



EXPEDITIONARY  
LEARNING

# **Grade 5: Module 2A: Unit 2: Lesson 15**

## **End of Unit Assessment: On-Demand Analysis of Meg Lowman's Research in the Rainforest**



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**End of Unit Assessment:**  
On-Demand Analysis of Meg Lowman's Research in the Rainforest

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

I can write informative/explanatory texts. (W.5.2)

I can use precise, content-specific vocabulary to inform or explain about a topic. (W.5.2)

I can choose evidence from informational texts to support analysis, reflection, and research. (W.5.9) (W.5.4)

**Supporting Learning Targets**

- I can analyze Meg Lowman's research in the rainforest.
- I can justify my analysis by citing evidence from the text.
- I can use academic and scientific vocabulary accurately in my writing.
- I can reflect on my learning.

**Ongoing Assessment**

- End of Unit 2 Assessment
- Tracking My Progress, End of Unit 2 recording form



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Agenda	Teaching Notes
<p>1. <b>Opening</b></p> <p style="padding-left: 20px;">A. Reviewing Homework and Engaging the Reader (10 minutes)</p> <p>2. <b>Work Time</b></p> <p style="padding-left: 20px;">A. End of Unit Assessment: Analyzing Meg Lowman’s Research in the Rainforest (40 minutes)</p> <p style="padding-left: 20px;">B. Learning Target Reflection (5 minutes)</p> <p>3. <b>Closing and Assessment</b></p> <p style="padding-left: 20px;">A. Debrief (5 minutes)</p> <p>4. <b>Homework</b></p>	<ul style="list-style-type: none"> <li>Students will take the End of Unit 2 Assessment: On-Demand Analysis of Meg Lowman’s Research in the Rainforest today. They will need to write a two-paragraph essay explaining what and how Meg Lowman researches in the rainforest. Later, in Unit 3, students will revisit the other guiding question about how scientists communicate their findings.</li> <li>Use the Extended Response (4-Point) Rubric to score student assessments.</li> </ul>

Lesson Vocabulary	Materials
analyze, cite, evidence, accurately	<ul style="list-style-type: none"> <li><i>The Most Beautiful Roof in the World</i> (book; one per student)</li> <li>Meg Lowman, Rainforest Scientist KWL anchor chart (from Lesson 1)</li> <li>AQUA Biodiversity anchor chart (from Lesson 4)</li> <li>End of Unit 2 Assessment: On-Demand Analysis of Meg Lowman’s Research in the Rainforest (one per student)</li> <li>Accordion graphic organizer for paragraph writing (2 per student)</li> <li>Tracking My Progress, End of Unit 2 recording form (one per student)</li> <li>Extended Response (4-Point) Rubric (for teacher reference)</li> </ul>



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Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask the class to take out their journals. Direct students to share with a partner their homework from Lesson 14, pages 39–42:               <ul style="list-style-type: none"> <li>* Two “academic” words that describe Meg Lowman’s thoughts or feelings about her research</li> <li>* Two “scientific” words that describe what Meg Lowman studies</li> </ul> </li> <li>• Prompt partners to discuss how they determined whether the word was “academic” or “scientific.”</li> <li>• Ask students to take out <i>The Most Beautiful Roof in the World</i> with evidence flags from Lesson 14 homework.</li> <li>• Say to students: “Today you are going to complete the end of unit assessment. You will have time to plan, and then will write two separate paragraphs about how Meg Lowman explores the rainforest canopy, and what she learns about biodiversity. Review the passages from pages 39–42 that you marked with evidence flags describing how Meg Lowman conducts research and what she researches.”</li> <li>• Direct students to read through the <b>Meg Lowman, Rainforest Scientist KWL anchor chart</b> and <b>AQUA Biodiversity anchor charts</b> to review what they have learned about Meg Lowman as a scientist.</li> <li>• Ask students to consider:               <ul style="list-style-type: none"> <li>* What does Meg Lowman study?</li> <li>* How does she conduct her research?</li> </ul> </li> <li>• Invite students to Pair-Share what they have learned about Meg Lowman.</li> <li>• Cold call students to share out whole group.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider partnering an ELL with a student who speaks the same L1 when discussion of complex content is required. This can let students have more meaningful discussions and clarify points in their L1.</li> </ul>



End of Unit Assessment:  
On-Demand Analysis of Meg Lowman’s Research in the Rainforest

Work Time	Meeting Students’ Needs
<p><b>A. End of Unit Assessment: Analyzing Meg Lowman’s Research in the Rainforest (40 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning targets: “I can analyze Meg Lowman’s research in the rainforest,” “I can justify my analysis by citing evidence from the text,” and “I can use academic and scientific vocabulary accurately in my writing.”</li> <li>• Ask several students to define:               <ul style="list-style-type: none"> <li>* <i>analyze</i>: examine, consider, evaluate</li> <li>* <i>cite evidence</i>: use quotes from the text; use details from the book</li> <li>* <i>accurate</i>: correct, true</li> </ul> </li> <li>• Distribute the <b>End of Unit 2 Assessment: On-Demand Analysis of Meg Lowman’s Research in the Rainforest</b> and the <b>Accordion graphic organizer for paragraph writing</b> (two per student).</li> <li>• Invite students to quickly skim the assessment.</li> <li>• Point out to students that this will be a two-paragraph essay. Direct them to focus on the Criteria for Success listed at the bottom of the assessment. Ask students to pay particular attention to the fact that this is a two-part question. They will need to write a paragraph addressing each part of this question to fully respond to the prompt. Review with students the criteria for a good paragraph (topic sentence, correct punctuation and grammar, complete sentences that stay on topic, and concluding sentence). Address any clarifying questions.</li> <li>• Tell students they will have 30 minutes, broken into two sessions (planning and writing), to complete their essays. Inform students that this essay is on-demand: They should do their best in the time they have. They will need to use their books, journals, and anchor charts as references during the assessment. Clarify any instructions as necessary.</li> <li>• Part 1: Planning (15–20 minutes)</li> <li>• Ask students to begin planning their two paragraphs:               <ul style="list-style-type: none"> <li>* Skim the assessment prompt once again.</li> <li>* Locate information that addresses both parts of the prompt question from <i>The Most Beautiful Roof in the World</i>, their journals, and anchor charts.</li> <li>* Complete one Accordion graphic organizer for each paragraph.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider providing a modified assessment with fewer criteria for students who struggle with language.</li> <li>• Students needing additional supports may benefit from partially filled-in graphic organizers.</li> <li>• Consider allowing students who struggle with writing to dictate their assessment to a teacher.</li> <li>• Consider providing extra time for tasks and answering questions in class discussions. Some students need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li> </ul>



**End of Unit Assessment:**  
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Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Circulate to supervise; because this is a formal on-demand assessment, do not provide support other than formally approved accommodations.</li> <li>• Part 2: Writing the Essay (20–25 minutes)</li> <li>• Prompt students to begin writing. Encourage students to:               <ul style="list-style-type: none"> <li>* Reread the essay prompt.</li> <li>* Determine the sequence of their paragraphs.</li> <li>* Review the Criteria for Success.</li> <li>* Refer to the book, their journals, and anchor charts as needed.</li> </ul> </li> <li>• Continue to circulate to supervise.</li> <li>• If students finish the assessment early, they may read independently.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>B. Learning Target Reflection (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning target: “I can reflect on my learning.”</li> <li>• Focus on the word <i>reflect</i>, and ask students for suggestions about what this means. Listen for students to share ideas such as: “look back at my work to think about what I did; how I did; what I am having trouble with; what I am doing well,” etc.</li> <li>• Distribute the <b>Tracking My Progress, End of Unit 2 recording form</b> to students. Explain that this is a self-assessment, exactly like the Tracking My Progress they completed at the end of the Mid- and End of Unit 1 Assessments. They will reflect on their progress toward the learning targets. Read through the tracker and provide clarification as necessary for students.</li> <li>• Ask students to independently complete their Tracking My Progress. Ask them to hold on to this sheet to refer to during the lesson debrief.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing students who struggle with written language to dictate their reflections to a partner or teacher.</li> </ul>



