**5th Grade – Unit 4**

**Narrative Descriptive Writing**

***Two Versions of Town Mouse and Country Mouse***

**TEACHER INFORMATION**

**Ideas to Share with Students:**

In this unit we have been reading a variety of literature including stories, poems, comics, an adventure story, and other works of fiction. Through stories we have met interesting characters and learned how they responded to challenges. As a class we discussed the themes of the stories we read and talked about the lessons learned. Now it is your turn to develop the characters of a story by writing the next chapter in a fictional tale. Be sure to use details from both texts in your writing.

**Review Directions in the Student Packet:**

### Today you will read two texts: “The Town Mouse and the Country Mouse,” a fable by Aesop, and an abridged version of that fable titled “The Tale of Johnny Town-Mouse” by Beatrix Potter, a story.

### You will then answer several questions based on the texts.

### You will notice as you answer the questions that some of the questions have two parts. You should answer Part A of the question before you answer Part B.

### After answering the questions, you will write the next chapter of the story using details from both texts.

**Overview of the Writing Task:**

### Once you have read the original Aesop’s fable and then a retelling of that story you will continue writing the story where the author’s left off.

### Using details from both the fable and the story, write the next chapter telling

### what the Town Mouse (Johnny Town-mouse) and the Country Mouse (Timmie Willie) told their friends once they returned to their homes after their trip.

### What did they see?

### How did they feel about the experience?

### How do they feel about their homes now?

### Again, be sure to use details of the original texts as you write your own story.

Your writing will be scored on how well you:

* show that you understood the ideas in the passage.
* use ideas from the passage as part of your own story.
* use words and sentences to create images for the reader.
* use periods, capital letters, and correct grammar.

**Graphic Organizers:**

Teachers and/or students may select the graphic organizer of their choice for planning this task. Several examples of graphic organizer planners for opinion, informative/explanatory, and narrative story writing have been uploaded into Rubicon.

**Teaching Notes:**

This assessment task has been retrieved from *Achieve the Core.* For additional information please refer to the Teacher Resources and Scoring Guide attachment in this assessment. The two texts in this assessment task are considered to be texts worthy of students’ time to read and also meet the expectations for text complexity at grade 5. Assessments aligned to the CCSS will employ quality, complex texts such as these.

Questions aligned to the CCSS should be worthy of students’ time to answer and therefore do not focus on minor points of the texts. Questions also may address several standards within the same question because complex texts tend to yield rich assessment questions that call for deep analysis. In this mini-assessment there are 13 questions that address the Reading Standards listed below and one constructed-response question that addresses Reading, Writing, and Language Standards.

We encourage educators to give students the time that they need to read closely and write to the sources. While we know that it is helpful to have students complete the mini-assessment in one class period, we encourage educators to allow additional time as necessary.

### The questions align to the following standards:

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| **RL.5.1** | Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. |
| **RL.5.2** | 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. |
| **RL.5.3** | Compare and contrast two or more characters, settings, or events in a story or drama, drawing on specific details in the text (e.g., how characters interact). |
| **RL.5.4** | Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. |
| **RL.5.5** | Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. |
| **RL.5.6** | Describe how a narrator’s or speaker’s point of view influences how events are described. |
| **RL.5.7** | Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel, multimedia presentation of fiction, folktale, myth, poem). |
| **RL.5.9** | Compare and contrast stories in the same genre (e.g., mysteries and adventure stories) on their approaches to similar themes and topics. |
| **W.5.3** | Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences. |
| **W.5.4** | Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. |
| **W.5.9** | Draw evidence from literary or informational texts to support analysis, reflection, and research. |
| **L.5.1** | Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. |
| **L.5.2** | Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. |
| **L.5.3** | Use knowledge of language and its conventions when writing, speaking, reading, or listening. |