



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3: Lesson 11

End of Unit Assessment, Part III: Storyboard Draft, Section 4



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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.
- 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.
- e. I can provide a concluding section related to the information presented.

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

I can use knowledge of language and its conventions when writing. (L.5.3)

- a. I can expand, combine, and reduce sentences for meaning, reader/listener interest, and style.

Supporting Learning Targets

- I can edit a storyboard caption to address readers' understanding and interest by expanding, combining, or reducing sentences for meaning and style.
- I can summarize information about how an invention met society's needs in the caption box of my Storyboard, Section 4.
- I can reflect on my learning about how to make a plan for a graphic novelette..

Ongoing Assessment

- Independent Reading Choice Board response (from homework)
- Homework: Unit 3, Lesson 10 (from homework)
- Edited storyboard caption
- End of Unit Assessment, Part III: Storyboard, Section 4
- Tracking My Progress, End of Unit 3 recording form



| Agenda | Teaching Notes |
|--|---|
| <ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)2. Work Time<ol style="list-style-type: none">A. Language: Editing Sentences (15 minutes)B. End of Unit Assessment, Part III: Storyboard, Section 4 (25 minutes)C. Tracking My Progress (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Independent reading and choice board response. | <ul style="list-style-type: none">• In this lesson, students complete the final part of the end of unit assessment, Storyboard, Section 4, after receiving language instruction that is embedded within the first part of Work Time.• During Work Time A, students learn about how to combine, reduce, or expand sentences to support readers' understanding and address reader interest. Then, they apply what they learned to edit at least one caption from their end of unit Storyboard, Sections 1, 2, or 3. This work serves as a scaffold for the revision and editing process students will engage in upon completion of the end of unit assessment, before creating their graphic novelettes for the final performance task.• During Work Time B, students complete Part III of the end of unit assessment by writing a summary caption about how either the traffic light or the airplane met people's needs and adding one visual element to Storyboard, Section 4.• In the final part of Work Time, students use the Tracking My Progress form to reflect on their mastery toward each of the assessment targets from Lessons 9–11. Students are asked to reflect upon only three targets. The targets chosen represent the more complex concepts students have worked to master during this unit and module.• In advance:<ul style="list-style-type: none">– Review the Back-to-Back, Face-to-Face protocol (see Appendix).– Be prepared to return students' completed and original versions of their end of unit storyboards, Sections 1, 2, and 3 for Work Time A.– Review and become familiar with Editing Sentence Length, Examples to support students during Work Time A.– Each triad will need a white board, dry erase marker, and eraser for Work Time A.– 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 |
|--|--|
| edit, address, interest, expanding, combining, reducing, meaning, style, summarize, met, needs, caption, reflect | <ul style="list-style-type: none">• Document camera• Editing Sentence Length, Examples (one to display)• White boards (one per triad)• Dry erase markers (one per triad)• White board erasers (one per triad)• Students' completed end of unit assessment Storyboards, Sections 1, 2, and 3: The Traffic Signal or The Airplane (from Lessons 9 and 10)• Journals (begun in Unit 1, Lesson 1; one per student)• 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 III: Storyboard, Section 4: Directions and Criteria for Success (one per student)• Storyboard, Section 4: The Traffic Signal (one per student in traffic signal expert groups) |



| Lesson Vocabulary | Materials (continued) |
|-------------------|--|
| | <ul style="list-style-type: none">• Storyboard, Section 4: The Airplane (one per student in airplane expert groups)• Green highlighters (one per student)• Storyboard, Section 1–4 Charts: The Television (from Lessons 6–8)• Linking Words anchor chart (from Unit 2, Lesson 11)• Tracking My Progress, End of Unit 3 recording form (one per student)• Independent Reading Choice Board (from Lesson 1) |



| Opening | Meeting Students' Needs |
|--|---|
| <p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their completed Homework: Unit 3, Lesson 10.• Review directions for the Back-to-Back, Face-to-Face protocol. Ask students to quickly mingle to find a partner to turn back-to-back with.• Read the first two entry ticket questions aloud:<ul style="list-style-type: none">* “What visual elements did you choose to add to your storyboard?”* “Why did you choose to add those particular visual elements?”• Direct students to briefly review their responses to these questions, then turn face-to-face to discuss their ideas with their partner.• After 1 or 2 minutes, invite a few students to share out whole group.• Tell students to turn back-to-back with their partners again. Read the third entry ticket question aloud:<ul style="list-style-type: none">* “In what ways do the visual elements you added to your storyboards support readers’ understanding of the ideas you are trying to convey?”• Once again, allow students a moment to review their responses, then turn face-to-face to discuss their thinking with partners.• After 1 or 2 minutes, ask a few students to share out with the class. Listen for them to say that visual elements call attention to, emphasize, or clarify key ideas the author wants the reader to understand.• Collect students’ entry tickets to review. Say something like:<ul style="list-style-type: none">* “In this lesson, you will complete the final section of your storyboards by summarizing information about how either the airplane or the traffic light met society’s needs and adding at least one visual element to the storyboard that supports readers’ understanding of the ideas you are trying to convey. However, before you get started on Section 4, you will learn about and practice another effective method for supporting readers’ understanding and interest, by discussing and editing sentences from our graphic novel about Max Axiom.” | <ul style="list-style-type: none">• To give all students access to the prompts, display a sentence starter: “The visual elements I chose to add to my storyboard were _____because_____” and “(Visual element name) supports readers’ understanding by_____.” |



| Work Time | Meeting Students' Needs |
|--|--|
| <p>A. Language: Editing Sentences (15 minutes)</p> <ul style="list-style-type: none">• Ask students to join their triad members.• Tell them to read the first learning target aloud together:<ul style="list-style-type: none">* “I can edit a storyboard caption to address readers’ understanding and interest by expanding, combining, or reducing sentences for meaning and style.”• Point out the key words <i>edit</i>, <i>address</i>, <i>interest</i>, <i>expanding</i>, <i>combining</i>, <i>reducing</i>, <i>meaning</i>, and <i>style</i>.• Ask students to think about each term, try to determine meaning from context clues or other strategies, and then discuss their thinking with their triad.• After 2 minutes, invite members from each group to share out what they think each word means in the context of this target.<ul style="list-style-type: none">– <i>edit</i>: correct individual sentences for grammar, spelling, or punctuation– <i>address</i>: attend to; take into consideration– <i>interest</i>: attention, curiosity, attentiveness– <i>expanding</i>: increasing, making longer– <i>combining</i>: joining, merging, linking– <i>reducing</i>: making shorter, smaller– <i>meaning</i>: the main point, main idea being conveyed– <i>style</i>: flair, elegance• If students are unable to determine the meaning of any key terms from the target, provide definitions.• Ask triads to discuss:<ul style="list-style-type: none">* “Why would an author edit his or her work by expanding, combining, or reducing sentences?”• Listen for students to share ideas such as:<ul style="list-style-type: none">– “Sometimes a sentence is so long that it confuses the readers, so they stop reading the book or text.”– “Sentences can sometimes be too short and lack details the reader needs to understand the complex ideas the author is trying to convey.” | <ul style="list-style-type: none">• Consider displaying a synonym or quick sketch of key words above or below where they appear in the target to support ELLs. |



| Work Time (continued) | Meeting Students' Needs |
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| <ul style="list-style-type: none">– “One or two short sentences can be combined into one stronger sentence, so the focus of the text is not confusing or unclear.”• Explain that students will work in triads to practice combining, reducing, or expanding sentences from information boxes found in the graphic novel <i>Investigating the Scientific Method with Max Axiom, Super Scientist</i>. Explain that because the information contained in the boxes is similar to the captions they have been writing for their storyboards, this activity supports their ability to edit their own storyboard captions to aid readers' understanding of key ideas.• Using a document camera, display the Editing Sentence Length, Examples and distribute white boards, dry erase markers, and white board erasers to each triad.• Invite students to read the first example aloud together:<ul style="list-style-type: none">* “Ask a question.”• Say something like: “If we wanted to help our readers better understand the importance of asking questions during a process of scientific inquiry, how could we expand upon this simple statement?”• Ask students to consider and discuss this question with triad members and then record a new expanded sentence on their white board.• After 1 or 2 minutes, cold call students to share out the edited sentence their group recorded. Listen for ideas such as:<ul style="list-style-type: none">– “This sentence could be expanded to read ‘Scientists sometimes start an experiment by asking a question’ or ‘Scientists ask questions to help guide their research.’”• Invite students to explain how the expanded version supports readers' understanding and interest. Listen for responses like:<ul style="list-style-type: none">– “The original sentence doesn’t really explain why someone would ask a question; it sounds more like a command.”– “The expanded sentences provide more details to help the reader understand who is asking questions and why.”• If students struggle to effectively edit the sentence and explain their reasoning, provide an expanded sentence example and explanation for them.• Ask students to read the second example aloud together:<ul style="list-style-type: none">– “Aquarius allows scientists to stay underwater for an extended period of time. The extra time allows longer research, including coral reef monitoring and NASA equipment testing.”• This time, ask students to discuss in triads how they could combine these two sentences to support readers' understanding and interest. Direct them to once again record a new, combined sentence on the group's white board. | <ul style="list-style-type: none">• Consider using a protocol or an established system to make sure each student has a voice in revising the sample sentences. |



| Work Time (continued) | Meeting Students' Needs |
|--|-------------------------|
| <ul style="list-style-type: none">• After 2 minutes, cold call various triads to share out their edited sentences. Listen for suggestions such as:<ul style="list-style-type: none">– “These sentences could be combined to read ‘Aquarius allows scientists to stay underwater for a long time, which means they can conduct more research.’”• Invite students to explain why the combined version might be more interesting or meaningful for the reader. Listen for ideas such as:<ul style="list-style-type: none">– “The new sentence isn’t as repetitive. Both of the original sentences use the word ‘allow,’ which is sort of boring.”– “The combined sentence gives the reader the same important information in one clear sentence, instead of two.”• If students struggle to effectively edit the sentence and explain their reasoning, provide a combined sentence example and explanation for them.• Ask students to read the last example aloud together:<ul style="list-style-type: none">* “With more than 100 million websites, the Internet is an information gold mine.”• Ask triads to discuss how this sentence could be reduced to address audience interest and understanding. Tell them to record their idea on the group’s white board and be prepared to share out.• After 2 minutes, cold call triad members to share out their ideas for an edited sentence. Listen for ideas such as:<ul style="list-style-type: none">– “The Internet is a gold mine of information.”– “The Internet has more than 100 million websites you can use for research.”• Invite students to explain why the reduced version may be more appealing or better support readers’ understanding of the ideas presented. Listen for:<ul style="list-style-type: none">– “The reduced sentence provides the same information in a more concise way.”• If students struggle to effectively edit the sentence and explain their reasoning, provide a reduced sentence example and explanation for them. | |



| Work Time (continued) | Meeting Students' Needs |
|---|--|
| <ul style="list-style-type: none">• Distribute students' Storyboards, Sections 1, 2, and 3 from Parts I and II of the end of unit assessment. Then, provide these directions:<ol style="list-style-type: none">1. Independently read through each of the captions you wrote for your storyboards.2. Choose at least one caption you want to edit by reducing, combining, and/or expanding sentences.3. Edit to write a new caption, with at least one sentence reduced, combined, or expanded, on a blank page in your journal.4. Share your original and edited versions of the caption with group members for feedback about how your new sentence(s) support readers' understanding and interest. Then, edit further as necessary, based on peer feedback.5. Write the new caption in the margin of the storyboard where the original caption is recorded.• Ask students to begin. Allow them approximately 5 minutes to edit at least one sentence from one of the captions on their storyboards. Circulate to offer guidance and support as needed.• As time permits, invite them to share out the edits they made and explain how the new sentences better support readers' understanding of complex ideas and address reader interest.• Ask students to set aside their storyboards from Sections 1–3 and prepare to take the final part of the end of unit assessment.• If they are not able to complete all steps of the task or edit as much as they would like, reassure them that they will have ample opportunity to revise and edit their storyboards during subsequent lessons. | <ul style="list-style-type: none">• To support visual learners and students who struggle with multistep directions, consider displaying these directions or providing a checklist to ensure each item is completed.• 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 III: Storyboard, Section 4 (25 minutes)</p> <ul style="list-style-type: none">• Ask students to read aloud the second learning target:<ul style="list-style-type: none">* “I can summarize information about how an invention met society’s needs in the caption box of my Storyboard, Section 4.”• Point out that this target is similar to targets students have been working with to complete the first three sections of their storyboards.• Ask them to predict with a nearby partner what they think they will do to meet this target today.• After 1 or 2 minutes, cold call a few students to share out whole group. Listen for ideas such as:<ul style="list-style-type: none">– “I think we will summarize our notes about how the invention affected people’s lives to write a caption for our last storyboard section.”• Confirm students’ predictions or clarify the target as needed.• Help students locate 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 students have their reference materials, distribute the following to each of them:<ul style="list-style-type: none">– End of Unit Assessment, Part III: Storyboard, Section 4: Directions and Criteria for Success– Storyboard, Section 4: The Traffic Signal (to students in traffic signal expert groups)– Storyboard, Section 4: The Airplane (to students in airplane expert groups)– One green highlighter• Read the assessment’s directions and criteria for success aloud and clarify as needed.• Tell students they may also refer as needed to the Storyboard, Section 1–4 Charts: The Television created during Lessons 6–8 and the Linking Words anchor chart. Ask students to begin. | <ul style="list-style-type: none">• To support all learners, especially ELLs, consider displaying a strong example of a student prediction about what they will be doing to meet this target today. |



| Work Time (continued) | Meeting Students' Needs |
|--|---|
| <ul style="list-style-type: none">• 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.• If students finish early, they may begin filling out their progress trackers or continue editing their storyboard captions from Work Time A. | |
| <p>C. Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Ask students to read the final learning target aloud:<ul style="list-style-type: none">* “I can reflect on my learning about how to make a plan for a graphic novelette.”• Remind students that they have reflected on their progress toward learning targets upon completion of each mid-unit and end of unit assessment. Explain that they will do the same thing now.• Distribute the Tracking My Progress, End of Unit 3 recording form then allow students 10 to 12 minutes to complete their progress trackers. Circulate to support as necessary.• Once students have completed the form, ask them to hang on to their trackers for the debrief. | <ul style="list-style-type: none">• To support students who struggle with the physical act of writing, consider scribing their reflections for them to ensure an accurate reflection of their perceived progress. |



| Closing and Assessment | Meeting Students' Needs |
|--|---|
| <p>A. Debrief: Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on the completion of their storyboard drafts.• Ask them to share the reflections on their Tracking My Progress recording form with triad members.• Invite several students to share out whole class.• Collect the End of Unit Assessment, Part III and Tracking My Progress 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">• Read your independent reading book for at least 30 minutes and respond to one of the questions on your Independent Reading Choice Board. <p><i>Notes: Students will need their storyboards for peer critique and revision during Lesson 12. Make copies of the storyboards to review and assess (using the criteria for success) so you are able to return the original storyboards in the next lesson.</i></p> <p><i>Review Lessons 12–16 in advance to familiarize yourself with the process students will use to create their graphic novelettes and to begin coordinating with other instructors to support students during and/or beyond the implementation of those lessons (see the Teaching Note in Lesson 9 for more details).</i></p> | |



EXPEDITIONARY
LEARNING

Grade 5: Module 2B: Unit 3: Lesson 11

Supporting Materials



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Editing Sentence Length, Examples

Example 1:

“Ask a question.”

Example 2:

“Aquarius allows scientists to stay underwater for an extended period of time. The extra time allows longer research, including coral reef monitoring and NASA equipment testing.”

Example 3:

“With more than 100 million websites, the Internet is an information gold mine.”



End of Unit Assessment, Part III:
Storyboard, Section 4:
Directions and Criteria for Success

Part III 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 4: 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 4: 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 III:
Storyboard, Section 4:
Directions and Criteria for Success

Independently complete the following:

SECTION 4:

1. Read and highlight the title for pages 7 and 8 of your Storyboard, Section 4, in **green**. 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 8 of my storyboard?”
2. Review the articles you have read and the “Information about the IMPACT” boxes on your Expert Text note-catchers from Lessons 2–5, then highlight three or four key details in your notes that are related to the title for pages 7 and 8 of your storyboard in **green**.
3. Use the notes you highlighted in **green** to write a three- to five-sentence summary paragraph in the caption box at the bottom of page 8 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 4 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 III:
Storyboard, Section 4: Directions and Criteria for Success

Criteria for Success:

SECTION 4:

- A three- to five-sentence paragraph in the page 8 caption box that clearly summarizes key details from the “Information about the IMPACT” boxes on note-catchers from Lessons 2–5 (RI.5.9, W.5.8, W.5.2e)
- 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 the following visual elements is added to Storyboard, Section 4:
 - 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 4: The Traffic Signal

How Did the Invention of the Traffic Signal Meet
People's Needs?

{caption box}

7

8



Storyboard, Section 4: The Airplane

How Did the Invention of the Airplane Meet
People's Needs?

{caption box}

7

8



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning target: I can explain how to create a graphic novel using evidence from the text.

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 3

Learning target: I can describe what people needed or wanted and how their needs were met, by using dialogue in my storyboard Splash Page.

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 3

Learning target: I can support readers' understanding of the key ideas on my storyboards by adding visual elements that emphasize important details.

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:
