New York State Common Core

English Language Arts Curriculum

GRADE 5 Module 2B
Unit 2
Student Workbook
Building Background Knowledge Note-catcher

Name: ____________________________

Date: ____________________________

Learning target:
- I can engage in collaborative discussions with my peers.

1. After looking at the data, complete each box:

   I Notice
   - 
   - 

   I Wonder
   - 
   - 

   I Predict
   - I think this unit is about: ____________________________
2. After sharing your ideas with your group, record your thinking:

I Heard

- 
- 

I Wonder

- 
- 

Now, I Predict
# Television Set Ownership

Estimated total number of TV households: 100,800,000

<table>
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</thead>
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<tr>
<td>% of total households:</td>
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<tr>
<td>TV households</td>
<td>10</td>
<td>67</td>
<td>87</td>
<td>94</td>
<td>96</td>
<td>97</td>
<td>98</td>
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<tr>
<td>% of TV households:</td>
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<tr>
<td>Multi-set</td>
<td>—</td>
<td>4</td>
<td>12</td>
<td>22</td>
<td>35</td>
<td>43</td>
<td>50</td>
<td>57</td>
<td>65</td>
<td>71</td>
<td>76</td>
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<tr>
<td>Color</td>
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<td>7</td>
<td>41</td>
<td>74</td>
<td>83</td>
<td>91</td>
<td>98</td>
<td>99</td>
<td>99</td>
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<tr>
<td>VCR</td>
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<td>—</td>
<td>14</td>
<td>66</td>
<td>79</td>
<td>85</td>
</tr>
<tr>
<td>Remote control</td>
<td>—</td>
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<td>—</td>
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<td>—</td>
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<td>—</td>
<td>29</td>
<td>77</td>
<td>91</td>
<td>95</td>
</tr>
<tr>
<td>Wired pay cable</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>26</td>
<td>29</td>
<td>28</td>
<td>32</td>
</tr>
<tr>
<td>Wired cable</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>—</td>
<td>7</td>
<td>12</td>
<td>20</td>
<td>43</td>
<td>56</td>
</tr>
</tbody>
</table>
Main Ideas and Summary Graphic Organizer: Life Before Philo

Learning Targets:
I can determine two or more main ideas from a text and explain how they are supported by key details.
I can summarize the text.
1. How do you usually watch TV? (Circle one)

<table>
<thead>
<tr>
<th>Alone</th>
<th>With friends</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>I rarely or never watch TV</td>
</tr>
</tbody>
</table>

2. Does TV bring people together or separate them? Explain your answer.

3. What would your life be like without TV?
Alone
With friends
With family
I rarely or never watch TV
Main Ideas and Summary Graphic Organizer: Philo’s Childhood

Learning targets:

- I can determine two or more main ideas from a text and explain how they are supported by key details.
- I can summarize the text.
Dissecting a Vocabulary Word Anchor Chart

Prefix **in-**
Meaning “not”

Example: *Incomplete* means “not complete.”

Root: **cred**
(from the Latin word *credere*)
Meaning “believable”

Same root as the word *credible*

Suffix **-ly**
Changes the word from an adjective to an adverb

Example: The toy was perfect.

*Perfect* is an adjective because it describes toy, a noun.

The toy was perfectly round.

*Perfectly* is an adverb because it describes round, an adjective.
Homework: Vocabulary Strategies

1. Select three challenging terms from your independent reading text.

2. Use a variety of vocabulary strategies as you determine the meanings of the terms you selected and complete the chart below.

<table>
<thead>
<tr>
<th>Word</th>
<th>Synonym</th>
<th>Definition</th>
<th>Picture</th>
<th>Strategies Used to Determine Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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</tr>
</tbody>
</table>
Focusing question: Why was Philo Farnsworth’s move from Utah to Idaho such an important event in his life?

Knowledge Base:
Details about the focusing question from previous reading and images viewed

Inference:
Response to focusing question
Making Inferences graphic organizer:
What Motivated Philo Farnsworth?

New Information from the Text:
Paraphrased details, quoted text, and observations from images

Revised Inference:
Revised response to focusing question
**Learning Target:** I can determine the meaning of key words using a variety of strategies.

**Glossary**

<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>circuit</td>
<td>A closed path in which an electrical current flows</td>
</tr>
<tr>
<td>device</td>
<td>Something made for a particular purpose</td>
</tr>
<tr>
<td>electric current</td>
<td>A flow of electricity</td>
</tr>
<tr>
<td>electrical engineer</td>
<td>A person who designs or can fix electrical machinery</td>
</tr>
<tr>
<td>electricity</td>
<td>A form of energy created by rubbing two unlike things (like glass and silk) together</td>
</tr>
<tr>
<td>gears</td>
<td>A set of toothed wheels that work together to change speed</td>
</tr>
<tr>
<td>generator</td>
<td>A machine that generates electricity</td>
</tr>
<tr>
<td>lever</td>
<td>A rigid bar resting on a pivot used to help move an object</td>
</tr>
<tr>
<td>magnet</td>
<td>A material which attracts things made of iron</td>
</tr>
<tr>
<td>magnetic</td>
<td>Attracted to a magnet</td>
</tr>
<tr>
<td>magnetism</td>
<td>The science of magnets</td>
</tr>
<tr>
<td>motor</td>
<td>A machine that produces power for doing work</td>
</tr>
<tr>
<td>pulleys</td>
<td>A wheel with a grooved rim around which a cord passes in order to change the direction of a force applied to the cord.</td>
</tr>
</tbody>
</table>
Directions:
1. Reread pages 10–13 of *The Boy Who Invented TV*.
2. Use the frames/panels below to create a graphic novel version of pages 10–13.
3. Incorporate both text and visual elements into your graphic novel page.
4. Bring your completed template to class to share at the start of our next lesson.
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Key vocabulary: stimulated, devices, doubted, harness, parallel, fused, transmitting, reassembling

Focusing question: Why do you think Philo Farnsworth, a 14-year-old boy, was able to develop an idea for the TV when other scientists were still struggling to make it work?

