

BEING A READER™

SECOND EDITION

UNIT 4 ASSESSMENTS (A) CONTENTS

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Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 2			
▪ Are the students able to identify important events in the story?			
▪ Are they giving evidence from the text to explain their thinking?			
Other observations:			
Word Study, Day 1			
▪ Were the students able to determine which homophone to use in each sentence?			
▪ Were they able to explain their thinking?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are identifying important events and using evidence from the text to discuss the story, proceed with the lesson.
- If **about half of the students** or **only a few students** are identifying important events and using evidence from the text to discuss the story, signal for the students' attention and reread sections of the book aloud. After each section, ask questions such as:

Q *What happened in the part of the book you just heard?*

Q *In this part of the story, [Lonnie Johnson quit his job]. Why might that be an important event?*

WORD STUDY

- If many students are struggling, you may wish to repeat the activity in Day 1, Step 2 by creating different sentences using the same homophone pairs.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 5			
▪ Are the students able to identify traits of the subjects of their biographies?			
▪ Are they able to identify important events in their subjects' lives?			
▪ Are they able to identify settings for their biographies?			
Other observations:			
Word Study, Day 5			
▪ Are the students able to explain the motivations for their inventions?			
▪ Do they understand the meaning of the word <i>motivation</i> ?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are able to identify traits of their subjects, important events, and settings for their biographies, proceed with the lesson.
- If **about half of the students** or **only a few students** are able to identify traits of their subjects, important events, and settings for their biographies, provide students with additional support by teaching the extension “Conduct an Interview for a Biography” at the end of the Day 5 lesson.

WORD STUDY

- If many students are struggling, you may wish to ask the students questions about their inventions to prompt and guide their thinking, such as:

- Q *Why do you want to create this invention?*
- Q *What problem will your invention solve?*
- Q *Why might someone need to use this invention?*
- Q *Who will this invention help? How will it help them?*

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 4			
Are the students able to synthesize by identifying similarities and differences between two of the innovators they have studied?			
Are they giving evidence from the texts to explain their thinking?			
Other observations:			
Word Study, Day 4			
Do the students understand the meanings of the adjectives?			
Do they generate words that are related to the adjectives?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are able to identify similarities and differences between the two innovators, proceed with the lesson.
- If **about half of the students** or **only a few students** are able to synthesize, you might signal for the students' attention and follow up by asking questions such as:

Q *Does what you learned about Lonnie Johnson remind you of something you learned about another innovator? Which one? How is the information in those two books the same?*

Q *How are the two innovators different? What in the texts makes you think that?*

WORD STUDY

- If many students are struggling, you may wish to complete the activity as a class.

Ask yourself:	All or most students	About half of the students	Only a few students
Reading, Day 2			
▪ Are the students identifying themes from the story?			
▪ Are they able to identify a lesson from the story?			
▪ Do the themes they identify indicate that they are making sense of the story?			
Other observations:			
Word Study, Day 2			
▪ Were the students able to place the words in the correct categories?			
▪ Did their explanations make sense?			
Other observations:			

(continues)

Suggestions for Supporting Students

READING

- If **all or most students** are demonstrating evidence that they are able to identify a relevant theme from the text, proceed with the lesson.
- If **about half of the students** are able to identify a relevant theme in the text, signal for the students' attention and reread sections of the book aloud (for example, pages 10, 14, and 24-25). After reading each page, ask questions such as:
 - Q *What message or lesson do you think the author of this story wanted you to think about?*
 - Q *What do you think the author wants the reader to know about [being persistent]?*
- If **only a few students** are able to identify a relevant theme in the text, you might give the class more practice using the Unit 4 reteaching text before starting Unit 5.

WORD STUDY

- If many students are struggling, you may wish to create additional groups of words with the roots and repeat the activity as a class.

Conference Record 4 ■ Unit 4

Student's name: _____ Date: _____

Text title: _____ Text level: _____ Leveling system: _____

1. Check In About the Student's Goals and Activity	Notes							
Have the student open to the "Reading Journal" section of their Student Response Book and read aloud their goals. Ask: ▪ <i>Do you think these are still the right goals for you? Why?</i> If necessary, agree on new goals and have the student record them. Have the student tell you about the activity they did and show you what they recorded in their reading journal. Jot the student's words and phrases and your own thinking. 2. Listen to the Student Read Aloud Ask: ▪ <i>What are you reading right now?</i> ▪ <i>Why did you choose this book?</i> ▪ <i>What has happened in the book since the last time we talked about it?</i> Have the student read aloud a few pages from where they currently are in the book. As the student reads, note your observations. Does the student: <table border="0"> <tr> <td> ▪ Attend to meaning? ▪ Read fluently? ▪ Pause and reread if having difficulty? ▪ Read most words accurately? ▪ Try to make sense of unfamiliar language? </td> <td> Yes <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table> </td> </tr> </table>	▪ Attend to meaning? ▪ Read fluently? ▪ Pause and reread if having difficulty? ▪ Read most words accurately? ▪ Try to make sense of unfamiliar language?	Yes <table border="1"> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> <tr><td> </td></tr> </table>						
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3. Explore the Student's Thinking

Ask:

- *What are you thinking about this book?*

Listen for the most interesting thing the student says, ask probing questions, and jot words and phrases they use. Repeat back to the student the thinking they are doing that seems most interesting or new. Ask them if you understand their thinking correctly. Then ask:

- *What is another place in your book where [you found yourself thinking . . .]?*

As the student shares, listen for the most interesting thing they say, and ask probing questions to encourage them to expand on their thoughts. Jot down words and phrases they use. As the student responds, consider what reading strategies or behaviors they are using or beginning to use. Tell the student what they are doing in language that can be applied to other texts.

4. Determine an Activity and Practice It

Suggest an activity that will help the student build on the reading strategy or behavior you noticed in Step 3. Give the student a chance to respond.

Have the student practice the activity in the part of the book they have read. If necessary, model the activity using an example from a familiar read-aloud text.

Together determine how many times the student will do the activity before their next conference. Explain how they will document and reflect on the activity. Have them repeat the activity back to you.

5. Wrap Up the Conference

Have the student write the activity on the "My Reading Goals" page in the "Reading Journal" section of their *Student Response Book*, below their previous activity. Remind the student how this activity will help them with their goals.

Notes

(continues)

6. Conference Summary

Ask yourself:

- What more did I learn about this reader?

- What am I wondering about this reader now?

- Possible next steps are . . .

If in Step 2 you noticed the student struggling to read and/or comprehend the text and the student decided to keep reading it, plan to check in with them in the next day or two. Before then, revisit the observations you made during the retelling and oral reading, and determine what barriers to comprehension the student might be experiencing. At your next check-in, decide whether to help the student continue reading this book with added support or to help them find a different book. For additional support see “Suggestions for Supporting Readers” in the Assessment section of the *Implementation Handbook*.

Completing the Word Study Assessment

As you teach the Word Study lessons, a Word Study Assessment Note will alert you when an assessment is suggested.

PREPARING FOR THE ASSESSMENT

- ✓ Print “Word Study Student Record 3” from the Learning Portal or copy it from page 239, or access the assessment on ClassView Pro. Make one copy for each student you plan to assess and an additional copy to show the students.
- ✓ Print “Word Study Assessment Class Record 3” from the Learning Portal or copy it from page 242.
- ✓ You might choose to conduct the assessment in a small-group format for your English Language Learners so that you are able to read the words aloud to the students in Part 1 of the assessment. Prepare an area and time for this to take place.
- ✓ You may want to cover the affix charts you have created when conducting Part 2.

CONDUCTING THE ASSESSMENT

1. Distribute “Word Study Student Record 3” to each student.
2. Show “Word Study Student Record 3” and direct the students’ attention to Part 1. Tell the students that they will think more about the word parts they have learned using “Which Word Am I?” Explain that the students will hear clues about a word and that they will circle the word that fits the clues. Explain that now you will read the clues for number 1 aloud and the students will circle the word that fits the clues on their own. Ask the students to follow along as you read the clues for number 1 aloud twice, slowly and clearly (do not read the answer choices aloud). Give the students time to read the answer choices and circle their answers. Follow the same procedure for the remaining items.
3. Direct the students’ attention to Part 2 of the record. Tell the students that they will spell several words with word parts they have been learning. Explain that they will listen for the word they will spell and then write the whole word on the line next to the number. Remind them to use what they know about syllables to spell the words. Use the following procedure for each word:

1. **autopilot** “The conductor used autopilot to control the train.”

