



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3: Lesson 10

End of Unit Assessment, Part II: Storyboard Draft, Sections 2 and 3



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

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 include illustrations to aid comprehension.
- b. I can develop the topic with facts, definitions, details, quotations, or other related information.
- 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 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 summarize information about the inventor's background in the caption box of my Storyboard, Section 2.
- I can summarize information about the process for developing an invention in the caption box of my Storyboard, Section 3.
- I can support readers' understanding of the key ideas on my storyboards by adding visual elements that emphasize important details.

Ongoing Assessment

- Homework: Unit 3, Lesson 9 (from homework)
- Independent Reading Choice Board response (from homework)
- End of Unit Assessment, Part II, A: Storyboard, Section 2
- End of Unit Assessment, Part II, B: Storyboard, Section 3



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Homework Review and Engaging the Writer (12 minutes)Introduction of Learning Targets (3 minutes)Work Time<ol style="list-style-type: none">End of Unit Assessment, Part II, A: Storyboard, Section 2 (20 minutes)End of Unit Assessment, Part II, B: Storyboard, Section 3 (20 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief and Review of Learning Targets (5 minutes)Homework<ol style="list-style-type: none">Complete the Homework: Unit 3, Lesson 10.Independent reading and choice board response.	<ul style="list-style-type: none">In this lesson, students complete Part II, A and B of the end of unit assessment. Use the criteria for success to guide your evaluation of students' work.During the Opening, students participate in a peer critique to provide and receive informal feedback on the Storyboard, Section 1, Splash Pages they completed during Part I, B of the assessment in Lesson 9. They are then given a brief opportunity to make minor revisions to their work.During Work Time A, students complete Storyboard, Section 2.During Work Time B, students complete Storyboard, Section 3.In advance:<ul style="list-style-type: none">Review the Peer Critique protocol and Glass, Bugs, Mud in Checking for Understanding Techniques (see Appendix).Ensure that students have the materials they will need for the assessment (see materials list).Display relevant anchor charts for students' ongoing reference during the assessment: Storyboard, Section 1–4 Charts: The Television (from Lessons 6–8) and the Linking Words anchor chart (from Unit 2, Lesson 11).Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Storyboard, Section 1: The Traffic Signal or Storyboard, Section 1: The Airplane (from Lesson 9)• Traffic signal expert group resources:<ul style="list-style-type: none">– “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 group resources:<ul style="list-style-type: none">– “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 II, A: Storyboard, Section 2: Directions and Criteria for Success (one per student)• Storyboard, Section 2: The Traffic Signal (one per student in traffic signal expert groups)• Storyboard, Section 2: The Airplane (one per student in airplane expert groups)• Pink highlighters (one per student)• Storyboard, Section 1–4 Charts: The Television (from Lessons 6-8; one set per group)• Linking Words anchor chart (from Unit 2, Lesson 11)• End of Unit Assessment, Part II, B: Storyboard, Section 3: Directions and Criteria for Success (one per student)• Storyboard, Section 3: The Traffic Signal (one per student in traffic signal expert groups)• Storyboard, Section 3: The Airplane (one per student in airplane expert groups)



Lesson Vocabulary	Materials (continued)
	<ul style="list-style-type: none">• Blue highlighters (one per student)• Homework: Unit 3, Lesson 10• Independent Reading Choice Board (from Lesson 1)

Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (12 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their homework: Unit 3, Lesson 9.• Return their completed Storyboard, Section 1: The Traffic Signal or Storyboard, Section 1: The Airplane.• Direct students to find a partner who is <i>not</i> studying the same invention.• Review the Peer Critique protocol and clarify any directions as needed.• Give students 6 or 7 minutes to complete the following with their partners:<ol style="list-style-type: none">1. Partner A shares his or her Storyboard, Section 1 and entry ticket reflections with Partner B.2. Partner B provides specific and positive praise and suggestions to Partner A about his or her Storyboard, Section 1.3. Partner B shares her or his Storyboard, Section 1 and entry ticket reflections.4. Partner A provides specific and positive praise and suggestions to Partner B about her or his Storyboard, Section 1.• Once partners have shared and discussed their storyboards, invite students to briefly revise their Storyboard, Section 1, based on the peer critique.• After 2 or 3 minutes, invite a few students to share out how they revised their storyboards based on peer feedback.• Explain that today students will take Part II of the end of unit assessment, which asks them to demonstrate what they have learned about creating storyboards that summarize information about the inventor's background and process for developing the invention. Tell students they will also be able to infuse visual elements into their storyboards to support readers' understanding of key ideas.	<ul style="list-style-type: none">• Some students will not be able to make minor changes in 2 or 3 minutes due to physical restrictions. Consider allowing partners to write up the feedback for students to take with them into Work Time.• To provide all students access to the learning target prompt, display a sentence starter: "I met the (first, second, third) target with my Philo storyboard when I_____."



Opening (continued)	Meeting Students' Needs
<p>B. Introduction of Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Invite students to read each of the learning targets aloud together:<ul style="list-style-type: none">* “I can summarize information about the inventor’s background in the caption box of my Storyboard, Section 2.”* “I can summarize information about the process for developing an invention in the caption box of my Storyboard, Section 3.”* “I can support readers’ understanding of the key ideas on my storyboards by adding visual elements that emphasize important details.”• Ask students to consider and then discuss with partners:<ul style="list-style-type: none">* “How did you meet these targets when you created storyboards about Philo Farnsworth’s background and process for developing television?”• After 1 minute, invite a few students to share their thinking whole group. Listen for ideas such as:<ul style="list-style-type: none">– “For Section 2 of our storyboards about Philo’s invention of TV, we highlighted and summarized notes from the ‘Background information about the INVENTOR’ boxes on our note-catchers.”– “For Section 3 of our storyboards about Philo’s invention of television, we highlighted and summarized notes from the ‘Information about developing a SOLUTION’ boxes on our note-catchers.”– “We made quick sketches of different types of visual elements on our storyboards to support readers’ comprehension of important ideas.”• Briefly explain that during Work Time A, students will create Storyboard, Section 2 to summarize and visually express important background information about either Garrett Morgan or the Wright brothers. In Work Time B, they will create Storyboard, Section 3 to summarize and visually express important information about the process either the Wright brothers or Garrett Morgan used to develop their invention.	



Work Time	Meeting Students' Needs
<p>A. End of Unit Assessment, Part II, A: Storyboard, Section 2 (20 minutes)</p> <ul style="list-style-type: none">• Help students gather their resources from Lessons 2–5:<ul style="list-style-type: none">– Traffic signal expert groups: “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, and vocabulary cards.– Airplane expert groups: “Wright Brothers: Inventors of the Airplane,” “The Invention of the Airplane,” “Airplane,” “How Did We Learn to Fly?” Expert Text Note-catchers: The Airplane, and vocabulary cards.• Once they have what they need, distribute these materials to each student:<ul style="list-style-type: none">– End of Unit Assessment, Part II, A: Storyboard, Section 2: Directions and Criteria for Success– Storyboard, Section 2: The Traffic Signal (to students in traffic signal expert groups)– Storyboard, Section 2: The Airplane (to students in airplane expert groups)– One pink highlighter• Read the directions and criteria for success from End of Unit Assessment, Part II, A, aloud and provide clarification as needed.• Tell students they may also refer to the Storyboard, Section 1–4 Charts: The Television created during Lessons 6–8 and the Linking Words anchor chart as needed for support during the assessment. Ask students to begin.• Give them 15 minutes to complete their storyboards.• Circulate to supervise; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.• Once students have completed their storyboards, ask them to hold on to them for the debrief at the end of the lesson.	<ul style="list-style-type: none">• Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information.• ELLs receive extended time as an accommodation on New York State assessments.



Work Time (continued)	Meeting Students' Needs
<p>B. End of Unit Assessment, Part II, B: Storyboard, Section 3 (20 minutes)</p> <ul style="list-style-type: none">• Tell students they will now complete Part B of the assessment by creating Storyboard, Section 3 about the process either Garrett Morgan or the Wright brothers used to develop an invention that met people's needs.• Ask students to set aside their Storyboards for Section 2, if they have not done so already. Distribute these materials to each student:<ul style="list-style-type: none">– End of Unit Assessment, Part II, B: Storyboard, Section 3: Directions and Criteria for Success– Storyboard, Section 3: The Traffic Signal (to students in traffic signal expert groups)– Storyboard, Section 3: The Airplane (to students in airplane expert groups)– One blue highlighter• Read the directions and criteria for success from End of Unit Assessment, Part II, B, aloud while students follow along silently. Answer any clarifying questions.• Remind students to refer to their expert texts, note-catchers, vocabulary cards, and anchor charts for support during the assessment.• Give them 15 minutes to complete their storyboards.• Circulate to supervise; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.• Once students have completed their storyboards, ask them to hold on to them for the debrief.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review of Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Ask students to discuss with a nearby partner:<ul style="list-style-type: none">* “What types of visual elements did you include on your storyboards to support readers’ understanding of important ideas?”• After 1 or 2 minutes, invite a few students to share an example of a visual element their partner added to her or his storyboards that was particularly useful for supporting readers’ understanding of the key ideas.• Collect students’ Storyboards, Sections 2 and 3, to review and assess (see Teaching Note below).• Remind students that they will not formally reflect on their progress toward the targets until they complete all their storyboards. However, they will informally consider their individual mastery of today’s learning targets.• Invite students to read each target aloud together and demonstrate the level of mastery they feel toward individual targets using Glass, Bugs, Mud.• Distribute the Homework: Unit 3, Lesson 10 to each student.	<ul style="list-style-type: none">• To give all students access to the debrief prompt, display a sentence starter: “The visual elements I included in my storyboard were_____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Complete your Homework: Unit 3, Lesson 10.• Read your independent reading book for at least 30 minutes and then respond to one of the questions on your Independent Reading Choice Board. <p><i>Notes: Consider making copies of students’ Storyboards, Sections 2 and 3, for them to refer to as they complete the homework assignment. They will also need the storyboards for a peer critique session during the Opening of Lesson 11. Make copies of their storyboards to review and assess (using the criteria for success) so you are able to return their original storyboards at the beginning of the next lesson.</i></p> <p><i>Remember to thoroughly 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. Begin planning for the delivery of those lessons (see Teaching Note in Lesson 9 for more details).</i></p>	<ul style="list-style-type: none">• Consider encouraging students who struggle with remembering things to write down the visual elements they included on their entry ticket homework assignment before they turn in their storyboards.



