



EXPEDITIONARY
LEARNING

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

Mid-Unit Assessment: Text-Dependent Questions about “The TV Guy”



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

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 summarize a text. (RI.5.1)

I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.2)

I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4)

I can 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. (L.5.4)

Supporting Learning Targets

- I can quote accurately from the text when making an inference about why Philo Farnsworth was named one of the most important people of the 20th century by *Time* magazine.
- I can write a statement to summarize what the article “The TV Guy” is mostly about using key details that support the main idea(s).
- I can use a variety of strategies to determine the meaning of unknown words.

Ongoing Assessment

- Independent Reading Choice Board response (from homework)
- Mid-Unit 2 Assessment
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (10 minutes)Introducing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 2 Assessment: Text-Dependent Questions about “The TV Guy” (30 minutes)Tracking My Progress (10 minutes)Closing and Assessment<ol style="list-style-type: none">Share Self-Assessment (5 minutes)Homework<ol style="list-style-type: none">Reread the article “The TV Guy” to self-assess fluency.Read independently for at least 15 to 20 minutes; respond to one question on your Independent Reading Choice Board (from Lesson 4).Fluency Self-Assessment and Goal	<ul style="list-style-type: none">In this lesson, students read a new article about Philo Farnsworth, the inventor of the television, and answer a series of text-dependent questions.Post: Learning targets.Students are asked to practice fluency skills as part of their homework assignment. Refer to the Foundational Reading and Language Skills Resource Package for further details.

Lesson Vocabulary	Materials
accurately, inference, century, statement, summarize, variety, strategies, determine	<ul style="list-style-type: none">“The TV Guy” (assessment text; one per student)Mid-Unit Assessment: Text-Dependent Questions: “The TV Guy” (one per student)Mid-Unit Assessment: Text-Dependent Questions: “The TV Guy” (answers, for teacher reference)Tracking My Progress, Mid-Unit 2 recording form (one per student)Fluency Self-Assessment (one per student; see standalone Foundational Reading and Language Skills Resource Package)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (10 minutes)</p> <ul style="list-style-type: none"> • Direct students to quickly locate their Independent Reading Choice Board and find a partner not in their discussion group. • Ask students to share the following with their partner: <ol style="list-style-type: none"> 1. The title of their independent reading text 2. The section of the choice board they selected to complete for homework 3. Their response to the choice board prompt • After 1 or 2 minutes, cold call several students to share responses they heard from their partners. 	
<p>B. Introducing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Invite volunteers to read the learning targets aloud. Tell students you have identified eight important words from these targets that are worth reviewing or important to be successful on the assessment. • Challenge them to take a minute to discuss with their groups to identify at least eight important words from the targets. • Invite a member from each group to share out one or two words identified by the group. Ask them to briefly explain how they selected their words. Reveal your selection to students and ask them to provide synonyms or brief definitions. Listen for: <ul style="list-style-type: none"> – <i>accurately</i> – exactly or correctly – <i>inference</i> – assumption or conclusion – <i>century</i> – a period of 100 years (20th century marks the 1900s) – <i>statement</i> – account or report – <i>summarize</i> – recap – <i>variety</i> – range or assortment – <i>strategies</i> – plans for reaching a goal – <i>determine</i> – find out • Before moving on, ask for volunteers to restate the learning targets in their own words to reflect their understanding of key terms. 	<ul style="list-style-type: none"> • Consider providing a copy of the learning targets for students to have in front of them. This will allow them to highlight or underline words to help them determine important vocabulary. • Write the synonyms to key terms from the targets above or below where they appear to help students paraphrase targets into even more kid-friendly language. • To support ELLs, be particular about synonyms you will accept to replace key terms in the target. Make sure synonyms match the part of speech of the word they are replacing. Ask students to offer correct solutions when mistakes are made or provide them yourself.



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 2 Assessment: Text-Dependent Questions about “The TV Guy” (30 minutes)</p> <ul style="list-style-type: none">• Distribute the assessment text, “The TV Guy,” and the Mid-Unit 2 Assessment: Text-Dependent Questions: “The TV Guy.” Ask students to quickly scan the assessment.• Tell them they will have 30 minutes to read the article and complete the questions. Clarify any instructions as necessary.• Invite students to begin. Circulate to supervise. Because this is an on-demand assessment, do not provide support other than formally approved accommodations.• Post these options for students who finish the assessment early:<ul style="list-style-type: none">– Read your independent reading book.– Finish adding vocabulary words to your glossaries.– Revise your graphic organizers by rereading the sections of <i>The Boy Who Invented TV</i> from Lessons 1–4.	<ul style="list-style-type: none">• Display the assessment under a document camera to point out all of its parts and instructions. As you answer questions, refer to that part of the assessment.• Extended time is a recognized accommodation for ELLs during formal assessments in NYS.• For students who struggle with the physical act of writing, consider allowing them to type their short-answer responses as well as their Tracking My Progress statements. If technology is not available, you, a classroom aide, or another student can act as a scribe.• Consider providing smaller chunks of text (sometimes just a few sentences) and a modified assessment with fewer questions for struggling students.
<p>B. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 2 recording form. Explain that this is a self-assessment, exactly like the Progress Trackers they did in Unit 1. They will reflect on their progress toward the learning targets. Read through the form and provide clarification as needed.• Ask students to independently complete their recording form. Ask them to hold on to this sheet to refer to during the lesson debrief.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Share Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Pair students up. Ask them to share the reflections on their Tracking My Progress recording form.• Invite several students to share out with the whole group.• Collect students’ Mid-Unit 2 Assessments and recording forms to review.	<ul style="list-style-type: none">• Provide a sentence starter to give all students access to the conversation with a peer: “On the first target, I circled.... The evidence I have to support that is....”
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread the article “The TV Guy” and use the Fluency Self-Assessment to self-assess your fluency skills and set a personal goal for improving your fluent reading skills.• Read independently for at least 15 to 20 minutes; respond to one question on your Independent Reading Choice Board. <p><i>Note: Be sure to score and return students’ Mid-Unit 2 Assessments before Lesson 6, so they are able to review strengths and areas for refinement, as well as seek further clarification regarding targets they are still working toward mastery of.</i></p>	<ul style="list-style-type: none">• Provide a recording of the text for struggling readers.• Allow students to dictate their choice board response to someone at home to act as scribe.



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

Supporting Materials



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“The TV Guy”
(Assessment Text)

In short:

It may sound hard to believe, but a farm boy from Utah invented the television! Think how that has changed the world. Philo T. Farnsworth, who came from a little community outside of Beaver, built on the work of others. But he was the one who made the image dissector camera tube that put the first images on a television screen. His invention opened up entirely new avenues for entertainment, information, and exploration—and landed him on a postage stamp in 1983!

More of the story:

He changed the world!

Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves. His invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible. How did community and family life change because of television?

Born into a very different world.

Philo Farnsworth came into a world just beginning to be electrified in 1906. His family’s first house, near Beaver, Utah, had no electricity. So when the family moved to a new house in Idaho, young Philo was fascinated! Lights that came on when you flipped a switch and electric tools for the farm intrigued him.

By the age of 13 he had won his first national contest, sponsored by *Science and Invention* magazine, for a thief-proof lock.

In 1922 he drew a design for his high school chemistry teacher, Justin Tolman. The drawing had nothing to do with the class assignment, but Tolman kept it. Farnsworth believed that he could transform electricity into pictures by controlling the speed and direction of fast-flying electrons.

Philo did very well in high school and was excited to go to Brigham Young University. But before he could finish college, his father died and his family could no longer afford for him to be at school.

“The TV Guy”
(Assessment Text)

How to make a TV??

Philo was still thinking about how to send images through the air. But he had no money to work on his idea. Eventually, he met a pair of Californians who invested money in his idea. They gave him enough money that he could experiment with the device he had worked on in high school.

So he worked. And worked. Tried and tried.

Success!

He successfully transferred his first image in 1927—at age 21. So what was the first real television image? Just a simple line!

A challenge.

Other people had also been working on inventing a television. Another inventor, John Logie Baird, also had successful tests using his own methods that year and in 1928, so Philo spent several years after that fighting over the right to claim he invented the television.

He worked for several different companies in his life, and he never stopped inventing. His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.

But Farnsworth was sad and bitter that the public did not recognize his work to make television a reality. He died with little money or fame.

Finally, people noticed.

However, in 1985 students and teachers from Ridgmont Elementary School in Salt Lake City started working to give him the recognition he deserved. They lobbied the state legislature to choose Philo T. Farnsworth as the second of two statues Utah was allowed to place in the U.S. Capitol Building. (The first statue is Brigham Young.) So now a statue of Farnsworth stands in Statuary Hall in Washington in the U.S. Capitol.

What's more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!

"Utah State History." Philo Farnsworth. Utah Division of State History, Web. <http://www.ilovehistory.utah.gov/people/difference/farnsworth.html>.



Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

Name:

Date:

Long-Term Learning Targets Assessed:

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 summarize a text. (RI.5.1)

I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.2)

I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4)

I can 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. (L.5.4)

Directions:

- Read the entire article “The TV Guy.”
 - Consider the gist of the article. What is it mostly about?
 - Skim the assessment questions below.
 - Reread the pages, thinking about the assessment questions.
 - Answer the questions in complete sentences.
 - Be sure to cite evidence from the text to support your answers.
1. Part A: The article states, “But Farnsworth was sad and bitter that the public did not **recognize** his work to make television a reality.”

What does the word *recognize* mean in the context of this article?

- a. know
- b. acknowledge
- c. accept
- d. understand

Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

Part B: Which sentence from the article best helped you determine the meaning of the word *recognize*?

- a. Philo spent several years after that fighting over the right to claim he invented the television.
 - b. He died with little money or fame.
 - c. However, in 1985 students and teachers from Ridgmont Elementary School in Salt Lake City started working to give him the recognition he deserved.
 - d. What’s more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!
2. Part A: Read the two dictionary definitions for the word **avenues** below and determine which is correct based on how the word is used in the first paragraph of the article: “His invention opened up entirely new *avenues* for entertainment, information, and exploration.”
- a. avenues (n): streets, roads, paths
 - b. avenues (n): opportunities, possibilities
3. In the fourth paragraph of the article, it states, “Farnsworth believed that he could **transform** electricity into pictures.”

Part A: What does the word *transform* mean in this sentence?

- a. draw
- b. change
- c. place
- d. think

Part B: What part of the word *transform* helped you determine the meaning in Part A? Explain.

Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

4. Part A: What is one of the main ideas of this article?

- a. Philo T. Farnsworth’s invention of the television changed the world.
- b. Television changed the world.
- c. The world was very different before television was invented.
- d. A farm boy invented television.

Part B: Which key detail from the article best supports your answer to Part A?

- a. It may sound hard to believe, but a farm boy from Utah invented the television!
- b. Think how that has changed the world.
- c. But he was the one who made the image dissector camera tube that put the first images on a television screen.
- d. Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves.

5. Part A: What is another main idea of this article?

- a. Philo T. Farnsworth started inventing at a young age.
- b. Philo T. Farnsworth’s ideas influenced many of the inventions we use today.
- c. Electricity fascinated Philo T. Farnsworth.
- d. Philo T. Farnsworth worked hard.

Part B: Which key detail from the article best supports your answer to Part A?

- a. His invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible.
- b. Lights that came on when you flipped a switch and electric tools for the farm intrigued him.
- c. He successfully transferred his first image in 1927—at age 21.
- d. His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.



Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

6. Why do you think Philo T. Farnsworth was named one of *Time* magazine’s most important people of the 20th century? Support your response with evidence from the text.

7. Write a three- to five-sentence paragraph to summarize what this article is mostly about. Make sure to include key details from the article in your summary.



Mid-Unit 2 Assessment: Text-Dependent Questions:

“The TV Guy”

(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed:

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 summarize a text. (RI.5.1)

I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.2)

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Directions:

- Read the entire article “The TV Guy.”
 - Consider the gist of the article. What is it mostly about?
 - Skim the assessment questions below.
 - Reread the pages, thinking about the assessment questions.
 - Answer the questions in complete sentences.
 - Be sure to cite evidence from the text to support your answers.
1. Part A: The article states, “But Farnsworth was sad and bitter that the public did not **recognize** his work to make television a reality.”

