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| Standard | Items: |
| **5.RL.02**  Determine a theme of a story, drama, or poem from details in the text, including how characters in a story or drama respond to challenges or how the speaker in a poem reflects upon a topic; summarize the text. | **3.0**  Possible Question:  Fictional Text Example:   1. **Identify the main ideas of the story, “**[**Gold Coins and the Selfish Man**](https://docs.google.com/a/lgusd.k12.ca.us/document/d/1W-YjdaaXsVzro3iGiY0ynnDl2HWYF_6TT9x3smWGw70/edit?usp=sharing)**”. What details support this main idea?** 2. **Main Idea 1:**     1. **Supporting Detail #1:**    2. **Supporting Detail #2:** 3. **Main Idea 2:**    1. **Supporting Detail #1:**    2. **Supporting Detail #2:**      1. **Summarize the text.**   Source:<http://www.kidsworldfun.com/shortstories_selfishman.php>  [**Jack and the Beanstock**](https://docs.google.com/a/lgusd.k12.ca.us/document/d/1nx0IN-NyRoSR6dGA8Y_WIZmZOm8hRCXtxeB8LQdcGD0/edit?usp=sharing) |
| **2.0** |
| **5.RL.06**  Describe how a narrator’s or speaker’s point of view influences how events are described. | **3.0** |
| **2.0** |
| **5.RF.04**  Read with sufficient accuracy and fluency to support comprehension.  a) Read on-level text with purpose and understanding. | **3.0** |
| **2.0** |
| **5.W.01**  Write opinion pieces on topics or texts, supporting a point of view with reasons and information.  a) Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer’s purpose.  b) Provide logically ordered reasons that are supported by facts and details.  c) Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically)  d) Provide a concluding statement or section related to the opinion presented. | **3.0** |
| **2.0** |
| **5.W.09**  Draw evidence from literary or informational texts to support analysis, reflection, and research.  a) Apply grade 5 Reading standards to literature (e.g., “Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]”). | **3.0** |
| **2.0** |
| **5.SL.04**  Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. | **3.0**  **[a:** Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker’s position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker’s position.]  This is a performance task. Take a position on one of the topics below. Prepare to present a speech clearly supporting  Speak clearly and at an understandable pace to perform and opinion speech |
| **2.0** |
| **5.L.02**  Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.  a) Use punctuation to separate items in a series.  b) Use a comma to separate an introductory element from the rest of the sentence.  c) Use a comma to set off the words yes and no (e.g., Yes, thank you), to set off a tag question from the rest of the sentence (e.g., It’s true, isn’t it?), and to indicate direct address (e.g., Is that you, Steve?). | **3.0** |
| **2.0** |
| **5.L.04**  Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.  a) Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  b) Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., photograph, photosynthesis).  c) Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases. | **3.0** |
| **2.0** |

**Bi-level Analysis**

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