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Supporting Materials



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End of Unit Assessment, Part II, A:
Storyboard, Section 2:
Directions and Criteria for Success

Part II, A 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 2: 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 2: 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 II, A:
Storyboard, Section 2:
Directions and Criteria for Success

Independently complete the following:

SECTION 2:

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

VISUAL ELEMENTS: Choose at least one of the following to add to your Storyboard, Section 2 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**



End of Unit Assessment, Part II, A:
Storyboard, Section 2:
Directions and Criteria for Success

Criteria for Success:

SECTION 2:

- A three- to five-sentence paragraph in the page 4 caption box that clearly summarizes key details from the “Background information about the INVENTOR(S)” boxes on note-catchers from Lessons 2–5 (RI.5.9, W.5.8, W.5.2b)
- Summary includes linking words that clearly connect ideas (W.5.2c)
- Summary includes key terms from vocabulary cards created during Lessons 2–4 (W.5.2d)

VISUAL ELEMENTS: (W.5.2a)

- *At least one* of these visual elements is added to Storyboard, Section 2:

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 2: The Traffic Signal

What Was Garrett Morgan's Background?

{caption box}

3

4



Storyboard, Section 2: The Airplane

What Was the Wright Brothers'

{caption box}

3

4



End of Unit Assessment, Part II, B:
Storyboard, Section 3:
Directions and Criteria for Success

Part II, B Directions

You will need: a Storyboard graphic organizer, your expert texts, and 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 3: 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 3: 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 II, B:
Storyboard, Section 3:
Directions and Criteria for Success

Independently complete the following:

SECTION 3:

1. Read and highlight the title for pages 5 and 6 of your Storyboard, Section 3, in **blue**. 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 5 of my storyboard?”
2. Review the articles you have read and the “Information about developing a SOLUTION” boxes on your Expert Text note-catchers from Lessons 2–5, and then highlight three or four key details that are related to the title for Section 3 of your storyboard in **blue**.
3. Use the notes you highlighted in **blue** to write a three- to five-sentence summary paragraph in the caption box at the bottom of page 5 of your storyboard.
4. Be sure to use linking words and key terms from your vocabulary cards (from Lessons 2–4) in your summary paragraph.

VISUAL ELEMENTS: Choose at least one of the following to add to your Storyboard, Section 3 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**



End of Unit Assessment, Part II, B:
Storyboard, Section 3:
Directions and Criteria for Success

Criteria for Success:

SECTION 3:

- A three- to five-sentence paragraph in the page 5 caption box that clearly summarizes key details from the “Information about developing a SOLUTION” boxes on note-catchers from Lessons 2–5 (RI.5.9, W.5.8, W.5.2b)
- Summary includes linking words that clearly connect ideas (W.5.2c)
- Summary includes key terms from vocabulary cards created during Lessons 2–4 (W.5.2d)

VISUAL ELEMENTS: (W.5.2a)

- *At least one* of these visual elements is added to Storyboard, Section 2:

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 3: The Traffic Signal

How Did Garrett Morgan Invent the Traffic

{caption box}

5

6



Storyboard, Section 3: The Airplane

How Did the Wright Brothers Invent the

{caption box}

5

6



Homework: Unit 3, Lesson 10

Reflect on the Storyboard, Sections 2 and 3 you completed for Part II of the end of unit assessment to help you respond to these questions:

1. What visual elements did you choose to add to your storyboards? Name them.
2. Why did you choose to add those particular visual elements? Explain.
3. In what ways do the visual elements you added to your storyboards support readers' understanding of the ideas you are trying to convey? Explain.