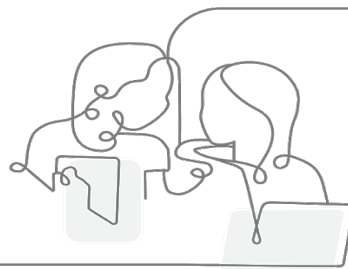


Amplify.

3-5 Data Driven Instruction

Core Knowledge Language Arts



Session Objectives and Agenda Overview

Objectives

Participants will be able to:

- Utilize an outcome driven model to identify and plan for instructional supports (during whole group instruction)
- Analyze the types of CKLA assessments and their instructional purpose
- Use daily formative assessments to determine student mastery of lesson objective(s) and plan for whole group next steps
- Use End of Unit assessment data to determine student mastery and plan for next steps for instruction

Agenda

Opening

Review Suite of CKLA Skills Assessment

Engage in Assessment Protocol

Step 1: Review Daily/Unit Assessments

Step 2: Gather Student Data

Step 3: Determine Student Need

- Score and Analyze Student Responses
- Record Student Responses

Step 4: Develop Action Plan

Step 5: Develop/Identify Unit Support

Step 6: Revisit and Reflect on Action Plan

Workshop Classroom Data

Reflection and Closing

Windowpane

Directions: Look at the images on the PowerPoint slide and list key words that align to each image on the windowpane.

Assessment Protocol

6 Steps	Additional Notes
1. Review Daily/Unit Assessment	
2. Gather Student Data	
3. Determine Student Need <ul style="list-style-type: none">• Score and Analyze Student Responses• Record Student Responses	
4. Develop Action Plan	
5. Develop/Identify Unit Support	
6. Revisit and Reflect on Action Plan	

Step 1: Review Daily/Unit Assessment

Guiding Questions	Responses
What skills are being assessed on the assessment?	
How are the skills being assessed?	
How do the scoring guidelines support this analysis of student data?	

Step 3: Determine Student Need

Score and Analyze Student Responses: Item Analysis

Guiding Questions	Responses
What skill is the correct response assessing?	
If students chose a distractor, what does that response indicate?	
Guiding Questions	Responses
What skill is the correct response assessing?	
If students chose a distractor, what does that response indicate?	

Step 3: Determine Student Need Continued...

Score and Analyze Student Responses: Item Analysis

Guiding Questions	Responses
What skill is the correct response assessing?	
If students chose a distractor, what does that response indicate?	
Guiding Questions	Responses
What skill is the correct response assessing?	
If students chose a distractor, what does that response indicate?	

Step 3: Determine Student Need Continued...

Score and Analyze Student Responses: Item Analysis

Guiding Questions	Responses
What skill is the correct response assessing?	
If students chose a distractor, what does that response indicate?	
Guiding Questions	Responses
What skill is the correct response assessing?	
If students chose a distractor, what does that response indicate?	

Step 3: Determine Student Need Continued...

Score and Analyze Student Responses: Item Analysis

Guiding Questions	Responses
What skill is the correct response assessing?	
If students chose a distractor, what does that response indicate?	
Guiding Questions	Responses
What skill is the correct response assessing?	
If students chose a distractor, what does that response indicate?	

Step 3: Determine Student Need - Sample Class Tracker

3b - Record Student Responses

Names	Q1A Inferential RI 4.1, 4.10	Q1B Inferential RI. 4.1, 4.10, W 4.4	Q2 Inferential RI. 4.1, 4.4, 4.10, L.4.4a	Q3 Literal RI. 4.1, 4.3, 4.5, 4.10	Q4 Evaluative RI 4.1, 4.2, 4.10	Q5 Evaluative RI 4.1, 4.3, 4.10, W 4.4	Q6 Literal RL 4.1, 4.10, W 4.4	Q7 Inferential RL 4.1, 4.10, 4.3	Q8 Literal RL 4.1, 4.10	Q9 Inferential RL 4.1, 4.2, 4.10	Q10A Inferential RL 4.1, 4.10, W 4.4	Q11 Inferential RL 4.1, 4.10, W 4.4
John						X						
Mary	X	X	X	X	X	X		X		X	X	X
Shanyah	X	X	X	X	X	X						
Julio	X	X	X		X	X						
Martin					X	X						
Esme				X		X						
Lily			X					X		X	X	
Marquis	X	X	X		X	X						
Ian	X	X	X	X	X	X						
Maya	X	X	X	X	X	X	X	X	X	X	X	X
Jessica												
Mike												
Larry		X				X					X	
Jenetta		X	X		X	X		X		X	X	X
Damion	X	X	X		X						X	

X = questions marked incorrect

Action Plan Tracker

Action Plan Details			Implementation Follow-up Status	
Students	Skill Gap	Intervention? Support during upcoming lesson, Pausing Point, etc	Intervention Implemented? Yes/No	Students achieving skill gap after reteaching

Step 5: Develop/Identify Unit Support

Skill Gap	Type of Intervention (In-Lesson or Pausing Point)	Activity Chosen	Rationale

Workshop Classroom Data

Step 1: Review Daily/Unit Assessment

Guiding Questions	Responses
What skills are being assessed on the assessment?	
How are the skills being assessed?	
How do the scoring guidelines support this analysis of student data?	

Step 2: Gather Student Data *Use student data that you brought to the session.

Step 3: Determine Student Need: Score and Analyze Student Responses - Item Analysis

Guiding Questions	Responses
Assessment 1: What skill is the correct response assessing?	
Assessment 1: If students chose a distractor, what does that response indicate?	
Assessment 2: What skill is the correct response assessing?	
Assessment 2: If students chose a distractor, what does that response indicate?	
Assessment 3: What skill is the correct response assessing?	
Assessment 3: If students chose a distractor, what does that response indicate?	

Step 3: Determine Student Need
3b – Record Student Responses

Names												

Step 4: Develop Action Plan

Action Plan Tracker				
Action Plan Details			Implementation Follow-up Status	
Students	Skill Gap	Intervention? Support during upcoming lesson, Pausing Point, etc	Intervention Implemented? Yes/No	Students achieving skill gap after reteaching

Step 5: Develop/Identify Unit Support

Skill Gap	Type of Intervention (In-Lesson or Pausing Point)	Activity Chosen	Rationale

Amplify Educational Support Team

Today's Facilitator: _____

Email:

TechSupport: help@amplify.com

PedagogicalSupport: edsupport@amplify.com

Phone:

Call toll-free at (800) 823-1969

Monday through Friday

7:00 am to 7:00 pm EST

Survey link: <https://www.surveymonkey.com/r/CKLAAstrengthening>

NAME: _____

17.1

ASSESSMENT

DATE: _____

Unit Assessment—American Revolution**Reading Comprehension**

Today you will read two selections about the American Revolution. After reading the first selection, you will answer several questions based on it. Then, you will read the second selection and answer several questions based on the texts.

Benjamin Franklin and the Revolutionary War

- 1 You could say Benjamin Franklin played an important role in the American Revolution. However, it would be more accurate to say Franklin played several important roles.
- 2 Before discussing Franklin's roles in the Revolutionary War, it is necessary to describe something important Franklin did long before the Revolution. Back in the 1750s, during the French and Indian War, it seems Franklin created and printed a popular cartoon, which showed a snake divided into several sections. The tail was labeled S.C., for South Carolina. One of the middle sections was labeled N.J., for New Jersey. The head was labeled N.E., for New England. Underneath the snake Franklin printed the words "JOIN, or DIE." What was he trying to say? It's likely he was trying to say that if the colonies joined together to fight against the French, they would be much stronger. And if they did not join together, the French would defeat them. Franklin was urging the colonies to join together against a common enemy.
- 3 The colonies did eventually join together during the French and Indian War. With help from the British, as well as their own Native American allies, the colonists were able to defeat the French. However, when the British government tried to pay for the war with new taxes, another crisis occurred. This brings us to one of Franklin's important roles in the American Revolution — helping to oppose the Stamp Act.
- 4 Franklin was in England in 1765, when Parliament was voting on the Stamp Act. He was serving as a diplomat representing the Pennsylvania Assembly. His job was to represent the colony and try to protect the colonists' interests. Franklin opposed the Stamp Act and tried to convince members of Parliament to vote against it. Even though Franklin argued against the Stamp Act, Parliament approved it.

-
- 5 The colonists at home protested against the Stamp Act. The Stamp Act was a tax on all paper items. Many people refused to buy these items, therefore refusing to pay the tax. These protesters thought it was important for all colonies to join together and oppose the tax.
 - 6 Some protesters remembered the cartoon Franklin had created 10 years earlier—the one with snake parts. They felt this cartoon was perfect for the current situation. Once again, the colonies had to join together against a common enemy. This time, the common enemy was not the French. It was Parliament and the king's ministers. Franklin's cartoon was reprinted in many colonial newspapers.
 - 7 The colonists' reaction to the Stamp Act surprised the king and his government. Franklin was called to speak in the Houses of Parliament. He tried to persuade Parliament to remove the Stamp Act by explaining why the colonists were so upset about the new law, and his remarks helped convince Parliament to repeal the act. Helping convince Parliament to repeal the Stamp Act was another one of Franklin's important roles in the American Revolution.
 - 8 Many colonists were pleased with Franklin because he had opposed the Stamp Act. Several other colonies decided to make him their representative in London. He not only served as a representative for Pennsylvania, he also represented Massachusetts, New Jersey, and Georgia.
 - 9 In 1774, Franklin met with several top British ministers. They believed Franklin was being disloyal to them and unsupportive of their views. By this time, Franklin was getting very frustrated with King George III and Parliament. It seemed to him the king and Parliament were not listening to the colonists' concerns or caring about their needs. Franklin felt the colonists would have no choice but to break away and declare independence. Despite Franklin's frustration, he still had some hope that the British and colonies would come to an agreement. However, a few months later, he decided it was time to return home to help the patriots—a cause he now firmly supported.

Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** What was Franklin's important role during the French and Indian War?

- A. He entertained people with his cartoons.
- B. He fought in the war.
- C. He urged the colonies to stay divided.
- D. He urged the colonies to be united.

Part B: What was the result of Franklin's role in the French and Indian War?

2. In paragraph 3, what does the word *crisis* mean in the following sentence?

However, when the British government tried to pay for the war with new taxes, another *crisis* occurred.

- A. serious problem
- B. agreement
- C. celebration
- D. promise

3. The chart below lists a number of events that led up to the American Revolution and the role that Benjamin Franklin played in the events. Number each event in the correct order to show the sequence of events, writing “1” next to the first event, “2” next to the second event, and so on.

Events that Occurred	Correct Sequence of Events
Franklin traveled to England and persuaded Parliament to repeal the Stamp Act.	
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	
Franklin left England and went home to support the patriots.	
Parliament passed the Stamp Act. Franklin and the colonists were upset.	
Franklin’s cartoon was used to encourage the colonies to be united against the Stamp Act.	

4. What is the main idea of this passage?
- A. Franklin was a persuasive man.
 - B. Franklin had many significant roles in the American Revolution.
 - C. Franklin worked with the British to find resolutions.
 - D. Franklin represented many colonies.

NAME: _____

DATE: _____

17.1
CONTINUED

ASSESSMENT

5. The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?

Informational Text Comprehension Score: _____ / 5 points

To receive a point for a two-part question (i.e., 1), students must correctly answer both parts of the question.

**A Fictional Excerpt from a Boy's Diary, Written in New York City,
New York—July 11, 1776**

- 1 Yesterday was a day I will never forget. I got up early and ran to Dickie's house. Then the two of us went out to see the soldiers from Connecticut march into town. Dickie thought there were about 400 soldiers.
- 2 After lunch, they called out each of the colonial regiments and they all lined up in formation. Then they read the Declaration of Independence aloud. There were so many people there that we couldn't see General Washington. In fact, we couldn't see much of anything, but we could hear some of the words. And what fine words they were! Dickie and I liked the part that began, "We hold these truths to be self-evident . . ." because it sounded so eloquent and poetic. The last part of it was a bit less exciting, though. It listed many complaints against King George: *he has raised our taxes, he has quartered troops in our cities, he has—*The list seemed to go on forever.
- 3 Dickie whispered, "This long list makes it clear that while King George may be a good king for the British, he is not a good king for the colonists."
- 4 When they finished reading the list, the soldiers fired a salute and everybody cheered. It was so exciting that I was sad when I had to go home for supper. However, it turned out my day was not over yet.
- 5 Later that night, while I was lying in bed, I heard a noise that sounded like a bird call. The sound seemed to be coming from right outside our front door, and it kept repeating. Somehow, I didn't think it was a bird.
- 6 I got out of bed and tiptoed over to the door. Then I made the same bird call. There was a short pause before I heard a voice whisper, "Come outside!"
- 7 It was Dickie!
- 8 I tiptoed over to look at Papa, and he was snoring loudly. Mama was sleeping, too, so I slipped on my breeches and tiptoed out.

9 “You won’t believe it!” Dickie said. “They are tearing down the statue!”

10 “Which one?” I asked.

11 “The statue of the king in the Bowling Green Park!” Dickie said.

12 We ducked over to Broadway and then ran as fast as we could all the way down to Bowling Green. There stood the statue of King George III—the one that shows him dressed up like a Roman general riding on a horse.

13 A noisy crowd of people had gathered and most of them were men. Some of them were men I knew, men who were proud to call themselves Sons of Liberty. Others were men I had never seen before. They were shouting and yelling and singing patriotic songs. There were bonfires burning, and some men were pulling on ropes, trying to pull the statue down.

14 It took a lot of tugging, but eventually the statue tipped over and came crashing down. A great roar rose from the crowd.

15 Then a soldier with red hair jumped up on the statue and made a speech. “Good people!” he shouted. “Noble patriots and lovers of your country, I am a humble soldier from the great, independent state of New Jersey.”

16 The crowd applauded loudly for the speaker.

17 “I thank you in advance for the musket balls you have promised to make from this fallen statue. I assure you that my fellow soldiers and I will use those musket balls for a good cause.”

18 The crowd applauded loudly again after hearing this.

19 Dickie and I stayed at Bowling Green a while longer before returning home. I managed to sneak back into bed without Mama or Papa noticing I was gone.

20 When I woke up the next morning, Papa was reading the paper.

- 21 He said, “Well, my boy, it’s a good thing we were home in our beds last night! For it seems that the patriot crowd got a little out of hand. It says here that they tore down the statue of the king!”
- 22 “Really?” I said, trying to sound surprised while hiding my smile.

[Note: this is an imaginary story based on real events that occurred in New York City on July 9, 1776. The story was inspired by a newspaper account in Frank Moore, Diary of the American Revolution (New York, 1860), pp. 270–271.]

Questions

6. Why did Dickie and the narrator think the last part of the Declaration of Independence they heard read aloud was a bit less exciting than the first part?

7. Why did Dickie think the soldiers read the long list of complaints about King George?
- A. He felt the soldiers were trying to show their support for King George.
 - B. He felt the soldiers wanted to show how King George wanted to help the colonies.
 - C. He felt the soldiers were trying to say King George is a bad king.
 - D. He felt the soldiers were trying to form a plan of attack against the colonies.

8. In paragraph 4, the narrator says “However, it turned out my day was not yet over.” What did he mean by this?
- A. He snuck out later with Dickie to Bowling Green Park.
 - B. He had to eat supper with his family.
 - C. He had chores to do around the house.
 - D. He was too excited to fall asleep.
9. Which two reasons best explain why people tore down the statue of King George III?
- A. They were part of a crowd.
 - B. The men wanted to put up a new statue.
 - C. They no longer supported the king.
 - D. They were restless.
 - E. They would make musket balls out of the statue.
 - F. They thought the statue looked like a Roman general.

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Did Papa know his son saw the statue at Bowling Green Park being torn down?

Part B: How do you know?

Literary Text Comprehension Score: _____ / 5 points

To receive a point for a two-part question (i.e., 10), students must correctly answer both parts of the question.

Reading Comprehension Total: _____ / 10 points

NAME: Student #1

DATE: _____

17.1
CONTINUED

ASSESSMENT

Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** What was Franklin's important role during the French and Indian War?

- A. He entertained people with his cartoons.
- B. He fought in the war.
- C. He urged the colonies to stay divided.
- ☒ D. He urged the colonies to be united.

Part B: What was the result of Franklin's role in the French and Indian War?

The colonies won the war because they united
and fought against the French.

2. In paragraph 3, what does the word *crisis* mean in the following sentence?

However, when the British government tried to pay for the war with new taxes, another *crisis* occurred.

- ☒ A. serious problem
- B. agreement
- C. celebration
- D. promise

Student #1

3. The chart below lists a number of events that led up to the American Revolution and the role that Benjamin Franklin played in the events. Number each event in the correct order to show the sequence of events, writing "1" next to the first event, "2" next to the second event, and so on.

Events that Occurred	Correct Sequence of Events
Franklin traveled to England and persuaded Parliament to repeal the Stamp Act.	3
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	4
Franklin left England and went home to support the patriots.	5
Parliament passed the Stamp Act. Franklin and the colonists were upset.	1
Franklin's cartoon was used to encourage the colonies to be united against the Stamp Act.	2

4. What is the main idea of this passage?
- A. Franklin was a persuasive man.
 - ☒ B. Franklin had many significant roles in the American Revolution.
 - C. Franklin worked with the British to find resolutions.
 - D. Franklin represented many colonies.

NAME: Student #1

DATE: _____

17.1
CONTINUED

ASSESSMENT

5. The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?

Franklin was returning home to help the patriots
unite to fight against the British for their
independence.

Informational Text Comprehension Score: 5 / 5 points

To receive a point for a two-part question (i.e., 1), students must correctly answer both parts of the question.

Student #1

- 21 He said, "Well, my boy, it's a good thing we were home in our beds last night! For it seems that the patriot crowd got a little out of hand. It says here that they tore down the statue of the king!"
- 22 "Really?" I said, trying to sound surprised while hiding my smile.

[Note: this is an imaginary story based on real events that occurred in New York City on July 9, 1776. The story was inspired by a newspaper account in Frank Moore, Diary of the American Revolution (New York, 1860), pp. 270–271.]

Questions

6. Why did Dickie and the narrator think the last part of the Declaration of Independence they heard read aloud was a bit less exciting than the first part?

They said it was boring because it was just a long list of complaints.

7. Why did Dickie think the soldiers read the long list of complaints about King George?
- A. He felt the soldiers were trying to show their support for King George.
 - B. He felt the soldiers wanted to show how King George wanted to help the colonies.
 - ☒ C. He felt the soldiers were trying to say King George is a bad king.
 - D. He felt the soldiers were trying to form a plan of attack against the colonies.

NAME: Student #1
DATE: _____

17.1
CONTINUED

ASSESSMENT

8. In paragraph 4, the narrator says "However, it turned out my day was not yet over." What did he mean by this?
- ☒ A. He snuck out later with Dickie to Bowling Green Park.
 - B. He had to eat supper with his family.
 - C. He had chores to do around the house.
 - D. He was too excited to fall asleep.
9. Which two reasons best explain why people tore down the statue of King George III?
- A. They were part of a crowd.
 - B. The men wanted to put up a new statue.
 - ☒ C. They no longer supported the king.
 - D. They were restless.
 - ☒ E. They would make musket balls out of the statue.
 - F. They thought the statue looked like a Roman general.

