



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2B: Unit 3: Lesson 5**

## **Mid-Unit Assessment: On-Demand Note-Taking and Text-Dependent Questions**



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

- I can conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. (W.5.7)
- I can quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text. (RI.5.1)
- I can determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (RI.5.4)
- I can draw on information from multiple print sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. (RI.5.7)
- I can paraphrase information in notes and finished work. (W.5.8)

**Supporting Learning Targets**

- I can conduct research to take notes about how an invention was developed to meet society’s needs.
- I can explain what people needed and how their needs were met, using quotes from the text.
- I can answer a question quickly, drawing on information from multiple sources.
- I can determine the meaning of unfamiliar words and phrases from context.

**Ongoing Assessment**

- Graphic Novel Sketch, Part 2 (from homework)
- Mid-Unit Assessment A or B
- Tracking My Progress, Mid-Unit 3 recording forms



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Homework Review and Engaging the Reader (10 minutes)</li><li>B. Review Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment (30 minutes)</li><li>B. Reflection on Learning Targets (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read independently.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Note that for this mid-unit assessment, students will take either Mid-Unit Assessment A: Garrett Augustus Morgan or Mid-Unit Assessment B: How Did We Learn to Fly?, depending upon which invention and inventor they have been researching. Students who have been studying Garrett Morgan's invention of the traffic signal will take Mid-Unit Assessment A; students who have been studying the Wright brothers' invention of the airplane will take Mid-Unit Assessment B. The same standards are assessed in both option A and option B, but the information that students collect in their note-catchers will vary, depending on which invention and inventor they read about. These assessments serve not only as a formal opportunity to determine students' mastery toward NYS ELACSS RI.5.1, RI.5.4, RI.5.7, and W.5.8, but also as an additional opportunity for them to collect information about the invention and inventor to include in the graphic novelettes they will create for the final performance task in Lesson 16.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
develop, society, needs, quotes, drawing, sources, unfamiliar	<ul style="list-style-type: none"><li>• Document camera</li><li>• Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions: Garrett Augustus Morgan (one per student in traffic signal expert groups)</li><li>• Mid-Unit Assessment B: Note-taking and Text-dependent Questions: How Did We Learn to Fly? (one per student in airplane expert groups)</li><li>• Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions: Garrett Augustus Morgan (answers, for teacher reference)</li><li>• Mid-Unit Assessment B: Note-taking and Text-dependent Questions: How Did We Learn to Fly? (answers, for teacher reference)</li><li>• Traffic signal expert texts:<ul style="list-style-type: none"><li>– “Transportation, from the Soapbox Derby to the Jeep: First Automatic Traffic Signal” (from Lesson 2)</li><li>– “Garrett Morgan: Inventor Hero” (from Lesson 3)</li><li>– “The Twofold Genius of Garrett Morgan” (from Lesson 4)</li></ul></li><li>• Airplane expert texts:<ul style="list-style-type: none"><li>– “The Wright Brothers: Inventors of the Airplane” (from Lesson 2)</li><li>– “The Invention of the Airplane” (from Lesson 3)</li><li>– “Airplane” (from Lesson 4)</li></ul></li><li>• Tracking My Progress, Mid-Unit 3 recording forms (one per student)</li><li>• Independent Reading Choice Board (students’ own, from Lesson 1)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Homework Review and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students' whole group.</li><li>• Ask them to take out their completed Graphic Novel Sketch, Part 2 and tell them they will participate in a mini Gallery Walk to display their sketches and see classmates' sketches.</li><li>• Ask students to pay attention to strong examples of visual elements that will help the reader understand complex concepts. Remind them that because this is a mini Gallery Walk, they will not be able to see every student's sketch.</li><li>• Provide 3 to 5 minutes for the mini Gallery Walk.</li><li>• Invite a few students to call attention to a strong example of a visual element. Ask them to explain why they think this is a strong example and how it might help the reader understand the content. Display it under the <b>document camera</b> if time allows.</li><li>• Say:<ul style="list-style-type: none"><li>* "Today you will complete the mid-unit assessment. Because we have two different expert topics, we have two different assessments. If you have been studying Garrett Morgan's invention of the traffic signal, you will take Mid-Unit Assessment A. If you have studied the Wright brothers, you will take Mid-Unit Assessment B. Each test requires you to read a text, complete a graphic organizer, and answer text-dependent questions. Let's check in with the learning targets to get a sense of what you will be expected to do during this assessment."</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Consider strategically partnering students (between expert groups, high-engagement with low-engagement, ELLs with the same home language) to allow all students an opportunity to process the visual elements they see in the Gallery Walk with support.</li></ul>



Opening (continued)	Meeting Students' Needs
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Read aloud each learning target. Ask students to pay attention to familiar vocabulary words and be ready to share their meaning.<ul style="list-style-type: none"><li>* “I can conduct research to take notes about how an invention was developed to meet society’s needs.”</li><li>* “I can explain what people needed and how their needs were met, using quotes from the text.”</li><li>* “I can answer a question quickly, drawing on information from multiple sources.”</li><li>* “I can determine the meaning of unfamiliar words and phrases from context. “</li></ul></li><li>• Ask students to discuss important vocabulary from the targets that they recognize from previous lessons. Invite them to rephrase these targets in their own words. Listen for restatements of the targets that reflect the following understanding of key vocabulary.<ul style="list-style-type: none"><li>– <i>develop</i>: change or grow over time</li><li>– <i>society</i>: civilization, people, group</li><li>– <i>needs</i>: wishes, desires, requirements</li><li>– <i>quotes</i>: written accounts of someone’s exact words</li><li>– <i>drawing</i>: pulling something from</li><li>– <i>sources</i>: providers of information</li><li>– <i>unfamiliar</i>: new</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment 30 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to take out their expert group texts from Lessons 2–4, as they will need to refer to these as well as a new text throughout the assessment:</li><li>• Traffic signal expert texts:<ul style="list-style-type: none"><li>– “<b>Transportation, from the Soapbox Derby to the Jeep: First Automatic Traffic Signal</b>” (from Lesson 2)</li><li>– “<b>Garrett Morgan: Inventor Hero</b>” (from Lesson 3)</li><li>– “<b>The Twofold Genius of Garrett Morgan</b>” (from Lesson 4)</li></ul></li><li>• Airplane expert texts:<ul style="list-style-type: none"><li>– “<b>The Wright Brothers: Inventors of the Airplane</b>” (from Lesson 2)</li><li>– “<b>The Invention of the Airplane</b>” (from Lesson 3)</li><li>– “<b>Airplane</b>” (from Lesson 4)</li></ul></li><li>• Distribute the assessments:<ul style="list-style-type: none"><li>– <b>Mid-Unit Assessment A: Note-taking and Text-dependent Questions : Garrett Augustus Morgan</b> or</li><li>– <b>Mid-Unit Assessment B: Note-taking and Text-dependent Questions: How Did We Learn to Fly?</b></li></ul></li><li>• Ask students to read the directions. Address any clarifying questions.</li><li>• Give students 30 minutes to work independently. Circulate to supervise; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li><li>• If students finish the assessment early, they may:<ol style="list-style-type: none"><li>1. Work on draft sketches for their graphic novelette.</li><li>2. Work on completing their vocabulary cards from Lessons 2–4. They may add new words from the text they just read for the mid-unit assessment or add synonyms, phrases, and/or pictures to any cards that are not complete.</li></ol></li><li>• Collect students' assessments to review and score (see <b>Mid-Unit 3 Assessment A and B (answers, for teacher reference)</b>).</li></ul>	<ul style="list-style-type: none"><li>• ELLs receive extended time as an accommodation on NY State assessments.</li><li>• For students who struggle with writing, consider allowing them to dictate their reflections to you or a partner. This allows all students to participate in the self-reflection in a meaningful way.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Reflection on Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Tracking My Progress, Mid-Unit 3 recording forms</b>. Explain that this is a self-assessment and is very much like the ones they did in Module 1. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary.</li> <li>• Ask students to independently complete their Tracking My Progress forms. Ask them to hold on to them to refer to during the debriefing.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief: Sharing Reflections on Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Pair students up. Ask them to share the reflections on their progress forms.</li> <li>• Invite several students to share out with the whole group.</li> <li>• Collect students' mid-unit assessments and Tracking My Progress forms to review.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing a sentence starter to ensure all students have access to the conversation: "On the (first, second, third) target, I circled _____ because _____."</li> </ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read independently for at least 30 minutes and respond to one question on your <b>Independent Reading Choice Board</b>.</li> </ul> <p><i>Notes: Score students' Expert Text note-catchers from this assessment and be prepared to return them by Lessons 9</i></p> <p><i>Lessons 6–8 introduce students to the concept of using storyboards as a planning tool for writing a graphic novelette. These lessons use a variety of visuals and materials that require students to follow detailed, multistep directions, and include many suggestions for ways to support students in the creation of their storyboards. It is important to thoroughly review the lessons in advance to be prepared to offer support.</i></p>	<ul style="list-style-type: none"> <li>• For students who struggle with reading independently, provide an audio recording of the text if available.</li> </ul>



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# Grade 5: Module 2B: Unit 3: Lesson 5

## Supporting Materials



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Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions:  
Garrett Augustus Morgan

Directions:

1. Independently, read through the article “Garrett Augustus Morgan” to determine the gist.
2. Reread the article to locate and record information that explains: the INVENTION, the INVENTOR(S), the SOLUTION, and the IMPACT of the invention. Be sure to include quotations *and* paraphrased information in your notes.
3. Refer to the information you recorded to explain in your own words:
  - “What need or want inspired the development of this invention?” in the thought bubble at the top left of your note-catcher. Remember to use key words from the question and article in your response.
  - “How were people’s needs met, and by whom?” in the speech bubble (below the thought bubble) at the top left of your note-catcher. Remember to use key words from the question and article in your response.
4. Refer to “Garrett Augustus Morgan,” your notes, and other informational texts you read during the first part of this unit to help you answer the multiple-choice and short-response questions below the note-catcher.

Criteria for Success:

- There are at least two pieces of *relevant* information from the article in each gray box on your note-catcher.
- There is a combination of both quotes and paraphrased information from the article on your note-catcher.

Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions:  
Garrett Augustus Morgan

Garrett Augustus Morgan was born March 4, 1877 in Paris, Kentucky. He was an African American inventor and community leader. He invented many things including a traffic signal and a gas mask. He also helped to found the Cleveland Call newspaper in Cleveland, Ohio.

Garrett Morgan was very successful. Because of his success, he was one of very few people able to afford a car. One day, while driving in Cleveland, he saw a terrible accident at an intersection. Seeing this accident made him determined to find a way to make intersections safer for both pedestrians and drivers. Other inventors had tried to develop a traffic signal, but it was Garrett Morgan who was the first to patent his traffic signal on November 20, 1923.

Morgan's traffic signal was a T-shape pole with three arms that would pop out one of three signs. An electric mechanism inside the signal made the signs change. The signal would display either "Stop," "Go," or "Stop in all directions." The "Stop in all directions" sign prompted all vehicles to stop so pedestrians could cross an intersection safely. As a result of its popularity, Garrett Morgan was able to sell his traffic signal to the General Electric Corp for \$40,000, a very large sum of money at that time. His invention was used across the US until the three-light traffic light was developed.

**Works Cited:**

"Garrett Morgan." *The Black Inventor On-Line Museum*. Adscape International, LLC. n.d. Web. 28 Feb. 2014

"Garrett Morgan patents three-position traffic signal." *History.com*. A&E Television Networks, LLC, n.d. Web. 28 Feb. 2014

Paula Morrow, "Garrett Morgan: Inventor Hero," in *Ask* magazine (February 2008), 19–21.



Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions: A:

Garrett Augustus Morgan

Expert Text Note-catcher

*What need or want inspired the development of this invention?*

*How were people's needs met, and by whom?*

**Background information about the INVENTION**

*Explain why people needed or wanted this invention.*

**Background information about the INVENTOR(S)**

*Explain the inventor(s) history, motivation to solve the problem, special skills, and/or preparation.*

**Information about developing a SOLUTION**

*Explain how the inventor(s) solved the problem.*

**Information about the IMPACT**

*Explain how this invention changed people's lives.*



Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions: A:

Garrett Augustus Morgan

1. In the sentence “His traffic signal was a T-shaped pole with **arms** (but with no lights) that has three signs ...,” what does the word *arms* mean? Choose one.

