



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 2A: Unit 1: Lesson 9**

**End of Unit 1 Assessment:** Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity



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**End of Unit 1 Assessment:**

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

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

- I can explain what a text says using quotes from the text. (RI.5.1)
- I can determine the main idea(s) of an informational text based on key details. (RI.5.2)
- I can determine the meaning of academic words or phrases in an informational text. (RI.5.4)
- I can determine the meaning of content words or phrases in an informational text. (RI.5.4)
- I can compare and contrast the organizational structure of different informational texts. (RI.5.5)
- I can use a variety of sources to develop an understanding of a topic. (RI.5.9)
- I can write an opinion piece and identify reasons to support my opinion. (W.5.1)

**Supporting Learning Targets**

- I can determine the main ideas in informational texts about rainforests of the Western Hemisphere.
- I can compare and contrast the features of different informational texts about rainforests.
- I can express my opinion about types of informational texts in writing.
- I can use details to support my opinion.
- I can reflect on my learning about informational texts and the rainforests.

**Ongoing Assessment**

- End of Unit 1 Assessment
- Tracking My Progress, End of Unit 1 recording form



**End of Unit 1 Assessment:**

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Agenda	Teaching Notes
<p>1. <b>Opening</b> A. Review Learning Targets (5 minutes)</p> <p>2. <b>Work Time</b> A. End-of-Unit 1 Assessment: Analyzing Part 2 of an Interview with a Rainforest Scientist and Comparing and Contrasting Texts About Rainforest Biodiversity (40 minutes) B. End of Unit 1 Tracking My Progress: Reflecting on Learning (10 minutes)</p> <p>3. <b>Closing and Assessment</b> A. Exit Ticket (5 minutes)</p> <p>4. <b>Homework</b></p>	<ul style="list-style-type: none"><li>• In advance: Review the End-of-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity (see supporting materials).</li><li>• Review the text, excerpts from “Live Online Interview with Eve Nilson,” in Supporting Materials.</li><li>• The End-of-Unit 1 Assessment is “open book.” Students may use all of their texts, notes, and other written resources, but they must work independently.</li><li>• In this lesson, students formally self-reflect on learning targets for the second time.</li><li>• Use the 2-Point Rubric: Writing from Sources/Short Response (see Supporting Materials) to score students responses on their assessments.</li></ul>



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Lesson Vocabulary	Materials
biodiversity, express, opinion, details, support	<ul style="list-style-type: none"><li>• Assessment Text: “Live Online Interview with Eve Nilson” (one per student)</li><li>• End of Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 (one per student)</li><li>• End of Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 (Answers for Teacher Reference)</li><li>• Tracking My Progress, End of Unit 1 recording form (one per student)</li><li>• Note card or sticky note</li><li>• Rainforest KWL anchor chart (from Lesson 1)</li><li>• 2-Point Rubric: Writing from Sources/Short Response (for Teacher Reference; see Teaching Note above)</li></ul>



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Opening	Meeting Students' Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they are going to take the end of unit assessment so they can show all they have learned about rainforests of the Western Hemisphere; what they know about how scientists communicate their research; and the different types of informational texts that helped them learn more about the rainforests.</li><li>• Read each of the learning targets aloud reminding students that they have been working on all of these targets throughout the unit. As targets are read aloud focus students' attention on the words <i>express</i>, <i>opinion</i>, <i>details</i>, and <i>support</i>. Ask students to share their suggestions for the meaning of these words, listening for ideas such as:<ul style="list-style-type: none"><li>* <i>express</i>—share ideas through writing</li><li>* <i>opinion</i>—what I think; my own feelings about something</li><li>* <i>details</i>—specific ideas; supporting facts/information</li><li>* <i>support</i>—use details/information from sources to justify/explain thinking</li></ul></li></ul>	<ul style="list-style-type: none"><li>• All students developing academic language will benefit from direct instruction of academic vocabulary.</li></ul>



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Work Time	Meeting Students' Needs
<ul style="list-style-type: none"><li>• A. End-of-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity (40 minutes)</li><li>• Explain to students that today they will read excerpts from the second part of the “Live Online Interview with Eve Nilson.” Then they will respond to some questions about this text, as well as the other informational texts they have read/viewed throughout this unit.</li><li>• Tell students that this is an “open book” assessment, which means they may use their resources but must work on their own. They may use their journal notes, other texts, and all anchor charts to support their responses to questions/prompts.</li><li>• Distribute the <b>Assessment Text: “Live Online Interview with Eve Nilson”</b> and the <b>End-of-Unit 1 Assessment: Analyzing an Interview with a Rainforest Scientist Part 2</b> to students.</li><li>• Answer any clarifying questions then ask students to begin.</li><li>• Give students 35 minutes to complete the assessment.</li><li>• Collect students’ assessments.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing smaller chunks of text and fewer questions for assessment (sometimes just a few sentences and questions) for ELLs and other students who struggle with reading and writing. Teachers can check in on students’ thinking as they write or speak about their text.</li><li>• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li></ul>



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Work Time (continued)	Meeting Students' Needs
<p><b>B. End of Unit 1 Tracking My Progress: Reflecting on Learning (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Introduce the learning targets: “I can determine the main ideas in informational texts about rainforests of the Western Hemisphere,” and “I can compare and contrast the features of different informational texts about rainforests.” Focus on the words <i>determine</i>, <i>compare</i>, <i>contrast</i>, and <i>features</i>. Ask students to recall the meaning of these terms, listening for students to share ideas like:               <ul style="list-style-type: none"> <li>* <i>determine</i>—decide; conclude</li> <li>* <i>compare</i>—identify similarities</li> <li>* <i>contrast</i>—identify differences</li> <li>* <i>features</i>—specific parts; elements; characteristics</li> </ul> </li> <li>• Distribute the <b>Tracking My Progress, End of Unit 1 recording form</b> to students. Remind students that they did a similar self-assessment a few lessons ago, and that they also have been reflecting on their progress toward the learning targets almost daily.</li> <li>• Read through the tracker and provide clarification as necessary for students. Ask students to independently complete their Tracking My Progress.</li> <li>• After several minutes, invite students to share their self-assessment of these targets, by referring to their End of Unit Tracking My Progress, with a partner. Invite several students to share aloud with the group.</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students who struggle with written language to dictate their reflections on learning targets to a partner or the teacher. This allows all students to be able to participate in a meaningful way.</li> </ul>



End of Unit 1 Assessment:

Analyzing an Interview with a Rainforest Scientist Part 2 and Comparing and Contrasting Texts About Rainforest Biodiversity

Closing and Assessment	Meeting Students' Needs
<p><b>A Exit Ticket (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute a <b>note card</b> or <b>sticky note</b> to each student. Pose the following question: "If you could meet one of the scientists we read about in our informational texts, what question about the rainforest would you want to talk with her/him about? Why?"</li> <li>Ask several students to share out their ideas, and then add all questions to the Rainforest KWL anchor chart (W column).</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>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Continue reading in your independent reading book for this unit at home.</li> </ul> <p><i>Note: Score students' assessments using the <b>2-Point Rubric: Writing from Sources/Short Response rubric</b> (see Supporting Materials). In Lesson 10, students participate in a Science Talk. To prepare, become familiar with the Science Talk protocol. Choose compelling student questions from the W of the class Rainforest KWL anchor chart and/or create a "provocative, open-ended question" to use for the Science Talk in Lesson 10. Some suggested questions/question types to use:</i></p> <p><i>"Why is biodiversity important?"</i></p> <p><i>"How are we dependent on rainforests/biodiversity?"</i></p> <p><i>"Why should we try to protect biodiversity?"</i></p> <p><i>"Why should we try to save endangered animals?"</i></p>	<ul style="list-style-type: none"> <li></li> </ul>



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# Grade 5: Module 2A: Unit 1: Lesson 9

## Supporting Materials



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Assessment Text:  
Live Online Interview with Eve Nilson

Below are excerpts from Part II of the original interview, reprinted by permission of Scholastic Inc.:

**Q: What made you move to the rain forest?**

Eve: I don't live in the rain forest, I just spent three months studying there. I'm returning this summer for three months. I plan to conduct studies in the rain forest after I graduate from college. The rain forest is so appealing to me. It's so pure and natural. I really like being where there isn't the noise of the city. I love all the animals in the forest. I want more than anything to protect the rain forest because it is undergoing such change and is in such danger.

**Q: Are you going to study frogs again next summer?**

Eve: No, I'll be studying brown capuchin monkeys. They are extremely intelligent monkeys. I saw some last summer. They are highly endangered. I feel it would be very important to do research of these monkeys. I'll be doing a census of how many monkeys are in certain areas. I'll study the effects hunters will have on these groups.

**Q: What do your friends think about your fascination with the rain forest? Do they really like science, too?**

Eve: Some of them think I'm a little weird, actually. They really respect that I am so passionate about something that is in such critical condition. It is so important to the world. It affects everything. The depletion of the rain forest is occurring so rapidly. It's important that we do something about it. They have actually asked me about how they can get involved in rain-forest research as well.

**Q: What kinds of dangers do rain forests face?**

Eve: The effects of global warming and logging, too much logging, and urbanization. Urbanization is when the cities encroach on the land that was original forest to make houses for the people. Six percent of the original forest remains and that's just for the Atlantic rain forest. That's why my study was important. Scientists wanted to determine if they could reforest the areas cut down. I was studying whether there were any new frog species that adapted to the land. The results of my study were that they could reforest without replacing any original species, because all were common to the pond site.

**Q: What did your family think about you going to the rain forest?**

Eve: My mother was extremely supportive. She actually feels there's more danger in California as a teenager than in the rain forest for me. I was pretty comfortable in nature, because I was raised in Alaska. It seemed really natural for me to be in the jungle. She was sure that I was with safe people. My mother wasn't there, but the scientists were very trustworthy.



**Assessment Text:**  
Live Online Interview with Eve Nilson

**Q: When did you first start taking an interest in our environment?**

Eve: I've always had an interest, because my mom is a whale biologist, and growing up in Alaska, I've always had an appreciation for nature. I'm just more comfortable in the wilderness. I've had this appreciation for nature ever since I was a young girl.

**Q: Did you see anything you did not expect?**

Eve: I came into a clearing one day and saw a lot of bullet holes in trees. There was litter everywhere. It really shocked me. It was traumatizing because I was walking through pristine forest, and then to come to this area where trash was thrown about like people didn't care about the forest. It was from the poachers who had been hunting the monkeys that we had been observing earlier that day.

**Q: What scientists do you most respect?**

Eve: I most respect Jane Goodall for her work. I really appreciate all the work she's done for the environment. I also respect my mother for the work she's done as a whale biologist. She has instilled this appreciation in me for animals and nature that I live by.

**Q: Are poachers dangerous? Why do they poach?**

Eve: I was actually afraid of poachers when I was walking alone at night, because I was afraid they would mistake me for an animal and shoot me. One of the rangers, who took hikes with me and became my friend, used to be a poacher. I asked him why. He said because he was very poor and he was doing it to feed his family. Some of them kill to eat them and use all the parts. But there are also some that just do it for the sport and that's shocking to me.

**Q: Has your brother or any family members ever gone on any of these trips with you?**

Eve: My brother grew up in Alaska with me studying whales. We both have this appreciation for nature. My mother came down to the rain forest in Brazil for a month and she also went some other places with me. We went to the Amazon, Pantanal, where there are more species of flora and fauna than anywhere else in the world. Those places are also highly endangered. The area is undergoing great destruction. There's also another area of Brazil that needs focus. My brother is 18. He's a musician, so this summer he's going to be performing in Macedonia. He plays all kinds of music: jazz, flamenco. He's a guitar player. Classical, blues, rock, everything.

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End of Unit 1 Assessment:  
Analyzing an Interview with a Rainforest Scientist, Part 2

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Name: .....

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Date: .....

**Directions:**

- Read the excerpts from Part 2 of the “Live Online Interview with Eve Nilson.”
- Consider the gist of the interview—what it is mostly about.
- Skim the assessment questions below.
- Reread the text in chunks. Think about the answers to the assessment questions.
- Answer the following questions in complete sentences.
- Be sure to cite evidence from the text to support your answers.

1. Part A:

What does the word *urbanization* mean as it is used in this interview?

- A. more trees are being planted
- B. buildings in cities are getting taller
- C. cities are expanding onto land that was once forest
- D. historical buildings in cities are being knocked down to build new ones

Part B:

Which of the phrases from the interview best helps the reader understand the meaning of *urbanization*?

- A. It is so important to the world.
- E. Urbanization is when the cities encroach on the land that was original forest to make houses for the people.
- F. Six percent of the original forest remains and that’s just for the Atlantic region.
- G. Scientists wanted to determine if they could reforest the areas cut down.

**End of Unit 1 Assessment:**  
Analyzing an Interview with a Rainforest Scientist, Part 2

2. Part A:

What is one of the main ideas of the interview with Eve Nilson?

- A. Rain forests have many species of plants and animals.
- B. Scientists are trying to reforest some areas of the rain forest.
- C. Poachers cause harm to the rain forests.
- D. Rain forests are being destroyed.

Part B:

Which sentence from the article best supports the answer to Part A?

- A. I want more than anything to protect the rain forest because it is undergoing such change and is in such danger.
- B. There was litter everywhere.
- C. The results of my study were that they could reforest without replacing any original species, because all were common to the pond site.
- D. Those places are also highly endangered.

3. According to the interview with Eve Nilson, in what ways are the plants and animals of the rain forest in danger? Quote evidence from the text in your answer.

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**End of Unit 1 Assessment:**  
Analyzing an Interview with a Rainforest Scientist, Part 2

4. According to the articles we have read and the video documentaries we have viewed, what is a definition of the word *biodiversity*?

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5. Write a paragraph that explains the three main informational texts read and analyzed during this unit: “Interview With Sloth Canopy Researcher: Bryson Voirin,” “Hawaii’s Endangered Happy Face Spider,” and the “Great Bear Rainforest Remote Camera Project,” about the rainforests of the Western Hemisphere.

**Make sure to include:**

The *type* of text each is;

The *features* in each type of text;

The *main idea* each scientist *communicated* about the rainforest.

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**End of Unit 1 Assessment:**

Analyzing an Interview with a Rainforest Scientist, Part 2

6. Which type of informational text helped you learn the most about rainforests of the Western Hemisphere? What specific *features* in the text helped you the most?

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**End of Unit 1 Assessment:**  
Analyzing an Interview with a Rainforest Scientist, Part 2  
(Answers for Teacher Reference)

1. Part A:

What does the word *urbanization* mean as it is used in this interview?

- A. more trees are being planted
- B. buildings in cities are getting taller
- C. cities are expanding onto land that was once forest**
- D. historical buildings in cities are being knocked down to build new ones

Part B:

Which of the phrases from the interview best helps the reader understand the meaning of *urbanization*?

- A. It is so important to the world.
- B. Urbanization is when the cities encroach on the land that was original forest to make houses for the people.**
- C. Six percent of the original forest remains and that's just for the Atlantic region.
- D. Scientists wanted to determine if they could reforest the areas cut down.

2. Part A:

- A. What is one of the main ideas of the interview with Eve Nilson?
- B. Rain forests have many species of plants and animals.
- C. Scientists are trying to reforest some areas of the rain forest.
- D. Poachers cause harm to the rain forests.
- E. Rain forests are being destroyed.**

End of Unit 1 Assessment:  
Analyzing an Interview with a Rainforest Scientist, Part 2  
(Answers for Teacher Reference)

Part B:

Which sentence from the article best supports the answer to Part A?

- A. I want more than anything to protect the rain forest because it is undergoing such change and is in such danger.
- B. There was litter everywhere.
- C. The results of my study were that they could reforest without replacing any original species, because all were common to the pond site.
- D. **Those places are also highly endangered.**

3. According to the interview with Eve Nilson, in what ways are the plants and animals of the rain forest in danger? Quote evidence from the text in your answer.

**Capuchin monkeys are highly endangered because they are hunted by poachers. The effects of global warming, logging and urbanization is causing the depletion of rainforest. Hunters shoot and leave bullet holes in trees, and they leave their litter everywhere after they hunt. Rain forests are undergoing great destruction.**

4. According to the articles we have read and the video documentaries we have viewed, what is a definition of the word *biodiversity*?

**Biodiversity means many (a lot of) different plants and animals in one area.**

5. Write a paragraph that explains the three main informational texts read and analyzed during this unit: “Interview With Sloth Canopy Researcher: Bryson Voirin,” “Hawaii’s Endangered Happy Face Spider,” and the “Great Bear Rainforest Remote Camera Project,” about the rainforests of the Western Hemisphere.

End of Unit 1 Assessment:  
Analyzing an Interview with a Rainforest Scientist, Part 2  
(Answers for Teacher Reference)

**Make sure to include:**

The *type* of text each is;

The *features* in each type of text;

The *main idea* each scientist *communicated* about the rainforest.

**Student answers will vary, but should include ideas like: Bryson Voirin was an *interview*, Happy Face Spider was an *article*, and Great Bear was a *video*. All informational texts have titles. Interviews share information by using questions and answers, captions, quotes, broken into chunks and sometimes have pictures. Articles have bold and italicized words and/or numbers and statistics, captions, sometimes have pictures, and are sometimes broken up into smaller parts. Videos have sound and recorded video images, a narrator, and live interviews with experts. The main idea of the interview was about Bryson Voirin studying sloths in the rainforest of Panama to discover why they move so slow. The main idea of the article was about the discovery of the happy face spider in Hawaii, how it has become endangered, and how it is used by conservationists to bring attention to disappearing species in Hawaii’s rainforests. The main idea of the Great Bear video was using new camera technology to study the animals of the Great Bear Rainforest more closely than ever before (or similar answers).**

6. Which type of informational text helped you learn the most about rainforests of the Western Hemisphere? What specific *features* in the text helped you the most?

**Student answers will vary; make sure each student names the interview, article or video, and specific features (e.g., bold print, question/answer, chunked text, italicized words, sound, visuals, etc.) of that text that helped him or her the most.**



Tracking My Progress, End of Unit 1

Learning Target: I can determine the main ideas in informational texts about rainforests of the Western Hemisphere.

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 1

Learning Target: I can compare and contrast the features of different informational texts about rainforests.

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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**2-Point Rubric: Writing from Sources/Short Response<sup>1</sup>**  
(for Teacher Reference)

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

<b>2-point Response</b>	The features of a 2-point response are:
	Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
<b>1-point Response</b>	The features of a 1-point response are:
	A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
<b>0-point Response</b>	The features of a 0-point response are:
	A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

<sup>1</sup>From New York State Department of Education, October 6, 2012.