



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2B: Unit 3: Lesson 9**

## **End of Unit Assessment, Part I: Text-Dependent Questions and Storyboard Draft: “You Can Do a Graphic Novel” Excerpt**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.  
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

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

I can determine the meaning of general academic and domain-specific words. (RI.5.4)

I can integrate information from several texts on the same topic in order to write about the topic knowledgeably. (RI.5.9)

I can write informative texts to examine a topic and convey ideas and information clearly. (W.5.2)

- a. I can introduce a topic clearly, provide a general observation and focus, and group related information logically.
- a. I can include illustrations to aid comprehension.
- c. I can link ideas within and across categories of information using words, phrases, and clauses.
- d. I can use precise language and domain-specific vocabulary to explain a topic.

I can write narratives to develop real experiences using effective technique, descriptive details, and clear event sequence. (W.5.3)

- a. I can orient the reader by establishing a situation and introducing characters.
- b. I can use narrative techniques such as dialogue to develop experiences and events.

I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.5.4)

I can summarize information in notes and finished work. (W.5.8)

**Supporting Learning Targets**

- I can determine the meaning of unfamiliar words, using context clues and other strategies.
- I can explain how to create a graphic novel, using evidence from the text.
- I can summarize information about why people wanted or needed an invention in the caption box of my storyboard Splash Page.
- I can describe what people needed or wanted and how their needs were met, using dialogue in my storyboard Splash Page.

**Ongoing Assessment**

- Independent Reading Choice Board response (from homework)
- End of Unit Assessment, Part I, A: Text-Dependent Questions
- End of Unit Assessment, Part I, B: Storyboard, Section 1



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Introduction of Learning Targets and Engaging the Writer (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit Assessment, Part I, A: Text-Dependent Questions: “You Can Do a Graphic Novel” Excerpt (15 minutes)</li><li>B. Chalk Talk and End of Unit Assessment, Part B (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief and Review of Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the Unit 3, Lesson 9 homework task.</li><li>B. Independent reading and choice board response.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This is the first of three lessons during which students take the end of unit assessment. This assessment has been divided into three parts so students are able to attend to the creation of individual sections of their storyboards without becoming overwhelmed by the number of steps required to complete the text-dependent questions as well as all four storyboard sections.</li><li>• In this lesson, students take the End of Unit Assessment Part 1, A and B. During Work Time A, students complete Part A of the assessment by responding to text-dependent questions about the “You Can Do a Graphic Novel” excerpt.</li><li>• During Work Time B, students first participate in the Chalk Talk protocol to help them review their notes and articles about either the airplane or the traffic signal before completing Part B of the assessment, the creation of Storyboard, Section 1, a Splash Page about the invention they studied. Students are asked to write an informational caption using details from their articles and the note-catchers they completed during Lessons 2–5 to explain why people needed or wanted the invention. Then, students complete the thought and speech bubble sentence starters on each side of the storyboard to demonstrate their ability to use narrative techniques that further describe what people needed and how their needs were met.</li></ul>



	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• In advance:<ul style="list-style-type: none"><li>– Be prepared to return students’ scored mid-unit assessment Expert Text note-catchers (from Lesson 5).</li><li>– Review the Chalk Talk protocol and Thumb-O-Meter in Checking for Understanding Techniques (see Appendix).</li><li>– Prepare Chalk Talk charts for each triad for Opening A (see an example chart in the supporting materials).</li><li>– Be sure that students have the materials they will need for the assessment (see materials list)</li><li>– Display relevant anchor charts for students’ ongoing reference during the assessment: Vocabulary Strategies anchor chart (from Unit 1, Lesson 2); Storyboard, Section 1–4 Charts: The Television (from Lessons 6–8); Linking Words anchor chart (from Unit 2, Lesson 11).</li></ul></li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>meaning, context clues, strategies, explain, graphic novel, summarize, information, invention, caption, storyboard, Splash Page, describe, needs, met, dialogue</p>	<ul style="list-style-type: none"> <li>• End of Unit Assessment, Part I, A: Text-Dependent Questions: “You Can Do a Graphic Novel” excerpt (one per student)</li> <li>• End of Unit Assessment, Part I, A: Text-Dependent Questions: “You Can Do a Graphic Novel” excerpt (answers, for teacher reference)</li> <li>• Chalk Talk chart (one per triad)</li> <li>• Traffic signal expert group resources:             <ul style="list-style-type: none"> <li>– “Transportation, from the Soapbox Derby to the Jeep: First Automatic Traffic Signal” (from Lesson 2)</li> <li>– “Garrett Morgan: Inventor Hero” (from Lesson 3)</li> <li>– “The Twofold Genius of Garrett Morgan” (from Lesson 4)</li> <li>– “Garrett Augustus Morgan” (from Lesson 5)</li> <li>– Expert Text Note-catchers: The Traffic Signal (from Lessons 2, 4, 5)</li> <li>– Vocabulary cards (from Lessons 2–4)</li> </ul> </li> <li>• Airplane expert group resources:             <ul style="list-style-type: none"> <li>– “Wright Brothers: Inventors of the Airplane” (from Lesson 2)</li> <li>– “The Invention of the Airplane” (from Lesson 3)</li> <li>– “Airplane” (from Lesson 4)</li> <li>– “How Did We Learn to Fly?” (from Lesson 5)</li> <li>– Expert Text Note-catchers: The Airplane (from Lessons 2, 3, 5)</li> <li>– Vocabulary cards (from Lessons 2–4)</li> </ul> </li> <li>• End of Unit Assessment, Part I, B: Storyboard, Section 1: Directions and Criteria for Success (one per student)</li> <li>• Storyboard, Section 1: The Traffic Signal (one per student in traffic signal expert groups)</li> <li>• Storyboard, Section 1: The Airplane (one per student in airplane expert groups)</li> <li>• Yellow highlighters (one per student)</li> <li>• Storyboard, Section 1–4 Charts: The Television (from Lessons 6–8)</li> <li>• Linking Words anchor chart (from Unit 2, Lesson 11)</li> </ul>



Lesson Vocabulary	Materials (continued)
	<ul style="list-style-type: none"> <li>Homework: Unit 3, Lesson 9 (one per student)</li> <li>Independent Reading Choice Board (from Lesson 1)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Introduction of Learning Targets and Engaging the Writer (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Direct students’ attention to the posted learning targets and ask for volunteers to read them aloud:             <ul style="list-style-type: none"> <li>* “I can determine the meaning of unfamiliar words, using context clues and other strategies.”</li> <li>* “I can explain how to create a graphic novel, using evidence from the text.</li> <li>* “I can summarize information about why people wanted or needed an invention in the caption box of my storyboard Splash Page.”</li> <li>* “I can describe what people needed or wanted and how their needs were met, by using dialogue in my storyboard Splash Page.”</li> </ul> </li> <li>Cold call a few students to share out how they have used context clues and other strategies to determine the meaning of unfamiliar words during this unit and module. Listen for them to explain how they have referred to familiar words and phrases around the word to determine the meaning from context; their familiarity with Greek and Latin prefixes, affixes, and suffixes; and the use of reference materials.</li> <li>Explain that the second target is related to the text-dependent questions students will answer about a new text that gives information about how to create a graphic novel.</li> <li>Focus students on the last two targets and ask them to consider, then discuss in triads:             <ul style="list-style-type: none"> <li>* “How did you meet these targets in Lesson 6 when you created the first storyboard section, a Splash Page about Philo Farnsworth’s invention of television?”</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>To support visual learners, consider capturing on the board a list of the strategies students name for identifying the meaning of unknown words and answering text-dependent questions.</li> </ul>



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• After about 1 minute, cold call a few students to share their group’s thinking with the class. Listen for responses such as:<ul style="list-style-type: none"><li>– “We highlighted the most relevant notes in the ‘Background about the INVENTION’ boxes on our expert text note-catchers, then we summarized those details in the caption box of the Splash Page.”</li><li>– “The notes we used were taken from more than one text about Philo Farnsworth’s invention of TV.”</li><li>– “We used dialogue in the thought and speech bubbles to help the reader understand what people wanted or needed and how Philo Farnsworth’s invention of TV met their needs.”</li><li>– “We used dialogue to help establish and emphasize the problem, how the problem was solved, and who solved the problem.”</li></ul></li><li>• Explain that during the first part of Work Time today, students will take Part I of the end of unit assessment. They will first read a new text about how to create a graphic novel and then answer text-dependent questions. Once they complete the first portion of the assessment, they will demonstrate what they have learned about how to create a storyboard Splash Page that contains summarized information from their notes, as well as narrative dialogue in the form of thought and speech bubbles, to explain how either the airplane or the traffic signal was developed to meet the needs of society.</li></ul>	

