

Instructional Material 1.3

Instructional Material 1.3

Name: _____

Date: _____

Power Day 1 Exit Ticket

1. Include your best power post-it from your reading today. Be sure to note the page number on your post-it. Place your post-it on the back of this half sheet.

2. Today our learning target stated, "I can define power and I can explain how different sources of power influence the development of social issues in a text." Rate your understanding of this target on a scale of 1-5.

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3. What questions do you still have about the learning target?

4. Name one strategy that you applied to your reading today that helped you think deeply about the text. How did this strategy help you think about the text in a new or different way?

Instructional Material 2.1

Instructional Material 2.1

Name: _____

Date: _____

Power Day 2 Exit Ticket

1. Include your best power post-it from your reading today. Be sure to note the page number on your post-it. Place your post-it on the back of this half sheet.
2. Today our learning target stated, "I can define power and I can explain how different sources of power influence the development of social issues in a text." Rate your understanding of this target on a scale of 1-5.

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3. What questions do you still have about the learning target?

4. Name one strategy that you applied to your reading today that helped you think deeply about the text. How did this strategy help you think about the text in a new or different way?

Instructional Material 3.2

Instructional Material 3.2

Name: _____

Date: _____

Power Day 3 Exit Ticket

1. Today our learning target stated, "I can justify how multiple text based details show how power adds to the development of social issues in a text." Rate your understanding of this target on a scale of 1-5.
1 2 3 4 5
2. What questions do you still have about the learning target?

3. Name one strategy that you applied today in order to select your post-its for the collaborative discussion. What was your process for choosing your post-its?

Instructional Material 3.4 (Used in Lessons 3 and 4)

Name: _____

Date: _____

Collaborative Discussion Goal Setting and Reflection

Group Goal Setting

Before Discussion

Our group goal for the collaborative discussion

After Discussion:

On a scale of 1-4, how would you rate your group on the goal you set for this discussion? Why did you give it this score?

Goal Setting for next week: Think about what things did not work as well during this discussion. Set a group goal for your discussion for next week.

Individual Goal

Before Discussion

My personal goal for the collaborative discussion

After Discussion

On a scale of 1-4 (4 being the best), how would you rate yourself on the collaborative discussion? Rate yourself for each category of the collaborative discussion rubric.

Focus: _____

Listening: _____

Participation: _____

Body language: _____

Briefly explain why you gave yourself these scores:

Goal Setting: Think about your personal discussion goals. Set a personal goal for yourself for next week.

Circle 1-2 classroom resources that are going to help you meet your goal this week:

My book club members

My teachers

Rubrics

Mini-Charts in RNB

Collaborative Discussion Rubric (part of Instructional Material 3.4)

	<i>Below</i>	<i>Approaching</i>	<i>Meeting</i>	<i>Exceeding</i>
Focus	Student's ideas are off topic.	Student shares on topic thinking/ideas most of the time.	Student shares on topic thinking/ideas all of the time.	Student shares on topic thinking/ideas all of the time. Student helps the group stay focused.
Participation	Student does not share thinking/ideas.	Student sometimes shares thinking/ideas, using conversation prompts if needed.	Student shares thinking/ideas throughout the discussion, using conversation prompts if needed.	Student shares thinking/ideas that build on what has already been said throughout the discussion, using conversation prompts if needed.
Listening	Student is not listening. Student is doing something else.	Student sometimes listens and may make a comment that suggests they were not listening.	Student nods and actively listens to partners. All of their comments suggest that they were listening.	Student repeats or paraphrases what another student said before adding their own ideas. ("I heard you say...")
Body Language	Body and eyes are not faced toward partners. Student is doing other things (ie. writing, staring away, listening to another group)	Body sometimes is faced toward partners. Eye contact is sometimes made.	Body is faced toward partners. Eye contact is made	Body is faced toward partners. Eye contact is made. Students SLANT.

Instructional Material 4.2

Instructional Material 4.2

Name: _____

Date: _____

Power Day 4 Exit Ticket

1. Today our learning target stated, "I can evaluate how examples of power from the text are related to social issues in the world around me." Rate your understanding of this target on a scale of 1-5.

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2. What were you trying to justify today?

3. What were some of the vocabulary words (from your unit vocabulary sheet) that helped you talk about and deepen your understanding of power in your book?

4. What were some of the sentence frames that you used to add onto other people's thinking?

Lesson 5

Instructional Material 5.5

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

- What does it mean to evaluate something?
- What do you think the learning target is asking you to do?
- Why might this be important for us to learn?

Instructional Material 1.1, see above

- What or who seems to have power in your book?
- What life experiences or examples from the world connect to the examples of power from your book?

Planning Notes:

Assessment Criteria 5.1 for Instructional Material 5.1

Power Write Long Rubric

Components	Below Standard (D-F)	Approaching Standard (C)	Meeting Standard (B)	Exceeding Standard (A)
LT 1: I can identify social issues in a text.	Student does not identify the social issue in the text.	Student loosely or incompletely identifies the social issue in the text.	Student identifies and names the social issue in the text.	Student identifies and names the social issue in the text and provides relevant background information to help the reader understand how the issue has developed in the text.
LT 1: I can explain how different sources of power influence the development of social issues in a text.	Student does not identify or explain sources of power in the text and does not describe how power influences the development of social issues in the text.	Student loosely or incompletely explains one source of power and/or does not discuss how power influences the development of social issues in the text.	Student clearly explains at least one source of power in the text and student describes how power influences the development of social issues in the text.	Student explains two or more sources of power in the text and completely connects how power influences the development of social issues in the text.

LT 2: I can justify how multiple text-based details show how power adds to the development of social issues in a text.	Student does not include text examples to show how power adds to the development of the social issue in the text.	Student includes one incomplete or unclear text example of how power adds to the development of the social issue in the text.	Student includes text examples with some analysis to support how power adds to the development of the social issue in the text.	Student includes a complete analysis of multiple text examples to support how power adds to the development of the social issue in the text.
LT 3: I can evaluate how examples of power from the text are related to social issues in the world around me.	Student does not explain how examples of power from the text are related to social issues in the world around them.	Student makes incomplete or loose connections between examples of power from the text and social issues in the world around them.	Student makes meaningful connections between examples of power from the text and social issues in the world around them.	Student creates multiple meaningful connections between examples of power from the text and social issues in the world around them.

Instructional Material 5.2

Instructional Material 5.2	Name: _____ Date: _____
Power Day 5 Exit Ticket	
<p>1. Today our learning target stated, "I can evaluate how examples of power from the text are related to social issues in the world around me." Rate your understanding of this target on a scale of 1-5.</p> <p style="text-align: center;"> 1 2 3 4 5 </p>	
<p>2. What were you evaluating today?</p> <hr/> <hr/>	
<p>3. How does making text-to-world or text-to-self connections help you think deeper about the text?</p> <hr/> <hr/> <hr/>	
<p>4. What are your strengths or what do you struggle with when you are asked to make text-to-self connections?</p> <hr/> <hr/> <hr/>	

Formal Assessments
(Assessments as outlined in Lesson Plan 1 and 5)

Formal Pre-Assessment 1.1

Administered Prior to Learning Segment

Name: _____

Date: _____

Identifying Power in Trouble Talk: Pre-Assessment

Directions: After reading Trouble Talk, identify what characters have power in the story.

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)

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

3. Using evidence from the text, justify how this character(s) has/have power. (Standard RL.6.1, 6.5, LT 2)

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 with at least one example. (LT 1, Standard RL.6.5)

Teacher Feedback: _____

Student Response: _____

Formal Post-Assessment 1.1
Administered After the Learning Segment

Date: _____

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)

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

3. Using evidence from the text, justify how this character(s) has/have power. (Standard RL.6.1, 6.5, LT 2)

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

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

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: _____ _____ _____ _____ _____ _____ _____ _____ _____

Student Response: _____ _____ _____ _____
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Formal Assessment 5.1

Lesson 5, Student response recorded on alternative lined paper

Name: _____

Date: _____

Power Write Long

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

Directions: To deepen your understanding of your social issues books, you will write about how power is connected to social issues from your own life and experiences. In your writing, you will:

1. Identify the social issue in your book.
2. Think about how power is connected to the social issue in your book.
3. Connect and evaluate how power relates to social issues using examples from your own life. To do this you will think about social issues you have seen in your own life and how power can oftentimes make the issue better or worse.

Brainstorm:

- What is an issue in your book?
- What or who seems to have power in your book?
- What life experiences or examples from the world connect to the examples of power from your book?

Planning Notes: