### 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.

   1  2  3  4  5

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?

   __________________________________________________________________________
   __________________________________________________________________________
   __________________________________________________________________________
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.

   |   |   |   |   |   |
   | 1 | 2 | 3 | 4 | 5 |

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?

   ________________________________________________________________
   ________________________________________________________________
**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?

**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)

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

<table>
<thead>
<tr>
<th>Components</th>
<th>Below Standard (D-F)</th>
<th>Approaching Standard (C)</th>
<th>Meeting Standard (B)</th>
<th>Exceeding Standard (A)</th>
</tr>
</thead>
<tbody>
<tr>
<td>LT 1: I can identify social issues in a text.</td>
<td>Student does not identify the social issue in the text.</td>
<td>Student loosely or incompletely identifies the social issue in the text.</td>
<td>Student identifies and names the social issue in the text.</td>
<td>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.</td>
</tr>
<tr>
<td>LT 1: I can explain how different sources of power influence the development of social issues in a text.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
<td>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.</td>
</tr>
</tbody>
</table>
**Instructional Material 5.2**

**Power Day 5 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.

   1  2  3  4  5

2. What were you evaluating today?
_______________________________________________________________________________________
_______________________________________________________________________________________

3. How does making text-to-world or text-to-self connections help you think deeper about the text?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________

4. What are your strengths or what do you struggle with when you are asked to make text-to-self connections?
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
_______________________________________________________________________________________
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)
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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)

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 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

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

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.

Based on your responses, circle 1-2 classroom resources that are going to help you improve your scores on the learning targets this week:
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
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

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. (Standard RL.6.5)

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)

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.

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
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</thead>
</table>

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

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

<table>
<thead>
<tr>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
</table>

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

____________________________________________________________________________

____________________________________________________________________________

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: __________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
____________________________________________________________________________
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: