



Language Arts Curriculum

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Performance Task

Poster: Personal Qualities to Be an Effective Leader of Change

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.**

Mid-Unit 1 Assessment

Reading and Summarizing an Informational Text

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

End-of-Unit 1 Assessment

Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text

This assessment centers on CCSS ELA RI.5.3, RI.5.10, 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 *Promises to Keep*, 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.

Mid-Unit 2 Assessment

Analyzing a Short Video and Examining Point of View

This assessment centers on CCSS ELA RI.5.1, RI.5.6, RI.5.10, 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 *Promises to Keep*, 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.

End-of-Unit 2 Assessment

Opinion Essay: Factors of Jackie Robinson’s Success

This assessment centers on CCSS ELA RI.5.9, W.5.1, W.5.4, W.5.5, W.5.9b, W.5.10, 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.

Mid-Unit 3 Assessment

Informative Essay: Comparing and Contrasting Athletes Who Broke Barriers

This assessment centers on CCSS ELA RI.5.1, RI.5.3, RI.5.7, RI.5.9, RI.5.10, W.5.2, W.5.4, W.5.6, W.5.7, W.5.8, W.5.10, 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.

End-of-Unit 3 Assessment

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.