



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2B: Unit 2: Lesson 13**

## **End of Unit On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. I can develop the topic with facts, definitions, details, and quotations.
- c. I can use linking words and phrases to connect ideas within categories of information (e.g., in contrast, especially).
- d. I can use precise, content-specific vocabulary to inform or explain about a topic.
- e. I can construct a concluding statement or section of an informative/explanatory text.

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

**Supporting Learning Targets**

- I can write an informational essay that explains why Philo Farnsworth invented TV and how it changed people’s lives.
- I can draw upon evidence from the informational texts I’ve read about Philo Farnsworth and the invention of TV to support the ideas presented in my essay.
- I can reflect on my learning about Philo Farnsworth’s invention of television and how it changed people’s lives.

**Ongoing Assessment**

- Independent Reading Choice Board response (from homework)
- End of Unit 2 Assessment: On-Demand Information Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 2
- Tracking My Progress, End of Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review (2 minutes)</li><li>B. Engaging the Writer (8 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 2 Assessment, Part 2 (35 minutes)</li><li>B. Tracking My Progress (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Independent reading.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students complete Part 2 of the end of unit assessment by arranging sentences for the introductory paragraph and writing the final three paragraphs of their essays.</li><li>• In the Opening, display an uncut version of the introductory paragraph strips for students to refer to for the Back-to-Back and Face-to-Face protocol.</li><li>• To complete this task, students will need to refer to the notes in their journals, their completed graphic organizers, note-catchers, anchor charts, <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i>, and the article from Lesson 7, “TV Turns On.” Each of these materials should be accessible to students throughout the lesson.</li><li>• Note that students complete their Tracking My Progress forms by reflecting on the three most key learning targets from <i>both</i> Parts 1 and 2 of the assessment. The targets chosen represent the most central concepts students have been working toward understanding, during the second half of this unit.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review the Back-to-Back, Face-to-Face protocol (see Appendix).</li><li>– Review the end of unit assessment, Part 2.</li><li>– Cut apart the introductory paragraph strips (one set per student).</li></ul></li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
essay, explain, draw, evidence, support, reflect	<ul style="list-style-type: none"><li>• Introductory paragraph strips (one full page, uncut, for display; one set per student, cut apart)</li><li>• Document camera</li><li>• Parts of a Painted Essay anchor chart (from Lesson 9)</li><li>• Linking Words anchor chart (from Lesson 11)</li><li>• Journals (begun in Unit 1, Lesson 1)</li><li>• <i>The Boy Who Invented TV: The Story of Philo Farnsworth</i> (book; one per student)</li><li>• The Invention of Television note-catcher (from Lesson 6)</li><li>• “TV Turns On” (from Lesson 7)</li><li>• How Television Changed People’s Lives note-catcher (from Lesson 7)</li><li>• “Television” article (from Lesson 12)</li><li>• End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1 (from Lesson 12; one per student)</li><li>• End of Unit 3 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 2 (one per student)</li><li>• Notes Chart (one per student)</li><li>• Loose-leaf paper (1 or 2 sheets per student)</li><li>• Tape, glue, or staplers (enough for each student to have access)</li><li>• Informational Essay rubric (one per student)</li><li>• Tracking My Progress, End of Unit 2 recording form (one per student)</li></ul>



