



## Language Arts Curriculum

### **MODULE LESSONS**

**Grade 5: Module 1: Unit 1: Lesson 12**

End of Unit 1 Assessment:

Text-Based Discussion—Threats to  
Human Rights in *Esperanza Rising*

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## Tracking Progress: Collaborative Discussion

**Name:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**Learning Target:** I can participate in an effective collaborative discussion.

**Standards I’m Tracking: SL.5.1**

**1. How am I doing?**

- For each criterion, self-assess by putting a check mark in the appropriate column.
- Strive to be honest with yourself. Remember, your ability grows with your effort, so it’s fine if you aren’t there yet!

You will receive feedback on different colored sticky notes/flags, and in a different colored pen on the checklist.

Standard	Criteria for reading, understanding, and explaining a new text	4 Advanced	3 Proficient	2 Developing	1 Beginning
<b>SL.5.1a</b>	I prepare for the discussion by finding appropriate evidence in the text(s).				
<b>SL.5.1a</b>	I use the evidence I prepared to support my ideas during the discussion.				
<b>SL.5.1b</b>	I follow agreed-upon rules for the discussion.				
<b>SL.5.1b</b>	I carry out the role I have been given in a discussion.				
<b>SL.5.1c</b>	I ask questions to better understand what others are saying.				



Standard	Criteria for reading, understanding, and explaining a new text	4 Advanced	3 Proficient	2 Developing	1 Beginning
SL.5.1c	I answer questions to help others understand my ideas.				
SL.5.1c	I link my ideas to those of others.				
SL.5.1c	I elaborate on others' ideas.				
SL.5.1d	I explain the key ideas of a discussion and how my understanding has grown from it.				

**2. How have I improved since I last worked on this skill?**

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**Teacher Response:**

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### 3. How can I improve next time?

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Teacher Response:

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**Anchor Standards: SL.1**

By the end of Grade 12, I will be able to: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.