Tell the students that the first word they will spell is *autopilot*. Say *autopilot*. Use *autopilot* in a sentence. Have the students say *autopilot*. Remind the students that you would like them to think about the answers to the spelling questions silently to themselves. Then ask:

Q How many syllables are in *autopilot*? What are they?

(continues)

Word Study Assessment ■ Unit 4 (continued)

Q What is the first syllable in *autopilot*? Write that syllable.

Have the students write the first syllable on the line. Then ask:

Q What is the second syllable in *autopilot*? Write that syllable.

Have the students write the second syllable next to the first syllable. Then ask:

Q What is the third syllable in *autopilot*? Write that syllable.

Have the students write the third syllable next to the second syllable. Then ask:

Q What is the fourth syllable in *autopilot*? Write that syllable.

Have the students write the fourth syllable next to the third syllable to complete the word.

Use the same procedure to have the students write *biome*, *emotion*, *fictional*, *heroic*, *biography*, *automate*, *motivate*, *poetic*, and *musical*.

2. **biome** "The desert biome receives little rainfall each year."
3. **emotion** "Hana was filled with emotion when she realized her family planned a surprise party for her."
4. **fictional** "*Alice in Wonderland* is a fictional tale."
5. **heroic** "The soldier was awarded a medal for her heroic actions."
6. **biography** "We read a biography about the famous musician Jimi Hendrix."
7. **automate** "They decided to automate their tasks using an online system."
8. **motivate** "Sometimes my sister has to motivate me to exercise."
9. **poetic** "Their speech was poetic and pleasing to listen to."
10. **musical** "Raahil gets his musical talent from his parents."

INTERPRETING THE ASSESSMENT RESULTS

After the assessment, review the students' responses and analyze their ability to use word-part clues to determine the meanings of words and their ability to spell words by syllables. Indicate errors on "Word Study Student Record 3." Transfer the results from the students' record sheets to "Word Study Assessment Class Record 3." You can use the compiled information to determine whether a student or group of students needs reteaching of certain word study strategies, such as how to use the meanings of word parts to help them read and understand a word or how to spell words with affixes and roots. You may wish to refer back to a student's assessment record and analyze the student's errors to guide reteaching and support.

Word Study Student Record 3 ■ Unit 4

Student's name: _____ Date: _____

Part 1: Which Word Am I?

Listen to the clues. Then circle the word that fits the clues.

1. This word has a suffix that means "relating to" and shows the word is an adjective. It has three syllables. A synonym for this word is *enormous*.

a. little	b. gigantic	c. emotional
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2. This word has a root that means "life." It is a noun. It means "many different kinds of plants and animals living in an environment."

a. biodiversity	b. portable	c. biologist
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3. This word has a root that means "writing" or "drawing." It has a prefix that means "self." When you write your signature on something, you do this.

a. autograph	b. biography	c. audiobook
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4. This word is a noun. It has a root that means "move." This names a vehicle with two wheels that is powered by a motor.

a. snowmobile	b. immobile	c. motorcycle
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5. This word has two roots. It has a prefix that means "self." This word is a text about a real person's life written by that person.

a. biodegrade	b. autobiography	c. autograph
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6. This word is an adjective. It has a suffix that means "relating to." Examples of this type of communication include writing, singing, and speaking.

a. heroic	b. verbal	c. mobile
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7. This word has a root that means "move." It has a prefix that means "self." A synonym for this word is *car*.

a. automobile	b. motorcyclist	c. autofocus
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Word Study Student Record 3 ■ Unit 4 (continued)

Student's name: _____ Date: _____

8. This word is a verb. It has a root that means "move." An antonym for this word is *promote*.

- a. fictional b. motivate c. demote

9. This word has a suffix that means "relating to." It is an adjective. This word describes animals such as whales, dolphins, and sharks.