Opening	Meeting Students’ Needs
<p><b>A. Homework Review (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take out the response to their independent reading that they completed for homework. Ask them to turn to the person next to them and share the response they chose from their Independent Reading Choice Board.</li> <li>• After 1 minute, invite a few students to share their responses whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing symbolic representation of key terms from the targets to support students’ ability to restate the targets in their own words (e.g., a person talking for <i>explain</i>; taking objects out of a bag for <i>draw</i>; one thing holding up another for <i>support</i>, etc.).</li> <li>• Display the Back-to-Back, Face-to-Face prompts for student reference.</li> </ul>
<p><b>B. Engaging the Writer (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the learning targets and ask students to join you in reading them aloud:           <ul style="list-style-type: none"> <li>* “I can write an informational essay that explains why Philo Farnsworth invented TV and how it changed people’s lives.”</li> <li>* “I can draw upon evidence from the informational texts I’ve read about Philo Farnsworth and the invention of TV to support the ideas presented in my essay.”</li> <li>* “I can reflect on my learning about Philo Farnsworth’s invention of television and how it changed people’s lives.”</li> </ul> </li> <li>• Invite volunteers to restate the targets in their own words, replacing key vocabulary with synonyms that make sense to them. Listen for and support students to generate accurate synonyms:           <ul style="list-style-type: none"> <li><i>essay</i> – multi-paragraph piece of writing</li> <li><i>draw</i> – pull from, use</li> <li><i>support</i> – back up, reinforce</li> </ul> </li> <li>• Display an uncut version of the <b>introductory paragraph strips</b> under the <b>document camera</b> for student reference. Tell students that they will now play a brief game of Back-to-Back, Face-to-Face as a warm-up exercise using these sentences from the introductory paragraph from Part 1 of the end of unit assessment.</li> <li>• Encourage students to choose a different partner for each round.</li> </ul>	



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• When students have had adequate time to safely mingle around the room, announce: “Back-to-back.”</li><li>• When all students are paired up, offer the first question:<ul style="list-style-type: none"><li>* “Which sentence is the attention-getter, and why do you think so?”</li></ul></li><li>• Give students a moment to refer to the displayed sentences to decide their answer, then announce: “Face-to-face.”</li><li>• Allow students time to share their thinking with their partner and invite a volunteer to share out. Listen for:<ul style="list-style-type: none"><li>– “Television has been one of the greatest inventions of the 20<sup>th</sup> century!” is the attention-getter because it’s a bold statement that causes readers to think about whether they agree.”</li></ul></li><li>• Repeat this same process for the following questions. Remind students to pair up with a different partner each time.<ul style="list-style-type: none"><li>* “What two sentences give background information or context? How do you know?”</li><li>* “What sentence is the thesis? How do you know?”</li><li>* “What are the two points?”</li></ul></li><li>• Listen for students to name the following and provide reasonable justification for their thinking:<ul style="list-style-type: none"><li>– Background knowledge and context – “It was Philo Farnsworth who came up with a solution that he called an image dissector, which eventually became known as TV” and “In the early 1900s, many inventors were trying to develop some form.”</li><li>– Thesis – “The invention of television has had a tremendous impact on the way we live.”</li><li>– Two points – “What started as an idea to connect people far and wide (point #1) has become a piece of technology that we could hardly imagine living without (point #2).”</li></ul></li></ul>	



Work Time	Meeting Students’ Needs
<p><b>A. End of Unit 2 Assessment, Part 2 (35 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>Parts of a Painted Essay anchor chart</b> and <b>Linking Words anchor chart</b>. Be sure students have their materials from previous lessons:               <ul style="list-style-type: none"> <li>– <b>journals,</b></li> <li>– <b><i>The Boy Who Invented TV: The Story of Philo Farnsworth,</i></b></li> <li>– <b>The Invention of Television note-catcher,</b></li> <li>– <b>“TV Turns On” article,</b></li> <li>– <b>How Television Changed People’s Lives note-catcher,</b></li> <li>– <b>“Television” article</b></li> <li>– <b>End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 1</b></li> </ul> </li> <li>• Distribute new materials:               <ul style="list-style-type: none"> <li>– <b>End of Unit 2 Assessment: On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 2,</b></li> <li>– <b>introductory paragraph strips,</b></li> <li>– <b>notes chart,</b></li> <li>– <b>loose-leaf paper,</b> and</li> <li>– <b>tape, glue, or staplers.</b></li> </ul> </li> <li>• Ask students to scan the assessment. Then read through the directions together. Point out that this will be a four-paragraph essay. Direct them to focus on the Criteria for Success. Note that this is a multistep process: their first step is to arrange and paste the introductory paragraph strips in a logical order on the top of one piece of their paper. Next, they write their two proof paragraphs and a conclusion paragraph, including linking words that demonstrate the relationship between ideas.</li> <li>• Distribute and review the <b>Informational Essay rubric</b>, which students can use to assess the quality of their writing and revise as needed. Address any clarifying questions.</li> </ul>	<ul style="list-style-type: none"> <li>• To support students with physical impairments that affect their ability to write, offer access to assistive technology, a computer with word processing, or a scribe.</li> <li>• To support students who struggle with organization or managing materials, offer introductory paragraph strips uncut and allow them to number them instead of arranging them in order.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Allow students 30 minutes to write. They should do their best in the time they have and refer to their resources for support. Since this is an on-demand assessment, do not provide support other than formally approved accommodations. After 30 minutes, thank students and collect their work.</li> </ul>	
<p><b>B. Tracking My Progress (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the prompt <b>Tracking My Progress, End of Unit 2 recording form</b>. Encourage students to take their time and offer thoughtful reflections on each target. Remind them that some targets are from Part 1 of the assessment from the previous lesson.</li> <li>• Tell students they have 10 minutes to complete the self-assessment and be prepared to share with the group during the debrief.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer to scribe for students who have difficulty with the physical act of writing to be sure to capture meaningful reflections on each target.</li> </ul>
Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Congratulate students on completing their four-paragraph essay about Philo Farnsworth’s invention and how it changed people’s lives.</li> <li>• Pair students up. Ask them to share the reflections on their Tracking My Progress recording form.</li> <li>• Invite several students to share out with the whole group.</li> <li>• Collect students’ end of unit assessments and Tracking My Progress forms for review.</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a sentence starter to give all students access to the conversation with a peer (“On the first target, I circled.... The evidence I have to support that is ...”).</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Continue reading your independent reading book and respond to the final question on your choice board.</li> <li>• Be prepared to reflect on your independent reading choice for this unit in the next lesson, to help you choose a new independent reading book.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students to dictate their response to someone at home to act as scribe.</li> </ul>



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# Grade 5: Module 2B: Unit 2: Lesson 13

## Supporting Materials



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**End of Unit 2 Assessment:** On-Demand Informational Writing: Philo Farnsworth's Invention of the Television and How It Changed People's Lives, Part 2

**Long-Term Learning Targets Assessed:**

I can write informative/explanatory texts that convey ideas and information clearly. (W.5.2)

- a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- b. I can develop the topic with facts, definitions, details, and quotations.
- c. I can use linking words and phrases to connect ideas within categories of information (e.g., in contrast, especially).
- d. I can use precise, content-specific vocabulary to inform or explain about a topic.
- e. I can construct a concluding statement or section of an informative/explanatory text.

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.5.4)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.5.9)

**Directions:**

1. Arrange your introductory paragraph strips in the order you think makes the most sense to introduce your essay about *why* Philo Farnsworth invented television and *how* it has changed people's lives.
2. Paste the introductory paragraph strips at the top of your loose-leaf paper to create an introductory paragraph for your essay that includes:
  - a. An introduction that grabs the reader's attention and provides background knowledge (context) about the topic of your essay
  - b. A thesis
  - c. Two points
3. Select the evidence and reasons you will use to support Point 1 and Point 2 from your notes. Organize these on the "Notes Chart" provided.
4. Below your introductory paragraph, write Proof Paragraph 1 to support point 1 with reasons and evidence from the texts you have read and your notes.
5. Below Proof Paragraph 1, write Proof Paragraph 2 to support point 2 with reasons and evidence from the texts you have read and your notes.



**End of Unit 2 Assessment:** On-Demand Informational Writing: Philo Farnsworth’s Invention of the Television and How It Changed People’s Lives, Part 2

6. Write a conclusion paragraph for your essay that explains the “What?” and “So What?” of your essay.
7. Check your work against the Criteria for an Essay and make revisions as needed.



