the opportunity to respond creatively to their reading. The lessons leading up to the assessment provide explicit instruction in writing a monologue.	

END OF UNIT 3

First Edition:	Second Edition:
<p>Individual Scene of a Readers Theater Script</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS W.5.3, W.5.4, and W.5.9. Students will write their best draft of their narrative (in the form of a scene of a Readers Theater script). The focus is on showing the connection between one article of the Universal Declaration of Human Rights and selected passages from <i>Esperanza Rising</i>, in order to demonstrate characters' experiences with human rights challenges and how they overcame those challenges.</p>	<p>Revising Writing and Reading Fluency</p> <p>This assessment centers on CCSS ELA W.5.4, W.5.5, L.5.1b, and RF.5.4 and has three parts. In Part I, students answer selected and short response questions about the perfect verb tense. In Part II, students apply what they have learned about revising to the Directors' Note they have written, with a focus on task, purpose, audience, and verb tense. In Part III, students read a section of <i>Esperanza Rising</i> aloud and are assessed on accuracy, appropriate rate, and expression. Then students orally summarize what they have read to assess understanding of the text.</p>
Rationale	
<ul style="list-style-type: none">• To adequately assess W.5.3, students are required to write an on-demand narrative. As the original assessment requires students to use a first draft to write a best draft, this standard was moved to be assessed in the mid-unit assessment where students write their monologue.• To provide students with the opportunity to spend a significant amount of time preparing the work products for the performance task, the revision process was incorporated into the assessment in this unit.• Explicit teaching and assessment of reading fluency was added to this assessment to prepare students to perform their monologues for the performance task, and to address field feedback.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 5th Grade, Module 2

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We have been inspired by the national interest in EL Education’s Grades 3–8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required six modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded more than 6 million times.

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Module 1, Module 2A, Module 3A, Module 4

What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

The second edition modules still

- Focus on the same topic (e.g., Grade 5, Module 2 is still about rainforests)
- Use the same central text(s) (e.g., Grade 5, Module 2 students still read *The Most Beautiful Roof in the World*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive. It explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand-new second hour of instruction: Additional Language and Literacy (ALL) block
- An explicit emphasis on habits of character (working to become effective learners, working to become ethical people, working to contribute to the community)
- Robust supports for English language learners (ELLs): focuses on diversity and inclusion, levels of support, Language Dives, and Conversation Cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language Dives: 10–20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative, and narrative (e.g., by Module 4, Grade 5 now writes four-paragraph on-demand essays)

Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>Research-based Narrative Writing: Rainforest Field Journal Page</p> <p>After researching scientific texts on an arthropod that Meg Lowman might see in the rainforest, students will write a page from a field journal in which they incorporate information that they have gathered from research. They will also include an informational text box that states how the arthropod contributes to the rainforest ecosystem and lists essential characteristics. This performance task intentionally blends informational and narrative writing, and centers on NYSP12 ELA CCSS RI.5.7, RI.5.9, W.5.2, W.5.3, W.5.4, W.5.5, W.5.7, W.5.8, and W.5.9.</p>	<p>Rainforest Adventures eBook</p> <p>This performance task gives students a chance to work in pairs to compile all of their narrative writing from Unit 3 into an attractive eBook. Throughout Unit 3, students work in pairs with careful scaffolding to write and revise a first person partner narrative that builds out an event in <i>The Most Beautiful Roof in the World</i>. In the Mid- and End of Unit 3 assessments, students write and revise a first person narrative independently to build out another event from the book. For the performance task, students work in pairs to collate their three first person narratives (two written independently and one partner narrative) into an eBook with a front cover, a contents page, and the three narratives with pictures selected/created to contribute to the narratives aimed at students in Grade 5 and above. This task addresses CCSS ELA W.5.3, W.5.4, and W.5.6.</p>
Rationale	
<ul style="list-style-type: none"> • The performance task was revised to make it more authentic; it was inauthentic for students to write a research journal without observing the animal. • In the first edition, it was difficult to provide students with adequate narrative writing instruction because the informative writing context of a research journal doesn't require the narrative elements of, for example, plot and character development, as required by W.5.3. With the revised performance task, we were able to provide adequate scaffolding for narrative writing. • The revised performance task also introduces the use of technology to address W.5.6; this was lacking across the Grade 5 modules. 	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Mid-Unit Assessment: Analyzing Part 1 of an Interview with a Rainforest Scientist</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.3, and L.5.4. Students will read and analyze excerpts from the first half of an interview with rainforest scientist Eve Nilson, and then complete short-answer text-dependent questions. (Note that students will read excerpts from other parts of this interview as a part of their End of Unit 1 Assessment; therefore, do not distribute the full interview.)</p>	<p>Reading and Summarizing Rainforest Texts</p> <p>This assessment centers on CCSS ELA RI.5.2 and RI.5.5. In this assessment, students apply what they have learned about the structure of informational texts to read, summarize, and compare two new passages. After reading passages about the destruction of the rainforest, written in two different text structures, students create an appropriate graphic organizer, record the main ideas and detail of each text, and write a concise summary. Finally, they answer selected response questions comparing the structure of the two texts. Students may use the Text Structures Resource Page when identifying the structure of the texts and creating a graphic organizer.</p>
Rationale	
<ul style="list-style-type: none"> • Due to the complexity of RI.5.2 and RI.5.5 as well as the link between the standards (the structure of a text is often described in a summary), plus the field feedback that students were not given sufficient time to complete assessments, the other standards were removed in order to focus on these skills. • The texts for this assessment were revised to better meet the requirements the two standards, and because they helped students continue to build knowledge about the rainforest. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>End-of-Unit 1 Assessment: Analyzing Part 2 of an Interview with a Rainforest Scientist and Comparing and Contrasting Texts about Rainforest Biodiversity</p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, RI.5.5, RI.5.9, and W.5.1. Students will read new sections of the Eve Nilson interview. (Note that they read excerpts from Part 1 of the interview during the mid-unit Assessment. For the End of Unit Assessment, they read excerpts from Part 2 of that same interview, which they have not read before.) They will then answer text-dependent short-answer questions. They will also use information from informational texts read in previous lessons. Then students will write a paragraph in which they state a clear opinion about which text they consider more helpful (based on their text features) in terms of informing them about the rainforest. Students will use details from all texts to support their opinion about how structural features of informational text can help them as readers.</p>	<p>How Can We Help the Rainforest? Web Research and Text-Based Discussion</p> <p>This assessment centers on CCSS ELA RI.5.1, RI.5.7, W.5.7, W.5.8, and SL.5.1a-d. This assessment has two parts. In Part I, students apply what they have learned about web research to use multiple print and digital sources to find answers to the question: “What can we do to help the rainforest?” Students fill out a note-catcher, which they then use in Part II, when students participate in a Science Talk to discuss the answer to the question they have researched. Teachers use the Collaborative Discussion Speaking and Listening Checklist to assess student participation in the discussion.</p>
Rationale	
<ul style="list-style-type: none"> • Because RI.5.2 and RI.5.5 were assessed in the revised Mid-unit 1 Assessment, these standards were not addressed again here. • The first edition addressed W.5.1, W.5.2, and W.5.3, but it was challenging to provide adequate instruction and assessment for each writing type in the allocated time. As a result, the second edition focuses on just W.5.2 and W.5.3, with more robust scaffolding. • Feedback from the field requested a formal speaking and listening assessment. The content of this unit includes rainforest destruction and things we can do to help the rainforest, which lends itself to discussion. As a result, research standards RI.5.7, W.5.7, and W.5.8 were moved from the Mid-Unit 3 Assessment to this assessment in order to prepare students for a discussion (and to free up Unit 3 for explicit writing instruction). 	

MID-UNIT 2

First Edition:	Second Edition:
<p>The Most Beautiful Roof in the World Quiz</p> <p>This on-demand assessment centers on standards NYSP12 ELA CCLS RI.5.1, RI.5.2, RI.5.4, and L.5.4. Students will read and analyze a new section of text from <i>The Most Beautiful Roof in the World</i> and then complete short-answer and multiple-choice text-dependent questions.</p>	<p>Reading and Analyzing Literary Texts</p> <p>This assessment centers on CCSS ELA RL.5.4, RL.5.6, RL.5.9, L.5.2d, and L.5.5. This assessment has two parts. In Part 1, students apply what they have learned about figurative language to answer selected response and short answer questions about idioms, metaphors, and similes. In Part 2, students will read a new passage about the rainforest and write a short response to the question: “How does the narrator’s or speaker’s point of view influence how events are described?”</p>
Rationale	
<ul style="list-style-type: none"> • To adequately prepare students for narrative writing in Unit 3, the focus of this unit, and so the assessments, was revised to have students analyze literary texts for author’s craft. This changed the standards assessed from RI to RL. 	

END OF UNIT 2 ASSESSMENT

First Edition:	Second Edition:
<p>On-Demand Analysis of Meg Lowman’s Research in the Rainforest</p> <p>This assessment centers on standards NYSP12 ELA CCLS W.5.2, W.5.4, W.5.8, and W.5.9. After reading and analyzing <i>The Most Beautiful Roof in the World</i>, students will write an essay in which they analyze Meg Lowman’s research of biodiversity in the rainforests, providing examples of what and how she researches in order to clarify their analysis.</p>	<p>Reading Fluency and Writing an Informative Essay about the Use of Concrete Language and Sensory Detail</p> <p>This assessment centers on CCSS ELA RF.5.4a and c, RL.5.1, RL.5.4, L.5.3a, W.5.2, and W.5.9. This assessment has two parts. In Part I, students read a new passage from <i>The Most Beautiful Roof in the World</i> aloud for fluency. In Part II, students write an on-demand essay to answer the question: In this passage, what does the use of concrete language and sensory detail help you understand about the rainforest?</p>
Rationale	
<ul style="list-style-type: none"> • To enhance the rigor of the module in line with expectations of Grade 5 students at this point in the year, the second half of this unit was revised to provide explicit instruction in essay writing. This skill is assessed in the end of unit assessment. • To address field feedback, explicit instruction and assessment of language standards have been included in the second edition assessment. • To ensure reading foundational skills are addressed in the modules, the second edition assessment also includes a reading fluency component, which is carefully scaffolded in preceding lessons. 	

MID-UNIT 3

First Edition:	Second Edition:
<p>On-Demand Note-Taking about Howler Monkeys</p> <p>This assessment centers on NYSP12 ELA CCSS RI.5.1, RI.5.2, RI.5.7, W.5.8, and W.5.9. Students will be given three unfamiliar informational texts about monkeys and will be asked to take structured notes. The passages will include text, illustrations, and graphic displays of information. Students will read the texts and take notes using a graphic organizer that they create. Completion of this task will assess the students on their ability to locate an answer within a text (RI.5.7) and take notes about a topic (W.5.8), as well as explain what the text says using quotes (RI.5.1) and determine the main idea (RI.5.2).</p>	<p>Planning and Drafting a First Person Narrative</p> <p>This assessment centers on CCSS ELA W.5.3, W.5.3a, W.5.3e, and W.5.4. In this assessment students plan and write a first draft plan of a new first person narrative, building out a scenario from <i>The Most Beautiful Roof in the World</i>. Students use their Narrative Planning graphic organizers to write a beginning that establishes the situation by introducing their characters and/or narrator, a middle that describes the central problem and how the character(s) responds to the problem, and an ending that has a logical solution/resolution to “wrap up” the problem. They then use their Narrative Planning graphic organizer to write a first draft.</p>
Rationale	
<ul style="list-style-type: none"> • This assessment was revised to provide more explicit instruction and assessment in narrative writing to enhance the rigor and to adequately assess W.5.3. 	

END OF UNIT 3

First Edition:	Second Edition:
<p>On-Demand Writing of a Field Journal Entry on Howler Monkeys This on-demand assessment centers on standards NYSP12 ELA CCSS W.5.2, W.5.3, W.5.4, W.5.7, and W.5.9. After completing the performance task (which is heavily scaffolded in order to ensure student success), students will be given an on-demand assessment to demonstrate their independent mastery of the targeted standards. Students will write a second rainforest field journal excerpt, using the notes that they took during the Mid-Unit 3 Assessment about howler monkeys. The prompt for the assessment will be: “After researching scientific texts on howler monkeys, write a page from a field journal that describes howler monkeys and how they contribute to the rainforest ecosystem. Support your discussion with evidence from your research. Be sure you include precise scientific vocabulary and sensory details.”</p>	<p>Revising a First Person Narrative This assessment centers on CCSS ELA W.5.3b, W.5.3c, W.5.3d, W.5.5, L.5.1a, and L.5.3a. This assessment has two parts. In Part I, students apply what they have learned about conjunctions, interjections, and prepositions to answer selected response and short on-demand response questions. In Part II, students apply what they have learned about revising narratives to revise the narrative they wrote for the Mid-Unit 3 Assessment with a focus on technique and pacing.</p>
Rationale	
<ul style="list-style-type: none">• In the first edition it was difficult to provide students with adequate instruction on narrative writing, because the informative writing context of a research journal doesn't require the narrative elements (for example, plot and character development) as required by W.5.3. As a result, the task was changed to more effectively address the narrative writing standard.• To address field feedback, more explicit instruction and assessment of language standards have been included in the second edition.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 5th Grade, Module 3

This document describes the most significant changes in our second edition Grades 3–5 ELA curriculum: global changes across modules and specific changes for Grade 5, Module 3.

We have been inspired by the national interest in EL Education’s Grades 3–8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required six modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded more than 6 million times.

