Identifying Power in Trouble Talk: Post-Assessment

Directions: We have learned a lot about how readers identify power in a social issues text. Read Trouble Talk again and identify what characters have power in the story and as you answer the questions:
- Cite specific examples to support your answers
- Use complete sentences in your writing

1. In your own words, what does it mean to have power? (LT 1)
   Power means when someone, something has the ability to change what you think, feel or act a certain way because of that.

2. What character(s) have power in this story? How do other characters respond to this characters power? (LT 1)
   I think that Bailey has emotional power because she makes her classmates feel horrible inside because of all the lies/nurms she makes/spreads. Other characters respond to this by feeling hurt by what she says, that causes them not to be Bailey's friend because of all the rumors.

Note: Great job using the vocabulary we have been discussing! Great job using our sentence frame "other characters respond to this by..." What are the names of the other characters that respond? Are they bystanders, allies, victims?
3. Using evidence from the text, justify how this character(s) has/have power. (Standard RL.6.1, 6.5, LT 2)

Another character that has power is Mrs. Bloom, she has emotional power because she helps Maya by giving her advice and telling her what Bailey is doing wrong. She then also helps Maya by telling her what she can do to solve it.

4. How does the character(s) use of power add to the development of the social issue in this text? Explain what the social issue is and how the character's power is connected to the issue. (Standard RL.6.5)

Bailey uses power to add to the social issue of spreading rumors by spreading rumors about sharing information that her friends don't want to have her tell.

It sounds like Bailey kind of is the social issue, what do you think?

5. How does this character's use of power in the story help you connect the story to your own life? Cite specific moments in the text that help you create text-to-self connections. (LT 3)

In my life, I have had people make rumors about people, which I think were because they wanted to make them feel bad about themselves. I think that this helps me align deeper because I know how it feels like to be in Mayas's and the other girls position.

Self-Assessment: On a scale of 1-5, rate your level of confidence on the learning targets. 5 means that you could teach the learning target to another student, 1 being that you do not understand what the learning target is asking you to do.

1. I can define power and I can explain how different sources of power influence the development of social issues in a text.

   1  2  3  4  5

   Explain why you gave yourself this score. Think your strengths and weaknesses with this target.
   I don't have any problems with this because I can do it very well, I can find a power and explain why it develops the social issue.

2. I can justify how multiple text-based details show how power adds to the development of social issues in a text.

   1  2  3  4  5
Formal Assessment 1.1

Explain why you gave yourself this score. Think your strengths and weaknesses with this target.

I gave myself this score because I can find text based details and connect them to the social issues.

I can evaluate how examples of power from the text are related to social issues in the world around me.

1 2 3 4 5

Explain why you gave yourself this score. Think your strengths and weaknesses with this target.

I can do this.I gave myself this score because I'm good at explaining how power and the social issues are connected.

Based on your responses, circle 1-2 classroom resources that are going to help you improve your scores on the learning targets as we continue to look at power in this unit and in our own reading in the future:

- My book club members
- My teachers
- Mini-charts in reader's notebook
- Re-reading the text and asking questions
- Use post-it notes to track text evidence

Teacher Feedback: Nice work on this post-assessment! You have identified some definite strengths in your self-assessment and I agree with those assessments. You have grown so much in your ability to define power, explain characters with power using the vocabulary from this unit, and use text evidence to support your ideas about the text. You also made a thoughtful text-to-self connection and you discussed how your text evidence helped you think about text much deeper. Nice work! Based on my feedback, what are some things that you might continue to work on while reading your Social Issues book? What are some things that you will continue to work on after this unit and during reading in general?

Student Response: Somethings that I can work on are using synonyms and giving examples of power. Also, thinking in my words to make my writing more specific. I am going to continue on thinking about power and how it affects the characters. Also, I will think about how power and the social issues are connected. I will do this by asking questions. Lastly, the resources that are going to help me are charts in the classroom, my teachers and post-it's to track evidence.