Introductory Paragraph Strips

**In the early 1900s, many inventors were trying to invent some form of television**

**Television has been one of the greatest inventions of the 20<sup>th</sup> century!**

**It was Philo Farnsworth who came up with a solution that he called an image dissector, which eventually became known as TV.**

**What started as an idea to connect people far and wide has become a piece of technology that we could hardly imagine living without.**

**The invention of television has had a tremendous impact on the way we live.**



Notes Chart

Evidence and reasons that support Point 1	Evidence and reasons that support Point 2



Informational Essay Rubric

Criteria	4	3	2	1	0
<p><b>CONTENT AND ANALYSIS:</b> the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts</p>	<p>___clearly introduce a topic in a manner that follows logically from the task and purpose</p> <p>___demonstrate insightful comprehension and analysis of the text(s)</p>	<p>___clearly introduce a topic in a manner that follows from the task and purpose</p> <p>___demonstrate grade-appropriate comprehension and analysis of the text(s)</p>	<p>___introduce a topic in a manner that follows generally from the task and purpose</p> <p>___demonstrate a literal comprehension of the text(s)</p>	<p>___Introduce a topic in a manner that does not logically follow from the task and purpose</p> <p>___demonstrate little understanding of the text(s)</p>	<p>___demonstrate a lack of comprehension of the text(s) or task</p>
<p><b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection</p>	<p>___develop the focus with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</p> <p>___sustain the use of varied, relevant evidence</p>	<p>___develop the focus with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</p> <p>___sustain the use of relevant evidence, with some lack of variety</p>	<p>___partially develop the focus of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>___use relevant evidence inconsistently</p>	<p>___demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant</p>	<p>___provide no evidence or provide evidence that is completely irrelevant</p>



Informational Essay Rubric

Criteria	4	3	2	1	0
<p><b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>___exhibit clear, purposeful organization/exhibit use of all parts of the Painted Essay structure</p> <p>___skillfully link ideas using grade- appropriate words and phrases</p> <p>___use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</p> <p>___provide a concluding statement that follows clearly from the focus and points presented</p>	<p>___exhibit clear organization</p> <p>___link ideas using grade-appropriate words and phrases</p> <p>___use grade-appropriate, precise language and domain-specific vocabulary</p> <p>___provide a concluding statement that follows from the focus and points presented</p>	<p>___exhibit some attempt at organization</p> <p>___inconsistently link ideas using words and phrases</p> <p>___inconsistently use appropriate language and domain-specific vocabulary</p> <p>___provide a concluding statement that follows generally from the focus and points presented</p>	<p>___exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>___lack the use of linking words and phrases</p> <p>___use language that is imprecise or inappropriate for the text(s) and task</p> <p>___provide a concluding statement that is illogical or unrelated to the topic and information presented</p>	<p>___exhibit no evidence of organization</p> <p>___exhibit no use of linking words and phrases</p> <p>___use language that is predominantly incoherent or copied directly from the text(s)</p> <p>___do not provide a concluding statement</p>
<p><b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>___demonstrate grade-appropriate command of conventions, with few errors</p>	<p>___demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	<p>___demonstrate emerging command of conventions, with some errors that may hinder comprehension</p>	<p>___demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</p>	<p>—are minimal, making assessment of conventions unreliable</p>



Tracking My Progress, End of Unit 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can explain the relationship between society and the invention of television.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to  
learn this**



**I understand some  
of this**



**I am on my  
way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can write an informational essay that explains why Philo Farnsworth Invented TV and how it changed people’s lives.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to  
learn this**



**I understand some  
of this**



**I am on my  
way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning Target:** I can draw upon evidence from the informational texts I've read about Philo Farnsworth and the invention of TV to support the ideas presented in my essay.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to  
learn this**



**I understand some  
of this**



**I am on my  
way!**



3. The evidence to support my self-assessment is:

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