**Knowledge Base:**
Details about the focusing question from previous reading and images viewed

**Inference:**
Response to focusing question
New Information from the Text:
Paraphrased details, quoted text, and observations from images

Revised Inference:
Revised response to focusing question
Inferences and Key Terms task card

   A. Identify and record relevant quotes and paraphrased details from the text on your Making Inferences graphic organizer.
   B. Determine the meaning of key vocabulary and add each term to your journal glossary. Record either a definition or a synonym for each term.
   C. Complete your Making Inferences graphic organizer using:
      – Details from the text and images on pages 14–17
      – Your knowledge base
      – Relevant ideas you developed while reading pages 14–17

2. As time allows, complete all parts of the four-column chart in your journal glossary.
### Introductory Sentence

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

### Concluding Sentence
Independent Reading Choice Board

Title of Independent Reading Book/Author’s Name:

After reading independently (silently and/or aloud) for at least 30 minutes, write a response to any ONE question from the board except the center square. Complete the center square once you have answered each of the other eight questions. If you need more space, you may continue your answers on the back.

<table>
<thead>
<tr>
<th>MAIN IDEAS</th>
<th>CONNECTIONS</th>
<th>STRUCTURE</th>
</tr>
</thead>
<tbody>
<tr>
<td>What is one of the main ideas presented in your book?</td>
<td>What connections were you able to make between your independent reading book and other texts, topics explored, or experiences you have had?</td>
<td>How is this book structured?</td>
</tr>
<tr>
<td>List at least two details that support the main idea you identified.</td>
<td></td>
<td>How does the structure support your understanding of the text?</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>GENRE</th>
<th>*Complete this square last</th>
<th>RECOMMENDATION</th>
</tr>
</thead>
<tbody>
<tr>
<td>What genre is this book? Do you enjoy this genre? Explain.</td>
<td><strong>What qualities will you look for in the next book you read?</strong> (e.g., same author, same or different genre, more or less visual elements, etc.)</td>
<td>Would you recommend this book and/or this author to someone else? Explain.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>WORDS</th>
<th>READABILITY</th>
<th>INTEREST</th>
</tr>
</thead>
<tbody>
<tr>
<td>List at least two words from your book that have the same prefix.</td>
<td>Is your independent reading book too hard, just right, or too easy? Explain.</td>
<td>Do you find this book interesting? Explain.</td>
</tr>
<tr>
<td>What does the prefix in these words mean?</td>
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<td></td>
</tr>
</tbody>
</table>

*Complete this square last*
In short:
It may sound hard to believe, but a farm boy from Utah invented the television! Think how that has changed the world. Philo T. Farnsworth, who came from a little community outside of Beaver, built on the work of others. But he was the one who made the image dissector camera tube that put the first images on a television screen. His invention opened up entirely new avenues for entertainment, information, and exploration—and landed him on a postage stamp in 1983!

More of the story:
He changed the world!
Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves. His invention made Sesame Street, news programs, sitcoms, dramas, and all the other television programs possible. How did community and family life change because of television?

Born into a very different world.
Philo Farnsworth came into a world just beginning to be electrified in 1906. His family’s first house, near Beaver, Utah, had no electricity. So when the family moved to a new house in Idaho, young Philo was fascinated! Lights that came on when you flipped a switch and electric tools for the farm intrigued him.

By the age of 13 he had won his first national contest, sponsored by Science and Invention magazine, for a thief-proof lock.

In 1922 he drew a design for his high school chemistry teacher, Justin Tolman. The drawing had nothing to do with the class assignment, but Tolman kept it. Farnsworth believed that he could transform electricity into pictures by controlling the speed and direction of fast-flying electrons.

Philo did very well in high school and was excited to go to Brigham Young University. But before he could finish college, his father died and his family could no longer afford for him to be at school.
**How to make a TV??**

Philo was still thinking about how to send images through the air. But he had no money to work on his idea. Eventually, he met a pair of Californians who invested money in his idea. They gave him enough money that he could experiment with the device he had worked on in high school.

So he worked. And worked. Tried and tried.

**Success!**

He successfully transferred his first image in 1927—at age 21. So what was the first real television image? Just a simple line!

**A challenge.**

Other people had also been working on inventing a television. Another inventor, John Logie Baird, also had successful tests using his own methods that year and in 1928, so Philo spent several years after that fighting over the right to claim he invented the television.

He worked for several different companies in his life, and he never stopped inventing. His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.

But Farnsworth was sad and bitter that the public did not recognize his work to make television a reality. He died with little money or fame.

**Finally, people noticed.**

However, in 1985 students and teachers from Ridgemont Elementary School in Salt Lake City started working to give him the recognition he deserved. They lobbied the state legislature to choose Philo T. Farnsworth as the second of two statues Utah was allowed to place in the U.S. Capitol Building. (The first statue is Brigham Young.) So now a statue of Farnsworth stands in Statuary Hall in Washington in the U.S. Capitol.