- a. oceanic b. music c. adapt

10. This word has five syllables. It is an adjective. A synonym for the base word is *teach*.

- a. poetic b. educational c. biodegraded

Selected the correct word: _____/10

(continues)

Word Study Student Record 3 ■ Unit 4 *(continued)*

Student's name: _____ Date: _____

Part 2: Spelling

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

7. _____

8. _____

9. _____

10. _____

Spelled correctly: _____/10

Part 1: Which Word Am I?

Item Number and Answer	STUDENT NAMES											
1 gigantic												
2 biodiversity												
3 autograph												
4 motorcycle												
5 autobiography												
6 verbal												
7 automobile												
8 demote												
9 oceanic												
10 educational												

(continues)

Part 2: Spelling

Item Number and Answer	STUDENT NAMES													
1 autopilot														
2 biome														
3 emotion														
4 fictional														
5 heroic														
6 biography														
7 automate														
8 motivate														
9 poetic														
10 musical														

Completing the Student Progress Assessment

Before starting the next unit, take this opportunity to review the students' work and evaluate their progress. The Student Progress Assessment for Unit 4 includes a section for this unit's Reading and Word Study instruction and a summary section. Locate "Student Progress Assessment Record 3" and prepare to complete one for each student. In addition to the items listed in each section below and on the next page, collect this unit's Class Assessment Records to refer to when completing the assessment. You might also refer to the Unit 4 scope and sequence located in the Planning Resources section of the *Implementation Handbook*.

COMPLETING SECTION 1: READING

Section 1 of the Student Progress Assessment assesses the students' use of reading strategies, their comprehension of texts read independently, and their work and progress in small-group reading and student-led book clubs (if applicable). There are two parts to this section:

- Part A helps you to assess whether a student is able to use a reading strategy when prompted to in a lesson.
- Part B helps you to assess a student's overall comprehension of self-selected texts read during IDR and assigned texts during small-group reading or student-led book clubs (if applicable), as well as their attitude toward reading. The assessment will also help you to identify reading skills in which students might need additional instruction or practice (for example, comprehension or word-analysis strategies).

Follow these steps to complete this section:

1. Collect the following:
 - *Student Response Book* from each student (pages 40, 71, 85, 48, and 92)
 - the completed "Conference Record 4" for each student
 - if applicable, data acquired during small-group reading instruction or student-led book clubs such as a Group Assessment Record, response journals, and other anecdotal notes
2. Familiarize yourself with the rubrics in Parts A and B on "Student Progress Assessment Record 3."
3. Complete Part A. Read the student responses from the unit's *Student Response Book* activities and then circle the score in the rubric that best indicates the degree to which the student meets the expectation for each activity.
4. Complete Part B. Think about the student's participation during class discussions and IDR time by reviewing the student's "Conference Record 4" and any observations

(continues)

Student Progress Assessment ■ Unit 4 (continued)

recorded in the Reading section of this unit's Class Assessment Records. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each reading behavior. If the target behavior has not been observed or taught yet, place a checkmark in the "Not evident" column.

5. Calculate the scores for each part using the formulas provided.

COMPLETING SECTION 2: WORD STUDY

Section 2 of the Student Progress Assessment will help you evaluate whether individual students may need additional support with certain word study strategies such as using word-part clues to determine the meaning of words and spelling words by syllables. Follow these steps to complete this section:

1. Collect the following:
 - *Word Study Notebook* for each student
 - two to three representative writing samples for each student from their independent writing
2. Review any observations documented in the Word Study section of this unit's Class Assessment Records and any additional observations you made during the lessons.
3. Complete Part A. Review the student's Word Study Assessment. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each target.
4. Complete Part B. Review the student's responses from the unit's *Word Study Notebook* activities and look for evidence of the instruction in the student's writing samples. Circle the score in the rubric that best indicates the degree to which the student meets the expectation for each target.
5. Calculate the score for the section using the formula provided.

COMPLETING SECTION 3: SUMMARY

The summary provides an overall picture of the student's progress with the instruction in a unit and can be referenced when preparing report cards or when communicating with parents or guardians about their child's progress. Follow these steps to complete the summary:

1. Record the scores for Sections 1 and 2. Note that the formula for generating the overall Reading score for Section 1 gives equal weight to strategy use (Part A) and independent reading (Part B). You might wish to adapt the formula to align with your school's or district's grading system.
2. If applicable, review the student's progress in small-group reading lessons or student-led book clubs.
3. Use the reflection questions to help you determine next steps for the student's Reading and Word Study instruction.