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Did Papa know his son saw the statue at Bowling Green Park being torn down?

No

Part B: How do you know?

Papa did not know because he said, "Well, my boy, it's a good thing we were home in our beds last night," and his son smiled.

Student #1

Literary Text Comprehension Score: 5 / 5 points

To receive a point for a two-part question (i.e., 10), students must correctly answer both parts of the question.

Reading Comprehension Total: 10 / 10 points

100%

NAME: Student #2

DATE: _____

17.1
CONTINUED

ASSESSMENT

Questions

The following question has two parts. Answer Part A and then answer Part B.

X. **Part A:** What was Franklin's important role during the French and Indian War?

- ☒ A. He entertained people with his cartoons.
- B. He fought in the war.
- C. He urged the colonies to stay divided.
- D. He urged the colonies to be united.

Part B: What was the result of Franklin's role in the French and Indian War?

The French and Indian War

X. In paragraph 3, what does the word *crisis* mean in the following sentence?

However, when the British government tried to pay for the war with new taxes, another *crisis* occurred.

- A. serious problem
- ☒ B. agreement
- C. celebration
- D. promise

Student #2

- X The chart below lists a number of events that led up to the American Revolution and the role that Benjamin Franklin played in the events. Number each event in the correct order to show the sequence of events, writing "1" next to the first event, "2" next to the second event, and so on.

Events that Occurred	Correct Sequence of Events
Franklin traveled to England and persuaded Parliament to repeal the Stamp Act.	1
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	2
Franklin left England and went home to support the patriots.	3
Parliament passed the Stamp Act. Franklin and the colonists were upset.	4
Franklin's cartoon was used to encourage the colonies to be united against the Stamp Act.	5

4. What is the main idea of this passage?
- A. Franklin was a persuasive man.
 - ☒ B. Franklin had many significant roles in the American Revolution.
 - C. Franklin worked with the British to find resolutions.
 - D. Franklin represented many colonies.

NAME: Student #2
DATE: _____

17.1
CONTINUED

ASSESSMENT

- X The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?

Help the patriots

Informational Text Comprehension Score: 1 / 5 points

To receive a point for a two-part question (i.e., 1), students must correctly answer both parts of the question.

Student #2

- 21 He said, "Well, my boy, it's a good thing we were home in our beds last night! For it seems that the patriot crowd got a little out of hand. It says here that they tore down the statue of the king!"
- 22 "Really?" I said, trying to sound surprised while hiding my smile.

[Note: this is an imaginary story based on real events that occurred in New York City on July 9, 1776. The story was inspired by a newspaper account in Frank Moore, Diary of the American Revolution (New York, 1860), pp. 270–271.]

Questions

- ☒ Why did Dickie and the narrator think the last part of the Declaration of Independence they heard read aloud was a bit less exciting than the first part?

It was boring.

7. Why did Dickie think the soldiers read the long list of complaints about King George?
- A. He felt the soldiers were trying to show their support for King George.
 - B. He felt the soldiers wanted to show how King George wanted to help the colonies.
 - ☒ C. He felt the soldiers were trying to say King George is a bad king.
 - D. He felt the soldiers were trying to form a plan of attack against the colonies.

NAME: Student #2
DATE: _____

17.1
CONTINUED

ASSESSMENT

- ☒ In paragraph 4, the narrator says "However, it turned out my day was not yet over." What did he mean by this?
- A. He snuck out later with Dickie to Bowling Green Park.
 - ☒ B. He had to eat supper with his family.
 - C. He had chores to do around the house.
 - D. He was too excited to fall asleep.
- ☒ Which two reasons best explain why people tore down the statue of King George III?
- ☒ A. They were part of a crowd.
 - B. The men wanted to put up a new statue.
 - ☒ C. They no longer supported the king.
 - D. They were restless.
 - E. They would make musket balls out of the statue.
 - F. They thought the statue looked like a Roman general.

The following question has two parts. Answer Part A and then answer Part B.

- ☒ 10. **Part A:** Did Papa know his son saw the statue at Bowling Green Park being torn down?

No

Part B: How do you know?

He saw the statue.

Student #2

Literary Text Comprehension Score: 1 / 5 points

To receive a point for a two-part question (i.e., 10), students must correctly answer both parts of the question.

Reading Comprehension Total: 2 / 10 points

NAME: Student #3
DATE: _____

17.1
CONTINUED

Questions

The following question has two parts. Answer Part A and then answer Part B.

1. **Part A:** What was Franklin's important role during the French and Indian War?

- A. He entertained people with his cartoons.
- B. He fought in the war.
- C. He urged the colonies to stay divided.
- ☒ D. He urged the colonies to be united.

Part B: What was the result of Franklin's role in the French and Indian War?

The US won the war because Franklin
united the colonies

2. In paragraph 3, what does the word *crisis* mean in the following sentence?

However, when the British government tried to pay for the war with new taxes, another *crisis* occurred.

- ☒ A. serious problem
- B. agreement
- C. celebration
- D. promise

Student #3

3. The chart below lists a number of events that led up to the American Revolution and the role that Benjamin Franklin played in the events. Number each event in the correct order to show the sequence of events, writing "1" next to the first event, "2" next to the second event, and so on.

Events that Occurred	Correct Sequence of Events
Franklin traveled to England and persuaded Parliament to repeal the Stamp Act.	3
In addition to Pennsylvania, Franklin went on to represent Massachusetts, New Jersey, and Georgia.	4
Franklin left England and went home to support the patriots.	5
Parliament passed the Stamp Act. Franklin and the colonists were upset.	1
Franklin's cartoon was used to encourage the colonies to be united against the Stamp Act.	2

4. What is the main idea of this passage?
- A. Franklin was a persuasive man.
 - ☒ B. Franklin had many significant roles in the American Revolution.
 - C. Franklin worked with the British to find resolutions.
 - D. Franklin represented many colonies.

NAME: Student #3

DATE: _____

17.1
CONTINUED

ASSESSMENT

5. The last sentence of the passage says that Franklin returned home to help the patriots. What do you think he was returning home to help the patriots with?

Franklin was returning home to
help unite the colonies to fight for
independence against the British

Informational Text Comprehension Score: 5 / 5 points

To receive a point for a two-part question (i.e., 1), students must correctly answer both parts of the question.

Student #3

- 21 He said, "Well, my boy, it's a good thing we were home in our beds last night! For it seems that the patriot crowd got a little out of hand. It says here that they tore down the statue of the king!"
- 22 "Really?" I said, trying to sound surprised while hiding my smile.

[Note: this is an imaginary story based on real events that occurred in New York City on July 9, 1776. The story was inspired by a newspaper account in Frank Moore, Diary of the American Revolution (New York, 1860), pp. 270-271.]

Questions

6. Why did Dickie and the narrator think the last part of the Declaration of Independence they heard read aloud was a bit less exciting than the first part?

They thought that part was boring
because it was just a list of complaints

- X Why did Dickie think the soldiers read the long list of complaints about King George?
- A. He felt the soldiers were trying to show their support for King George.
 - B. He felt the soldiers wanted to show how King George wanted to help the colonies.
 - C. He felt the soldiers were trying to say King George is a bad king.
 - (D) He felt the soldiers were trying to form a plan of attack against the colonies.

