



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2A: Unit 2: Lesson 7**

## **Mid-Unit Assessment: Text-Dependent Multiple-Choice and Short Answer Assessment**



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**Mid-Unit Assessment:**  
Text-Dependent Multiple-Choice and Short Answer Assessment

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

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can summarize an informational text. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can use context (e.g., cause/effect relationships and comparisons in text) to help me understand the meaning of a word or phrase. (L.5.4)

**Supporting Learning Targets**

- I can determine the meaning of new words from context in *The Most Beautiful Roof in the World*.
- I can determine the main ideas of a selection of text from *The Most Beautiful Roof in the World*.
- I can justify my answers using quotes and evidence from the text.

**Ongoing Assessment**

- Mid-Unit 2 Assessment
- Tracking My Progress, Mid-Unit 2 recording form



**Mid-Unit Assessment:**  
Text-Dependent Multiple-Choice and Short Answer Assessment

Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p>A. Reviewing Homework and Engaging the Reader (10 minutes)</p> <p>2. <b>Work Time</b></p> <p>A. Mid-Unit Assessment: Text-Dependent Short-Answer Quiz (30 minutes)</p> <p>B. Learning Target Reflection (10 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p>A. Debrief (10 minutes)</p> <p>4. <b>Homework</b></p>	<ul style="list-style-type: none"><li>• Use the 2-Point Rubric: Writing from Sources/Short Response (see Supporting Materials) to score students responses on their assessments.</li></ul>



Mid-Unit Assessment:  
Text-Dependent Multiple-Choice and Short Answer Assessment

Lesson Vocabulary	Materials
<p>determine, context, gist, selection, justify, quotes, evidence</p>	<ul style="list-style-type: none"> <li>• Meg Lowman, Rainforest Scientist KWL anchor chart (from Lesson 1)</li> <li>• <i>The Most Beautiful Roof in the World</i> (book; one per student)</li> <li>• Mid-Unit 2 Assessment: <i>The Most Beautiful Roof in the World</i> Quiz (one per student)</li> <li>• Tracking My Progress, Mid-Unit 2 recording form (one per student)</li> <li>• AQUA Biodiversity anchor chart (from Lesson 4)</li> <li>• Mid-Unit 2 Assessment: <i>The Most Beautiful Roof in the World</i> Quiz (Answers, for Teacher Reference)</li> <li>• 2-Point Rubric: Writing from Sources/Short Response (for teacher reference)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to take out their journals.</li> <li>• Direct students to first look at the <b>Meg Lowman, Rainforest Scientist KWL anchor chart</b>. Ask students to Pair-Share: one new thing they learned about Meg Lowman and one new vocabulary word that is related to what they learned from their homework.</li> <li>• Invite a few students to share out whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• For students needing additional support producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.</li> </ul>



Mid-Unit Assessment:  
Text-Dependent Multiple-Choice and Short Answer Assessment

Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment: Text-Dependent Short-Answer Quiz (30 minutes)</b></p> <ul style="list-style-type: none"> <li>Review the learning targets: “I can determine the meaning of new words from context in <i>The Most Beautiful Roof in the World</i>,” “I can determine the main ideas of a selection of text from <i>The Most Beautiful Roof in the World</i>,” and “I can justify my answers using quotes and evidence from the text.”</li> <li>Remind students they have been working on all of these targets throughout this unit. Ask several students to restate each target in their own words.</li> <li>Ask students to take out <b><i>The Most Beautiful Roof in the World</i></b>. Distribute the <b>Mid-Unit 2 Assessment: <i>The Most Beautiful Roof in the World</i> Quiz</b>. Invite students to quickly scan the assessment. Address any clarifying questions.</li> <li>Tell students they will have 30 minutes to read pages 22–23 and complete the questions on the mid-unit assessment. Prompt students to open their books to page 22. (“Meg climbs higher into the canopy.”) Clarify any instructions as necessary.</li> <li>Give students 30 minutes to work independently. Circulate to supervise; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li> <li>If students finish the assessment early, ask them to add to the U column of their AQUA anchor charts, with new information they learned from pages 22–23 of <i>The Most Beautiful Roof in the World</i>. And/or invite students to work on the glossaries in their journals adding any new words they believe are important that they may not have had a chance to add yet. Remind students to add synonyms, phrases, and/or pictures to any words they have not had time to complete.</li> </ul>	<ul style="list-style-type: none"> <li>Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information. ELLs receive extended time as an accommodation on New York State assessments.</li> <li>Consider providing smaller chunks of text (sometimes just a few sentences) and a modified assessment with fewer questions for struggling students.</li> </ul>



Mid-Unit Assessment:  
Text-Dependent Multiple-Choice and Short Answer Assessment

Work Time (continued)	Meeting Students' Needs
<p><b>B. Learning Target Reflection (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target: “I can reflect on my learning.” Remind students of the reflection they did during the last unit on their learning targets. Ask a few students to remind the class of that process.</li> <li>• Focus on the word <i>reflect</i>, and ask students for suggestions about what this means. Listen for students to share ideas like: “look back at my work to think about what I did; how I did; what I am having trouble with; what I am doing well,” etc.</li> <li>• Distribute the <b>Tracking My Progress, Mid-Unit 2 recording form</b> to students. Explain that this is a self-assessment, exactly like the progress trackers they completed at the end of the Unit 1 mid-unit and end of unit assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary for students.</li> <li>• Ask students to independently complete their recording form. Ask them to hold on to this sheet to refer to during the lesson debrief.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing students who struggle with written language to dictate their reflections to a partner or teacher.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pair students up. Ask them to share the reflections on their Mid-Unit Tracking My Progress.</li> <li>• Invite several students to share out with the whole group.</li> <li>• Collect students' forms to review.</li> <li>• As time allows, invite students to share out any new “learning” from the reading today they want to add to the L column of the Meg Lowman, Rainforest Scientist KWL anchor chart or the U column of the <b>AQUA Biodiversity anchor chart</b>. Record students' ideas. Remind students to add to the KWL in their journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



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# Grade 5: Module 2A: Unit 2: Lesson 7

## Supporting Materials



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Mid-Unit 2 Assessment: *The Most Beautiful Roof in the World Quiz*

.....  
Name:

.....  
Date:

**Instructions:**

Read pages 22–23 of *The Most Beautiful Roof in the World*.

Consider the gist of these pages—what they are 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. Circle the letter next to the name of the tree or plant that is not found in the area Meg Lowman is studying.

- A. lianas
- B. Nargusta tree
- C. Christmas cactus
- D. bromeliads
- E. Kapok tree

2. In the sentence, “From this platform she has a good view of four ant gardens she is *monitoring*,” what does the word *monitoring* mean? Support your answer with evidence from the text.

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3. Fill in the blank: Epiphytes are \_\_\_\_\_ vines and lianas because they usually start growing from the canopy down.



Mid-Unit 2 Assessment: *The Most Beautiful Roof in the World Quiz*

4. The text tells us that *epiphytes* root on the bark or soil found on a tree. Number each step (1–6) to show the order of epiphyte growth.

\_\_\_\_ Seeds sprout

\_\_\_\_ Plants deposit sugars.

\_\_\_\_ The plant takes root.

\_\_\_\_ A bird excretes a seed from overhead, or ants drag in bits of plant material.

\_\_\_\_ Ants feed off the glucose proteins of the plants' succaries.

\_\_\_\_ Ant farmers tend the sprouts.

5. The author states: "Scientists think that the ant gardens themselves may be of *benefit* to more than just the ants." What does the word *benefit* mean in this sentence? In what way(s) do the ant gardens *benefit* more than just the ants? Quote the text in your answer.

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Mid-Unit 2 Assessment: *The Most Beautiful Roof in the World Quiz*  
(Answers, for Teacher Reference)

1. Circle the letter next to the name of the tree or plant that is not found in the area Meg Lowman is studying. (RI.5.2)

- A. lianas
- B. Nargusta tree
- C. **Christmas cactus**
- D. bromeliads
- E. Kapok tree

2. In the sentence, “From this platform she has a good view of four ant gardens she is *monitoring*,” what does the word *monitoring* mean? Support your answer with evidence from the text. (RI.5.1, RI.5.4, and L.5.4)

**Monitoring means keeping a watch over/looking/observing; because it says “she has a good view of the four ant gardens she is monitoring, as well as two very special bromeliads” and ‘view’ means to see/it describes two things she sees.**

3. Fill in the blank: Epiphytes are \_\_\_\_\_ **unlike** vines and lianas because they usually start growing from the canopy down. (RI.5.4 and L.5.4)



Mid-Unit 2 Assessment: *The Most Beautiful Roof in the World Quiz*  
(Answers, for Teacher Reference)

4. The text tells us that *epiphytes* root on the bark or soil found on a tree. Number each step (1–6) to show the order of epiphyte growth. (RI.5.2)

**3** \_\_\_\_\_ Seeds sprout

**5** \_\_\_\_\_ Plants deposit sugars.

**2** \_\_\_\_\_ The plant takes root.

**1** \_\_\_\_\_ A bird excretes a seed from overhead, or ants drag in bits of plant material.

**6** \_\_\_\_\_ Ants feed off the glucose proteins of the plants' succaries.

**4** \_\_\_\_\_ Ant farmers tend the sprouts.

5. The author states: "Scientists think that the ant gardens themselves may be of *benefit* to more than just the ants." What does the word *benefit* mean in this sentence? In what way(s) do the ant gardens *benefit* more than just the ants? Quote the text in your answer. (RI.5.1, L.5.4)

**Benefit means help. It says the "gardens help the tree capture more solar energy," and "trap the atmospheric nutrients that might slip off a bare trunk."**

Tracking My Progress, Mid-Unit 2

.....  
**Name:**

.....  
**Date:**

Learning Target: I can determine the meaning of new words from context in  
*The Most Beautiful Roof in the World.*

1. The target in my own words is:

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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:

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Tracking My Progress, Mid-Unit 2

.....  
**Name:**

.....  
**Date:**

Learning Target: I can determine the main ideas of a selection of text from  
*The Most Beautiful Roof in the World.*

1. The target in my own words is:

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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:

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Tracking My Progress, Mid-Unit 2

.....  
**Name:**

.....  
**Date:**

Learning Target: I can justify my answers using quotes and evidence from the text.

1. The target in my own words is:

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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:

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**2-Point Rubric: Writing from Sources/Short Response<sup>1</sup>**  
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

<b>2-point Response</b>	The features of a 2-point response are:
	<ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability</li></ul>
<b>1-point Response</b>	The features of a 1-point response are:
	<ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt</li><li>• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Incomplete sentences or bullets</li></ul>
<b>0-point Response</b>	The features of a 0-point response are:
	<ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable</li></ul>

<sup>1</sup>From New York State Department of Education, October 6, 2012.