Student Progress Assessment Record 3 ■ Unit 4

Student's name: _____ Date: _____

Section 1: Reading

PART A: STRATEGY USE

3 = Meets expectations for target (demonstrates understanding and can perform the target with no or minimal assistance)

2 = Partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)

1 = Does not meet expectations for target (does not demonstrate understanding or cannot perform functions of the target, even with assistance)

	Meets expectations	Partially meets expectations	Does not meet expectations
"Double-Entry Journal About My Independent Reading Book" The student is able to identify one or more places in their texts where they made an inference. They can explain the inference they made and identify words and phrases in the text that helped them make the inference.	3	2	1
"A Theme in <i>Planting Stories</i>" The student is able to identify and write about a theme from the story. They include evidence from the story to explain why they think it is a theme.	3	2	1
"My Thinking About Innovators" The student is able to write about ways that two innovators they have learned about are the same and different. They include evidence from the texts to support their thinking.	3	2	1

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Student Progress Assessment Record 3 ■ Unit 4 (continued)

Student’s name: _____ Date: _____

	Meets expectations	Partially meets expectations	Does not meet expectations
“Writing About Reading Strategies” The student is able to write about a reading strategy they used and how using the strategy helped them better understand something about the text.	3	2	1
“My Biography Outline 1” The student wrote information about the subject of their biography that indicates that they understand the elements of a biography.	3	2	1
Subtotals			

Part A score (sum of subtotals/number of items scored): _____

(continues)

Student Progress Assessment Record 3 ■ Unit 4 (continued)

Student's name: _____ Date: _____

PART B: INDEPENDENT READING

Not evident = Behavior cannot be evaluated because it was not demonstrated or developmentally appropriate

3 = Meets expectations for target (demonstrates understanding and can perform the target with no or minimal assistance)

2 = Partially meets expectations for target (demonstrates partial understanding or can perform portions of the target with assistance)

1 = Does not meet expectations for target (does not demonstrate understanding or cannot perform functions of the target, even with assistance)

	Not evident	Meets expectations	Partially meets expectations	Does not meet expectations
The student attends to meaning when reading.		3	2	1
The student reads fluently.		3	2	1
The student pauses and rereads if having difficulty.		3	2	1
The student reads most words accurately.		3	2	1
The student tries to make sense of unfamiliar language when reading.		3	2	1
The student demonstrates that they comprehend the text by explaining what they think about it and answering probing questions, if necessary.		3	2	1
Subtotals				

Part B score (sum of subtotals/number of items scored): _____

(continues)

Student's name: _____ Date: _____

Section 2: Word Study

PART A: WORD STUDY ASSESSMENT

- 3 = Meets expectations for target (identifies/spells 8-10 words correctly)
2 = Partially meets expectations for target (identifies/spells 5-7 words correctly)
1 = Does not meet expectations for target (identifies/spells 4 or fewer words correctly)

	Meets expectations	Partially meets expectations	Does not meet expectations
The student demonstrates the ability to use word-part clues to get an idea of words' meanings.	3	2	1
The student is able to identify syllables in words.	3	2	1
The student is able to use word parts to spell words.	3	2	1
Subtotals			

Part A score (sum of subtotals/number of items scored): _____

(continues)

Student Progress Assessment Record 3 ■ Unit 4 *(continued)*

Student's name: _____ Date: _____

PART B: INDEPENDENT APPLICATION

3 = Meets expectations for application (consistent use of the concept in independent reading and writing)

2 = Partially meets expectations for application (some evidence of using the concept in independent reading and writing)

1 = Does not meet expectations for application (no evidence of using the concept in independent reading and writing)

	Meets expectations	Partially meets expectations	Does not meet expectations
The student demonstrates an understanding of word-part meanings (affixes, roots, base words) when prompted in lessons.	3	2	1
The student applies the concepts taught in their independent reading and writing.	3	2	1
The student is able to identify words that use the root <i>mot/mob</i> .	3	2	1
Subtotals			

Part B score (sum of subtotals/number of items scored): _____

(continues)

Student’s name: _____ Date: _____

Section 3: Summary

READING

Part A score: _____

Part B score: _____

Overall Reading score: _____ (Part A score + Part B score) /2

If applicable, record the student’s progress through the small-group reading lessons or student-led book clubs.

Instructional Focus	Titles of Texts Taught

Reflection

- In what ways is the student demonstrating independence when discussing and writing about texts (for example, generating, sharing, and supporting their own ideas about texts with limited or no prompting)?

Next Steps*

* For additional support, see “MTSS Guidance” found on the Learning Portal and “Suggestions for Supporting Readers” in the Assessment section of the *Implementation Handbook*.

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Student Progress Assessment Record 3 ■ Unit 4 *(continued)*

Student's name: _____ Date: _____

WORD STUDY

Part A score: _____

Part B score: _____

Overall Word Study score: _____ (Part A score + Part B score) / 2

Reflection

- What do you notice about how the Word Study instruction from this unit is informing the student's reading and spelling progress?

Next Steps*

* For additional support, see the Word Study section in this unit's Class Assessment Records.

Grading Support ■ Unit 4

In this unit, the students have the opportunity to produce the following written artifacts. You may use these artifacts as additional data points to determine grades for reporting purposes.

Strand	Title	Lesson
Reading	"A Theme in <i>Whoosh!</i> "	Week 1, Day 2
	"Author's Purpose in <i>Whoosh!</i> "	Week 1, Day 2, extension
	"What Motivated Lonnie Johnson?"	Week 1, Day 3
	"Double-Entry Journal About My Independent Reading Book"*	Week 1, Day 4
	"Inferences from <i>Whoosh!</i> "	Week 1, Day 4, extension
	"Stop and Ask Questions About <i>Planting Stories</i> "	Week 2, Day 1
	"Notes About Pura Belpré"	Week 2, Day 2
	"First- and Secondhand Accounts of Pura Belpré's Life"	Week 2, Day 2, extension
	"A Theme in <i>Planting Stories</i> "*	Week 2, Day 3
	"Notes About _____"	Week 2, Day 5
	"Interview with _____"	Week 2, Day 5, extension
	Reading Journal entry	Week 2, Day 5, extension
	"A Written Conversation About <i>The Fantastic Undersea Life of Jacques Cousteau</i> "	Week 3, Day 1
	"Notes About Jacques Cousteau"	Week 3, Day 2
	"Write About a Quote in <i>The Fantastic Undersea Life of Jacques Cousteau</i> "	Week 3, Day 2, extension
	"Moving Mountains"	Week 3, Day 3
	"Notes About 'Moving Mountains' "	Week 3, Day 3
	"My Thinking About Innovators"*	Week 3, Day 4
	"Write About a Reading Strategy"*	Week 3, Day 5
	"A Written Conversation About A Computer Called Katherine Johnson"	Week 4, Day 1
	"Notes About Katherine Johnson"	Week 4, Day 2
	"A Written Conversation About Themes"	Week 4, Day 3
	"Ways Innovators Can Make a Difference in People's Lives"	Week 4, Day 3, extension
	"My Biography Outline 1"*	Week 4, Day 4
	"Notes About an Innovator"	Week 4, Day 4, extension
	"My Biography Outline 2"	Week 4, Day 4, extension

(continues)

Strand	Title	Lesson
Word Study	"My Invention"	Week 1, Day 5
	"Spelling Practice 8"	Week 2, Day 1
	"Word Web for the Root <i>mot/mob</i> "**	Week 2, Day 4
	"My Motivation"	Week 2, Day 5
	"Spelling Practice 9"	Week 3, Day 1
	"Suffixes -ic and -al"	Week 3, Day 3
	"What Does It Describe 1?"	Week 3, Day 4
	"My Sentences 1"	Week 3, Day 4
	"Spelling Practice 10"	Week 4, Day 1
	"Connected by Roots 1"	Week 4, Day 2
	"Word Study Student Record 3"**	Week 4, Day 5

* Scored in Student Progress Assessment Section 1: Reading, Part A.

** Scored in Student Progress Assessment Section 2: Word Study.