Work Time	Meeting Students’ Needs
<p><b>A. End of Unit Assessment, Part I, A: Text-Dependent Questions: “You Can Do a Graphic Novel” Excerpt (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit Assessment, Part I, A: Text-Dependent Questions: “You Can Do a Graphic Novel” Excerpt</b>.</li><li>• Read the directions aloud and answer any clarifying questions.</li><li>• Allow students 10 to 12 minutes to complete Part I, A.</li><li>• Circulate to supervise; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li><li>• Once students complete Part 1, A, collect their assessments and ask them to join their triads, if they are not already seated together, to prepare for a Chalk Talk before completing Part B of the assessment.</li></ul>	<ul style="list-style-type: none"><li>• ELLs receive extended time as an accommodation on New York State assessments.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Chalk Talk and End of Unit Assessment, Part B (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that during the second part of Work Time, they will use their expert texts, note-catchers, and knowledge of their assigned invention to demonstrate their ability to create a storyboard Splash Page that explains why people needed or wanted the invention and how people’s needs were met.</li><li>• Go on to explain that because students have not recently revisited their notes about their invention, they will participate in a Chalk Talk to help refresh their memories.</li><li>• Distribute a <b>Chalk Talk chart</b> to each triad.</li><li>• Help students gather resources from Lessons 2–5:<ul style="list-style-type: none"><li>– Traffic signal expert groups: <b>“Transportation, from the Soapbox Derby to the Jeep: First Automatic Traffic Signal,” “Garrett Morgan: Inventor Hero,” “The Twofold Genius of Garrett Morgan,” “Garrett Augustus Morgan,” Expert Text Note-catchers: The Traffic Signal,</b> and <b>vocabulary cards.</b></li><li>– Airplane expert groups: <b>“Wright Brothers: Inventors of the Airplane,” “The Invention of the Airplane,” “Airplane,” “How Did We Learn to Fly?” Expert Text Note-catchers: The Airplane,</b> and <b>vocabulary cards.</b></li></ul></li><li>• Explain the Chalk Talk protocol and clarify directions as needed.</li><li>• Focus students on the question in the center of their charts:<ul style="list-style-type: none"><li>* “Why did people need or want this invention?”</li></ul></li><li>• Allow them 1 or 2 minutes to independently consider the question and refer to their resources to help them formulate a response.</li><li>• Direct triad members to quickly write their responses to the question on different areas of the chart.</li><li>• After each student has written an answer to the question, ask triads to move around the chart and silently read, then respond to fellow members’ ideas by writing a question, suggestion, or connection next to each statement.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing a scribe for students who struggle with the physical act of writing during the Chalk Talk protocol.</li></ul>





Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• After 3 or 4 minutes, ask triads to whisper read each response to the question and accompanying comments and then discuss:<ul style="list-style-type: none"><li>* “How were your responses to the question similar?”</li><li>* “How were your responses to the question different?”</li><li>* “What questions do you have?”</li><li>* “What suggestions or connections were you able to share?”</li></ul></li><li>• After 2 minutes, invite a few students from different expert groups to share out ideas from their charts that they feel will help them create the first section of their storyboards.</li><li>• Ask students to quickly return to their seats with their expert texts, note-catchers, and other resources.</li><li>• Once they are ready, distribute these materials to each student:<ul style="list-style-type: none"><li>– <b>End of Unit Assessment, Part I, B: Storyboard, Section 1: Directions and Criteria for Success</b></li><li>– <b>Storyboard, Section 1: The Traffic Signal</b> (to students in traffic signal expert groups)</li><li>– <b>Storyboard, Section 1: The Airplane</b> (to students in airplane expert groups)</li><li>– One <b>yellow highlighter</b></li></ul></li><li>• Read the directions and criteria for success from End of Unit Assessment, Part I, B, aloud and provide clarification as needed.</li><li>• Tell students they may also refer to their Chalk Talk charts, the <b>Storyboard, Section 1–4 charts: The Television</b> they created during Lessons 6–8, and the <b>Linking Words anchor chart</b> as needed for support during the assessment. Then ask them to begin.</li><li>• Give students 15 to 20 minutes to complete their storyboards.</li><li>• Circulate to supervise; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li><li>• Once students have completed their storyboards, ask them to hold on to them for the debrief.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information.</li></ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief and Review of Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take their storyboards and mingle to quickly find a partner who is <i>not</i> an expert on the same invention.</li><li>• Once each student finds a partner, ask pairs to think about and then discuss:<ul style="list-style-type: none"><li>* “What part of your storyboard do you feel particularly proud of and why?”</li></ul></li><li>• After 1 or 2 minutes, invite a few students to share out something their partner is proud of.</li><li>• Collect students’ storyboards to review and assess (see Teaching Note below).</li><li>• Tell students that because this assessment is broken into three parts, they will not use a progress tracker to reflect upon their mastery of the targets until they have completed all of their storyboards. Then, say something like:<ul style="list-style-type: none"><li>* “However, it is always a good idea to reflect on our work for the day, so I would like you to use a Thumb-O-Meter to demonstrate what you feel your level of mastery is for the targets assessed during Part I of the end of unit assessment.”</li></ul></li><li>• Ask students to read aloud together through each of the learning targets and pause to show with their thumbs how close they are to mastering each target.</li><li>• Distribute a <b>Homework: Unit 3, Lesson 9</b> to each student.</li></ul>	<ul style="list-style-type: none"><li>• To provide all students access to the debrief prompt, display a sentence starter: “I’m particularly proud of _____ on my storyboard because_____.”</li></ul>



Homework	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Complete your Homework: Unit 3, Lesson 9.</li><li>• Read your independent reading book for at least 30 minutes and then respond to one of the questions on your <b>Independent Reading Choice Board</b>.</li></ul> <p><i>Notes: Consider making copies of students’ Storyboard, Section 1, for them to refer to as they complete the homework assignment. Students will also need the storyboard for a peer critique session during the Opening of Lesson 10. Make copies of students’ storyboards to review and assess (using the “criteria for success”) so you are able to return students’ original storyboards at the beginning of the next lesson.</i></p> <p><i>If you have not done so already, review Lessons 14–16 to determine whether you will have students use Option A, the technology (W.5.6) option for creating graphic novelettes, or Option B, which does not require the use of technology. Also consider following the steps described in those lessons to make your own model graphic novelette and become familiar with the process so that you are able to effectively guide students in their work. It is strongly recommended that you coordinate with a media specialist, technology teacher, and/or art instructor to both support students in the creation of their graphic novelettes and to provide additional opportunities and time for students to complete each element of their novelettes.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 5: Module 2B: Unit 3: Lesson 9

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



End of Unit Assessment, Part I, A:  
Text-Dependent Questions:  
“You Can Do a Graphic Novel” Excerpt

Part I, A Directions

Independently read the “You Can Do a Graphic Novel” excerpt to determine the gist.

Read through each of the text-dependent questions.

Reread the “You Can Do a Graphic Novel” excerpt to help you determine an answer to each of the questions.

**What is a graphic novel?**

A graphic novel is a comic book, only longer. The big difference is that when you write a comic book, it is usually put out in monthly installments. In graphic novel form, the book is complete. Whatever you call it, it’s simply storytelling with the art *advancing* the story, rather than illustrating the text, as in the classic storybook.

**Do you have to know how to draw to do a graphic novel?**

You do not have to know how to draw, but you do need to find your unique style. The art in *Diary of a Wimpy Kid*, one of the most popular graphic novels out today, is all stick figures. It’s the *combination* of art style and writing that is unique to graphic novels.

**What is more important, art or story?**

Of course you need a good story because nobody likes a boring one, and you need interesting art to keep the reader intrigued.

**How do you know what to write about?**

Write what you *know* about.



End of Unit Assessment, Part I, A:  
Text-Dependent Questions:  
“You Can Do a Graphic Novel” Excerpt

1. What is the main difference between a graphic novel and a classic storybook? Use quotes from the text to support your answer.