- parts of the human body
- part of a shirt, dress, or other garment
- a part that sticks out
- to support

How did you determine the meaning of the word *arms* in this sentence based on context clues? Explain.

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2. In the sentence “It was controlled by an electric **mechanism**,” what does the word *mechanism* mean? Choose one.

- a way of doing something
- a machine, or part of a machine
- the way something works
- a dial

How were you able to determine the meaning of the word *mechanism* using context clues? Explain.

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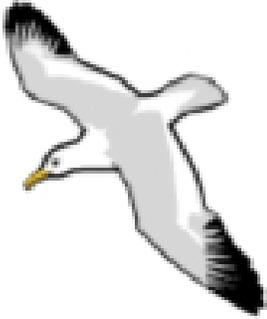
Mid-Unit 3 Assessment B: Note-taking and Text-dependent Questions:  
How Did We Learn to Fly?

**Directions:**

1. Independently, read through the article “How Did We Learn to Fly?” to determine the gist.
2. Reread the article to locate and record information that explains: the INVENTION, the INVENTOR(S), the SOLUTION, and the IMPACT of the invention. Be sure to include quotations *and* paraphrased information in your notes.
3. Refer to the information you recorded to explain in your own words:
  - a. “What need or want inspired the development of this invention?” in the thought bubble at the top left of your note-catcher. Remember to use key words from the question and article in your response.
  - b. “How were people’s needs met, and by whom?” in the speech bubble (below the thought bubble) at the top left of your note-catcher. Remember to use key words from the question and article in your response.
4. Refer to “How Did We Learn to Fly,” your notes, and other informational texts you read during the first part of this unit to help you answer the multiple-choice and short-response questions below the note-catcher.



Mid-Unit 3 Assessment B: Note-taking and Text-dependent Questions :  
How Did We Learn to Fly?



**How Did We Learn to Fly?**

**Humans try to fly like birds**

For many centuries, humans have tried to fly just like the birds. Wings made of feathers, or lightweight wood, have been attached to arms to test their ability to fly. The results were often disastrous, as the muscles of the human arms are not like a bird's and cannot move with the strength of a bird.

 <p>Leonardo da Vinci Ornithopter</p>	<p><b>1485 Leonardo da Vinci - The Ornithopter</b></p>
	<p><b>1783 Joseph and Jacques Montgolfier, the first hot air balloon</b></p>
 <p>George Cayley Glider with tail</p>	<p><b>1799–1850s George Cayley</b></p>
	<p><b>1891 Lilienthal's Glider in Flight</b></p>
 <p>Wright Brothers 1900 Glider Kite</p>	<p><b>A Drawing of a Wright Brothers Glider (1900)</b></p>



Mid-Unit 3 Assessment B: Note-taking and Text-dependent Questions:  
How Did We Learn to Fly?

### Orville and Wilbur Wright and the First Airplane

Orville and Wilbur Wright were very deliberate in their quest for flight. First, they read about all the early developments of flight. They decided to make "a small contribution" to the study of flight control by twisting their wings in flight. Then they began to test their ideas with a kite. They learned about how the wind would help with the flight and how it could affect the surfaces once up in the air.

The next step was to test the shapes of gliders, much like George Cayley did when he was testing the many different shapes that would fly. They spent three years testing and learning about how gliders could be controlled at Kitty Hawk, North Carolina.



The first heavier-than-air flight traveled one hundred twenty feet in twelve seconds. The two brothers took turns flying that day, with the fourth and last flight covering 850 feet in 59 seconds.

#### The Wright Brothers' Flyer



Humankind was now able to fly! During the next century, many new airplanes and engines were developed to help transport people, luggage, cargo, military personnel, and weapons. The 20th century's advances were all based on this first flight by the American brothers from Ohio.

#### Actual Flight of the Flyer at Kitty Hawk



Mid-Unit 3 Assessment B: Note-taking and Text-dependent Questions:

How Did We Learn to Fly?

