

**5TH GRADE,
MODULE 2A,
PERFORMANCE
TASK**

A Rainforest Field Journal Entry

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 textbox that states how it contributes to the rainforest ecosystem and lists the essential characteristics of that arthropod. 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.

**5TH GRADE,
MODULE 2A,
END OF UNIT 1
ASSESSMENT**

Comparing and Contrasting Texts about Biodiversity in the Rainforest

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 a new informational text on rainforest biodiversity and 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.

**5TH GRADE,
MODULE 2A,
END OF UNIT 2
ASSESSMENT**

On-Demand Analysis of Meg Lowman’s Research in the Rainforest

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 *The Most Beautiful Roof in the World*, 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.

**5TH GRADE,
MODULE 2A,
MID-UNIT 3
ASSESSMENT**

On-Demand Note-Taking about Howler Monkeys

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).

**5TH GRADE,
MODULE 2A,
END OF UNIT 3
ON-DEMAND
ASSESSMENT**

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.”