What does the word *recognize* mean in the context of this article?

- a. know
- b. acknowledge**
- c. accept
- d. understand

Mid-Unit 2 Assessment: Text-Dependent Questions:

“The TV Guy”

(Answers, for Teacher Reference)

Part B: Which sentence from the article best helped you determine the meaning of the word *recognize*?

- a. Philo spent several years after that fighting over the right to claim he invented the television.
 - b. He died with little money or fame.
 - c. However, in 1985 students and teachers from Ridgmont Elementary School in Salt Lake City started working to give him the recognition he deserved.
 - d. What’s more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!**
2. Part A: Read the two dictionary definitions for the word **avenues** below and determine which is correct based on how the word is used in the first paragraph of the article: “His invention opened up entirely new *avenues* for entertainment, information, and exploration.”
- a. avenues (n): streets, roads, paths
 - b. avenues (n): opportunities, possibilities**
3. In the fourth paragraph of the article, it states, “Farnsworth believed that he could **transform** electricity into pictures.”

Part A: What does the word *transform* mean in this sentence?

- a. draw
- b. change**
- c. place
- d. think

Part B: What part of the word *transform* helped you determine the meaning in Part A? Explain.

Trans – because it is a prefix that means change.

Mid-Unit 2 Assessment: Text-Dependent Questions:

“The TV Guy”

(Answers, for Teacher Reference)

4. Part A: What is one of the main ideas of this article?

- a. **Philo T. Farnsworth’s invention of the television changed the world.**
- b. Television changed the world.
- c. The world was very different before television was invented.
- d. A farm boy invented television.

Part B: Which key detail from the article best supports your answer to Part A?

- a. It may sound hard to believe, but a farm boy from Utah invented the television!
- b. Think how that has changed the world.
- c. But he was the one who made the image dissector camera tube that put the first images on a television screen.
- d. **Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves.**

5. Part A: What is another main idea of this article?

- a. Philo T. Farnsworth started inventing at a young age.
- b. **Philo T. Farnsworth’s ideas influenced many of the inventions we use today.**
- c. Electricity fascinated Philo T. Farnsworth.
- d. Philo T. Farnsworth worked hard.

Part B: Which key detail from the article best supports your answer to Part A?

- a. His invention made *Sesame Street*, news programs, sitcoms, dramas, and all the other television programs possible.
- b. Lights that came on when you flipped a switch and electric tools for the farm intrigued him.
- c. He successfully transferred his first image in 1927—at age 21.
- d. **His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.**

Mid-Unit 2 Assessment: Text-Dependent Questions:

“The TV Guy”

(Answers, for Teacher Reference)

6. Why do you think Philo T. Farnsworth was named one of *Time* magazine’s most important people of the 20th century? Support your response with evidence from the text.

Philo T. Farnsworth was named one of the most important people of the 20th century because his invention of television changed the world. People were able to talk with each other, share information, and entertain themselves in a way they had never been able to before. His ideas also inspired inventions like radar, microscopes and incubators.

7. Write a three- to five-sentence paragraph to summarize what this article is mostly about. Make sure to include key details from the article in your summary.

***Answers will vary, but look for students to meet the following criteria:**

- 1. Summary includes a general statement about what the article “The TV Guy” is mostly about**
- 2. There are at least two key details (in the form of quotes or paraphrased evidence) from the article that are related to/support the general statement about what the article is mostly about.**

See example below.

This article is mostly about how Philo T. Farnsworth invented television. He began working on inventing television from a young age. Eventually he met people to invest money in his idea, which allowed him to continue to work hard and try until he successfully transferred his first image in 1927.



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can quote accurately from the text when making an inference about why Philo Farnsworth was named one of the most important people of the 20th century by *Time* magazine.

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, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can write a statement to summarize what the article “The TV Guy” is mostly about using key details that support the main idea(s).

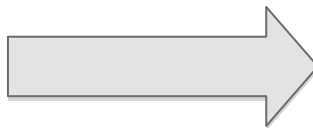
1. The target in my own words is:

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, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can use a variety of strategies to determine the meaning of unknown words.

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:
