Grade 5: Module 2B: Unit 1: Lesson 10

End of Unit Assessment: Using Quotes to Explain Relationships and Support an Opinion

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RI.5.4)

I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)

I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)

I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)

   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.

Supporting Learning Targets	Ongoing Assessment
• I can determine the meaning of unfamiliar words and phrases using a variety of strategies. • I can analyze the way text is structured to support readers' understanding of complex ideas. • I can write an opinion paragraph to explain which invention has been most important to people. • I can reflect on my learning about how new or improved technologies are developed to meet societal needs.	• End of Unit 1 Assessment: Using Quotes to Explain Relationships and Support an Opinion • Tracking My Progress: End of Unit 1 recording form • Independent Reading Choice Board response

Agenda	Teaching Notes

1. Opening
   A. Reviewing Homework and Engaging the Reader (5 minutes)
   B. Reviewing Learning Targets (5 minutes)
2. Work Time
   A. End of Unit 1 Assessment: Using Quotes to Explain Relationships and Support an Opinion (35 minutes)
   B. Tracking My Progress: Reflecting on Learning (10 minutes)
3. Closing and Assessment
   A. Debrief: Sharing Reflections on Learning Targets and Exit Ticket (5 minutes)
4. Homework
   A. Fluency Practice
	• The end of unit assessment is "open book": Students may use all of their texts, notes, and other written resources. However, they must work independently unless otherwise indicated by an IEP or other formal learning plan.
	
	• Students should also have completed the last square on their Independent Reading Choice Boards (from Lesson 1), "What qualities will you look for in the next book you read?" Find time during the day to meet with individual students to discuss their reflections. Students will have an opportunity to choose a new independent reading text in Unit 2, Lesson 1. For students who are not finished reading their first text, ask them if they would like to continue reading the book or if there may be a better choice for them, based on their responses to questions from the choice board. If students would like to continue, consider assigning an alternate task such as ways to build fluency skills related to accuracy, rate, and expression.
	
	• In advance:
	  – Review the End of Unit 1 Assessment: Using Quotes to Explain Relationships and Support an Opinion and the assessment texts "Big Thinkers" and "Steve Jobs."
	  – Be sure students have access to their own version of the articles "The Electric Motor," "Dr. Naismith, Inventor of Basketball," and "First College Basketball Game."
	  – Display the following anchor charts from Lessons 1–9 for student reference during the assessment: Close Readers Do These Things and Vocabulary Strategies.
	  – Review Four Corners protocol (see Appendix).

Lesson Vocabulary	Materials
determine, variety, strategies, analyze, structured, complex, opinion, invention	• Four Corners sheets (post each one in a different area of the room) • Journals (students' own, begun in Lesson 1) • "The Electric Motor" (from Lesson 7; one per student) • "Dr. Naismith, Inventor of Basketball" (from Lesson 9; one per student) • "First College Basketball Game" (from Lesson 9; one per student) • Close Readers Do These Things anchor chart (from Lesson 1) • Vocabulary Strategies anchor chart (from Lesson 2) • "Big Thinkers: Was Steve Jobs This Generation's Thomas Edison?" (assessment text; one per student) • "Steve Jobs" (assessment text; one per student) • End of Unit 1 Assessment: Using Quotes to Explain Relationships and Support an Opinion (one per student) • Tracking My Progress: End of Unit 1 recording form (one per student) • Index cards (one per student) • Independent Reading Choice Board (one per student)

Opening	Meeting Students' Needs

A. Reviewing Homework and Engaging the Reader (5 minutes)
• Review the Four Corners protocol with students. Provide clarification as needed.
• Then, focus students' attention on each of the **Four Corners sheets**:
   — "Basketball met the greatest societal need."
   — "Windshield wipers met the greatest societal need."
   — "The paper bag machine met the greatest societal need."
   — "The electric motor met the greatest societal need."
• Ask students to think about the articles they read about each of these inventions, and then determine which invention met the greatest societal need.
• Once students have made a decision, direct them to stand near the Four Corners sheet that reflects their choice.
• Give students 2 or 3 minutes to discuss with other students at the same sheet why they believe that particular invention met the greatest societal need. Encourage students to refer to direct quotes from the articles they have read to justify their opinion. Circulate to listen in on group conversations and offer guidance as needed.
• After 2 to 3 minutes, invite a member from each of the four groups to share the group's thinking aloud. Answers will vary, but listen for students to justify their ideas with information from the texts they have read.
• Then, explain to students that today they will take the End of Unit 1 Assessment to demonstrate their mastery toward the targets they have focused on in the second half of this unit: determining the meaning of key terms from context; comparing, contrasting, and explaining how text structure supports their understanding of complex ideas; and sharing an opinion about which invention meets the greatest societal need.
	• Provide sentence frames to support students during group discussions: "I think ____ is most important because the article about ____ says ____."

Opening (continued)	Meeting Students' Needs

B. Reviewing Learning Targets (5 minutes)
• Display and read aloud the first three learning targets, or invite volunteers to read them aloud. Ask students to pay attention to familiar vocabulary words from the target and be ready to share the meaning.
   * "I can determine the meaning of unfamiliar words and phrases using a variety of strategies."
   * "I can analyze the way text is structured to support readers' understanding of complex ideas."
   * "I can write an opinion paragraph to explain which invention has been most important to people."
• Ask students to discuss with their group mates the important vocabulary from the targets. Important vocabulary may be new or repeated from previous lessons.
• Invite a volunteer from each group to share at least one word and the meaning in their own words.
• If not mentioned in the discussion, bring the words *determine*, *variety*, *strategies*, *opinion*, *invention*, *society*, *analyze*, *structured*, and *complex* to students' attention. Listen for students to offer definitions such as:
   — "Determine means to find out, define."
   — "Variety mean a mixture or assortment."
   — "Strategies are plans or approaches to challenges."
   — "Analyze means to examine or study closely."
   — "Structured means organized, arranged, or set up."
   — "Complex means complicated or difficult to understand."
   — "An opinion is a view, judgment, or belief."
   — "Invention means the creation of a new technology or device."
• To allow for synthesis of the vocabulary review, allow students 1 minute to discuss in groups ways to restate these targets in their own words. Invite a member from each group to share.
	• Display student-generated synonyms above or below key words in the learning targets to support ELLs and other students who may struggle with vocabulary.

Work Time	Meeting Students' Needs

A. End of Unit 1 Assessment: Using Quotes to Explain Relationships and Support an Opinion (35 minutes)
• Tell students that today they will read two new pieces of informational text about inventions and their impact on society. Then they will respond to some questions about these texts, as well as the other informational texts they have read throughout the second half of this unit.
• Tell students that this is an "open book" assessment, which means they may use their resources but must work on their own. They may use their journal notes, other texts, and all anchor charts to support their responses to questions and writing prompts. Give students time and support to locate and gather materials from prior lessons that they will need:
  – **Journals**
  – **"The Electric Motor"**
  – **"Dr. James Naismith, Inventor of Basketball"**
  – **"First College Basketball Game"**
• Make sure the **Close Readers Do These Things** and **Vocabulary Strategies anchor charts** are posted for student reference.
• Distribute the assessment texts, **"Big Thinkers: Was Steve Jobs This Generation's Thomas Edison?"** and **"Steve Jobs"** as well as the **End of Unit 1 Assessment: Using Quotes to Explain Relationships and Support an Opinion**.
• Give students 1 minute to quickly scan the assessment and then address any clarifying questions students may have.
• Give students approximately 30 minutes to independently complete the assessment.
• Circulate to supervise; since this is a formal, on-demand assessment, do not provide support other than formally approved accommodations.
	• ELLs receive extended time as an accommodation on New York State assessments.

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Work Time (continued)	Meeting Students' Needs
B. Tracking My Progress: Reflecting on Learning (10 minutes) • Introduce the learning target: * "I can reflect on my learning about how new or improved technologies are developed to meet societal needs." • Focus on the word "reflect." Ask students for suggestions about what this term means. Listen for students to share ideas such as: "look back at my work to think about what I did," "how I did," "what I am having trouble with," "what I am doing well," and similar suggestions. • Distribute the **Tracking My Progress: End of Unit 1 recording form**. Explain that this is a self-assessment, and is very much like the self-assessment they completed for the mid-unit assessment. They will reflect on their progress toward each of the three learning targets. Read through the tracker and provide clarification as necessary. • After several minutes, invite students to share their self-assessment of these targets with a partner by referring to their Tracking My Progress recording form. Invite several students to share aloud with the group. • Collect students' End of Unit 1 Assessments to formally assess, and their Tracking My Progress forms to review.	• Allow students who struggle with written language to dictate their reflections on learning targets to a partner or a teacher. This allows all students to participate in a meaningful way. • Consider providing a sentence frame to ensure all students have access to the conversation: "On the ____ (first, second, third) target, I circled ____ because ____."

Closing and Assessment	Meeting Students' Needs
A. Debrief: Sharing Reflections on Learning Targets and Exit Ticket (5 minutes) • Refocus whole group and congratulate students on their thoughtful responses to the assessment questions as well as their ability to show what they know about determining the meaning of unfamiliar words from context, analyzing how text structure supports readers' understanding, and expressing their opinions through writing. • Then distribute one **index card** to each student to use as an exit ticket. Pose the following question: * "Imagine you could meet one of the inventors we have read about. Who would you choose? What would you tell him or her about how this invention has impacted society?" • Give students 2 to 3 minutes to record a response on their exit ticket cards and then share their thinking with a nearby partner. • Invite several students to share their thinking whole group, then collect students' exit tickets for review. Distribute new **Independent Reading Choice Boards** to each student for homework.	• Allow students who struggle with written language to dictate their exit ticket to a partner or a teacher.
Homework	**Meeting Students' Needs**
• Reread either the "Big Thinkers: Was Steve Jobs the Next Thomas Edison?" or "Steve Jobs" article aloud to someone at home or in front of the mirror, to practice fluency skills.	• To support students who struggle with fluency, consider providing an audio recording of the articles for students to read along with.

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Supporting Materials

"Basketball met the greatest societal need."

"Windshield wipers met the greatest societal need."

"The paper bag machine met the greatest societal need."

"The electric motor met the greatest societal need."

"Big Thinkers: Was Steve Jobs This Generation's Thomas Edison"

Tech

BIG THINKERS

Was Steve Jobs this generation's Thomas Edison?

When Steve Jobs, co-founder of Apple, died on October 5 at age 56, countless tributes cited his achievements. Many put his name alongside that of another great achiever. One obituary said of Jobs, "The 20th century's Thomas Edison has stepped from the stage." Is the comparison an apt one?

Thomas Alva Edison (1847-1931), the world's most famous inventor, created or improved devices that revolutionized the way people lived. His work brought electricity and electric-powered devices into people's homes and everyday lives for the first time.

Jobs is cited as the inventor or co-inventor on 313 U.S. patents. By contrast, Edison's name is on 1,093.

Though he may not be Edison's equal in terms of patents, Jobs is clearly one of the world's great innovators. Other people invented the computer mouse and the MP3 player; Jobs found ways to make such devices sleeker, more versatile, and easier to use.

Jobs founded Apple Computer in 1976 with a high school friend. "We worked hard," he told students at Stanford University in 2005, "and in 10 years Apple had grown from just the two of us in a garage into a $2 billion company with over 4,000 employees."

In 1984, Apple introduced the Macintosh. Macs were the first "user-friendly" computers. They let people do what we now take for granted: interact with computers with on-screen images and a mouse rather than by typing in long, tedious commands. Other popular Apple innovations include the iPhone, the first touch-screen cell phone; the iPad, the leading touch-screen tablet; and iTunes, a cheap—and legal—way to buy music online. "A lot of times," Jobs once said, "people don't know what they want until you show it to them."

Steve Jobs unveils the iPad in 2010.

Thomas Edison—best known for his invention of the light bulb—in 1911

CLOCKWISE FROM TOP LEFT: CSA IMAGES, FAP IMAGES/PAUL SAKOMA, EUNGTANI LAZARNICK/SCIENCE EASTMAN HOUSE/GETTY IMAGES

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"Steve Jobs"

TFK 2011 Person of the Year Nominee
December 2, 2011
By TIME For Kids Staff

For a quarter of a century, Apple cofounder Steve Jobs pushed and helped define the boundaries of computing technology. In October, Jobs died from a rare form of cancer. Millions of people mourned his death, creating monuments to his memory at Apple stores across the country. Throughout his illness, he never stopped innovating. In fact, he helped push through groundbreaking new products just weeks before he died.

Apple's first big success was the Apple II personal computer in 1977.

Ten years ago, Jobs introduced the world to a new MP3 player, the now well-known iPod. The company introduced the iTunes Music Store in 2003, allowing consumers to purchase and download music with the touch of a button.

A true breakthrough happened in 2007, when Apple first showed off its iPhone. The product, more than merely a gadget, is essentially a computer that can be carried in your pocket. Consumers agreed that it was a revolutionary product. Many camped out in front of Apple stores to be the first to buy the new device. By 2011, the iPhone was selling more than 220,000 units a day.

In 2010, Apple broke into the tablet computer industry with the iPad. The company sold 14.8 million iPads in 2010, which was well beyond what industry analysts predicted.

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End of Unit 1 Assessment:
Using Quotes to Explain Relationships and Support an Opinion

Learning Targets Assessed:

I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RI.5.4)

I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)

I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)

I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)

  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.

Directions

• Read the articles "Big Thinkers" and "Steve Jobs."

• Consider the gist of the articles—what are they mostly about?

• Skim the assessment questions below.

• Reread the texts in chunks to help you think about the answers to the assessment questions.

• Answer short-response questions in complete sentences.

• Be sure to cite evidence from the text to support your thinking.

• Be sure to include key words and phrases from the texts in your short-answer responses.

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End of Unit 1 Assessment:
Using Quotes to Explain Relationships and Support an Opinion

1. Read the following paragraph from the article "Big Thinkers," then answer the questions that follow.

"Though he may not be Edison's equal in terms of patents, Jobs is clearly one of the world's great *innovators*. Other people invented the computer mouse and MP3 player; Jobs found ways to make such devices sleeker, more versatile, and easier to use."

Part A:
What does the word *innovators* mean in this paragraph?

    a. a trendsetter

    b. an inventor

    c. a person who resists change

    d. a person who improves or makes changes to the design of existing inventions

Part B:
Which of the following phrases from the article best helps the reader understand the meaning of the word *innovator*?

    a. **"**Other people invented the computer mouse and MP3 player; Jobs found ways to make such devices sleeker, more versatile, and easier to use."

    b. "We worked hard."

    c. "Macs were the first user-friendly computers."

    d. "Other popular Apple innovations include the iPhone ..."

2. According to the "Big Thinkers" article, how are Thomas Edison and Steve Jobs similar?

    a. They both created or improved technologies that changed people's lives.

    b. They have both patented more than 1,000 new or improved technologies.

    c. They both said, "People don't know what they want until you show it to them."

3. Structure of Informational Texts

Part A: How are the first three paragraphs of the "Big Thinkers" article structured?
(choose one)

a. Cause and Effect

b. Problem-Solution

c. Sequential

d. Descriptive

e. Compare and Contrast

How is the "Steve Jobs" article structured?
(choose one)

a. Cause and Effect

b. Problem-Solution

c. Sequential

d. Descriptive

e. Compare and Contrast

End of Unit 1 Assessment:
Using Quotes to Explain Relationships and Support an Opinion

Part B. Complete the Venn diagram to show:

- At least two ways "Big Thinkers" and "Steve Jobs" convey *similar* information about Steve Jobs.

- At least two ways "Big Thinkers" and "Steve Jobs" convey *different* information about Steve Jobs.

