



EXPEDITIONARY
LEARNING

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

Mid-Unit Assessment: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply”



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

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4a)

I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4c)

I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)

Supporting Learning Targets

- I can explain how Canada’s available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text.
- I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.

Ongoing Assessment

- “Developing a Vital Resource for Canadians and the World” resource web (from homework)
- Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply”
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: “Developing a Vital Resource for Canadians and the World: Resource Web” (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 2 Assessment (45 minutes)B. Tracking My Progress (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Synthesizing Information to Add to the Anchor Chart (3 minutes)B. Sharing Reflections (2 minutes)4. Homework<ol style="list-style-type: none">A. Reread the text “A Limited Supply” and complete your resource web.B. Read your independent reading book for at least 15–20 minutes.	<ul style="list-style-type: none">• In this lesson, students are given a mid-unit assessment, in which they apply what they have been learning in previous lessons about using evidence to answer text-dependent questions as well as using synonyms, antonyms, and homonyms to gain a deeper understanding of the meaning of words.• Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly.• Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly.• Assess students’ responses using the 2-Point Rubric—Short Response. There are also suggested answers in the supporting materials, but be aware that student answers may differ from those suggested—they are to be used as a guideline for the types of responses to look for.• Post: Learning targets.



Lesson Vocabulary	Materials
<p>abundance, environmental consequences, extraction, habitats, disrupts, refineries, migrating, marine, regenerate</p>	<ul style="list-style-type: none"> • Canada’s Natural Resources anchor chart (begun in Lesson 1) • Canada’s Natural Resources anchor chart (completed, for teacher reference; see Unit 2 Overview) • Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” (one per student) • Dictionaries (one per student) • Thesauruses (one per student) • Tracking My Progress, Mid-Unit 2 recording form (one per student) • Mid-Unit 2 Assessment: Text-Dependent and Short-Answer Questions: Excerpts from “A Limited Supply” (Answers, for Teacher Reference) • 2-Point Rubric—Short Response (for teacher reference) • Homework: “A Limited Supply” resource web (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: “Developing a Vital Resource for Canadians and the World” Resource Web (5 minutes)</p> <ul style="list-style-type: none"> • Remind students that for homework they were to reread the “Developing a Vital Resource for Canadians and the World” transcript and fill out a resource web for that text. • Invite students to briefly share their resource webs with their group, and to make any additions or revisions based on what they see and hear from others. • Refocus students whole group. Invite volunteers to share their responses aloud. Add appropriate student suggestions to the Canada’s Natural Resources anchor chart. Refer to Canada’s Natural Resources anchor chart (completed, for teacher reference) for how the anchor chart should look. 	<ul style="list-style-type: none"> • Provide sentence frames to allow all students access to the discussion: “The resource _____ is used to make products such as _____, which meet people’s needs and wants because _____.”



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply” (45 minutes)</p> <ul style="list-style-type: none"> • Focus students on the learning targets. Invite them to read the targets with you: <ul style="list-style-type: none"> * “I can explain how Canada’s available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text.” * “I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.” • Remind students of the guiding question: “How are Canada’s available resources used to meet people’s needs and wants today?” • Distribute Mid-Unit 2 Assessment: Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply.” • Take some time to orient students to the assessment without giving them any of the answers. Point out the text excerpt that they need to read and remind them to refer to the glossary for any words in bold to help them have a deeper understanding of the text. Read through the questions and show students the Frayer Model that they need to fill in, as they have done in previous lessons. Remind students to use a dictionary and thesaurus to fill out their Frayer Model. • Remind the class that because this is an assessment, it is to be completed independently; however, if students need assistance, they should raise their hand to speak with a teacher. • Circulate and support students as they work. During an assessment, your prompting should be minimal. • If students finish the assessment early, they may begin filling out their Tracking My Progress forms. • Congratulate students on their hard work during the assessment. Tell them to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for a popcorn share during the debrief. 	<ul style="list-style-type: none"> • If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> • Distribute a Tracking My Progress, Mid-Unit 2 recording form. Remind students this form is just like the progress trackers they have completed during previous units and modules, and provide clarification as necessary. • Ask students to refer to their responses on the Mid-Unit 2 Assessment as they reflect on their ability to meet each of the targets. • Once students complete their trackers, collect their assessments. Ask students to hang on to their assessment text and progress trackers for a discussion during the next part of this lesson. 	<ul style="list-style-type: none"> • Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.



Closing and Assessment	Meeting Students’ Needs
<p>A. Synthesizing Information to Add to the Anchor Chart (3 minutes)</p> <ul style="list-style-type: none"> • Ask students to refer to the text and discuss with nearby peers: <ul style="list-style-type: none"> * “According to the text, what natural resources are available in Canada?” • After 1 or 2 minutes, ask students to popcorn share their ideas. Listen for: “oil and gas,” “metallic ores like iron, copper, lead, zinc, gold, and silver,” “limestone, diamonds, and uranium,” and “trees.” • Ask students to refer to the text as well as their notes and discuss in groups: <ul style="list-style-type: none"> * “How are those natural resources used to meet the needs and wants of people today?” • After 1 or 2 minutes, invite students to share out all at once. Listen for: “brings jobs.” <p>5. Collect students’ assessments . Use the Mid-Unit 2 Assessment: Text-Dependent and Short-Answer Questions: Excerpts from “A Limited Supply” (Answers, for Teacher Reference) and 2-Point Rubric—Short Response (for teacher reference) to score student work.</p>	<ul style="list-style-type: none"> • To ensure balanced airtime and that a variety of student voices are heard, consider limiting each student to one popcorn share. • Provide sentence starters for students who have difficulty expressing themselves orally.
<p>B. Sharing Reflections (2 minutes)</p> <ul style="list-style-type: none"> • Direct students to quickly review their Tracking My Progress forms and then discuss with a nearby partner what they feel their level of mastery toward each target is. As time allows, invite a few students to share out reflections whole group. • Collect students’ progress forms to review (they will need the assessment text for homework and the next lesson). • Distribute Homework: “A Limited Supply” resource web. 	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread the text “A Limited Supply” and complete your resource web. • Read your independent reading book for at least 15–20 minutes. 	<ul style="list-style-type: none"> • Consider providing an audio version of the article and/or independent reading text to students who struggle reading independently.



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

Supporting Materials



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Mid-Unit 2 Assessment:

Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply”

Name: _____

Date: _____

Long-Term Learning Targets Assessed

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4a)

I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4c)

I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)

Directions:

1. Read the excerpts from “A Limited Supply” slowly and carefully. Use the glossary to help you understand the meaning of the words in **bold**.
2. Read the text again.
3. Read the first question.
4. Look for the information in the text that will help you answer the question. Underline the information you’ve found.
5. Write your answer to the question. Use quotes from the text to support your answer.
6. Move on to the next question and repeat this process.
7. If you get stuck on a question, move on to the next one and come back to it later.
8. Complete the Frayer Models. You may use a dictionary and/or thesaurus to help you.



Mid-Unit 2 Assessment:

Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply”

A Limited Supply

Canada’s north has an **abundance** of natural resources. Until recently these resources have been largely untouched. As resources are being used up in the south, oil and gas, mining, and forestry industries are moving northward. Resource industries bring needed jobs to people in the north, but they also have **environmental consequences**. As more areas of the north are opened up for resource **extraction**, more roads are needed for transportation. Roads disturb the land and wildlife **habitats** and also act as a barrier to migrating animals.

Industry

- **Oil and Gas**—Oil and gas resources have been discovered throughout the north. Exploration for these resources and their extraction **disrupts** the land. Pipelines have to be built to transport the oil to **refineries**. Sometimes pipelines are thousands of kilometers long. Pipelines disrupt **migrating** animals such as the caribou. There is also the possibility for oil and gas extraction in the Arctic Ocean. This would lead to a disruption of the **marine** environment and the possibility of oil spills.
- **Mining**—Metallic ores including iron, copper, lead, zinc, gold, and silver are mined in the Arctic, as well as limestone, diamonds, and uranium. Mining disrupts the land and pollutes the water with lead and mercury. Mines also use a lot of energy.
- **Forestry**—In the southern part of the Arctic, forestry takes place in the Boreal forest. Trees are cut down to create pulp, paper, and wood products. Once Boreal forests are cut down, it takes a long time for them to regenerate because of the harsh growing conditions.



Mid-Unit 2 Assessment:
Text-Dependent and Short Answer Questions: Excerpts from “A Limited Supply”

Glossary

Word	Meaning
abundance	a lot
environmental consequences	negative (bad) effects on the environment
extraction	removal
habitat	natural home of an animal, plant, or other form of life
disrupts	interrupts by disturbing and causes a problem
refineries	where oil is prepared (cleaned) before it is sent out to customers
migrating	moving from one place to another according to the seasons
marine	of the ocean
regenerate	grow again



Mid-Unit 2 Assessment:

Text-Dependent and Short-Answer Questions: Excerpts from “A Limited Supply”

1. Why are some of the natural resource industries moving to the northern parts of Canada? Support your answer with a quote from the text.