Expert Text Note-catcher

*What need or want inspired the development of this invention?*

*How were people's needs met, and by whom?*

Background information about the  
**INVENTION**

*Explain why people needed or wanted this invention.*

Background information about the  
**INVENTOR(S)**

*Explain the inventor(s) history, motivation to solve the problem, special skills, and/or preparation.*

Information about developing a  
**SOLUTION**

*Explain how the inventor(s) solved the problem.*

Information about the **IMPACT**

*Explain how this invention changed people's lives.*



Mid-Unit 3 Assessment B: Note-taking and Text-dependent Questions:  
How Did We Learn to Fly?

1. In the sentence “During the next century, many new airplanes and engines were developed to help **transport** people, luggage, cargo, military personnel, and weapons,” what does the word *transport* mean? Choose one.

- a vehicle that carries people and goods
- to carry somebody or something
- makes someone imagine they are somewhere else
- to make someone feel happy, overjoyed

How did you determine the meaning of the word *transport* based on context clues? Explain.

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2. In the sentence “The 20<sup>th</sup> century’s advances were all **based** on this first flight by the American brothers from Ohio,” what does the word *based* mean? Choose one.

- a place where something is located
- the lowest part of something
- measured
- used as a starting place for further development; a basis

How were you able to determine the meaning of the word *based* using context clues? Explain.

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Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions :

Garrett Augustus Morgan  
(Answers, for Teacher Reference)

Expert Text Note-catcher

*What need or want inspired the development of this invention?*

People needed a way to safely get across city streets.

*How were people's needs met, and by whom?*

After seeing an accident at an intersection, Garrett Morgan invented a traffic signal that could tell drivers when to Go, Stop, and All-Stop. The last signal told drivers to stop for pedestrians to cross the street.

Background information about the INVENTION  
*Explain why people needed or wanted this invention.*

- Intersections were not safe; drivers and pedestrians needed a way to cross the street.

Background information about the INVENTOR(S)  
*Explain the inventor(s) history, motivation to solve problem, special skills and/or preparation.*

- Garrett Morgan was born March 4, 1877 in Paris Kentucky.
- Invented many things including a gas mask and a traffic signal
- "an African American inventor and community leader"
- "the first to patent a traffic signal," on November 20, 1923
- He bought a car and saw an accident at an intersection; he "was determined to find a way to make intersections safe for both pedestrians and drivers."

Information about developing a SOLUTION  
*Explain how the inventor(s) solved the problem.*

- Invented a traffic signal that was a "T-shape pole with three arms that "would display either "Stop," "Go," or "Stop in all directions."
- The stop in all directions signal let people cross the street.
- Controlled by an "electric mechanism"
- He sold the invention to General Electric Corporation.

Information about the IMPACT  
*Explain how this invention changed people's lives.*

- "His invention was used across the US until the three-light traffic light was developed."



Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions :

Garrett Augustus Morgan  
(Answers, for Teacher Reference)

1. In the sentence “His traffic signal was a T-shaped pole with **arms** (but with no lights) that has three signs ...,” what does the word *arms* mean? Choose one.

- parts of the human body
- part of a shirt, dress, or other garment
- a part that sticks out**
- a support

How did you determine the meaning of the word *arms* in this sentence based on context clues? Explain.

**The part of the paragraph that says the three signs “popped out” helps me understand that *arms* in this sentence means a part that sticks out; because the sentence describes a pole with signs that “popped out.”**

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2. In the sentence “It was controlled by an electric clock **mechanism**,” what does the word *mechanism* mean? Choose one.

- a way of doing something
- a machine, or part of a machine**
- the way something works
- a dial

How were you able to determine the meaning of the word *mechanism* based on context clues?

**The part of the paragraph that describes how arms would pop out of the pole and the word *controlled* in this sentence help me understand that a mechanism must be a machine or part of a machine that made the traffic signal work/made the signs pop out.**

Mid-Unit 3 Assessment A: Note-taking and Text-dependent Questions:  
Garrett Augustus Morgan  
(Answers, for Teacher Reference)

3. Refer to each of the articles you have read about Garrett Morgan’s invention of the traffic signal—“First Automatic Traffic Signal,” “Garrett Morgan: Inventor Hero,” “The Twofold Genius of Garrett Morgan,” and “Garrett Augustus Morgan”—to help you respond to the question below.

If you wanted to know what intersections were like *before* Garrett Morgan’s invention of the traffic light, which ONE of the four articles listed above would be best? Explain how you made your decision (refer to visual elements and text from the article).

**The article that would be best is “Garrett Morgan: Inventor Hero,” because on the last page of the article it shows a historical photo of a busy intersection and a thought bubble that says, “Do pedestrians or horses have the right of way?” There is also an image above the photo with a speech bubble that asks, “When’s my turn to go?”**



Mid-Unit 3 Assessment B: Note-taking and Text-dependent Questions:

How Did We Learn to Fly?  
(Answers, for Teacher Reference)

Expert Text Note-catcher

*What need or want inspired the development of this invention?*

*How were people's needs met, and by whom?*

Background information about the INVENTION  
*Explain why people needed or wanted this invention.*

- For centuries, humans tried to fly like birds.
- People attached wings made of feather to their arms; was disastrous; human arms not like a bird's

Background information about the INVENTOR(S)  
*Explain the inventor(s) history, motivation to solve problem, special skills and/or preparation.*

- Orville and Wilbur Wright were “deliberate in their quest for flight.”
- They read about early flight “developments.”
- They “decided to make a contribution.”

Information about developing a SOLUTION  
*Explain how the inventor(s) solved the problem.*

- began testing with a kite; learned about how wind affected flight
- tested shapes that would fly
- three years of testing in Kitty Hawk, North Carolina
- “first heavier-than-air flight traveled one hundred twenty feet in twelve seconds.”
- brothers took turns flying
- last flight, 850 feet in 59 seconds

Information about the IMPACT  
*Explain how this invention changed people's lives.*

- People were finally able to fly.
- New planes and engines were developed to transport people, luggage, cargo, military personnel, and weapons.



Mid-Unit 3 Assessment B: Note-taking and Text-dependent Questions:  
How Did We Learn to Fly?  
(Answers, for Teacher Reference)

1. In the sentence “During the next century, many new airplanes and engines were developed to help **transport** people, luggage, cargo, military personnel, and weapons,” what does the word *transport* mean? Choose one.

- a vehicle that carries people and goods
- to carry somebody or something**
- to make someone imagine they are somewhere else
- to make someone feel happy, overjoyed

How did you determine the meaning of the word *transport* based on context clues? Explain.

**The parts the sentence before and after the word *transport* helped me figure out what it means, because it says airplanes were developed to transport, which means they were developed to do something; then the sentence goes on to give examples of people and items that are carried onto planes.**

2. In the sentence “The 20<sup>th</sup> century’s advances were all **based** on this first flight by the American brothers from Ohio,” what does the word *based* mean? Choose one.

- a place where something is located
- the lowest part of something
- measured
- used as a starting place for further development; a basis**

How were you able to determine the meaning of the word *based* using context clues? Explain.

**The last paragraph of the article discusses how new airplanes and engines were developed in the 20<sup>th</sup> century and says that those advances were based, or built off of, the Wright brothers’ airplane design.**



Mid-Unit 3 Assessment B: Note-taking and Text-dependent Questions:

How Did We Learn to Fly?  
(Answers, for Teacher Reference)

3. Refer to each of the articles you have read about the Wright brothers' invention of the airplane—"Wright Brothers: Inventors of the Airplane," "Invention of the Airplane," "Airplane," and "How Did We Learn to Fly?"—to help you respond to the question below.

If you wanted to know how flight was developed over time, which ONE of the four articles listed above would be best? Explain how you made your decision (refer to visual elements and text from the article).

**The article "How Did We Learn to Fly?" would be best because it shows pictures of early types of flying machines that were developed and the captions show that these took place over time, starting centuries ago. It shows Leonardo da Vinci's Ornithopter, the hot air balloon, and different gliders that were invented before the Wright brothers' airplane.**



Tracking My Progress, Mid-Unit 3

Name:

Date:

Learning target: I can take notes about how an invention was developed to meet society's needs.

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, Mid-Unit 3

Learning target: I can explain what people needed and how their needs were met, using quotes from the text.

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, Mid-Unit 3

Learning target: I can answer a question quickly, drawing on information from multiple sources.

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, Mid-Unit 3

Learning target: I can determine the meaning of unfamiliar words and phrases from context.

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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