"Big Thinkers"   Similarities   "Steve Jobs"

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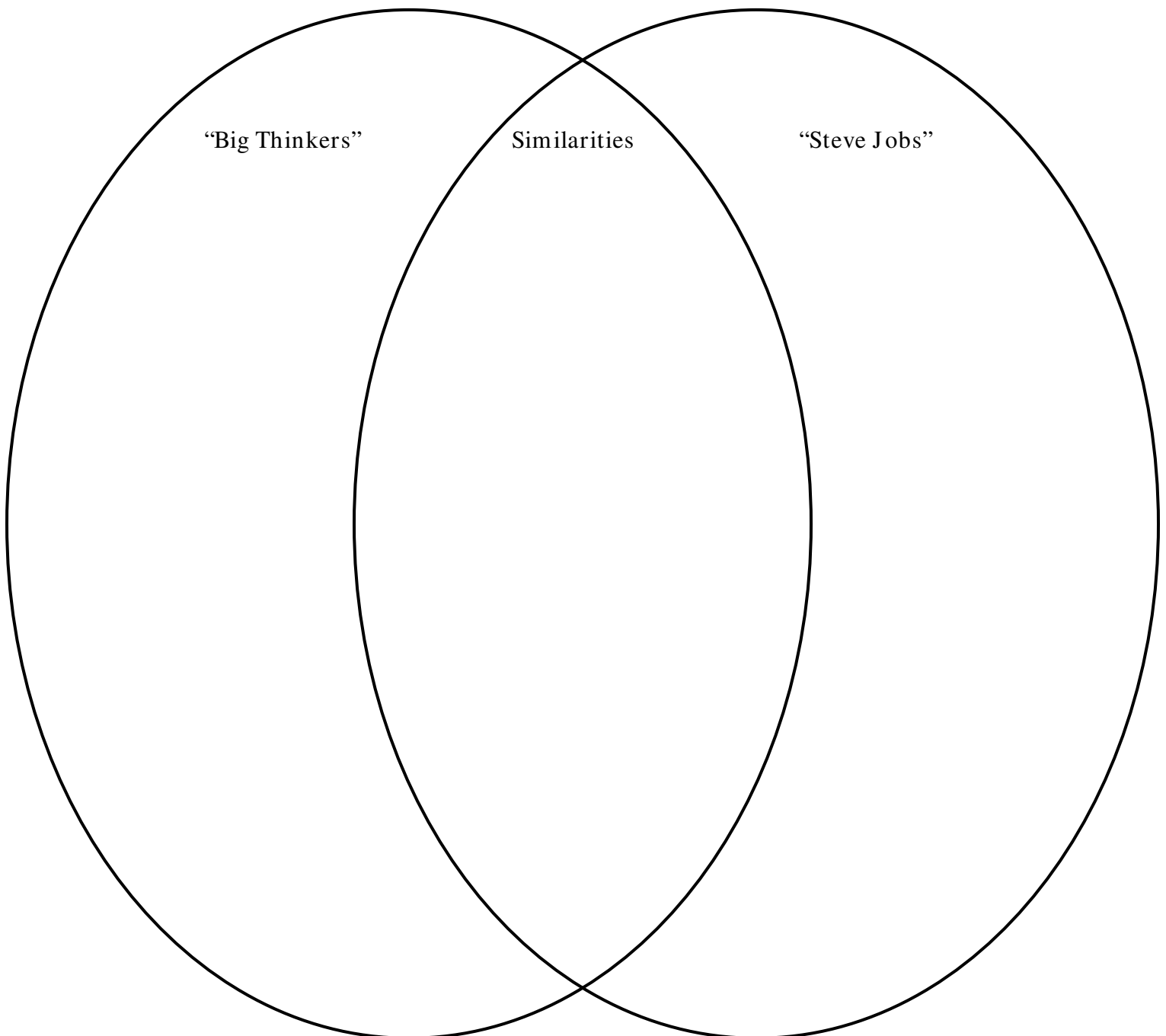
End of Unit 1 Assessment:
Using Quotes to Explain Relationships and Support an Opinion

Part C: Short Constructed Response

What were you able to understand about Steve Jobs from the "Big Thinkers" and "Steve Jobs" articles? Provide at least one specific example from each article as well as key words and phrases from the texts in your response.

_____

_____

_____

_____

_____

_____

_____

_____

_____

4. Opinion Writing

   Think about the following three inventions you have read about in this unit:

- *The electric motor*

- *The game of basketball*

- *Apple computers*

Given what you know about how each of these inventions met people's needs, which one of the three do you think has been the most important to people?