2. What is good about resource industries moving north? Support your answer with a quote from the text.

3. What are the negative consequences of resource industries moving north? Support your response with a quote from the text.

4. How do the oil and gas industry and the forestry industry modify the physical environment? Use quotes from the text in your answer.

- a. Oil and gas industry:

- b. Forestry industry:



Mid-Unit 2 Assessment:

Text-Dependent and Short-Answer Questions: Excerpts from “A Limited Supply”

5. Fill out the Frayer Model below to analyze the meaning of the key word *disturb*, from the excerpt of text you just read. You may use a dictionary and/or a thesaurus to help you.
(L.5.4 a and c, L.5.5 c)

Definition	Synonyms (at least two)
 Disturb	
Examples (at least two)	Antonyms (at least two)



Mid-Unit 2 Assessment:

Text-Dependent and Short-Answer Questions: Excerpts from “A Limited Supply”
(Answers, for Teacher Reference)

Long-Term Learning Targets Assessed

I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)

I can determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies. (L.5.4)

I can use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. (L.5.4a)

I can consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases. (L.5.4c)

I can use the relationship between particular words (e.g., synonyms, antonyms, homographs) to better understand each of the words. (L.5.5c)

1. Why are some of the natural resource industries moving to the northern parts of Canada? Support your answer with a quote from the text. (RI.5.1)

Because resources are being used up in the south. “As resources are being used up in the south, oil and gas, mining, and forestry industries are moving northward.”

2. What is good about resource industries moving north? Support your answer with a quote from the text. (RI.5.1)

They provide jobs for people in the North. “Resource industries bring needed jobs to people in the north ...”

3. What are the negative consequences of resource industries moving north? Support your response with a quote from the text. (RI.5.1)

They require more roads, and more roads disturb wildlife. “As more areas of the north are opened up for resource extraction, more roads are needed for transportation. Roads disturb the land and wildlife habitats and also act as a barrier to migrating animals.”



Mid-Unit 2 Assessment:

Text-Dependent and Short-Answer Questions: Excerpts from “A Limited Supply”
(Answers, for Teacher Reference)

4. How do the oil and gas industry and the forestry industry modify the physical environment? Use quotes from the text in your answer.
- a. Oil and gas industry:
They need pipelines, and building pipelines affects migrating wildlife. They could also disrupt the ocean. “Pipelines disrupt migrating animals such as the caribou. There is also the possibility for oil and gas extraction in the Arctic Ocean. This would lead to a disruption of the marine environment and the possibility of oil spills.”
- b. Forestry industry:
It takes a long time for trees to grow again once they have been cut down. “Once Boreal forests are cut down, it takes a long time for them to regenerate because of the harsh growing conditions.”
5. Fill out the Frayer Model below to analyze the meaning of the key word *disturb*, from the excerpt of text you just read. You may use a dictionary and/or a thesaurus to help you.
(L.5.4 a and c, L.5.5 c)

<p>Definition</p> <ul style="list-style-type: none"> • <i>Interrupt or interfere with</i> 	<p>Synonyms</p> <ul style="list-style-type: none"> • <i>Interrupt</i> • <i>Annoy</i> • <i>Agitate</i>
<p>Disturb</p>	
<p>Examples</p> <ul style="list-style-type: none"> • <i>Roads that disturb animal habitats</i> • <i>Roads that act as barriers to migrating animals</i> • <i>Pipelines disrupt migrating animals</i> • <i>Oil spills could disrupt marine environments</i> 	<p>Antonyms</p> <ul style="list-style-type: none"> • <i>Help</i> • <i>Assist</i>



2-Point Rubric: Writing from Sources/Short Response
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress, Mid-Unit 2

Name: _____

Date: _____

Learning Target: I can explain how Canada’s available natural resources are used to meet the needs and wants of people today, by quoting accurately from the text.

6. 1. The target in my own words is:

7.

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:

8.



Tracking My Progress, Mid-Unit 2

Learning Target: I can determine the meaning of unfamiliar words and phrases, using context clues and other strategies.

9. 1. The target in my own words is:

10.

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:



Homework:
“A Limited Supply” Resource Web

Name: _____

Date: _____

- Reread the text to locate information that helps you complete the web.
- Record the natural resources described in the text in the round boxes.
- Write a short sentence to explain how each of the natural resources meets people’s needs and wants, in the lowest box “How it meets people’s needs and wants ...”