NAME: Student #3

DATE: _____

17.1

CONTINUED

ASSESSMENT

8. In paragraph 4, the narrator says "However, it turned out my day was not yet over." What did he mean by this?

- ☒ A. He snuck out later with Dickie to Bowling Green Park.
- B. He had to eat supper with his family.
- C. He had chores to do around the house.
- D. He was too excited to fall asleep.

- X Which two reasons best explain why people tore down the statue of King George III?

- ☒ A. They were part of a crowd.
- B. The men wanted to put up a new statue.
- ☒ C. They no longer supported the king.
- D. They were restless.
- E. They would make musket balls out of the statue.
- F. They thought the statue looked like a Roman general.

The following question has two parts. Answer Part A and then answer Part B.

10. **Part A:** Did Papa know his son saw the statue at Bowling Green Park being torn down?

No

Part B: How do you know?

I know because his dad said it's a good
thing we were all in our beds last night

Student #3

Literary Text Comprehension Score: 3 / 5 points

To receive a point for a two-part question (i.e., 10), students must correctly answer both parts of the question.

Reading Comprehension Total: 8 / 10 points

PAUSING POINT FOR DIFFERENTIATION OF INSTRUCTION

Please use the final four days of this unit (or three days if you chose to pause one day after Lesson 7) to address results of the Content Assessment, Unit Assessment (for reading comprehension; fluency, if applicable; grammar; and morphology), and Spelling Assessments.

Remediation

Content

For a detailed description of remediation strategies, which address lagging skills in Reading Comprehension, Fluency, Language, and Writing, refer to the Program Guide.

Writing

Use time during the Pausing Point to return students' cause and effect essay drafts, along with the completed Cause and Effect Essay Rubric and Editing Checklist. Meet briefly with individual students to discuss areas in which improvement is needed. You may wish to allow students additional time to revise and edit their cause and effect essays. You may also wish to allow students to publish their cause and effect essays by recopying their revised and edited draft onto a clean page.

You may wish to suggest that students needing more practice write a new cause and effect essay on a different topic, such as the French and Indian War. Provide additional structure and guidance for students, making copies of both the Cause and Effect Essay Rubric and Editing Checklist available (see Student Resources in the Activity Book). Circulate and check in with students as they write.

Enrichment

If students have mastered the content and skills in the American Revolution unit, their experience with the domain concepts may be enriched by the following activities:

- Students may read the enrichment selections contained in the Reader. The first selection, "Points of View," illustrates two sides to every issue, with examples from the Revolutionary War, including colonists, British, enslaved Africans, and Native Americans. The second selection, "Artillery Training," is an engaging dialogue between an army sergeant and his men as the sergeant instructs his soldiers in the proper care and use of field cannons in the 1770s.

The Activity Book contains activity pages that students can complete as they read these selections.

- Students may respond to any of the following writing prompts, conducting independent research necessary to support their response:
 - Create a vignette with two enslaved Africans in the 1770s. Include the following characters: an enslaved boy who is offered his freedom if he fights with the British and an enslaved man who decides to fight for the colonists alongside his master. Their dialogue should describe reasons for the two differing points of view.
 - If I had lived in Boston in 1775, I would _____. (Describe who you are and state your point of view regarding American independence, citing three reasons that influence your point of view.)
 - List in sequential order the steps for operating a six-pound field cannon. Provide instructions for how to perform each step, including the correct use of terminology.
 - Pretend you are a young soldier responsible for lighting the field cannon in battle. Describe the scene as you wait for your commanding officer's orders to "Give fire!" Include how you perform your duties and what happens once the cannonball is launched.
- Students may share, either with a small group or with the class, the writing they generated in this unit or in response to the writing prompts in this Enrichment section.

Timeline

- This would be an appropriate time to have students cut out their completed timelines from Activity Pages 1.3 and 6.2, taping them together to see the sequence of events leading up to the American Revolution and Revolutionary War and ending with the Treaty of Paris. You may suggest that students make either two separate timelines (Activity Pages 1.3 and 6.2) or one long timeline (attach both timelines).

Activity Pages
1.3 and 6.2

