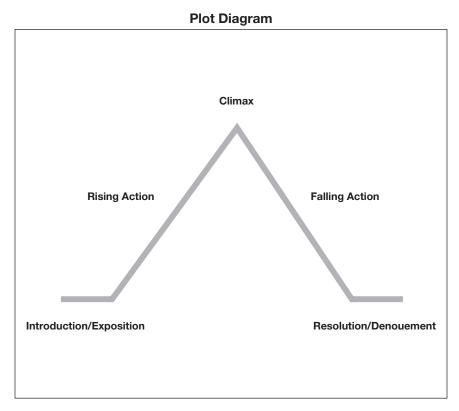GSE Focus: *ELAGSE5RL9*

❶ Pre-Assessment 👤

Assign the online Pre-Assessment for Unit 16. Have students log in to *Total Motivation ELA™* and complete the Pre-Assessment. Use the information to plan instruction in order to help students compare and contrast themes and topics in different stories. Using the *Think Aloud* method, guide students in an item-specific discussion, considering correct/incorrect responses and addressing misconceptions and common errors.

❷ Building Background Knowledge

To introduce the unit passages, read two versions of a fairy tale or fable. Discuss the elements of setting, characters, plot events, and themes. Record the plot events on *Plot Diagram* graphic organizers. Guide students in a discussion to analyze the similarities and differences between the versions, noting their approaches to the same theme or topic.

Plot Diagram

Climax

Rising Action

Falling Action

Introduction/Exposition

Resolution/Denouement

Note: *See graphic organizer in Appendix D: Teacher Resources.*

Note: *See Suggested Unit Content Literature in Appendix D: Teacher Resources.*

GSE Focus: *ELAGSE5RL9*

❸ Vocabulary Focus ☺ ⛭

Use the provided vocabulary activities to teach the passage-specific and GSE vocabulary.

Passage-Specific Vocabulary		GSE Vocabulary	
challenge	recommendations	adventure story	mystery
competitor	solemnly	approach	similar
contempt	spare	compare	story
filed	spectators	contrast	theme
limbering	trudged	genre	topic
methodically	unaffected		
plodded	woodlands		
pokey			

Word Meaning Race – Provide students with individual dry erase boards and markers. Have students record passage-specific or GSE vocabulary words to match definitions as they are read. Instruct students to show boards with recorded words. Debrief responses to correct or confirm as needed.

(Technology Option: Use kahoot.it to allow students to compete simultaneously.)

Give Me a Hint – Clip cards with passage-specific or GSE vocabulary words on the backs of students. As students move about the room, instruct classmates to provide hints about the meanings of words on students' backs. Direct students to verify identified words with the teacher.

❹ Suggested Formative Vocabulary Assessment ☺

Have students write questions that can be answered with assigned passage-specific or GSE vocabulary words. Allow students to exchange questions with partners and to answer the questions with passage-specific or GSE vocabulary words. Use student responses to clarify misconceptions and to plan further instruction or interventions.

Unit 16

GSE Focus: *ELAGSE5RL9*

❺ Unpacking the Standard

Comparing and Contrasting Texts – Students in Grade 5 are expected to read texts from the same genre and determine similar and different ways the authors present the themes and topics.

Authors **approach themes and topics** in literary texts based on the development of the characters and plot events. Specifically, the motivations, emotions, choices, and actions of the characters are essential elements authors use to express the messages or lessons they intend to convey. The plot events, including introduction/exposition, rising action, climax, falling action, and conclusion/denouement, are used to develop the themes of the stories. Additionally, authors use characterization, point of view, and dialogue to communicate the messages they intend for readers to discover.

It is important for skilled readers to make connections and to determine **similar** themes and topics in stories of the **same genre**. To accomplish this task, students must use the skills of comparing and contrasting. **Compare** means to identify similarities or likenesses among the elements, while **contrast** means to identify differences among the elements. When considering paired selections, it is helpful to first determine the author's approach to the themes or topics of the individual texts. At that point, students can more readily identify similarities and differences between and among the texts, supporting their analyses with textual evidence.

❻ Instructional Activities   👤   👥   👥👥

Use the following activities to provide instruction and practice for the GSE Focus Standard.

Connect Two – Read two literary texts that contain similar themes and/or topics. After reading, model for students the process to identify and analyze the thematic connection between the passages. Have students record notes while observing the modeled process. Debrief student notes to ensure accuracy and understanding. Provide additional practice, allowing students to work with partners to apply the learned skill with different paired texts.

Research It – Allow students to locate similar folktales from various cultures, such as *Cinderella* and its Chinese version, *Lon Po Po*. Have students use the folktales to share or record comparisons and contrasts between the traditional passages based on culture-specific elements. Have students complete *T-charts* to identify and record connections between the stories.

❼ Formative Assessment   👤

Have students read two stories with a common theme and/or topic. Instruct students to identify the theme and/or topic, to record evidence from each story that supports it, and to record an analysis of the authors' approaches. Use student responses to clarify misconceptions and to plan further instruction or interventions.

Unit 16

GSE Focus: *ELAGSE5RL9*

❽ Read the Passage

The paired literary texts in this unit include a fable and a modern-day version of the fable. The stories contain common elements and themes to allow students to identify the authors' approaches and make appropriate connections. A literacy connection for this unit might focus on adaptations of traditional or classical literature.

Lexile Text Measures 860L and 860L

Have students read the unit passages "The Hare and the Tortoise" and "The Prize" on pages 179–182 in the student edition.

Notes:

Unit 16

GSE Focus: *ELAGSE5RL9*

❶ Comprehending and Analyzing Literary Texts

Use the following strategies to help students comprehend and analyze paired literary texts:*

- Direct students to identify and highlight/underline/annotate evidence in texts regarding questions of *who*, *what*, *when*, *where*, *why*, and *how*. Remind students to refer to the notes when answering questions related to the story elements.

- Have students recount stories by sharing sequences of events. Guide students to answer questions that help recall at which points in the narratives particular events occur.

- Guide students to determine lessons, morals, or themes by analyzing the impacts of the settings; characters' motivations, responses, and changes; and plot events.

- Instruct students to refer to specific sentences or parts of stories when answering questions (e.g., *At the beginning of the story, the character* _____.). Guide students to note and discuss how actions and events that occur earlier in the stories affect the outcomes (e.g., *The character's decision to* _____ *affects the end of the story because* _____.).

- Direct students to identify the points of view from which stories are told (i.e., first-person or third-person narrator), noting the pronouns or other clues that help make the determinations.

- Help students identify how photographs or illustrations add meaning to the texts and model how to use the ideas and details within the images when answering questions.

*After reading and analyzing each literary passage, instruct students to note the similarities and differences between plot events, characters, themes, points of view, photographs or illustrations, stylistic elements, and text structures.

❷ Assessment Items

Assign students the assessment items for "The Hare and the Tortoise" and "The Prize."

Note: *If students complete the assessment in print, guide students to monitor their understanding and growth using the Chart Your Success tool.*

Correct answers are indicated in bold print.

1. What does this sentence suggest about Hays T.?

   > "When I pour on the speed, everyone else has to eat my dust!"

   ⓐ He expects the others to help him clean his plate.
   ⓑ He plans to run so fast that he will be far in front of the others.
   ⓒ He believes that the rest of the competitors will become dirty during the race.
   ⓓ He plans to throw dust in the faces of the other competitors before the race begins.

2. How does the illustration contribute to the reader's understanding of the fable?
   ⓐ It depicts the theme.
   ⓑ It highlights the climax.
   ⓒ It identifies the importance of the setting.
   ⓓ It introduces the conflict between the main characters.

Unit 16

GSE Focus: *ELAGSE5RL9*

❷ **Assessment Items, continued**

3. How does Egdurt's approach to the race differ from Hays T.'s approach?
    ⓐ Egdurt makes last-minute preparations, while Hays T. plans ahead.
    ⓑ Egdurt is quietly confident, while Hays T. is publicly arrogant.
    ⓒ Egdurt is overconfident, while Hays T. is thoughtful.
    ⓓ Egdurt is nervous, while Hays T. is sure of himself.

4. What lesson about life does Hays T. learn in the fable?
    ⓐ Look before you leap.
    ⓑ Never trust your enemy.
    ⓒ Slow and steady wins the race.
    ⓓ Necessity is the mother of invention.

5. How might Gilbert BEST approach future assignments?
    ⓐ He might choose Clarke for a partner.
    ⓑ He might plan ahead and use his time wisely.
    ⓒ He might wait until the last minute to work on assignments.
    ⓓ He might spend equal time playing games and working on assignments.

6. This question has two parts. Answer Part A, and then answer Part B.

    Part A
    Which words from the story show the meaning of *surveying* in this sentence?

    > Clarke had gathered data on the vegetables that students like to eat by surveying his classmates.