Refer to the articles "The Invention of the Electric Motor," "Dr. James Naismith, Inventor of Basketball," "First College Basketball Game," "Big Thinkers," and "Steve Jobs" as well as your Cause and Effect, Problem and Solution, and Sequential note-catchers (from Lessons 7 and 9) to help you form your opinion.

Write a four or five sentence paragraph that includes:

- A brief introduction to the topic

- An opinion statement

- A reason that explains why you believe the opinion

- Two pieces of evidence to support the reason and opinion

- A conclusion that restates the opinion

- Clearly organized ideas

- Key words and phrases from the texts

End of Unit 1 Assessment:
Using Quotes to Explain Relationships and Support an Opinion
(Answers, for Teacher Reference)

Learning Targets Assessed:

I can determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes. (RI.5.4)

I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)

I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)

I can compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts. (RI.5.5)

I can write opinion pieces on topics or texts, supporting a point of view with reasons and information. (W.5.1)

    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.

*Answers are in **bold.**

1. Read the following paragraph from the article "Big Thinkers," then answer the questions that follow. **(RI.5.4)**

"Though he may not be Edison's equal in terms of patents, Jobs is clearly one of the world's great *innovators*. Other people invented the computer mouse and MP3 player; Jobs found ways to make such devices sleeker, more versatile, and easier to use."

Part A:
What does the word *innovators* mean in this paragraph?

    a. a trendsetter
    b. an inventor
    c. a person who resists change
    d. a person who improves or makes changes to the design of existing inventions

Part B:
Which of the following phrases from the article best helps the reader understand the meaning of the word *innovator*?

  a. "Other people invented the computer mouse and MP3 player; Jobs found ways to make such devices sleeker, more versatile, and easier to use."

  b. "We worked hard."

  c. "Macs were the first user-friendly computers."

  d. "Other popular Apple innovations include the iPhone ..."

2. According to the "Big Thinkers" article, how are Thomas Edison and Steve Jobs similar? ? (**RI.5.3**)

  a. They both created or improved technologies that changed people's lives.

  b. They have both patented more than 1,000 new or improved technologies.

  c. They both said, "People don't know what they want until you show it to them."

3. Structure of Informational Texts (**RI.5.5**)

Part A: How are the first three paragraphs of the "Big Thinkers" article structured?
(choose one)

  a. Cause and Effect

  b. Problem-Solution

  c. Sequential

  d. Descriptive

  e. Compare and Contrast

End of Unit 1 Assessment:
Using Quotes to Explain Relationships and Support an Opinion
(Answers, for Teacher Reference)

How is the "Steve Jobs" article structured?
(choose one)

    a. Cause and Effect

    b. Problem-Solution

    c. Sequential

    d. Descriptive

    e. Compare and Contrast
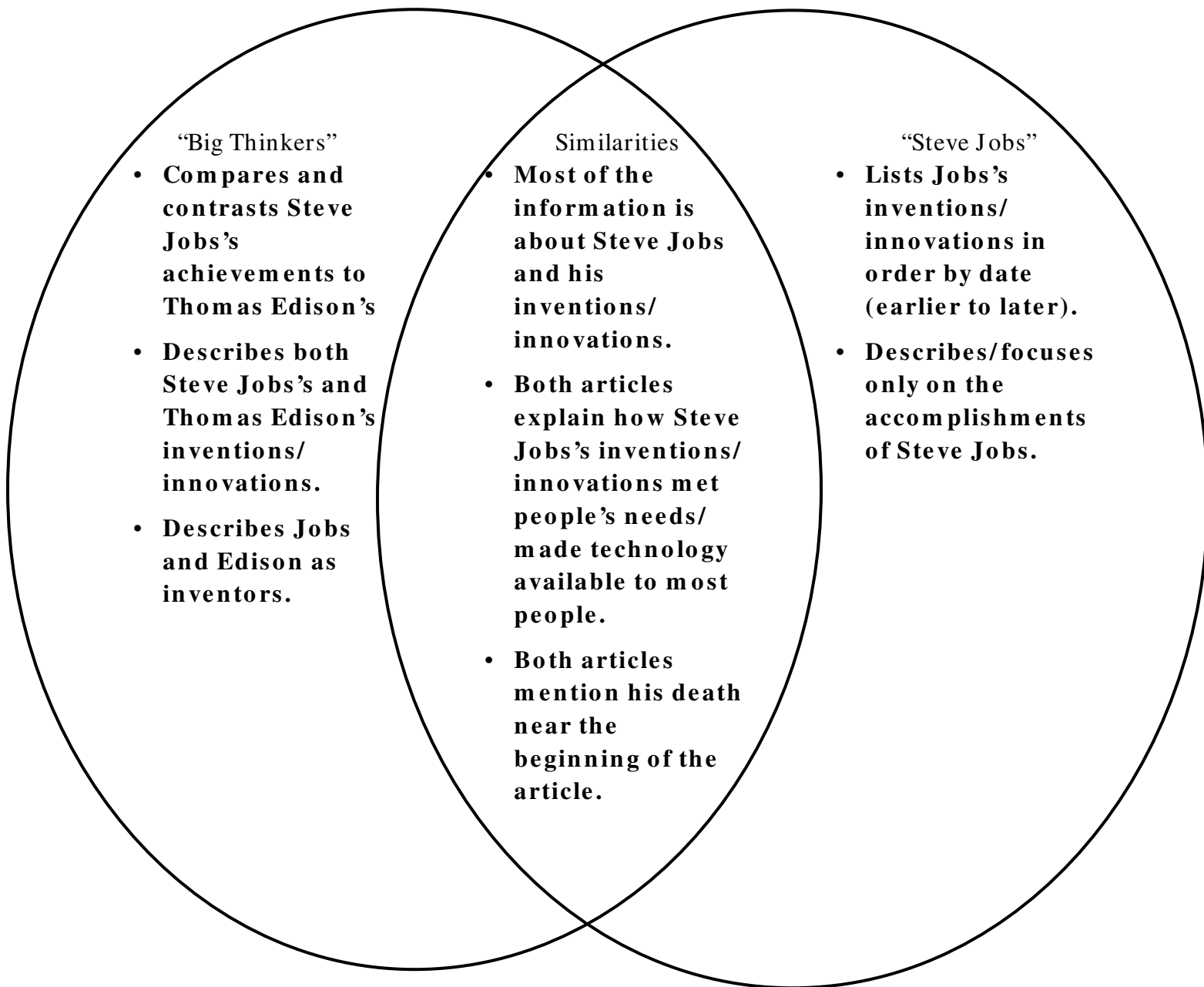
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End of Unit 1 Assessment:
Using Quotes to Explain Relationships and Support an Opinion
(Answers, for Teacher Reference)

Part B. Complete the Venn diagram to show:

• At least two ways "Big Thinkers" and "Steve Jobs" convey *similar* information about Steve Jobs.

• At least two ways "Big Thinkers" and "Steve Jobs" convey *different* information about Steve Jobs.

"Big Thinkers"
• **Compares and contrasts Steve Jobs's achievements to Thomas Edison's**
• **Describes both Steve Jobs's and Thomas Edison's inventions/ innovations.**
• **Describes Jobs and Edison as inventors.**

Similarities
• **Most of the information is about Steve Jobs and his inventions/ innovations.**
• **Both articles explain how Steve Jobs's inventions/ innovations met people's needs/ made technology available to most people.**
• **Both articles mention his death near the beginning of the article.**

"Steve Jobs"
• **Lists Jobs's inventions/ innovations in order by date (earlier to later).**
• **Describes/focuses only on the accomplishments of Steve Jobs.**

End of Unit 1 Assessment:
Using Quotes to Explain Relationships and Support an Opinion
(Answers, for Teacher Reference)

Part C: Short Constructed Response

What were you able to understand about Steve Jobs from the "Big Thinkers" and "Steve Jobs" articles? Provide at least one specific example from each article as well as key words and phrases from the texts in your response.

Comparing and contrasting Steve Jobs's achievements and inventions to those of a famous inventor like Thomas Edison helped me understand how Steve Jobs's invention of Apple computers and other technology met people's needs just as much as Thomas Edison's invention of the light bulb. Describing Steve Jobs's accomplishments/inventions in sequential order helped me understand how he developed more/newer/better ideas to meet people's needs over a (long/extended) period of time.

4. Opinion Writing (**RI.5.1 and W.5.1 a, b**)

Think about the following three inventions you have read about in this unit:

- *The electric motor*

- *The game of basketball*

- *Apple computers*

Given what you know about how each of these inventions met people's needs, which one of the three do you think has been the most important to people?

Refer to the articles "The Invention of the Electric Motor," "Dr. James Naismith, Inventor of Basketball," "First College Basketball Game," "Big Thinkers," and "Steve Jobs" as well as your Cause and Effect, Problem and Solution, and Sequential note-catchers (from Lessons 7 and 9) to help you form your opinion.

Write a four or five sentence paragraph that includes:
- A brief introduction to the topic

- An opinion statement

- A reason that explains why you believe the opinion

- Two pieces of evidence to support the reason and opinion

- A conclusion that restates the opinion

- Clearly organized ideas

- Key words and phrases from the texts

(**sample response frame**)

There have been many inventions that have made life better for people (topic). I think the most important invention is the _ _ _ _ _ _ _ _ _ _ _ _ _ _ (opinion). Before the invention of the _ _ _ _ _ _ _ _ _ _ _ _ _ life was much more difficult (reason). People had to _ _ _ _ _ _ _ _ _ _ _ _ _ _ (evidence/quote), but now people can _ _ _ _ _ _ _ _ _ _ _ _ _ _ (evidence/quote). That is why I believe the _ has most met peoples' needs (conclusion.)

EXPEDITIONARY
LEARNING

2-Point Rubric: Writing from Sources/Short Response[1]
(For Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	• Valid inferences and/or claims from the text where required by the prompt • Evidence of analysis of the text where required by the prompt • Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt • Complete sentences where errors do not impact readability

1-point Response	The features of a 1-point response are:
	• A mostly literal recounting of events or details from the text as required by the prompt • Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt • Incomplete sentences or bullets

0-point Response	The features of a 0-point response are:
	• A response that does not address any of the requirements of the prompt or is totally inaccurate • No response (blank answer) • A response that is not written in English • A response that is unintelligible or indecipherable

[1]From New York State Department of Education, October 6, 2012.

Tracking My Progress End of Unit 1

Name:

Date:

Learning Target: I can determine the meaning of new words using a variety of strategies.

1. The target in my own words is:

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this   **I understand some of this**   **I am on my way!**

3. The evidence to support my self-assessment is:

_____

_____

_____

Tracking My Progress End of Unit 1

Name:

Date:

Learning Target: I can analyze the way text is structured to support readers' understanding of complex ideas.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this   **I understand some of this**   **I am on my way!**

3. The evidence to support my self-assessment is:

_____

_____

_____

_____

Tracking My Progress End of Unit 1

Name:

Date:

Learning Target: I can write an opinion paragraph to explain which invention has been most important to people.

1. The target in my own words is:

_____

_____

_____

_____

2. How am I doing? Circle one.

I need more help to learn this   **I understand some of this**   **I am on my way!**

3. The evidence to support my self-assessment is:

_____

_____

_____

_____

Independent Reading Choice Board

Name:

Date:

Title of Independent Reading Book/Author's Name:

After reading independently (silently and/or aloud) for at least 30 minutes, write a response to any ONE question from the board *except* the center square. Complete the center square once you have answered each of the other eight questions.

VISUAL ELEMENTS What visual elements (pictures, text) do you notice in this book? How do the visual elements support your understanding of the text?	CONNECTIONS What connections were you able to make between your independent reading book and other texts, topics explored, or experiences you have had?	STRUCTURE How is this book structured? How does the structure support your understanding of the text?
GENRE What genre is this book? Do you enjoy this genre? Explain.	*Complete this square last.* **What qualities will you look for in the next book you read?** (e.g., same author, similar visual features, same or different genre, etc.)	RECOMMENDATION Would you recommend this book and/or this author to someone else? Explain.
WORDS Which *words* repeat? List them. Why do you think the author chose to repeat these words; why are they important?	READABILITY Is your independent reading book too hard, just right, or too easy? Explain.	INTEREST Do you find this book interesting? Explain.