The second edition broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 3, the second edition (two-hour block) is based on the following four first edition modules:

Module 1, Module 2A, Module 3A, Module 4

What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

The second edition modules still

- Focus on the same topic (e.g., Grade 5, Module 3 is still about the athlete leaders like Jackie Robinson)
- Use the same central text(s) (e.g., Grade 4, Module 3 students still read *Promises to Keep*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 3 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive. It explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand-new second hour of instruction: Additional Language and Literacy (ALL) block
- An explicit emphasis on habits of character (working to become effective learners, working to become ethical people, working to contribute to the community)
- Robust supports for English language learners (ELLs): focuses on diversity and inclusion, levels of support, Language Dives, and Conversation Cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language Dives: 10–20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative, and narrative (e.g., by Module 4, Grade 5 now writes four-paragraph on-demand essays)

Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>Letter to a Publisher</p> <p>After reading biographical texts on a famous American athlete of an historical era, each student will write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, each student will discuss the athlete, evaluate the barriers that he/she broke during the era in which he/she lived, and give an opinion about the importance of that athlete's legacy. Students will support their opinions with reasons and evidence from their research. This task centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.</p>	<p>Poster: Personal Qualities to Be an Effective Leader of Change</p> <p>In this performance task, students reflect on the personal qualities that help leaders to effect social change. Students choose a personal quality and then in groups create a poster for a display titled "Be an Effective Leader of Change" to help students in their school understand the personal qualities they need to effectively lead change, and to inspire students in their school to become leaders of change. Posters include examples of how athletes who have been effective leaders of change have shown evidence of this personal quality. This task centers on CCSS ELA RI.5.1, RI.5.9, W.5.4, W.5.8, and W.5.9b.</p>
Rationale	
<ul style="list-style-type: none"> The entire arc of this module was changed to focus on factors that contribute to the success of athlete leaders of change, and so the performance task was revised accordingly. In the second edition module, students identify factors that contribute to the success of leaders of change when reading about professional athletes like Jackie Robinson, Jim Abbott, and Janet Guthrie. A factor common to all of the athletes was personal qualities like courage and perseverance, so for the performance task students choose a personal quality to highlight for a display to inspire students to become leaders of change. This performance task is more authentic than the first edition performance task, and so more meaningful and purposeful. The change in focus for the performance task results in a change of standards that are addressed. 	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Identifying Author's Opinion and Supporting Evidence: Sports in American Culture</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read and analyze a new informational text about the importance of sports in American culture and then complete a short quiz, answering evidence-based selected response and short answer text-dependent questions.</p>	<p>Reading and Summarizing an Informational Text</p> <p>This assessment centers on CCSS ELA RI.5.1, RI.5.2, W.5.9b, L.5.1c, and L.5.1d. Students apply what they have learned to identify multiple main ideas in a new section of Promises to Keep and explain how each is supported by key details. They then express this understanding in a concise written summary. Finally, students revise a short passage to correct inappropriate shifts in verb tense.</p>
Rationale	
<ul style="list-style-type: none"> The focus of this assessment was revised in the second edition to focus on RI.5.2 and writing summaries, as the anchor text provided many opportunities for practice of this, but did not provide students with adequate practice to identify author's opinion and supporting evidence. Additional language standards are taught and assessed in this half of the unit, as there are clear examples of these language rules in the text being read. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture</p> <p>This assessment centers on NYSP12 ELA CCLS W.5.1 and W.5.9. After reading and analyzing articles about the importance of sports in American culture, students will write a paragraph in which they share an opinion about the importance of sports in American culture, stating an opinion and evidence from the texts upon which that opinion is based.</p>	<p>Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text</p> <p>This assessment centers on CCSS ELA RI.5.3 and SL.5.2 and has two parts. In Part I, students apply what they have learned about summarizing a text read aloud. Students listen to a new section of <i>Promises to Keep</i>, recording the main idea and key details as the text is read aloud. They then use this information to write a summary of the text. In Part II, students reread the same section of text and answer selected response and short answer questions to demonstrate an understanding of the relationship between key ideas in the text.</p>
Rationale	
<ul style="list-style-type: none">• The focus of this assessment was revised in the second edition to focus on SL.5.2, building on the RI.5.2 summary work students completed in the first half of the unit, as the anchor text did not provide students with adequate examples of opinion writing from which to learn this skill.• Additionally, students require more explicit instruction on opinion writing before being assessed on this skill than in available in the second edition of this unit.	

MID-UNIT 2

First Edition:	Second Edition:
<p>Identifying Author's Opinion, Reasons, and Supporting Evidence: "Courage on the Field"</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.2, RI.5.4, and RI.5.8. Students will read a new informational text about Jackie Robinson breaking barriers in the sport of baseball and then answer evidence-based constructed response (multiple choice) and short-answer questions to demonstrate their ability to summarize the main ideas of the text, determine the meaning of vocabulary, and explain how the author used reasons and evidence to support his opinion.</p>	<p>Analyzing a Short Video and Examining Point of View</p> <p>This assessment centers on CCSS ELA RI.5.1, RI.5.6, and SL.5.3 and has two parts. In Part I, students watch and listen to a short video about Robinson's lifelong fight for civil rights, answering questions and completing a graphic organizer to summarize the main points the speaker makes and identify the reasons and evidence given to support each claim. In Part II, students reread a section of <i>Promises to Keep</i>, applying what they have learned to compare and contrast accounts of Jackie's early months in Major League Baseball as told by different members of the Robinson family. They then demonstrate understanding by answering selected response and short answer questions about the point of view expressed in the passages.</p>
Rationale	
<ul style="list-style-type: none">• The focus of this assessment was revised in the second edition to focus on RI.5.6, and SL.5.3, as engaging multimedia resources were found about Jackie Robinson that lent themselves to addressing these standards in conjunction with the anchor text. The anchor text did not provide students with adequate practice to identify author's opinion and supporting evidence, as assessed in the first edition of this assessment.	

END OF UNIT 2

First Edition:	Second Edition:
<p>Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy</p> <p>This assessment centers on NYSP12 ELA CCLS W.5.1 and W.5.9. Based on their prior reading (both for homework and then more in-depth during classwork) of pages 58–63 of <i>Promises to Keep: How Jackie Robinson Changed America</i>, each student will write an on-demand essay in which they state an opinion about Jackie Robinson's legacy supported by reasons and evidence from the text. The assessment includes a graphic organizer students use to plan their writing: a strong introduction including a clear opinion, and two body paragraphs that state two reasons and supporting evidence. They must be sure to support their position with evidence from the text.</p>	<p>Writing an Opinion Essay</p> <p>This assessment centers on CCSS ELA RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, and L.5.2b and has two parts. In Part I, students continue working on the opinion essay begun in class by drafting a second body paragraph and conclusion. In Part II, they revise their essays to ensure that each reason is clearly linked to the stated opinion and is well supported by facts and details. They then edit to ensure that commas are correctly used to separate an introductory element from the rest of the sentence.</p>
Rationale	
<ul style="list-style-type: none"> • Both editions of this assessment require students to write an opinion essay, but the focus has been revised in the second edition in line with the new focus of the module on factors that contribute to the success of effective athlete leaders of change. • In the second edition of this unit there is more explicit scaffolded instruction on opinion writing than in the first edition. 	

MID-UNIT 3

First Edition:	Second Edition:
<p>Notes and Graphic Organizer for a Letter to a Publisher</p> <p>This assessment centers on NYSP12 ELA CCLS RI.5.9, W.5.1, W.5.7, and L.5.6. This mid-unit assessment is a planning task leading up to students' final performance task. After reading informational biographical texts about Althea Gibson or Roberto Clement, students will organize their notes from these texts into new graphic organizers. In their graphic organizers, students must state their opinions about why a biography should be published for fifth-graders about this athlete, and provide at least three clear reasons and supporting evidence. Students' graphic organizers must be clearly organized in one of two organizational structures: either chronological order or order of importance. They must also incorporate key vocabulary they have learned through their reading.</p>	<p>Comparing and Contrasting Athletes Who Broke Barriers</p> <p>This assessment centers on CCSS ELA RI.5.1, RI.5.3, RI.5.7, RI.5.9, W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, and L.5.1e. In Part I, students watch a video and read about a new professional athlete, Janet Guthrie, and identify the similarities and differences between the factors that supported her success in being an effective leader of social change with those of Jackie Robinson. They then write an on-demand essay outlining the similarities and differences using evidence from both texts. In an optional Part II, students complete short answer and multiple choice questions to demonstrate their ability to use correlative conjunctions.</p>
Rationale	
<ul style="list-style-type: none"> • As the performance task was significantly revised in the second edition, the mid-unit assessment is also very different as it scaffolds students towards a different task. In the second edition, students continue to read about different athletes who were also leaders of social change but with a different purpose. In comparing and contrasting factors, students begin to identify common factors, which will lead them towards the factors to choose for the end of unit presentations. • Students write an on-demand essay in the second edition to enhance the rigor from the first edition, as by this point in the year, students should be able to write four-paragraph on-demand essays. 	

END OF UNIT 3

First Edition:	Second Edition:
<p>Draft Letter to a Publisher This assessment centers on NYSP12 ELA CCLS RI.5.9, W.5.1, and W.5.4. Students will each write a first draft of their final performance task of a letter to a publishing company stating their opinion that a biography should be published for fifth-graders about their researched athlete's legacy, and support their opinion with reasons and evidence from their research.</p>	<p>Multimedia Presentation This assessment centers on CCSS ELA RI.5.1, RI.5.9, SL.5.4, SL.5.5, and SL.5.6. Students synthesize their research by sharing their thinking about the key factors that support success in being an effective leader of social change in a multimedia presentation.</p>
Rationale	
<ul style="list-style-type: none">• As the performance task was significantly revised in the second edition, the end of unit assessment is also very different as it scaffolds students towards a different task.• Speaking and listening standards were added to this assessment for students to be able to synthesize their learning in a different way, as they have already completed a lot of demanding writing tasks in this module. The speaking and listening presentations also provide an authentic way to include family and community members in student learning and achievement.	