    ⓐ making observations
    ⓑ asking questions
    ⓒ documented his findings
    ⓓ wrote a report

    Part B
    Based on your answer to Part A, what is the meaning of the word *surveying*?
    ⓐ determining the size of an area of land
    ⓑ gathering information from or about
    ⓒ examining closely
    ⓓ looking over

7. How does this excerpt represent a difference between Gilbert and Clarke?

    > He locked eyes with Gilbert and said, "You're a good math student, but I'm going to give you some competition."
    >
    > Gilbert bragged, "You're wasting your time if you think you can beat me."

    ⓐ Clarke becomes angry, while Gilbert remains calm.
    ⓑ Clarke cares for Gilbert, while Gilbert is unconcerned with Clarke.
    ⓒ Clarke is amused by Gilbert's teasing, while Gilbert is frustrated with Clarke's bragging.
    ⓓ Clarke becomes more determined to win, while Gilbert becomes more confident that he will win.

Unit 16

GSE Focus: *ELAGSE5RL9*

❷ Assessment Items, continued

8. What is the reader able to understand because the narrator tells the story using third-person limited point of view?

   ⓐ **only Clarke's thoughts and feelings**
   ⓑ only Gilbert's thoughts and feelings
   ⓒ only Mrs. Redmon's thoughts and feelings
   ⓓ only the narrator's thoughts and feelings

9. What message is revealed in the fable and the story?

   ⓐ Talent is more important than hard work.
   ⓑ Boasting about yourself is a sure way to make friends.
   ⓒ Fun activities are a welcomed break from difficult tasks.
   ⓓ **Making good use of your time produces a positive outcome.**

10. What two statements BEST represent how the authors use characters to express the messages in the fable and the story? Choose two answers.

   ⓐ **The losers are overconfident.**
   ⓑ The winners boast about their skills.
   ⓒ The losers consider the feelings of others.
   ⓓ The losers demonstrate good sportsmanship.
   ⓔ **The winners are determined to complete the tasks.**

11. How are "The Hare and the Tortoise" and "The Prize" similar?

   ⓐ They both feature characters who set unrealistic goals.
   ⓑ They both feature characters who learn to avoid competition.
   ⓒ **They both feature characters who ignore the importance of effort.**
   ⓓ They both feature characters who alter the rules for their own benefit.

12. How do "The Hare and the Tortoise" and "The Prize" differ?

   ⓐ One story communicates the importance of winning at all costs.
   ⓑ **One story presents a character who admits defeat.**
   ⓒ One story conveys the meaning of true friendship.
   ⓓ One story explains how to win a contest.

❸ Intervention Activities   ♦ ♦♦ ⬛

When formative assessments reveal students in need of intervention, use the following activities to provide additional instruction and practice.

Question the Two – Lead a class discussion after students read two literary texts. Ask guiding questions to allow students to determine connections between the stories.

- What do both of these stories describe?
- What is one similarity/difference between the two stories?
- What idea is present in both stories?
- How are the characters/themes/ideas/points of view in the stories similar/different?
- What is one conclusion that is true of both stories?
- What concept is important in "Title" but not in "Title"?

Chart the Similarities/Differences – After reading paired literary texts with common themes, have students work with partners to complete *T-charts* labeled with the titles of the texts. Instruct students to record the common elements with parallel ideas (e.g., themes, settings, plot events) displayed horizontally on the charts. Ask students to analyze the information and determine the similarities and differences between the authors' approaches to similar themes.

Unit 16

❶ Composing Constructed Responses 👤

Have students answer the constructed-response questions/prompts using the provided checklist as a guide.

- ☐ Read the entire question/prompt.
- ☐ Restate the question/prompt in your own words.
- ☐ Think about your response.
- ☐ Locate evidence from the passage to guide your response.
- ☐ Include evidence and details from the text that support your thinking in your written response.

Note: *If students complete the Constructed Responses in print, guide students to note the scores on the Chart Your Success tool.*

❷ Scoring Constructed Responses

Score student responses for the constructed-response questions/prompts using the following rubrics.