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Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on completing their close read about and analysis of rainforest scientist Meg Lowman.</li><li>• Pair up students. Ask them to share the reflections on their Tracking My Progress, End of Unit 2 recording form.</li><li>• Invite several students to share out with the whole group.</li><li>• Collect students' Tracking My Progress forms to review.</li><li>• Collect students' journals to review before starting Unit 3.</li></ul>	<ul style="list-style-type: none"><li>• For students needing additional supports producing language, consider offering a sentence frame, sentence starter, or cloze sentence to provide the structure required.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• None</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



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## Supporting Materials



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End of Unit 2 Assessment: On-Demand Analysis of Meg Lowman’s Research in the  
Rainforest

.....  
**Name:**  
.....

**Date:**  
.....

**Instructions:**

- Read the essay prompt below.
- Refer to your book, journal, and anchor charts to locate information that helps you respond to the prompt.
- Use the two Accordion graphic organizers for paragraph writing (one for each paragraph) to arrange the “details” and “explains” you will include in your essay.
- Write a two-paragraph essay that responds to the prompt below.
- Use *The Most Beautiful Roof in the World*, your journals, and anchor charts as references during the assessment.
- Make sure to cite evidence from the text to support your answer.
- Use both academic and scientific vocabulary in your essay.

**How does Meg Lowman explore the rainforest canopy, and what does she learn about biodiversity?** After reading and analyzing *The Most Beautiful Roof in the World*, about rainforest scientist Meg Lowman, write an essay in which you address the question and analyze Meg Lowman’s research of biodiversity in the rainforests, providing examples to clarify your analysis.

Criteria for Success and Self-Assessment:

- Write two high-quality paragraphs that have:
  - \* A topic sentence
  - \* Correct punctuation
  - \* Correct grammar
  - \* Complete sentences that stay on topic
  - \* A concluding sentence
- Include one paragraph on each of the following:
  - \* How Meg Lowman conducts her research in the rainforest
  - \* What Meg Lowman learns about biodiversity
- Use academic and scientific vocabulary accurately.



Accordion Graphic Organizer for Paragraph Writing

**Use this graphic organizer to help you plan one paragraph of your essay about Meg Lowman.**

Paragraph Topic:

Detail:

Explain:

Detail:

Explain:

Tracking My Progress, End of Unit 2

.....  
**Name:**  
.....

.....  
**Date:**  
.....

Learning Target: I can determine the meaning of new words in *The Most Beautiful Roof in the World*.

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 determine the gist of a selection of text from  
*The Most Beautiful Roof in the World.*

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 synthesize what I read in *The Most Beautiful Roof in the World*.

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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Extended Response (4-Point) Rubric  
(For Teacher Reference)

New York State Grade 4-5 Expository Writing Evaluation Rubric

CRITERIA	CCLS	SCORE				Essays at this level:
		4	3	2	1	
<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  <b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 R.1-9	<b>Essays at this level:</b> —clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	<b>Essays at this level:</b> —clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	<b>Essays at this level:</b> —introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	<b>Essays at this level:</b> —introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	<b>Essays at this level:</b> —demonstrate a lack of comprehension of the text(s) or task
		—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence —exhibit clear, purposeful organization	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety —exhibit clear organization	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently —exhibit some attempt at organization	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant —exhibit little attempt at organization, or attempts to organize are irrelevant to the task	—provide no evidence or provide evidence that is completely irrelevant —exhibit no evidence of organization
<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	W.2 L.3 L.6	—skilfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
		—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable
<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	W.2 L.1 L.2					

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.