

**5TH GRADE, MODULE 3A,
PERFORMANCE TASK**

Letter to a Publisher

After reading biographical texts on a famous American athlete of a historical era, students will write a letter to a publishing company explaining the need for a biography (written at a level appropriate for fifth-graders) about that athlete. In the letter, students will discuss the athlete, evaluate the barriers that s/he broke during the era in which s/he lived, and give an opinion about the importance of that athlete's legacy. Students will support their opinion with reasons and evidence from their research. This task centers on NYSP12 ELA Standards RI.5.9, W.5.1, W.5.4, W.5.5, W.5.7, W.5.8, W.5.9, L.5.1, L.5.2, and L.5.6.

**5TH GRADE, MODULE 3A,
END OF UNIT 1
ASSESSMENT**

On-Demand Opinion and Evidence Paragraph about the Importance of Sports in American Culture

This assessment centers on standards NYSP12 ELA CCLS W.5.1 and W.5.9. After reading and analyzing articles about the importance of sports in American culture, students will write a paragraph in which they share an opinion about the importance of sports in American culture, stating an opinion and evidence from the texts upon which that opinion is based.

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

Writing an Opinion Essay with Supporting Evidence about Jackie Robinson's Legacy

This assessment centers on standards NYSP12 ELA CCLS W.5.1 and W.5.9. Based on their prior reading (both for homework and then more in-depth during classwork) of pages 58–63 of *Promises to Keep: How Jackie Robinson Changed America*, students will write an on-demand essay in which they state an opinion about Jackie Robinson's legacy supported by reasons and evidence from the text. The assessment includes a graphic organizer students use to plan their writing: a strong introduction including a clear opinion, and two body paragraphs that state two reasons and supporting evidence. They must be sure to support their position with evidence from the text.

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

Notes and Graphic Organizer for a Letter to a Publisher

This assessment centers on standards NYSP12 ELA Standards RI.5.9, W.5.1, W.5.7, and L.5.6. This mid-unit assessment is a planning task leading up to students' final performance task. After reading informational biographical texts about Althea Gibson or Roberto Clement, students will organize their notes from these texts in a new graphic organizer. In their graphic organizer, students must state their opinion about why a biography should be published for 5th graders about this athlete, and provide at least three clear reasons and supporting evidence. Students' graphic organizers must be clearly organized in one of two organizational structures: either chronological order or order of importance. They also must incorporate key vocabulary they have learned through their reading.

**5TH GRADE, MODULE 3A,
END OF UNIT 3
ASSESSMENT**

Draft Letter to a Publisher

This assessment centers on standards NYSP12 ELA Standards RI.5.9, W.5.1, and W.5.4. Students will write a first draft of their final performance task of a letter to a publishing company stating their opinion that a biography should be published for fifth-graders about their researched athlete's legacy, and support their opinion with reasons and evidence from their research.