---

---

---

2. Is it important to know how to draw well to create a graphic novel? Support your answer with evidence from the text.

---

---

---

3. In the sentence “It’s the *combination* of art style and writing that is unique to graphic novels,” what does the word *combination* mean? Explain how you used context clues and/or other strategies to determine the meaning of this word.

---

---

---



**End of Unit Assessment, Part I, A:**  
**Text-Dependent Questions:**  
“You Can Do a Graphic Novel” Excerpt

4. Why are *both* the story and the art in a graphic novel important? Use evidence from the text to support your answer.

---

---

---

---



End-of-Unit Assessment, Part I, A:  
Text-Dependent Questions:  
“You Can Do a Graphic Novel” Excerpt  
(Answers, for Teacher Reference)

1. What is the main difference between a graphic novel and a classic storybook? Use quotes from the text to support your answer. (RI.5.1)

**A graphic novel has a stronger emphasis on the art than the text. The article says, “It’s simply storytelling with the art advancing the story, rather than illustrating the text, as in the classic storybook.”**

2. Is it important to know how to draw well to create a graphic novel? Support your answer with quotes from the text. (RI.5.1)

**It is not important to know how to draw to make a graphic novel. You have to develop your own style. The article says, “The art in *Diary of a Wimpy Kid*, one of the most popular graphic novels out today, is all stick figures.”**

3. In the sentence “It’s the *combination* of art style and writing that is unique to graphic novels,” what does the word *combination* mean? Explain how you used context clues and/or other strategies to determine the meaning of this word. (RI.5.4)

***Combination* means putting two or more things together. I used context clues because the sentence says that art style and writing are combined in a graphic novel, and those are two different things. The word combination looks and sounds like the word *combine*, which means to put things together.**

4. Why are *both* the story and the art in a graphic novel important? Use quotes from the text to support your answer. (RI.5.1)

**You need a good story so your readers won’t get bored, and you need interesting art to keep the reader intrigued. The article states, “Of course you need a good story because nobody likes a boring one, and you need interesting art to keep the reader intrigued.”**





Chalk Talk Chart

**Why did people need or want  
this invention?**



End of Unit Assessment, Part I, B:  
Storyboard, Section 1:  
Directions and Criteria for Success

**Part I, B Directions**

You will need: a Storyboard graphic organizer, your expert texts, and your Expert Text note-catchers for this activity. Please be sure you have the necessary materials listed below.

***Traffic signal expert groups will need:***

- Storyboard, Section 1: The Traffic Signal
- “Transportation, from the Soapbox Derby to the Jeep: First Automatic Traffic Signal” (from Lesson 2)
- “Garrett Morgan: Inventor Hero” (from Lesson 3)
- “The Twofold Genius of Garrett Morgan” (from Lesson 4)
- “Garrett Augustus Morgan” (from Lesson 5)
- Expert Text Note-catchers: The Traffic Signal (from Lessons 2, 4, 5)
- Vocabulary cards (from Lessons 2–4)

***Airplane expert groups will need:***

- Storyboard, Section 1: The Airplane
- “Wright Brothers: Inventors of the Airplane” (from Lesson 2)
- “The Invention of the Airplane” (from Lesson 3)
- “Airplane” (from Lesson 4)
- “How Did We Learn to Fly?” (from Lesson 5)
- Expert Text Note-catchers: The Airplane (from Lessons 2, 3, 5)
- Vocabulary cards (from Lessons 2–4)



End of Unit Assessment, Part I, B:  
Storyboard, Section1:  
Directions and Criteria for Success

Independently complete the following:

SECTION 1:

**Page 1**

1. Read and highlight the title on page 1 of your Storyboard, Section 1 in **yellow**. Silently restate the title in your own words. Think about:
  - “What type of information from my notes should I use for the caption on page 1 of my storyboard?”
2. Review the articles you have read and the “Background about the INVENTION” boxes on your Expert Text note-catchers from Lessons 2–5, then highlight three or four key details that are related to the title for Section 1 of your storyboard in **yellow**.
3. Use the notes you highlighted in **yellow** to write a three- to five-sentence summary paragraph in the caption box at the bottom of page 1 of your storyboard.
4. Be sure to use linking words and key terms from your vocabulary cards in your summary paragraph.

**Pages 1–2**

1. Read the sentence starter in the thought bubble on page 1 of your storyboard.
2. Use your notes to write a sentence in the thought bubble to explain how people’s needs or wants inspired the development of the invention.
4. Read the sentence starter in the speech bubble on page 2 of your storyboard.
5. Use your notes to complete the sentence in the speech bubble to explain how people’s needs were met, and by whom.



End of Unit Assessment, Part I, B:  
Storyboard, Section 1:  
Directions and Criteria for Success

**VISUAL ELEMENTS:** Choose at least one of the following to add to your Storyboard, Section 1 to support readers' understanding of key ideas.

- Sketch of a **close-up image**
- A scientific key word from one of your summaries defined in a **definition box** (refer to your vocabulary cards from Lessons 2–4 for help)
- An academic key word from one of your summaries defined in a **definition box** (refer to your vocabulary cards from Lessons 2–4 for help)
- Sketch of an important person, place, thing, or idea inside a **frame/panel**
- A **diagram**
- An appropriate **ambient noise**

***Criteria for Success:***

SECTION 1:

- A three- to five-sentence paragraph in the page 1 caption box that clearly summarizes key details from the “Background information about the INVENTION” boxes on note-catchers from Lessons 2–5 (RI.5.9, W.5.2a, W.5.8)
- Thought bubble includes a complete sentence that helps the reader understand why people wanted or needed the invention (W.5.3a, b)
- Speech bubble includes a complete sentence that helps the reader understand how the invention met people’s needs (W.5.3a, b)
- Summary includes linking words that clearly connect ideas (W.5.2c)
- Summary, thought bubble, and speech bubble include key terms from vocabulary cards created during Lessons 2–4 (W.5.2d)



End of Unit Assessment, Part I, B:  
Storyboard, Section 1:  
Directions and Criteria for Success

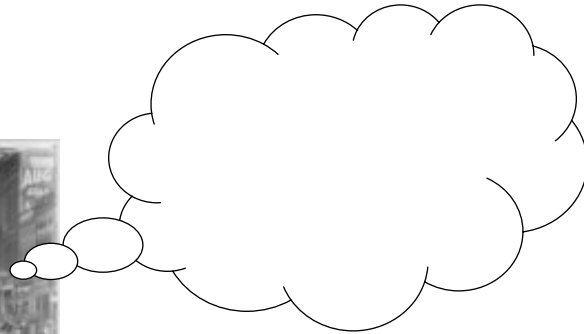
VISUAL ELEMENTS: (W.5.2a)

- *At least one of these visual elements is added to Storyboard, Section 1:*
  - close-up image (W.5.2a)*
  - definition box (academic and/or scientific) (W.5.2a, d)*
  - frame/panel (with image of important person/people, thing, and/or idea) (W.5.2a)*
  - diagram (W.5.2a)*
  - ambient noise (W.5.2a)*



Storyboard, Section 1: The Traffic Signal

Why Do We Need a Traffic Signal?



*{caption box}*

1



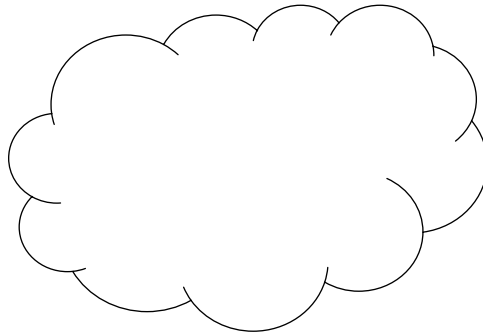
I'm Garrett Morgan. I invented the traffic signal because

2



Storyboard, Section 1: The Airplane

Why fly?



{caption box}

1

We're the Wright brothers. We  
invented the airplane, which made it  
possible for people to



2



Homework: Unit 3, Lesson 9

Reflect on the Storyboard, Section 1 you completed for Part I of the end of unit assessment to help you respond to these questions:

1. What part of your Storyboard, Section 1 do you feel would *most* help readers understand why people needed or wanted the invention? Explain.
2. What would you add to or change about Section 1 of your storyboard so readers would better understand why people needed or wanted the invention? Explain.