Note: *The rubrics are aligned to the GSE Focus Standard addressed in the unit. All components of the rubrics may not be applicable to each prompt.*

13. **Describe how Egdurt and Clarke are similar. Use details from the fable and the story to support your answer. Write your answer on the lines provided.**

Points	Description
2	The response achieves the following: • Provides a thorough analysis that compares and contrasts the treatment of themes and topics in multiple texts • Includes specific details regarding the approaches used by the authors as they express the themes and topics
1	The response achieves the following: • Provides a limited analysis that compares and contrasts the treatment of themes and topics in multiple texts • Includes limited details regarding the approaches used by the authors as they express the themes and topics
0	The response achieves the following: • Provides no analysis that compares and contrasts the treatment of themes and topics in multiple texts • Includes no details regarding the approaches used by the authors as they express the themes and topics

14. **How are the resolutions of "The Hare and the Tortoise" and "The Prize" different? Use details from the fable and the story to support your answer. Write your answer on the lines provided.**

Points	Description
2	The response achieves the following: • Provides a thorough analysis that compares and contrasts the treatment of themes and topics in multiple texts • Includes specific details regarding the approaches used by the authors as they express the themes and topics
1	The response achieves the following: • Provides a limited analysis that compares and contrasts the treatment of themes and topics in multiple texts • Includes limited details regarding the approaches used by the authors as they express the themes and topics
0	The response achieves the following: • Provides no analysis that compares and contrasts the treatment of themes and topics in multiple texts • Includes no details regarding the approaches used by the authors as they express the themes and topics

Unit 16

GSE Focus: *ELAGSE5W3*

❶ Composing an Extended Constructed Response 👤

Have students answer the extended constructed-response prompt using the provided checklist as a guide.

☐ Introduce the characters, setting, and well-organized plot events.
☐ Use dialogue and description.
☐ Include effective language and transition words.
☐ Provide a logical conclusion.
☐ Proofread for errors.

Note: *Guide students to note the score on the Chart Your Success tool.*

❷ Scoring an Extended Constructed Response

Score student responses for the extended constructed-response prompt using the following rubric.

Note: *The rubrics are aligned to the GSE Focus Standard for a narrative response. All components of the rubric may not be applicable to each prompt.*

15. **Rewrite "The Prize" from Clarke's or Gilbert's point of view. Be sure to include only the portions of the story that your chosen character, Clarke or Gilbert, witnesses. Include details that support his viewpoint. Write your story on the lines provided.**

Points	Description
4	The response is a well-developed narrative that fully establishes a real or imagined experience based on text that has been read. • Introduces and clearly describes a situation, narrator and/or characters, and setting • Includes a well-organized sequence of events • Uses dialogue and description effectively to develop plot and to explain characters' responses • Utilizes a variety of time-order transition words and phrases that effectively signal the sequence of events • Includes effective language, including sensory language, that precisely conveys meaning • Provides a logical conclusion to the events • Integrates multiple ideas and details from the passage(s) • Contains few or no errors in conventions that interfere with meaning
3	The response is a developed narrative that partially establishes a real or imagined experience based on text that has been read. • Introduces and describes a situation, narrator and/or characters, and setting • Includes a sequence of events • Uses some dialogue and description to develop plot and to explain characters' responses • Utilizes time-order transition words and phrases to signal the sequence of events • Includes adequate language to convey meaning • Provides a conclusion to the events • Integrates ideas and details from the passage(s) • Contains few errors in conventions that interfere with meaning
2	The response is an incomplete narrative based on text that has been read. • Introduces a vague situation, narrator and/or characters, and setting • Includes a sequence of events that may lack clarity • Uses little dialogue or description to develop plot and to explain characters' responses • Utilizes few time-order transition words and phrases to signal the sequence of events • Includes language that inconsistently conveys meaning • Provides a vague or unclear conclusion to the events • Integrates few ideas and details from the passage(s) • Contains several errors in conventions that may interfere with meaning
1	The response is an attempt at a narrative based on text that has been read. • Introduces a minimal or unclear situation, narrator and/or characters, and setting • Includes a sequence of events that lacks clarity • Uses no dialogue or description to develop plot or to explain characters' responses • Utilizes few or no time-order transition words and phrases to signal the sequence of events • Includes language that distracts from meaning • Provides a minimal or unclear conclusion to the events • Integrates few or no ideas and details from the passage(s) • Contains many errors in conventions that interfere with meaning
0	The response will receive a conditional code based on flaws. • Is blank, copied, not in English, or otherwise inappropriate

Unit 16

GSE Focus: *ELAGSE5W2*

❶ Composing an Extended Writing Response 👤

Have students compose the extended writing response using the provided checklist as a guide.

☐ Consider the prompt and determine your topic that addresses the prompt.
☐ Decide on an appropriate structure.
☐ Locate evidence from the passages to support your topic.
☐ Provide an interesting introduction and conclusion.
☐ Proofread for errors.

Note: *Guide students to note the score on the Chart Your Success tool.*

❷ Scoring an Extended Writing Response

Score student responses for the extended writing response prompt using the following rubric.

16. **Now that you have read "The Hare and the Tortoise" and "The Prize," create a plan for and write your informational essay.**

WRITING TASK

> Egdurt and Clarke both prepare and take time to complete their tasks.
>
> Think about the ideas in the two passages. Then, write an **informational essay** that explains the importance of planning, preparation, and organization when completing a task.
>
> Be sure to use evidence from BOTH passages as you write **an essay that informs or explains. Write your essay on the lines provided.**

Be sure to:
• Begin your essay with an interesting introduction.
• Identify facts, details, and examples you will use in your writing.
• Organize your facts and details in a logical order and provide support for your topic with facts and details from the passages.
• Identify the passages by title when directly quoting from the passages.
• Use your own words to express your ideas.
• Use transition words, phrases, and clauses to connect your ideas.
• Use precise language to express your ideas.
• End your essay with an interesting conclusion.
• Proofread for errors in usage, grammar, spelling, capitalization, and punctuation.

❷ Scoring an Extended Writing Response, continued

Points	Description
	Idea Development, Organization, Coherence
4	*The response is a well-developed informative/explanatory text that successfully explores a topic and clearly expresses information and ideas based on a text that has been read.* • Clearly introduces the topic • Creates an effective organizational structure with logically grouped ideas and reasons • Develops the topic with multiple facts, definitions, and details • Uses linking words and phrases that appropriately connect ideas within categories • Provides a strong concluding statement or section
3	*The response is a developed informative/explanatory text that partially explores a topic and expresses information and ideas based on a text that has been read.* • Introduces the topic • Creates an organizational structure with grouped ideas and reasons • Develops the topic with some facts, definitions, and details • Uses some linking words that connect ideas within categories • Provides an adequate concluding statement or section
2	*The response is a partial informative/explanatory text that to a limited extent explores a topic and expresses information and ideas based on a text that has been read.* • Attempts to introduce the topic • Creates a limited organizational structure with ineffectively grouped ideas and reasons • Includes limited facts, definitions, and details to develop the topic • Uses few linking words that connect ideas, but ideas are not thoughtfully categorized • Provides a weak concluding statement or section
1	*The response is an attempt at an informative/explanatory text based on a text that has been read.* • Fails to introduce the topic • Neglects to provide an organizational structure • Includes no facts, definitions, or details • Uses no linking words and phrases • Provides a minimal or no concluding statement or section
0	*The response will receive a conditional code based on flaws.* • Is blank, copied, not in English, too limited to score, or off topic or task

Note: *Rubric continued on next page.*

Unit 16

GSE Focus: *ELAGSE5W2*

❷ Scoring an Extended Writing Response, continued

Points	Description
	Language Usage and Conventions
3	*The response exhibits a full command of usage and conventions.* • Includes mostly clear and complete sentences • Demonstrates knowledge of written language and its conventions • Contains minor errors that do not interfere with meaning
2	*The response exhibits a limited command of usage and conventions.* • Includes mostly complete sentences • Demonstrates some knowledge of written language and its conventions • Contains several errors that do not significantly interfere with meaning
1	*The response exhibits an ineffective command of usage and conventions.* • Includes sentence errors such as fragments, run-ons, or other errors • Demonstrates little knowledge of written language and its conventions • Contains frequent errors that interfere with meaning
0	*The response will receive a conditional code based on errors.* • Is blank, copied, not in English, too limited to score, or off topic or task

Unit 16

GSE Focus: *ELAGSE5L1d, ELAGSE5L1e, ELAGSE5L2a*

❶ Explanation of Standards

Inappropriate Shifts in Verb Tense (*ELAGSE5L1d*) – Students in Grade 5 are expected to maintain consistent verb tense throughout a written text. Shifts in verb tense may cause confusion to readers, so careful adherence to the appropriate verb tense is necessary to ensure accurate and clear communication.

Correlative Conjunctions (*ELAGSE5L1e*) – Students in Grade 5 are expected to correctly use correlative conjunctions, such as *either/or* and *neither/nor*, in appropriate contexts.

Punctuation in a Series (*ELAGSE5L2a*) – Students in Grade 5 are expected to employ commas when listing three or more items in a series. For example: *Hayden plays football, soccer, and baseball.* Students must be able to distinguish when semicolons are necessary to separate items in a series that include commas. For example: *Hayden plays football, soccer, and baseball in the fall; basketball, volleyball, and billiards in the winter; and tennis, golf, and lacrosse in the spring.*

❷ Revising/Editing Assessment 👤

After providing appropriate instruction in the assessed standard(s), assign students the Revising/Editing assessment items.

Note: *Guide students to monitor their understanding and growth using the Chart Your Success tool.*

Correct answers are indicated in bold print.

17. Which sentence has an error in grammar usage?
   ⓐ Betsy is both dedicated and committed to completing her work on time.
   ⓑ Lewis will either complete his project on time or turn it in late.
   ⓒ Kay not only won a computer but also a cell phone.
   ⓓ George is neither helpful or thoughtful.

18. In which sentence is punctuation used correctly?
   ⓐ For my science fair project I will need a display board, stencils, markers, note cards, and colored pencils.
   ⓑ For the race on Saturday you will need to bring your running gear; plenty of water; and a winning attitude.
   ⓒ I researched, studied, and took notes on Saturday; planned, organized, and drafted on Sunday; and revised, edited, and finished my report on Monday.
   ⓓ The best features of this computer are its lightweight, compact design, its fast, stable Internet connection capabilities, and its sleek, modern appearance.

19. Which sentence uses a consistent verb tense?
   ⓐ Jorge began the race in first place but finishes in last place.
   ⓑ Jace attends the science fair after he competed in the track meet.
   ⓒ Alicia worked on her project in the morning and turned it in tomorrow.
   ⓓ Kacey won first prize and donated her prize money to the local animal shelter.

Unit 16

GSE Focus: *ELAGSE5RL10*

❶ Guiding Critical Thinking

Critical thinking questions/prompts often require readers to:

Analysis/Analyze

• break information into parts for careful examination.

• find relationships within the text.

• combine text evidence with prior knowledge to communicate comprehension of text and to reach conclusions.

Evaluation/Evaluate

• make judgments.

• choose between two or more options.

• rank items in order of importance or preference.

• use text evidence to support personal views.

Synthesis/Create

• combine information from within a source, or from different sources, to create something new.

• compose alternate conclusions to texts.

• design original products that relate to the texts.

❷ Critical Thinking Prompts   👤   👥   👥   👥

Ask students to read and respond to the critical thinking questions/prompts.

Suggested responses are indicated in bold print.

Analysis/Analyze – What conclusion might you draw about Egdurt and Clarke? Support your thinking using evidence from the fable and the story.

Answers may vary. Student responses might include: They are willing to be diligent and committed to complete tasks; they are not boastful because they are considerate of the feelings of others. Student responses should include support for thinking using evidence from the fable and the story.

Evaluation/Evaluate – Do you prefer stories with animals as the main characters or stories with people as the main characters?
Circle your answer.   Animals   People
Defend your opinion.

Answers may vary. Students should circle an answer to the question of the preference of stories with animals or people as main characters and provide a defense of the opinion.

Synthesis/Create – Write an original conclusion to "The Hare and the Tortoise" that teaches an alternate lesson.

Answers may vary. Student responses should include an original conclusion to "The Hare and the Tortoise" that teaches an alternate lesson.

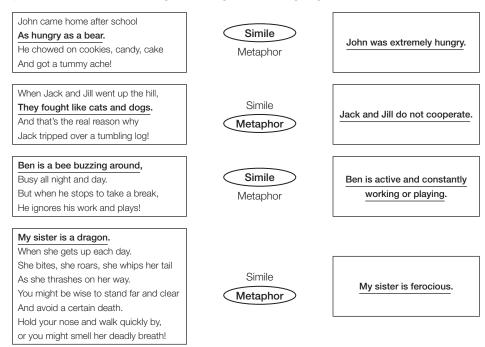**Unit 16**

GSE Focus: *ELAGSE5L5a*

❶ Explanation of Standard

Figurative Language – Students in Grade 5 are expected to recognize and determine the meanings and uses of figurative language, such as similes and metaphors. Figurative language contains expressions which must be interpreted. Both similes and metaphors compare two items in order to suggest a likeness between the two. Similes are identified by the use of *like* or *as* in the comparison: *Her hair was as soft as silk.* Metaphors use one object in place of another to make the comparison: *Her hair was silk on the pillow.* In order for students to become proficient with identifying and interpreting figurative language, they must be introduced to a wide variety of similes, metaphors, and other types of figurative language in guided and independent reading.

❷ Motivation Station Activity

After providing appropriate instruction in the assessed standard(s), assign students the Motivation Station activity.

Correct answers are indicated in bold print.

Read each rhyme and underline the simile or the metaphor within each. Circle the correct type of figurative language to identify the underlined content as either a simile or a metaphor. In each box, write an explanation for the meaning of the figurative language.

Rhyme	Type	Explanation
John came home after school **As hungry as a bear.** He chowed on cookies, candy, cake And got a tummy ache!	**Simile** / Metaphor	John was extremely hungry.
When Jack and Jill went up the hill, **They fought like cats and dogs.** And that's the real reason why Jack tripped over a tumbling log!	Simile / **Metaphor**	Jack and Jill do not cooperate.
Ben is a bee buzzing around, Busy all night and day. But when he stops to take a break, He ignores his work and plays!	**Simile** / Metaphor	Ben is active and constantly working or playing.
My sister is a dragon. When she gets up each day. She bites, she roars, she whips her tail As she thrashes on her way. You might be wise to stand far and clear And avoid a certain death. Hold your nose and walk quickly by, or you might smell her deadly breath!	Simile / **Metaphor**	My sister is ferocious.

Home Connection

Share the following activities to create learning opportunities for children and their families.

Note:

1. Read a variety of fables and fairy tales with your child. Discuss the characteristics of each type of literature. Read versions of the same stories and compare the ways the stories are told.
2. With your child, investigate and read other genres of literature that your child might enjoy such as tall tales, myths, legends, biographies, fiction, nonfiction, or journals.
3. View age-appropriate videos of fairy tales with your child. Compare the printed versions of the stories to the digital versions.

Unit 16

GSE Focus: *ELAGSE5W1*

❶ Performance Task Overview

The Performance Task Assessment requires students to create a product that integrates multiple research, writing, and speaking standards within a real-world context. The task, which relates to the unit topic, allows students to reason using higher-order thinking skills while demonstrating their learning in a variety of ways.

❷ Performance Task   👤 👥 👥👤 👥👥

Direct students to read the Performance Task.

> Assume the identity of a character from a fable or fairy tale. Write a persuasive letter to a local employer persuading that person to hire you to work at his or her place of business. Share your letter with an audience.

❸ Performance Task Steps

Guide students to use the following steps to complete the Performance Task Assessment.

1. Read "The Hare and the Tortoise" and "The Prize."
2. Read other familiar fables or fairy tales and select a character to be the "author" of your persuasive letter.
3. Use print or digital sources to research available jobs in your community.
4. Identify the job you want to apply for based on job requirements and the qualifications of your chosen character, and research the qualifications required for the job.
5. Answer the following questions about your task.
   - What character from "The Hare and the Tortoise" or "The Prize" do you most resemble?
   - Why did you choose this character from a fable or fairy tale?
   - What information from your research caused you to select the job for which you, as your character, are applying?
   - What similarities exist between the job requirements and your character's skills and attributes?
   - What persuasive techniques will you use in your letter to convince the employer to hire you?
6. Plan and write your persuasive letter.
7. Share your persuasive letter with an audience.
8. Have audience members evaluate your letter by recording which of your claims are supported with reasons and evidence.

❹ Scoring Criteria

Use a rubric with the following criteria for student self-assessment and teacher scoring:
Persuasiveness of Content, Appropriateness of Organization, Accuracy of Language and Conventions, Effectiveness of Presentation Techniques.

Unit 16

Unit 16

The Hare and the Tortoise and The Prize

Unit Component		Georgia Standards of Excellence	DOK Level	Revised Bloom's Taxonomy (RBT)
Pre-Assessment	1	ELAGSE5RL9	3	Analyze
	2	ELAGSE5RL9	3	Understand
	3	ELAGSE5RL9	3	Analyze
	4	ELAGSE5RL9	3	Analyze
Building Background Knowledge		ELAGSE5RL9, ELAGSE5RL10, ELAGSE5W4, ELAGSE5SL1, ELAGSE5SL2, ELAGSE5SL3, ELAGSE5SL6	3	Analyze
Suggested Unit Content Literature		ELAGSE5RL10, ELAGSE5RI10, ELAGSE5RF3, ELAGSE5RF3a, ELAGSE5RF4, ELAGSE5RF4a, ELAGSE5RF4b, ELAGSE5RF4c, ELAGSE5SL1, ELAGSE5SL2	3	Understand
Vocabulary Focus	Word Meaning Race	ELAGSE5RL4, ELAGSE5SL1, ELAGSE5SL6, ELAGSE5L4, ELAGSE5L4b, ELAGSE5L6	1	Understand
	Give Me a Hint	ELAGSE5RL4, ELAGSE5SL1, ELAGSE5SL6, ELAGSE5L4, ELAGSE5L4b, ELAGSE5L6	2	Understand
	Formative Assessment	ELAGSE5RL4, ELAGSE5W4, ELAGSE5L4, ELAGSE5L4b, ELAGSE5L6	2	Apply
Instructional Activities	Connect Two	ELAGSE5RL2, ELAGSE5RL9, ELAGSE5RL10, ELAGSE5W4, ELAGSE5SL1, ELAGSE5SL6	3	Analyze
	Research It	ELAGSE5RL9, ELAGSE5RL10, ELAGSE5W4, ELAGSE5SL1, ELAGSE5SL6	3	Understand
	Formative Assessment	ELAGSE5RL1, ELAGSE5RL2, ELAGSE5RL9, ELAGSE5RL10, ELAGSE5W4	3	Analyze
Read the Passage		ELAGSE5RL10, ELAGSE5RF3, ELAGSE5RF3a, ELAGSE5RF4, ELAGSE5RF4a, ELAGSE5RF4b, ELAGSE5RF4c	3	Understand
Assessment Items	1	ELAGSE5RL4	2	Apply
	2	ELAGSE5RL7	3	Analyze
	3	ELAGSE5RL3	3	Understand
	4	ELAGSE5RL2	3	Understand
	5	ELAGSE5RL3	2	Understand
	6A	ELAGSE5RL4	2	Apply
	6B	ELAGSE5RL4	2	Apply
	7	ELAGSE5RL3	3	Understand
	8	ELAGSE5RL6	2	Analyze
	9	ELAGSE5RL9	3	Understand
	10	ELAGSE5RL9	3	Analyze
	11	ELAGSE5RL9	3	Understand
	12	ELAGSE5RL9	3	Analyze
Intervention Activities	Question the Two	ELAGSE5RL2, ELAGSE5RL9, ELAGSE5RL10, ELAGSE5SL1, ELAGSE5SL2, ELAGSE5SL4, ELAGSE5SL6	3	Analyze
	Chart the Similarities/Differences	ELAGSE5RL2, ELAGSE5RL9, ELAGSE5RL10, ELAGSE5W4	3	Analyze
Constructed Response	13	ELAGSE5RL9, ELAGSE5W4, ELAGSE5W9, ELAGSE5W9a, ELAGSE5W10	3	Understand
	14	ELAGSE5RL9, ELAGSE5W4, ELAGSE5W9, ELAGSE5W9a, ELAGSE5W10	3	Understand
Extended Constructed Response	15	ELAGSE5W3, ELAGSE5W3a, ELAGSE5W3b, ELAGSE5W3c, ELAGSE5W3d, ELAGSE5W3e, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6, ELAGSE5W9, ELAGSE5W9a, ELAGSE5W10, ELAGSE5L1, ELAGSE5L2, ELAGSE5L3, ELAGSE5L5, ELAGSE5L6	3	Create
Extended Writing Response	16	ELAGSE5W2, ELAGSE5W2a, ELAGSE5W2b, ELAGSE5W2c, ELAGSE5W2d, ELAGSE5W2e, ELAGSE5W4, ELAGSE5W5, ELAGSE5W6, ELAGSE5W9, ELAGSE5W9a, ELAGSE5W10, ELAGSE5L1, ELAGSE5L2, ELAGSE5L3, ELAGSE5L5, ELAGSE5L6	3	Create
Revising/Editing	17	ELAGSE5L1e	1	Apply
	18	ELAGSE5L2a	1	Apply
	19	ELAGSE5L1d	1	Apply
Critical Thinking	Analyze	ELAGSE5RL10, ELAGSE5W4, ELAGSE5W9, ELAGSE5W9a, ELAGSE5W10	3	Analyze
	Evaluate	ELAGSE5RL10, ELAGSE5W4, ELAGSE5W9, ELAGSE5W9a, ELAGSE5W10	3	Evaluate
	Create	ELAGSE5RL10, ELAGSE5W4, ELAGSE5W9, ELAGSE5W9a, ELAGSE5W10	3	Create
Motivation Station		ELAGSE5L5a	3	Analyze
Performance Task Assessment		ELAGSE5RL10, ELAGSE5RI10, ELAGSE5W1, ELAGSE5W1a, ELAGSE5W1b, ELAGSE5W1c, ELAGSE5W1d, ELAGSE5W4, ELAGSE5W6, ELAGSE5W7, ELAGSE5W8, ELAGSE5W9, ELAGSE5W9a, ELAGSE5W9b, ELAGSE5W10, ELAGSE5SL3, ELAGSE5SL4, ELAGSE5SL6, ELAGSE5L1, ELAGSE5L2, ELAGSE5L3, ELAGSE5L5, ELAGSE5L6	4	All

Appendix C: Coding Charts