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)

In my own words, I think power means that you can manipulate how they may feel or think about something. Having power can also maybe affect how other cut, how, good or bad ways?

2. What character(s) have power in this story? How do other characters respond to this character(s) power? (LT 1)

A character that I think has power is Ms. Bloom. The other characters respond to her power by coming to her for help.

great job, great job during the definition in your own words! To write of examples of power, types of power.
3. Using evidence from the text, justify how this character(s) has/have power. (Standard RL.6.1, 6.5, LT 2)

My evidence that shows that Ms. Bloom has power because she changes how Maya acts. Before Maya went to Ms. Bloom, she hung out with Bailey. But after Maya stopped playing with her, I know this because on page 11, it says, "I ended up staying away from Bailey. I knew it made her sad, but it is hard to be friends with someone you don't trust. And I didn't trust Bailey."

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)

I think the social issue is gossiping. Ms. Bloom is connected to this social issue in the book because she helps resolve the problem and stop it. Also, if she hadn't done anything, it would have kept on going on and getting worse.

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)

Ms. Bloom's use of power reminds me of my counselor at my old school. Ms. Short. I came to her when this other girl was also doing cruel things about me. She helped me find a solution for what she could do, as well as me. She also worked with the other girl, like Ms. Bloom did with Bailey. I know this because in the text it says, "Ms. Bloom said that she could work with Bailey to turn her trouble talk to healthy talk. She'd also speak to the rest of the kids about not gossiping."

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.

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 know what power is/means, and can show how power affects the social issue. Don't have any weaknesses.

I can justify how multiple text-based details show how power adds to the development of social issues in a text.
Formal Assessment 1.1

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

I can track what and how the power adds to the social issue in the text. Do not think I have any weaknesses.

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 show and know about power in social issues in a book it text as well as in life or the world.

I don’t think I have any weaknesses.

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: I agree with you on the strengths you discussed on the self-assessment. One of your biggest improvements from the pre and post-assessment was using text evidence to support your thinking! Nice work! It was clear to me that you were using your resource of post it annotations to help you gather evidence. Based on my feedback, what are some things you might continue to work on as you continue to read and respond to your social issues book? What are some things you might continue to do after this unit to help you think deeply about a story? Think about what classroom resources will continue to help you.

Student Response: Somethings I would like to still work on, on this unit is showing how a character solves, or helps solve the problem. Another thing I would like to still do in this unit is to use vocabulary to help describe the power and social issues in my book. Somethings I would like to work on and do even after this unit is to use text evidence to support my claim, and to keep on using strong analysis. I would do this by having more evidence, which is also more analysis, to back up my claim. Somethings that might help me achieve this is post-it I have written earlier to support my claim, and mini-charts both in the room, and in my readers note book. To help build up strategies to have strong pieces of evidence and analysis.