



Language Arts Curriculum

MODULE LESSONS

Grade 5: Module 1

Stories of Human Rights —

Assessment Overview

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 **Performance Task****Monologue Performance and Program**

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 *Esperanza Rising*. 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.**

Mid-Unit 1 Assessment**Answering Questions about and Summarizing Article 13 of the UDHR**

This assessment centers on CCSS ELA RI.5.1, RI.5.2, RI.5.4, RI.5.10, 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.

End-of-Unit 1 Assessment**Text-Based Discussion—Threats to Human Rights in *Esperanza Rising***

This two-part assessment centers on CCSS RL.5.1, RL.5.5, RL.5.10, RI.5.1, W.5.9a, and SL.5.1, SL.5.1a, SL.5.1b, SL.5.1c. In Part I, students participate in a text-based discussion about threats to human rights in Chapters 4–6 of *Esperanza Rising*, 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 *Esperanza Rising* and identify how the chapter fits into the overall structure of the story.

Mid-Unit 2 Assessment

Interpreting Metaphors and Analyzing Character Reactions

This assessment centers on CCSS ELA RL.5.1, RL.5.2, RL.5.3, RL.5.10, W.5.9a, and L.5.5a. Students reread a section of *Esperanza Rising* 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.

End-of-Unit 2 Assessment

Revising a Literary Essay

This assessment centers on CCSS ELA W.5.2c, W.5.2d, W.5.5, W.5.6, W.5.10, 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 *Esperanza Rising*, 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.

Mid-Unit 3 Assessment

Narrative Monologue: Describing an Event from *Esperanza Rising*

This assessment centers on CCSS ELA W.5.3, W.5.3a, W.5.3b, W.5.3e, W.5.4, and W.5.10. Students use their Monologue Planning Graphic Organizer: *Esperanza Rising* 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.

End-of-Unit 3 Assessment

Revising Writing and Reading Fluency

This assessment centers on CCSS ELA W.5.4, W.5.5, L.5.1b, RF.5.3, 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 *Esperanza Rising* aloud and are assessed on accuracy, appropriate rate, and expression. Then students orally summarize what they have read to assess understanding of the text.

Reading Fluency Self-Assessment Checklist: Unit 3

Name: _____ Date: _____

Reading Fluency Checklist						
	Characteristics of Fluent Reading	Symbol	4 Advanced	3 Proficient	2 Developing	1 Beginning
RF.5.4b, RF.5.4c	I can read all/almost all of the words correctly.					
RF.5.4c	I can correct myself and reread when what I read was wrong or didn't make sense.					
RF.5.4a, RF.5.4b	I can read at a speed that is appropriate for the piece.					
RF.5.4a, RF.5.4b	I can read smoothly without many breaks.					
RF.5.4a, RF.5.4b	I can read groups of related words and phrases together					
RF.5.4a, RF.5.4b	I can notice and read punctuation. <i>(Examples: Pauses after a comma and period, questions sound like questions, dialogue sounds like someone saying it, exclamations in an excited voice.)</i>					
RF.5.4b	I can use the appropriate tone to express the author's meaning.					
RF.5.4b	I can use facial expressions and body language to match the expression in my voice.					
RF.5.4b	I can use the appropriate volume and change volume naturally as if I am talking to a friend.					