What's more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!

Long-Term Learning Targets Assessed:
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 summarize a text. (RI.5.1)
I can determine two or more main ideas of a text and explain how they are supported by key details. (RI.5.2)
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 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)

Directions:
• Read the entire article “The TV Guy.”
• Consider the gist of the article. What is it mostly about?
• Skim the assessment questions below.
• Reread the pages, thinking about the assessment questions.
• Answer the questions in complete sentences.
• Be sure to cite evidence from the text to support your answers.

1. Part A: The article states, “But Farnsworth was sad and bitter that the public did not recognize his work to make television a reality.”

What does the word recognize mean in the context of this article?

a. know
b. acknowledge
c. accept
d. understand
Mid-Unit 2 Assessment: Text-Dependent Questions: “The TV Guy”

Part B: Which sentence from the article best helped you determine the meaning of the word *recognize*?

a. Philo spent several years after that fighting over the right to claim he invented the television.
b. He died with little money or fame.
c. However, in 1985 students and teachers from Ridgemont Elementary School in Salt Lake City started working to give him the recognition he deserved.
d. What’s more, *Time* magazine named Philo T. Farnsworth to its list of the 100 most important people of the 20th century!

2. Part A: Read the two dictionary definitions for the word *avenues* below and determine which is correct based on how the word is used in the first paragraph of the article: “His invention opened up entirely new *avenues* for entertainment, information, and exploration.”

a. *avenues* (n): streets, roads, paths
b. *avenues* (n): opportunities, possibilities

3. In the fourth paragraph of the article, it states, “Farnsworth believed that he could *transform* electricity into pictures.”

Part A: What does the word *transform* mean in this sentence?

a. draw
b. change
c. place
d. think

Part B: What part of the word *transform* helped you determine the meaning in Part A? Explain.
Mid-Unit 2 Assessment: Text-Dependent Questions:
“The TV Guy”

4. Part A: What is one of the main ideas of this article?

   a. Philo T. Farnsworth’s invention of the television changed the world.
   b. Television changed the world.
   c. The world was very different before television was invented.
   d. A farm boy invented television.

   Part B: Which key detail from the article best supports your answer to Part A?

   a. It may sound hard to believe, but a farm boy from Utah invented the television!
   b. Think how that has changed the world.
   c. But he was the one who made the image dissector camera tube that put the first images on a television screen.
   d. Philo T. Farnsworth changed the way people all over the world talk to each other, learn about things, and entertain themselves.

5. Part A: What is another main idea of this article?

   a. Philo T. Farnsworth started inventing at a young age.
   b. Philo T. Farnsworth’s ideas influenced many of the inventions we use today.
   c. Electricity fascinated Philo T. Farnsworth.
   d. Philo T. Farnsworth worked hard.

   Part B: Which key detail from the article best supports your answer to Part A?

   a. His invention made Sesame Street, news programs, sitcoms, dramas, and all the other television programs possible.
   b. Lights that came on when you flipped a switch and electric tools for the farm intrigued him.
   c. He successfully transferred his first image in 1927—at age 21.
   d. His designs and ideas were the forerunners of many things in our lives, like radar, electron microscopes, and incubators.
6. Why do you think Philo T. Farnsworth was named one of *Time* magazine’s most important people of the 20th century? Support your response with evidence from the text.

7. Write a three- to five-sentence paragraph to summarize what this article is mostly about. Make sure to include key details from the article in your summary.
Learning Target: I can quote accurately from the text when making an inference about why Philo Farnsworth was named one of the most important people of the 20th century by *Time* magazine.

1. The target in my own words is:

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:
Learning Target: I can write a statement to summarize what the article “The TV Guy” is mostly about using key details that support the main idea(s).

1. The target in my own words is:

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:
Learning Target: I can use a variety of strategies to determine the meaning of unknown words.

1. The target in my own words is:

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:
Focus question: *Why* did Philo Farnsworth want to invent television?

<table>
<thead>
<tr>
<th>Reread Paragraphs 1 and 2 on page 4 silently, then use details from the text to answer the questions on the right.</th>
<th>What two new machines “captivated” young Philo?</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>What do you think <em>captivated</em> means?</td>
</tr>
<tr>
<td></td>
<td>What is a phonograph? What words in the text make you think so?</td>
</tr>
</tbody>
</table>
Reread Paragraphs 3 and 4 on page 4 out loud with a partner. Together, use details from the text to answer the questions on the right.

<table>
<thead>
<tr>
<th>Question</th>
<th>Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Why did these machines “seem like magic” to Philo?</td>
<td></td>
</tr>
<tr>
<td>How might a telephone and a phonograph bring people together?</td>
<td></td>
</tr>
<tr>
<td>Who were Philo’s heroes?</td>
<td></td>
</tr>
<tr>
<td>Think carefully about what you have learned about Philo on this page. Why would Philo consider these men to be his heroes?</td>
<td></td>
</tr>
</tbody>
</table>
"Radio was such a fine way to bring folks together. And television, he sensed, would be even better” (p. 20).

What did Philo believe television could do better than radio?

"That was the best thing about television, he said—it would let families and whole communities share the same stories” (p. 22).

What did Philo think the best thing about television was? How do you know?

Why might Philo think it was important for people to “share the same stories”?
### The Invention of Television Note-catcher

<table>
<thead>
<tr>
<th>“By making people less ignorant of one another, he went on, it would teach and inspire. Maybe even lead to world peace” (p. 22).</th>
<th>According to Philo, how might the invention of television lead to world peace? Explain your reasoning using specific details from the story.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reread page 4 silently, then use what you have read to better understand this quote: “He was a real inventor, like his heroes—someone who connected people, a shaper of the world to come” (p. 28).</td>
<td>Who, specifically, did Philo think he was like? Who were his heroes?</td>
</tr>
<tr>
<td></td>
<td>How did Philo define a “real inventor”?</td>
</tr>
<tr>
<td></td>
<td>Think about your responses to all of the questions above. Why did Philo think of himself as a “real inventor” after he invented television?</td>
</tr>
</tbody>
</table>
Explain *why* Philo Farnsworth wanted to invent television. Remember to use key words from the focus question in your response.
It was calculated that almost 38 million people across the world watched the inauguration of President Obama on a television set in their homes in 2009. It's not easy for us in the 21st century to imagine, but there was a time when so many people would not have been able to see an historic event such as the swearing in of the first African American president in the United States. There was a time when there was no television, no medium that would allow people all over the world to experience the same event, at the same time.

What is common to us today was once new and magical. Not so long ago was the time when a comedy show was heard but not seen. In the 1800's and into the 1900's, the radio carried news and entertainment over a wire and into a box in your home. Families would gather around the radio and listen together. You could hear the action, hear the jokes, but there was no picture. When the Japanese bombed an American Navy base in Pearl Harbor, Hawaii, people all over the country listened in horror -- but they couldn't see the event that would send the United States into World War II, only hear about it.

Then came television. In 1939 it was showcased at the World Fair in New York. In the 1940's, commercial television broadcasting—using the television as a medium to tell us things, show us things, and sell us things—had begun to take hold. The NBC, CBS, and ABC networks that we know today were building television stations to carry signals into homes in cities such as New York, Los Angeles, Chicago and Philadelphia. From its start in big cities, television quickly spread to the rest of the country.

The first people in a town that were able to get a television invited neighbors to watch with them. The television became the main news source above newspapers and radios, and part of the social fabric of communities. In 1947, President Harry Truman's State of the Union address was televised. People all over the United States could hear and see their president as he gave his message to the union—to them. In that same year, the World Series of baseball was also televised. Imagine the magic of having only heard things through the radio to watching something on the television screen, even if it was a small screen, even if it was black and white and terribly snowy.

Americans were hooked. And because we were hooked, buying televisions and buying the products advertised on the television, the stations were built in more and more parts of the United States. The numbers of people watching a television in their homes rose from 6,000 in 1946 to 12 million by 1951. One source says, “No new invention entered American homes faster than black and white television sets; by 1955 half of US homes had one (Stephens, no date).” The distance between cities and rural areas remained geographically, but because they both had televisions, the people of rural areas, farmers and cattle ranchers, knew what the peoples of cities knew and saw what the people of the cities saw. All parts of the country had that connection.

With so many people watching television, sharing in events, the world was becoming smaller as people grew together with shared experiences around the television set in the living room. Yes, everyone watched the same show, at the same time, in one room, together. Just like the internet we now know and on which we rely for our news, our entertainment, as a source of social connections, the television is one of those inventions that changed the world in its time.
Explanation Task Card: How Television Changed People’s Lives

**Focus question:** How has television changed people’s lives?

**Part I:**

1. With group members, review the video “Television Takes the World by Storm” (2:07–3:02) to listen for two or three pieces of information that help you answer the focus question.

2. Record two or three *paraphrased* details on the first chart of your How Television Changed People’s Lives note-catcher.

**Part II:**

1. With group members, reread the article “How Do Inventions Affect the Way We Live?” to locate two or three quotes that help you answer the focus question.

2. Record each of the *quotes* on the second chart of your note-catcher.

**Part III:**

1. Refer to the paraphrased details and quotes from both charts to help you think about how you could respond to the focus question, and then discuss your thinking with group members.

2. In the Explanation box of your note-catcher, synthesize the paraphrased details and quotes to explain in your own words how television changed people’s lives. Remember to use key words from the focus question in your response.
How Television Changed People’s Lives Note-catcher

**Focus question:** How has television changed people’s lives?

**Paraphrase and Quote Charts**

<table>
<thead>
<tr>
<th><strong>Paraphrased</strong> details from the video “Television Takes the World by Storm”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Detail 1:</td>
</tr>
<tr>
<td>Detail 2:</td>
</tr>
<tr>
<td>Detail 3:</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Quotes</strong> from the article “How Do Inventions Affect the Way We Live?”</th>
</tr>
</thead>
<tbody>
<tr>
<td>Quote 1:</td>
</tr>
<tr>
<td>Quote 2:</td>
</tr>
<tr>
<td>Quote 3:</td>
</tr>
</tbody>
</table>

**Synthesize!**

**Explain how television changed people’s lives** (use key words from the focus question in your response).
Text-Dependent Questions:
The Role of Television in People’s Lives

Name: ____________________________

Date: ____________________________

Refer to the video “Television Takes the World by Storm,” the article “How Do Inventions Affect the Way We Live?” and the details and quotes you recorded on your note-catcher to help you respond to these questions.

1. According to the article and video, what did the invention of television allow people to do that they could not do before? Circle all correct responses.

- Witness historic events as they happened.
- Learn about local events taking place.
- Watch the president’s State of the Union address and sporting events such as the World Series.
- See people land on the moon.

2. How are people’s needs met through television? Circle all correct responses.

- They are able to sit around and watch shows all day.
- Television connects people living in rural areas to cities and the rest of the world.
- Television serves as a communications medium.
- Television provides opportunities for people to socialize, allowing friends and family to watch programs together.

3. According to the video, what is a possible downside to television? Choose one.

   a. It uses a lot of electricity.
   b. Televisions cost a lot of money.
   c. Televisions are difficult to build.
   d. People watch television regardless of what is on.
Analyze and Explain Task Card

*Analysis focus: Philo Farnsworth hoped television would change people’s lives for the better.

Directions

1. Cut your evidence strips apart along the lines so that you have eight strips total.
2. With group members, review your evidence strips to determine whether each detail or quote should be sorted into the box “TV accomplished Philo’s goals” or the box “TV did not accomplish Philo’s goals.”
3. Tape, glue, or staple each evidence strip into the appropriate box.
4. With group members, read the reflection question aloud and restate it in your own words.
5. Review the evidence you sorted to determine an answer to the reflection question.
6. Write a short three- to five-sentence response to the reflection question that is supported by paraphrased evidence from your evidence strips. Be sure to write a concluding statement for your paragraph, to summarize your response to the reflection question.
**Analysis focus:** Philo Farnsworth hoped television would change people’s lives for the better.

**TV accomplished Philo’s goals.**

**TV did not accomplish Philo’s goals.**

**Reflection question:** Did television change people’s lives in the ways Philo hoped it would? (Remember to use key words from the question and paraphrased details from your evidence strips in your response.)
For the first time in history, people could watch important events as they happened.

“In 1969, with the televised landing of an American spacecraft on the moon, (Philo) and just about every American watched this historic event at the same time. Only then did he feel that TV was becoming the worthwhile machine he’d envisioned.”

The downside of television is that people will sit in front of the television without actually caring about what they watch.

“The new medium turned on the lives of rural residents, connecting them to the rest of the world even more than newspapers or radio.”

“The first family in the neighborhood to get a TV would invite friends and neighbors to come over and watch.”

Philo Farnsworth’s “invention opened up entirely new avenues for entertainment, information, and exploration.”

Philo Farnsworth’s “invention made Sesame Street, news programs, sitcoms, dramas, and all the other television programs possible.”

“Ill and bitter, (Philo) rarely watched TV and wouldn’t let his sons watch. ‘Too many cowboy movies,’ he said.”
The Painted Essay®
A tool for teaching basic essay form

**Introduction**
*Catches the readers’ attention*
*Gives some background information*

**THESIS**

| Point 1 | Point 2 |

**Proof Paragraph 1**
*Gives evidence and reasons to support point 1*

**Transition**

**Proof Paragraph 2**
*Gives evidence and reasons to support point 2*

**Conclusion**
*What?*
*So What?*

---

For classroom reproduction only.
Did you know that you probably use an electric motor every day? Michael Faraday invented this useful device in 1821. Over time, other inventors refined the electric motor to help make people’s lives easier. The electric motor changed everything. The invention of the electric motor solved a big problem for people living in the 1800s and improved people’s lives in many ways.

The main source of electricity in the early 1800s was batteries, but batteries were very expensive and did not actually work for very long. Therefore, most people did not have access to electricity. So scientists wanted to find other ways to create electricity. In 1821, when Michael Faraday hung a magnetic rock over a bowl of liquid, it began to spin and create energy. This experiment was the first example of an electric motor. Faraday’s electric motor was able to generate electricity better and for less money than batteries. Other inventors developed new technologies based on Faraday’s idea, and the new inventions changed people’s lives.

After the electric motor was invented, people’s lives improved. In 1882, Thomas Edison used Faraday’s idea to construct the first power plant in New York City. This plant made it possible for most people in the area to have electricity in their homes for the very first time. Then, in the 1930s, the electric motor was used to make useful household items such as refrigerators, washing machines, and fans. Today, electric motors can also be found in computers, windshield wiper motors, and many other devices we use.

The invention of the electric motor has undoubtedly solved many people’s problems over the last 200 years! Just try to imagine what life would be like without electricity, refrigerators, or computers. Thanks to Michael Faraday’s invention of the electric motor, our lives have become much better.
<table>
<thead>
<tr>
<th>Parts</th>
<th>Purposes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Introductory Paragraph</td>
<td></td>
</tr>
<tr>
<td></td>
<td>1. <strong>Introduction</strong></td>
</tr>
<tr>
<td></td>
<td>2. <strong>Thesis</strong></td>
</tr>
<tr>
<td></td>
<td>3. <strong>Point 1</strong> and <strong>Point 2</strong></td>
</tr>
<tr>
<td>Proof Paragraph 1</td>
<td><strong>Reasons</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>Proof Paragraph 2</td>
<td><strong>Transition</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Reasons</strong></td>
</tr>
<tr>
<td></td>
<td><strong>Evidence</strong></td>
</tr>
<tr>
<td>Conclusion Paragraph</td>
<td><strong>What?</strong></td>
</tr>
<tr>
<td></td>
<td><strong>So What?</strong></td>
</tr>
</tbody>
</table>
James Naismith, the inventor of basketball, once said, “The invention of basketball was not an accident. It was developed to meet a need.”

Basketball has become a big part of people’s lives.

What began as a game for students to play indoors during the winter quickly became a popular form of entertainment for fans across the country.

James Naismith created the game of basketball in 1891, based on a game he played as a child called “duck-on-a-rock.”
# Proof Paragraph Graphic Organizer

<table>
<thead>
<tr>
<th>Point 1:</th>
<th>Proof Paragraph 1: reasons and evidence related to point 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Point 2:</td>
<td>Proof Paragraph 2: reasons and evidence related to point 2</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>Reasons and Evidence Strips</td>
<td></td>
</tr>
<tr>
<td>----------------------------</td>
<td></td>
</tr>
<tr>
<td>January 1896 (five years after being invented), first college game played for a live audience</td>
<td></td>
</tr>
<tr>
<td>Naismith “... wanted to create a game of skill for the students instead of one that relied solely on strength”</td>
<td></td>
</tr>
<tr>
<td>Still popular neighborhood sport—great way to stay active/spend time with friends</td>
<td></td>
</tr>
<tr>
<td>Could be played inside, fairly small space</td>
<td></td>
</tr>
<tr>
<td>By 1963, college games on national television; fans could watch from their living rooms</td>
<td></td>
</tr>
<tr>
<td>problem—needed an indoor winter sport</td>
<td></td>
</tr>
<tr>
<td>1891, first game of basketball played, used a soccer ball and two peach baskets as goals</td>
<td></td>
</tr>
<tr>
<td>1980s, basketball as popular as football and baseball</td>
<td></td>
</tr>
</tbody>
</table>
Phrasing & Punctuation

Expression & Volume
1. Independently reread your color-coded introductory paragraph about the invention of basketball.

2. With group members, chorally reread the thesis of the introductory paragraph, then think about:
   * “How can I restate the thesis in a new and interesting way to convey the ‘What?’ of my conclusion?”
   * “How can I use specific language and key terms from the thesis in my conclusion?”

3. Discuss your thinking about the ‘What?’ of your conclusion with group members, then record a sentence that restates the thesis on one of your idea strips.

4. Independently reread the points of your introductory paragraph as well as both proof paragraphs to help you think about:
   * “How can I express my own thinking about how or why basketball was developed in the winter?”
   * “How can I express my own thinking about why basketball became a popular sport with fans all over the country?”
   * “How can I explain why I think the invention of basketball was important—‘So What?’”
   * “How can I use specific language and key terms to emphasize important details about the invention of basketball?”

5. Discuss your thinking about the “So What?” of your conclusion with group members, then record sentences on two or three of your idea strips.

6. Once you have recorded the “What?” and “So What?” of your conclusion on idea strips, move the strips around to place sentences in the order you think makes the most sense.

7. Independently read through your sentences in the order you placed them, as if you are reading your complete conclusion paragraph. Ask yourself:
   * “Does this make sense?”
   * “Does it sound right?”
   * “Do these sentences clearly connect back to my thesis, points, and proof paragraphs in a sequence that makes sense?”

8. Continue to move your idea strips around until you feel you can answer “yes” to each of the questions from Step 7.
9. Once you have your idea strips in order, read them aloud to group members in the order you placed them. Ask your group:
   * “Do the sentences for my conclusion convey the ‘What?’ and ‘So What?’ in a clear way for the reader?”
   * “Does the order of ideas make sense?”
# Linking Words Anchor Chart

<table>
<thead>
<tr>
<th>Types</th>
<th>Linking Words</th>
<th>Examples</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ADDITION</strong></td>
<td>and</td>
<td>1. “I dance to keep fit.”</td>
</tr>
<tr>
<td></td>
<td>like</td>
<td>2. “I dance for enjoyment.”</td>
</tr>
<tr>
<td></td>
<td>in fact</td>
<td></td>
</tr>
<tr>
<td></td>
<td>example</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in all</td>
<td></td>
</tr>
<tr>
<td></td>
<td>too</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“I dance to keep fit <strong>and</strong> for enjoyment.”</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>CONTRAST</strong></td>
<td>but</td>
<td>1. “She loves cherries!”</td>
</tr>
<tr>
<td></td>
<td>either</td>
<td>2. “I don’t know why she doesn’t like cherry pie.”</td>
</tr>
<tr>
<td></td>
<td>comparison</td>
<td></td>
</tr>
<tr>
<td></td>
<td>nonetheless</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“She loves cherries <strong>but</strong> doesn’t like cherry pie.”</td>
</tr>
<tr>
<td><strong>CAUSE</strong></td>
<td>by</td>
<td>1. “He didn’t turn off the tap.”</td>
</tr>
<tr>
<td></td>
<td>consequently</td>
<td>2. “The sink overflowed.”</td>
</tr>
<tr>
<td></td>
<td>because</td>
<td></td>
</tr>
<tr>
<td></td>
<td>in which case</td>
<td></td>
</tr>
<tr>
<td></td>
<td>unless</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“The sink overflowed <strong>because</strong> he didn’t turn off the tap.”</td>
</tr>
<tr>
<td><strong>TIME</strong></td>
<td>after</td>
<td>1. “He went grocery shopping to buy ingredients.”</td>
</tr>
<tr>
<td></td>
<td>afterward</td>
<td>2. “He baked a cake.”</td>
</tr>
<tr>
<td></td>
<td>before</td>
<td></td>
</tr>
<tr>
<td></td>
<td>while</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>“After going grocery shopping to buy ingredients, he baked a cake.”</td>
</tr>
</tbody>
</table>
# Linking Words handout

**Name:**

**Date:**

<table>
<thead>
<tr>
<th>Types</th>
<th>Linking Words</th>
<th>Examples</th>
</tr>
</thead>
</table>
| ADDITION    | and, like, in fact, example, in all, too                                    | 1. “I dance to keep fit.”
|             |                                                                            | 2. “I dance for enjoyment.”
|             |                                                                            | “I dance to keep fit **and** for enjoyment.”                                                             |
| CONTRAST    | but, either, comparison, nonetheless                                        | 1. “She loves cherries!”
|             |                                                                            | 2. “I don’t know why she doesn’t like cherry pie.”                                                          |
|             |                                                                            | “She loves cherries **but** doesn’t like cherry pie.”                                                      |
| CAUSE       | by, consequently, because, in which case, unless                            | 1. “He didn’t turn off the tap.”
|             |                                                                            | 2. “The sink overflowed.”
|             |                                                                            | “The sink overflowed **because** he didn’t turn off the tap.”                                             |
| TIME        | after, afterward, before, while                                              | 1. “He went grocery shopping to buy ingredients.”
|             |                                                                            | 2. “He baked a cake.”
|             |                                                                            | “**After** going grocery shopping to buy ingredients, he baked a cake.”                                     |
Directions:

1. Independently read through Proof Paragraph 1 (the second paragraph).
2. With your group members, look closely again at Proof Paragraph 1 to identify and code each linking word you find.
3. Repeat Steps 1 and 2 for Proof Paragraph 2 (the third paragraph) and the Conclusion (last paragraph).
4. After you have completed Steps 1–3, discuss with group members:
   * “How did the author of the model essay use linking words to show the relationships between ideas?”
   * “How does the use of linking words enhance the readability or flow of the essay?”
Effects of television.
In many countries, television ranks as a major influence on life. It affects the way people spend their time and what and how they learn.

Effects on leisure time.
Throughout the industrialized world, watching television is one of the most time-consuming leisure activities among adults. Some critics say that television viewing takes time away from other activities, such as reading, conversation, social gatherings, and exercise.

Effects on learning and perception.
Television can contribute greatly to what viewers learn. It may benefit people by widening their experience. On the other hand, TV also may contribute to harmful impressions of the world.

Enriched experience.
No communication system has ever provided so many people with as wide a range of new experiences as television has. Without leaving their homes, TV viewers can watch government officials perform important functions. They can see how people in far-off lands look and live. Television takes viewers to deserts, jungles, and the ocean floor. A TV viewer can see how a famous actor performs the role of Hamlet, and how top comedians draw laughter. Television gives its viewers a glimpse of real-life tragedy, such as when it covers the victims of war, natural disasters, and poverty. It also captures moments of great triumph, such as when astronauts first set foot on the moon.
Harmful impressions.
Many social scientists believe that people will likely form false impressions from watching a great deal of television. One of these impressions is that many people are better off than they are. Another is that the world is an unfriendly place, filled with untrustworthy people and risky circumstances.

Television programs often show people leading more glamorous lives and owning more material goods than most viewers. In addition, TV commercials constantly urge viewers to buy things. Many sociologists believe that as a result, the material expectations of TV viewers are raised, sometimes to an unrealistic level.

Some social scientists claim that television violence encourages some viewers to believe the world is a more violent place than it actually is. As a result, some people may become overly suspicious and fearful of others. But other scholars point out that storytelling throughout history has often featured tales of struggle, violence, and revenge.
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

Long-Term Learning Targets:
I can explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text. (RI.5.3)

I can write informative/explanatory texts to examine a topic and convey ideas and information clearly. (W.5.2)

a. I can introduce a topic clearly, provide a general observation and focus, and group related information logically.

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)

Directions
• Read the article “Television.”
• Consider the gist of the article. What is it mostly about?
• Skim the assessment questions below.
• Reread the text in chunks to help you think about the answers to the assessment questions.
• Answer short-response questions in complete sentences.
• Be sure to cite evidence from the text to support your thinking.

1. In the second paragraph, the author states, “….watching television is one of the most time-consuming leisure activities among adults.”

Part A: What does the term time-consuming mean in this sentence?

A. Boring
B. Takes up a lot of time
C. Doesn’t last very long

Part B: Which of these sentences from the article helped you determine the meaning of this word?

A. “In many countries, television ranks as a major influence on life.”
B. “Some critics say that television viewing takes time away from other activities, such as reading, conversation, social gatherings, and exercise.”
C. “Television can contribute greatly to what viewers learn.”
2. Read the dictionary definitions for the word *material* below and determine which is the correct definition based on how the word is used in the sixth paragraph of the article: “Television programs often show people leading more glamorous lives and owning more *material* goods than most viewers.”

A. *material (adj)*: very important
B. *material (adj)*: describing things that people buy
C. *material (n)*: something used to make other things

3. In the sixth paragraph, the author states, “the material expectations of TV viewers are raised, sometimes to an *unrealistic* level.”

Part A. Write a definition for the word *unrealistic*, on the line below.

**Part B.** What part(s) of the word *unrealistic* helped you determine the meaning of Part A? Explain.

4. According to the article, how has television improved people’s lives?

A. Television gives people something to do in their free time.
B. Television contributes to what people are able to learn.
C. Television makes people think they are better off than they actually are.
D. Television encourages people to buy more material goods.
5. Planning for the on-demand essay: *Why* Philo Farnsworth invented television, and how it changed people’s lives

Review each of the sentences below, then determine which part of the introductory paragraph about Philo Farnsworth’s invention of TV each sentence is, and label it on the line next to each sentence. Use the codes below (in **bold**) to label each of the five sentences:

**I/BGK** - introduction/background knowledge (context) sentence

**I/AG** - introduction/attention-getter sentence

**T** - thesis sentence

**Pts** - points 1 and 2 sentence

______ Television has been one of the greatest inventions of the 20th century!

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

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

______ In the early 1900s, many inventors were trying to develop some form of television.

______ The invention of television has had a tremendous impact on the way we live.
2. Read the dictionary definitions for the word *material* below and determine which is the correct definition based on how the word is used in the sixth paragraph of the article: “Television programs often show people leading more glamorous lives and owning more *material* goods than most viewers.”

A. *material* (adj): very important  
B. *material* (adj): describing things that people buy  
C. *material* (n): something used to make other things

3. In the sixth paragraph, the author states, “the material expectations of TV viewers are raised, sometimes to an *unrealistic* level.”

Part A. Write a definition for the word *unrealistic*, on the line below.  
**Not able to see things how they really are; not seeing what is real.**

Part B. What part(s) of the word *unrealistic* helped you determine the meaning of Part A? Explain.  
**Un- means not, so unreal means not real/unrealistic means not seeing the reality/not seeing the way things really are.**

4. According to the article, how has television improved people’s lives?

A. Television gives people something to do in their free time.  
B. **Television contributes to what people are able to learn.**  
C. Television makes people think they are better off than they actually are.  
D. Television encourages people to buy more material goods.
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.
In the early 1900s, many inventors were trying to invent some form of television.

Television has been one of the greatest inventions of the 20th 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

<table>
<thead>
<tr>
<th>Evidence and reasons that support Point 1</th>
<th>Evidence and reasons that support Point 2</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### Informational Essay Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CONTENT AND ANALYSIS:</strong> the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts</td>
<td><em>clearly introduce a topic in a manner that follows logically from the task and purpose</em></td>
<td><em>clearly introduce a topic in a manner that follows from the task and purpose</em></td>
<td><em>introduce a topic in a manner that follows generally from the task and purpose</em></td>
<td><em>Introduce a topic in a manner that does not logically follow from the task and purpose</em></td>
<td><em>demonstrate a lack of comprehension of the text(s) or task</em></td>
</tr>
<tr>
<td><em>demonstrate insightful comprehension and analysis of the text(s)</em></td>
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</tr>
<tr>
<td><strong>COMMAND OF EVIDENCE:</strong> the extent to which the essay presents evidence from the provided texts to support analysis and reflection</td>
<td><em>develop the focus with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</em></td>
<td><em>develop the focus with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</em></td>
<td><em>partially develop the focus of the essay with the use of some textual evidence, some of which may be irrelevant</em></td>
<td><em>demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant</em></td>
<td><em>provide no evidence or provide evidence that is completely irrelevant</em></td>
</tr>
<tr>
<td><em>sustain the use of varied, relevant evidence</em></td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><em>sustain the use of relevant evidence, with some lack of variety</em></td>
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<tr>
<td><em>use relevant evidence inconsistently</em></td>
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</tbody>
</table>
### Informational Essay Rubric

<table>
<thead>
<tr>
<th>Criteria</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
<th>0</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>COHERENCE, ORGANIZATION, AND STYLE:</strong> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</td>
<td></td>
<td>__exhibit clear, purposeful organization/exhibit use of all parts of the Painted Essay structure</td>
<td>__exhibit clear organization</td>
<td>__exhibit some attempt at organization</td>
<td>__exhibit little attempt at organization, or attempts to organize are irrelevant to the task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__skillfully link ideas using grade-appropriate words and phrases</td>
<td>__link ideas using grade-appropriate words and phrases</td>
<td>__inconsistently link ideas using words and phrases</td>
<td>__lack the use of linking words and phrases</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary</td>
<td>__use grade-appropriate, precise language and domain-specific vocabulary</td>
<td>__inconsistently use appropriate language and domain-specific vocabulary</td>
<td>__use language that is imprecise or inappropriate for the text(s) and task</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__provide a concluding statement that follows clearly from the focus and points presented</td>
<td>__provide a concluding statement that follows generally from the focus and points presented</td>
<td>__provide a concluding statement that is illogical or unrelated to the topic and information presented</td>
<td>__do not provide a concluding statement</td>
</tr>
<tr>
<td><strong>CONTROL OF CONVENTIONS:</strong> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</td>
<td></td>
<td>__demonstrate grade-appropriate command of conventions, with few errors</td>
<td>__demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</td>
<td>__demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
<td>__demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</td>
</tr>
<tr>
<td></td>
<td></td>
<td>__demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
<td>__demonstrate emerging command of conventions, with some errors that may hinder comprehension</td>
<td>__demonstrate missing conventions, with frequent errors that hinder comprehension</td>
<td>—are minimal, making assessment of conventions unreliable</td>
</tr>
</tbody>
</table>

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

1. The target in my own words is:

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:

   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
   __________________________
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:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________

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:

________________________________________________________________________
________________________________________________________________________
________________________________________________________________________
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:

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________

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:

   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
   _______________________________________________________________
Learning Resources
CoSer 501
Educational Media

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