EL Education’s Grades 3–8 English Language Arts Curriculum Second Edition Enhancements: 5th Grade, Module 4

This document describes the most significant changes in our second edition Grades 3–5 ELA curriculum: global changes across modules and specific changes for Grade 5, Module 4.

We have been inspired by the national interest in EL Education’s Grades 3–8 English Language Arts curriculum since we created it with a team of teachers in 2012. The first edition was originally commissioned by New York State, which required six modules per grade, aligned to the state’s Social Studies and Science standards. Though the curriculum was initially designed with New York teachers as the primary audience, we were pleasantly surprised when the curriculum was downloaded more than 6 million times.

The second edition broadens the curriculum’s relevance to schools nationally and incorporates feedback from teachers across the country. We prioritized four modules per grade that had the most nationally relevant topics and had received the highest praise from teachers. For Grade 4, the second edition (two-hour block) is based on the following four first edition modules:

Module 1, Module 2A, Module 3A, Module 4

What is the same in the first and second editions of our Grades 3–5 ELA curriculum?

- Focus on the same topic (e.g., Grade 5, Module 4 is still about natural disasters)
- Use the same central text(s) (e.g., Grade 5, Module 4 students still read *Eight Days: A Story of Haiti*)
- Teach and assess at least the same standards (we often folded in more standards as well)
- Teach and assess the same type of writing (e.g., Module 4 still includes opinion writing)

What’s new in the second edition?

The second edition is comprehensive. It explicitly teaches and formally assesses all standards and strands of the new standards. It includes:

- A brand-new second hour of instruction: Additional Language and Literacy (ALL) Block
- An explicit emphasis on habits of character (working to become effective learners, working to become ethical people, working to contribute to the community)
- Robust supports for English language learners (ELLs): focuses on diversity and inclusion, levels of support, Language Dives, and Conversation Cues
- Supports aligned to the Universal Design for Learning (UDL) framework in module lessons

Reading enhancements:

- Language Dives: 10–20 minute conversations about the meaning and purpose of a complex sentence from a compelling text (several times per unit for all students; almost daily for ELLs)
- Explicit vocabulary instruction (e.g., using affixes to determine the meaning of unfamiliar words)

Writing enhancements:

- Explicit writing instruction, particularly formulating paragraphs and essays, and on expository writing
- Models for student analysis and as teacher exemplars
- Increased rigor aligned to standards for all three writing types: opinion, informative, and narrative (e.g., by Module 4, Grade 4 now writes scaffolded four-paragraph essays)

Speaking and listening enhancements:

- Conversation Cues: questions teachers can ask students, and students can ask one another, to promote productive and equitable conversation
- Checklists for informal assessment of speaking and listening
- Formal speaking and listening assessments
- Emphasis on discussion norms

Language enhancements:

- Explicit grammar, punctuation, and spelling instruction (within module lessons and in ALL Block)

Assessment enhancements:

- All standards explicitly taught and formally assessed in module lessons (including RF and L standards)
- Writing Rubrics (for W.1 opinion, W.2 informative/explanatory, W.3 narrative)
- Improved alignment among standards, texts, and assessment questions
- Priority standards assessed in multiple modules (e.g., R.1, R.2, R.4, W.2, SL.1, L.4)
- Improved support for students to track and assess their own progress
- More time for assessments

Materials:

- Updated Required Trade Book list (some new texts one per classroom to increase inclusion)
- Updated Recommended Texts for Independent Reading list
- Answer keys for everything, including homework
- Letter to families (simple overview of the learning for each specific module)

Performance Task (scaffolded for high-quality work)

First Edition:	Second Edition:
<p>Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster?</p> <p>How should U.S. humanitarian organizations prioritize their assistance to countries struck by a natural disaster, given the limited funds they have? After researching informational texts about natural disasters that have occurred in the Western Hemisphere and U.S. humanitarian organizations that offer international aid, write a speech in which you state your opinion about how U.S. humanitarian organizations should prioritize aid to neighboring countries following a natural disaster. Support your position with evidence from your research. You will then deliver this speech to the class. The final draft of the written speech centers on NYSP12 ELA Standards RI.5.7, RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, L.5.3, and L.5.6. The public speaking task centers on NYSP12 ELA Standards SL.5.4, SL.5.6, and L.5.6.</p>	<p>Presentation: Preparing for Natural Disasters</p> <p>This task addresses CCSS ELA SL.5.4, SL.5.5, and SL.5.6. For this performance task, students share their learning about how to stay safe during a natural disaster by unveiling their PSAs to an audience in a live launch. As part of the presentation, students unpack the emergency preparedness kit they have created and share the rationale for the practical and personal items they have chosen to include. They also distribute an emergency preparedness leaflet.</p>
Rationale	
<p>In the second edition, this performance task was revised to be more relevant to students' lives and to create a product that would enable them to educate others in their school and community in a meaningful and authentic way. Students still deliver a presentation, but the content is very different in the second edition.</p>	

On-demand Assessments (completed independently, often under test conditions)

MID-UNIT 1

First Edition:	Second Edition:
<p>Text-Dependent Short-Answer Quiz—the Effects of Natural Disasters</p> <p>This assessment centers on NYSP12 ELA Standards RI.5.1, RI.5.3, and RI.5.4. After reading one new text on hurricanes, students will answer text-dependent multiple-choice and short-answer questions that assess their knowledge of how the formation of hurricanes is a causal relationship. They will also be expected to use strategies for finding the meaning of academic and scientific vocabulary in context (a skill they have been practicing all year).</p>	<p>Analyzing How an Author Uses Reasons and Evidence to Support Points</p> <p>This assessment centers on CCSS ELA RI.5.4, RI.5.8 and L.5.4a. In this assessment, students read a new text on the destruction caused by earthquakes in Chile and Haiti. They use context clues to determine the meaning of general academic and domain specific vocabulary words and answer selected response questions to identify the reasons and evidence the author uses to support key points in the text.</p>
Rationale	
<ul style="list-style-type: none"> • The second edition of this assessment was revised to address RI.5.8, which had not been assessed in previous modules, as the texts for this unit lent themselves to assessment of this standard. • Additional language standards have been added to this assessment. This is because in general, the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment. 	

END OF UNIT 1

First Edition:	Second Edition:
<p>On-Demand Essay “What Makes a Hurricane a Natural Disaster?”</p> <p>This assessment has two parts. Part 1 of this assessment is an essay that centers on NYSP12 ELA CCLS W.5.2, W.5.4, and W.5.9b. Part 2 of this assessment is a Science Talk that centers on NYSP12 ELA CCLS SL.5.1a, b, c, d, and f. After reading two articles on hurricanes, students will write an essay that answers the prompt “What makes a hurricane a natural disaster?” Students will be expected to support their discussion with evidence from the text(s). They will write a well-developed explanatory essay that contains a topic statement, two body paragraphs, and a concluding statement. In Part 2, students will prepare for and participate in a Science Talk in which they discuss with peers what a natural disaster is.</p>	<p>Recording a PSA</p> <p>This assessment centers on CCSS ELA SL.5.4, SL.5.6, and L.5.2a and c. and has two parts. In Part I, students record their PSAs, written in class, about how to stay safe during a natural disaster. They are assessed on the content of the PSA, as well as on their ability to speak clearly, at an understandable pace, in a style appropriate to their audience and purpose. In Part II, students edit a paragraph to demonstrate an ability to correctly use punctuation to separate items in a series and commas to set off words and phrases.</p>
Rationale	
<ul style="list-style-type: none"> • The second edition of this assessment was revised to create a product that could be included in the final performance task. The recording of a PSA was also a more appropriate culminating task for the reading and research completed in a unit about natural disasters. It also provides the opportunity for students to practice informative writing (W.5.2) as they prepare their PSAs, and to assess speaking and listening standards. • Additional language standards have also been added to this assessment. This is because in general, the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment. 	

MID-UNIT 2

First Edition:	Second Edition:
<p>Analyzing a New Narrative about a Natural Disaster (Parts I and II)</p> <p>Part I of this two-part assessment centers on standards NYSP12 ELA CCLS RL.5.1, RL.5.7, and L.5.5. Students will read a short story, “In the Middle of the Storm,” about Hurricane Sandy to answer multiple-choice and short-response text-dependent questions related to inferring about events, determining the meaning of language in context, and analyzing how imagery is used to contribute meaning to the narrator’s description of events. Part II of this assessment centers on standards NYSP12 ELA CCLS RL.5.6, W.5.2, and W.5.9a. In this second part of the assessment, students will write a literary analysis based on the text they read in Part I, focusing on how the narrator’s point of view influences the description of events.</p>	<p>Analyzing the Contribution of Multimedia</p> <p>This assessment centers on CCSS ELA RL.5.1, RL.5.2, RL.5.4, RL.5.7, RF.5.4, L.5.4a, L.5.5c. and has two parts. In Part I, students read an excerpt of a new poem about the aftermath of a natural disaster aloud for fluency and summarize the text. In Part II, they watch a multimedia video of the same poem, and read it in order to answer selected-response, and short constructed response questions about the meaning of unfamiliar words and phrases, and the theme. They also analyze how the multimedia on the video contributes to the meaning, tone, and beauty of the poem.</p>
Rationale	
<ul style="list-style-type: none"> • The second edition of this unit was revised to include a variety of engaging authentic literary texts, including songs and poems, accompanied by multimedia presentations about the aftermath of natural disasters. • The text for the second edition of this assessment was revised to incorporate a multimedia presentation, in order to more thoroughly address RL.5.7. • L.5.4 standards were added because where possible in the second edition of the modules, L.5.4 has been bundled with RI and RL.5.4, due to both of these standards requiring students to determine the meaning of unfamiliar words and phrases. • Additional language standards have also been added to this assessment. This is because in general, the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment. 	

END OF UNIT 2

First Edition:	Second Edition:
<p>Perspectives on Natural Disasters This assessment centers on standards NYSP12 ELA CCLS RI.5.1 and RL.5.6a, with an optional assessment of W.5.11. In this assessment, students read about the author of “In the Middle of the Storm,” from the mid-unit assessment. They then answer a series of questions focusing on how the author’s background affects her perspective on the storm she writes about. Then, in an optional arts integration and assessment of W.5.11, students consider their own perspective by reflecting in writing on the guiding question: “What can literature about natural disasters teach us about their impact on the people who experience them?” and then create a piece of original artwork to accompany this reflection. (Teachers may choose not to include this portion of the assessment if time or resources do not permit this arts integration.)</p>	<p>Analyzing Point of View in a Literary Text This assessment centers on CCSS ELA RL.5.1, RL.5.6, and L.5.3b. In this assessment, students analyze how the point of view of a speaker in a poem influences how he describes the events and write a short, constructed response. They also compare the variety of English with another poem listened to in a previous lesson.</p>
<p>Rationale</p>	
<ul style="list-style-type: none"> • The text used in the second edition of this assessment was revised based on the changes made to the texts used in the unit. • The focus of the assessment on the RL.5.6 standard was revised to focus on how the speaker’s point of view influences the way events are described, rather than how the author’s point of view influences the way events are described (as in the first edition). The first edition interpretation addressed the Grade 6 standard. • Additional language standards have been added to this assessment. This is because in general, the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment. 	

MID-UNIT 3

First Edition:	Second Edition:
<p>Taking and Organizing Notes for a Public Speech This assessment centers on NYSP12 ELA Standards RI.5.7, W.5.7, W.5.8, and W.5.9. This mid-unit assessment is a planning task leading up to students’ final performance task. After reading informational texts about the Red Cross and the recent earthquake in Haiti, students will organize their notes from these texts in a graphic organizer. In their graphic organizer, students must state their opinion about how U.S. humanitarian aid organizations should prioritize their assistance to neighboring countries when they are struck by a natural disaster, and provide at least three clear reasons and supporting evidence. They also must incorporate key vocabulary they have learned through their reading.</p>	<p>Research: Supplies to Include in an Emergency Preparedness Kit This assessment centers on CCSS ELA RI.5.1, RI.5.7, W.5.7, and W.5.8 and requires students to conduct online research to determine which supplies to include in an emergency preparedness kit, and the reason each would be useful. They create their own research organizers to clearly organize their thinking and list sources.</p>
<p>Rationale</p>	
<ul style="list-style-type: none"> • The second edition of this assessment was revised based on the changes made to the Performance Task. While still a research assessment assessing RI.5.7, W.5.7 and W.5.7, the focus of the research is about supplies for an emergency preparedness kit. • In the second edition of this assessment, students create their own graphic organizers in order to increase the rigor of the assessment of W.5.7 and W.5.8 in the final module. 	

END OF UNIT 3

First Edition:	Second Edition:
<p>Draft Opinion Speech: How Should U.S. Humanitarian Organizations Prioritize Aid to Neighboring Countries Following a Natural Disaster?</p> <p>This assessment centers on NYSP12 ELA Standards W.5.1, W.5.4, and L.5.3. Students will write a first draft of their final performance task of a speech stating their opinion of how U.S. humanitarian aid organizations would prioritize assistance to neighboring countries when they are struck by natural disasters, and support their opinion with reasons and evidence from their research.</p>	<p>Writing an Opinion Essay: Personal Items for my Emergency Preparedness Kit</p> <p>This assessment centers on CCSS ELA W.5.1, W.5.4, W.5.5, W.5.6, and L.5.2e and tasks students with writing an on-demand opinion essay in which they choose two personal items to include in an emergency preparedness kit for their own families and explain the reasons for choosing each. They use technology to produce, revise, edit, and publish their writing.</p>
Rationale	
<ul style="list-style-type: none">• As a result of the revisions to Unit 3 and the Performance Task, the opinion writing in the second edition of this assessment has a different focus. As the revised Performance Task requires students to unpack an emergency preparedness kit and to explain the rationale for the items chosen, the opinion writing completed in this unit prepares students for this.• W.5.5 was added to the second edition of this assessment in order to also assess L.5.2e through the editing process.• Additional language standards have been added to this assessment. This is because in general, the second edition places more emphasis on explicitly teaching and formally assessing the language standards, and the skills they require of students align with what students are doing in the rest of the assessment.	