

Unit 2: The Forces and Wind and Water

WEEK 8 Day 1

Text Talk End of Unit Assessment

Big Ideas	Wind and water can change the shape of the land. The changing shape of the land impacts people.
Weekly Question	How do scientists share their ideas?
Content Objectives	I can use key details and my growing knowledge about how people interact with the effects of erosion to understand a new informational text. I can demonstrate my understanding of an informational text about erosion by answering questions about the vocabulary, details, and structure of the text.
Materials and Preparation	Children who do not finish the assessment during this session may continue working at the Writing Station. ● End of Unit Assessment text, copy for each child ● End of Unit Assessment questions, copy for each child ● End of Unit Assessment slides ● POP! Answering Multiple Choice Questions chart and/or half-sheets ● writing tools ● End of Unit Assessment Rubric, one copy to complete for each child ● End of Unit Assessment Responses and Exemplars ● chart paper and markers Prepare the Weekly Question Chart with the question, How do scientists share their ideas?
Opening 1 minute	<i>We are almost at the end of our second study, The Forces of Wind and Water! I want to find out more about what you have been learning. Today we'll use our Text Talk time for an assessment. You will use a new informational text to think about some of the big ideas of our study about the impacts of wind and water on land.</i>
End of Unit Assessment	<i>Each of you will work on your own paper to read, answer questions, and record evidence from the text.</i>

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37 minutes	<i>This assessment looks pretty long. Let's read through it together.</i> Read through the assessment. Show the excerpt slides to remind children to look at the photographs and read the captions. Remind children to use the POP! guidance for multiple-choice questions, and answer children's clarifying questions. Distribute the sheets, and send children to work independently. Leave the slides visible as children work. As needed, provide technology so children can access the audio on the slides as they work. Children who do not finish the assessment in this session may continue working at the Writing Station this week.
Weekly Question Chart 2 minutes	Bring the group back together to introduce the Weekly Question Chart. <i>Throughout this week, we will be asking and answering the question: How do scientists share their ideas? Do you have any initial thoughts about this?</i> <i>We'll add more to our chart during the week.</i>
Standards Addressed	R.5.2.a Retell texts, including details about who, what, when, where, how, and why; demonstrate understanding of the theme. R.5.2.b Identify the main topic of a multi-paragraph text and the central ideas of specific paragraphs. R.4.2 Ask and answer questions about who, what, when, where, how, and why. R.6.2.b Describe the relationship between a series of events, ideas, or concepts, using language that pertains to time, sequence, and cause/effect. R.7.2.b Use provided resources to determine the meaning of words and phrases in a text. R.8.2.b Explain how various text features (e.g., headings, bold print, indexes, graphics, tables of contents, glossaries, links, icons) are used to locate key facts or information in a text efficiently. R.11.2.c Explain how specific visuals contribute to and clarify the meaning of a text. R.11.2.d Compare and contrast the information presented by two texts on the same topic. L.4 Use context clues, analyze meaningful word parts, and consult general and specialized reference materials as appropriate to determine or clarify the meaning of unknown and multiple-meaning words and phrases from grade-level content. W.1.2.b Gather information from provided sources and/or recall information from experiences in order to answer questions.

	2.T2.3. Explain how the location of landforms and bodies of water helps determine conditions (i.e., climate, weather, vegetation) for habitable living. 2.T2.4. Explain and describe human interaction with the physical world (the environment).
Ongoing assessment	Refer to the End of Unit Assessment Responses and Exemplars to consider children’s responses, and use the End of Unit Assessment Rubric to score each child’s responses to Questions 5 and 6.

Notes