



EXPEDITIONARY  
LEARNING

## **Grade 5: Module 3B: Unit 3: Lesson 5**

**Mid-Unit Assessment: On-Demand Note-Taking,  
Analysis, and Reflection: “Should We Drill?”**



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

- 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 analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6)
- I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8)
- I can paraphrase information in notes. (W.5.8)
- I can draw evidence from informational texts to support analysis, reflection, and research. (W.5.9b)
- I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)
  - a. I can use context as a clue to the meaning of a word or phrase.
  - b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

**Supporting Learning Targets**

- I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States.
- I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.
- I can determine the meaning of unknown words, using a variety of strategies.

**Ongoing Assessment**

- Mid-Unit 3 Assessment
- Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Homework and Engaging the Reader (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment (45 minutes)</li><li>B. Tracking My Progress (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Debrief: Sharing Reflections (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read your independent reading book for at least 30 minutes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students take the Mid-Unit 3 Assessment. They apply what they have learned about vocabulary strategies, research, analysis, and reflection on opposing points of view that are supported by reasons and evidence, taking notes from a new article titled “Should We Drill?” and then responding to short-answer and text-dependent questions.</li><li>• The assessment text, “Should We Drill?” was chosen for several reasons, 1) The structure of the article (clear introduction, one side “yes,” one side “no”) allows students to get an overall sense of the issue and to clearly identify each point of view, supporting reasons and evidence; 2) The text focuses on both the benefits and impacts of drilling for a natural resource (oil), which relates to the case study students have been conducting about the Mary River Project; 3) Students will be able to refer to the structure of and information contained in the article, as well as their assessment notes, to collaboratively practice writing an editorial about drilling for oil, in preparation for the end-of-unit assessment when they will write an editorial about the Mary River Project, independently.</li><li>• Because the assessment text, “Should We Drill?” is slightly above grade level (1070), the first read is aloud. Also, set up listening stations with an audio version of the text for struggling readers. When reviewing students’ completed assessments, be sure to focus primarily on whether or not students are able to paraphrase both sides of the issue, locate and record supporting reasons and evidence for each point of view, and form their own opinions based on the details provided. Note that asking struggling readers to work with a complex text, with appropriate support (e.g., read aloud and audio versions of the text) will help them move toward mastery of RI.5.10.</li><li>• Students will use their notes from the Mid-Unit 3 Assessment Point of View graphic organizer for a shared writing experience during Lessons 6–9 of this unit. Therefore, be prepared to return their assessments in the next lesson. If you are not able to score all assessments before the next lesson, consider making copies of students’ assessments to score so you may return their original work.</li><li>• Some students may require additional time to complete this assessment independently. Make provisions for them accordingly.</li><li>• Some students may benefit from having someone read the questions aloud to them. Again, make provisions for those students accordingly.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
<p>paraphrase, reasons, evidence, support, points of view, research, analysis, reflection, issue, drawing, meaning, strategies</p>	<ul style="list-style-type: none"> <li>• Criteria for Selecting Texts anchor chart (from Lesson 1)</li> <li>• “Should We Drill?” (assessment text; one per student)</li> <li>• Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (one per student)</li> <li>• Tracking My Progress, Mid-Unit 3 recording form (one per student)</li> <li>• Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?” (answers, for teacher reference)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Reviewing Homework and Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that for homework they were to read independently and then consider and be prepared to discuss whether their independent text is a good choice for them.</li> <li>• Ask students to refer to the <b>Criteria for Selecting Texts anchor chart</b> and silently formulate a response to the question:             <ul style="list-style-type: none"> <li>* “Based on the criteria, did you make a good text selection for independent reading? Why or why not?”</li> </ul> </li> <li>• Once students have had a moment to independently consider their responses, ask them to quickly find a nearby partner to discuss their ideas.</li> <li>• After 1 or 2 minutes, invite a few students to share their thinking with the class and encourage them to refer to specific criteria from the anchor chart to support their explanations.</li> <li>• Tell students that today they will take the Mid-Unit 3 Assessment to demonstrate all they have learned about analyzing key terms, explaining how opposing points of view are supported by reasons and evidence, and developing their own opinions based on research, analysis, and reflection on information from reliable sources.</li> </ul>	<ul style="list-style-type: none"> <li>• Continue providing sentence starters or frames for students who have difficulty expressing their ideas orally.</li> </ul>



Work Time	Meeting Students’ Needs
<p><b>A. Mid-Unit 3 Assessment (45 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students on the learning targets. Invite them to read them aloud with you:           <ul style="list-style-type: none"> <li>* “I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States.”</li> <li>* “I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.”</li> <li>* “I can determine the meaning of unknown words, using a variety of strategies.”</li> </ul> </li> <li>• Remind students of the guiding questions:           <ul style="list-style-type: none"> <li>* “How can we develop informed opinions about an issue through research, analysis, and reflection upon different points of view?”</li> <li>* “How can we effectively communicate opinions?”</li> </ul> </li> <li>• Invite a few students to restate the guiding questions in their own words and share out any reflections they may have about the questions at this point.</li> <li>• Distribute the article “<b>Should We Drill?</b>” and the <b>Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”</b></li> <li>• Take some time to orient students to the assessment without giving them any of the answers. Point out that they will first read and take notes using the familiar Point of View graphic organizer, and then they will refer to their notes and the article to respond to short-answer and text-dependent questions.</li> <li>• Ask students to set the assessment aside, then follow along silently as the article “Should We Drill?” is read aloud once before they reread, take notes, and respond to questions independently.</li> <li>• When students are ready, begin the read-aloud. Start with the title and read through to the last sentence in the box “No.” Then point students to the captions and vocabulary and invite individual students to read them aloud with you.</li> <li>• Ask students to gather their assessments and the text, reread the directions, and then complete the assessment. Clarify as needed. If you have established listening centers with audio recordings of the text, direct students to move to designated listening areas.</li> </ul>	<ul style="list-style-type: none"> <li>• If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.</li> </ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Remind the class that because this is an assessment, it is to be completed independently; however, if they need assistance, they should raise their hand to speak with a teacher.</li> <li>• Circulate and support students as they work. During an assessment, prompting should be minimal.</li> <li>• If students finish the assessment early, they may begin filling out their Tracking My Progress forms or reading their independent reading book.</li> <li>• Congratulate students on their hard work during the assessment. Tell them to hold on to their assessments to refer to as they complete their Tracking My Progress forms and for the debrief.</li> </ul>	
<p><b>B. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a <b>Tracking My Progress Mid-Unit 3 form</b> to each student. Remind them that this form is just like the progress trackers they have completed during previous units and modules. Provide clarification as necessary.</li> <li>• Ask students to refer to their responses on the Mid-Unit 3 Assessment as they reflect on their ability to meet each of the targets.</li> <li>• Once students complete their progress trackers, collect their assessments but ask them to hang on to their tracking forms for a discussion during the debrief (use the <b>Mid-Unit 3 Assessment: On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”, Answers, for Teacher Reference</b> to review and score students’ work.)</li> </ul>	<ul style="list-style-type: none"> <li>• Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe.</li> </ul>



Closing and Assessment	Meeting Students’ Needs
<p><b>A. Debrief: Sharing Reflections (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers.</li> <li>• After 2 or 3 minutes, invite several students to share their thinking whole group.</li> <li>• Collect students’ progress trackers to review.</li> </ul>	<ul style="list-style-type: none"> <li>• Offer sentence starters to support all students in accessing the debrief conversation. (“I think I have mastered _____ because _____.” “I’m still struggling with _____ because _____.”).</li> </ul>
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> <li>• Read your independent reading book for at least 30 minutes. Be prepared to discuss the “organizational structure” of your independent reading book and how it helps you understand ideas the author(s) is trying to convey.</li> </ul> <p><i>Note: Students will need their Mid-Unit 3 Assessment for a shared writing experience in Lessons 6–9. Ideally, each student’s assessment will be reviewed and scored prior to the next lesson. However, if you are not able to score students’ assessments before the next lesson, make sure to at least review and comment on each student’s Point of View graphic organizer to ensure they understand and have paraphrased both points of view, and that there is at least one recorded reason and piece of evidence in support of each side. This will allow all students to participate and contribute to group discussions as well as the shared writing activities in the lessons leading up to the end-of-unit assessment, in Lesson 10.</i></p>	<ul style="list-style-type: none"> <li>• Consider providing an audio version of the independent reading text to students who struggle to read independently.</li> </ul>



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

## Supporting Materials



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“Should We Drill?”

cover story

# Should We DRILL?

Offshore oil rigs are some of the largest facilities in the world.



Weighing economic concerns against environmental ones

**L**arge areas of U.S. coastal waters are set to be opened to offshore drilling for oil and natural gas. President Barack Obama says it was no easy decision to allow new offshore drilling in the Atlantic Ocean south of New Jersey, the Gulf of Mexico, and part of Alaska (see map). His plan reverses a decades-long ban on drilling in areas other than the Gulf. People concerned about how much oil the U.S. buys from other countries and excited about the jobs oil and gas exploration may create say it is a step in the right direction. People concerned about the environmental damage drilling can cause are outraged. Read on to learn more. Then you decide!



**Words to Know**

**perceived** (pur-SEEVD) *adjective*. Assumed or expected.  
**renewable energy** *compound noun*. Power that can never be used up. Sources include wind, waves, and the sun.

4 SCHOLASTIC NEWS EDITION 5/6 • APRIL 26, 2010

YES

## We'll Energize America

**Oil fuels America.** The fossil fuel powers cars, fuels power plants, and heats homes. Americans use 19.5 million barrels of oil each day. That is the most of any country in the world. The United States pumps some of its own oil, but it buys most of it from nations like Canada and Saudi Arabia. Oil is big business. It is a \$100 billion industry. Oil companies provide more than 100,000 jobs in the U.S. Geologists figure out the best places to drill for it. Then companies set up oil rigs—elaborate platforms—in the ground, or ocean for offshore operations, to find the oil. Hundreds of engineers, operators, and technicians are needed to work on a rig. Rigs also employ people like cooks, doctors, and cleaning staff to take care of the rig workers' needs. Reducing America's need to buy oil from foreign countries and creating more U.S. jobs are major reasons that some people support President Obama's recent decision to expand offshore drilling. The

**perceived** benefits may be years away, but supporters say Obama's move is a step in the right direction. "The President's decision . . . will mean thousands of new jobs" for Virginia, says Virginia Governor Bob McDonnell. Virginia is one of the states affected by Obama's decision. "It will also help our nation take a further step towards energy independence," adds McDonnell. Leaders in other states along the Atlantic and Gulf coasts see similar benefits. "With record gas prices straining the budgets of many Georgia families, we cannot afford to take any option off the table," says Georgia Governor Sonny Perdue, a longtime supporter of offshore drilling.



Men hard at work at an offshore oil rig.

NO

## We'll Enter Dangerous Waters

**Ducks and other water fowl covered in suffocating oil.** Beaches damaged during the construction of needed oil rigs. Air and water pollution. Those are among the concerns critics have about President Obama's plan to open more of America's coastline to oil drilling. "This is not a decision that I've made lightly," Obama says. The President says he had to balance the need to protect America's natural resources with the country's increasing need for energy and jobs. Offshore drilling is one part of a larger energy plan, according to Obama. Ultimately, the President says, he wants to end the country's dependence on fossil fuels—like oil—and on foreign sources of those fuels. His aim is cleaner energy—like wind power—and greater use of oil and gas found in U.S. waters. Many environmental groups and lawmakers are not happy about the drilling. They say the risks to the environment outweigh any benefits. They believe the President should focus on pushing

Americans toward cleaner, **renewable energy**, instead of continuing to support the use of oil and other fossil fuels. Even in states like New Jersey, where offshore drilling will not take place, there is concern about toxins brought there by wind and waves. "It makes no sense to threaten the East Coast of America . . . with spills and other drilling disasters when we're about to unleash the real solutions to energy dependence—cleaner cars, cleaner fuels, and clean energy," says Doug O'Malley of Environment New Jersey.



A bird covered in oil.

**YOU DECIDE!**

What do you think? Is offshore drilling a good idea? Take a position and defend it by using supporting details from this story.



Mid-Unit 3 Assessment:  
On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”

**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 analyze multiple accounts of the same topic, noting important similarities and differences in the point of view they represent. (RI.5.6)

I can explain how the author uses reasons and evidence to support particular points in a text. (RI.5.8)

I can paraphrase information in notes. (W.5.8)

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

I can determine the meaning of unknown words and phrases, choosing flexibly from a range of strategies. (L.5.4)

- a. I can use context as a clue to the meaning of a word or phrase.
- b. I can use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word.

**Directions:**

1. Reread the article “Should We Drill?”
2. Refer to the article to help you fill in the Point of View graphic organizer:
  - Determine and record both points of view (“Some people think” and “Other people think”).
  - Record at least three reasons and evidence in support of *each* point of view (six total—“Reasons and evidence that support this point of view”). *\*Be sure to include at least one quote in support of each point of view (two total).*
  - Summarize the article in three to five sentences (“Summary”).
  - Review both points of view, reasons and evidence, your summary, and the article to develop a response to the focus question and record your opinion about offshore oil drilling in the United States (“After reading both points of view, I think”). *\*Remember to use key words from the focus question in your opinion statement.*
  - Record a prediction or a call to action in support of your opinion (“My prediction,” “A call to action”).
3. Refer to your notes and the article to respond to the text-dependent questions.



Mid-Unit 3 Assessment:  
Point of View Graphic Organizer

**Focus question:** Should offshore oil drilling be allowed along the Atlantic Coast of the United States?

Summary:

Some people think:

Reasons and evidence that support this point of view:

Other people think:

Reasons and evidence that support this point of view:

After reading about both points of view, I think:

My prediction:

A call to action:

OR



Mid-Unit 3 Assessment:  
On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”

1. Determine the meaning of the term in bold, using context clues.

a. In the sentence “His plan reverses a decades-long **ban** on drilling in areas other than the Gulf,” what does the word **ban** mean?

- order
- allow
- stop

b. How did you use context clues to determine the meaning of the word **ban**?

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2. Determine the meaning of the term in bold, using context clues as well as your knowledge about common prefixes and root words.

a. In the sentence “It makes no sense to threaten the East Coast of America ... with spills and other drilling disasters when we’re about to **unleash** the real solutions to energy dependence,” what does the word **unleash** mean?

- let loose
- keep under control
- begin to develop

b. How did you use context clues or the prefix and root word in **unleash** to determine the meaning of this word?

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Mid-Unit 3 Assessment:  
On-Demand Note-Taking, Analysis, and Reflection: “Should We Drill?”

3. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should* be allowed in the United States?
- Offshore oil drilling won’t really harm the environment; beaches and marine life are not affected.
  - Americans will benefit right away from offshore oil drilling; gas prices will drop almost immediately.
  - It will create more American jobs; oil companies provide more than 100,000 jobs in the United States.
4. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should not* be allowed in the United States?
- There are no benefits to offshore oil drilling; it will not create jobs or meet America’s energy needs.
  - Offshore oil drilling will cause damage to beaches; there will be air and water pollution from toxins and oil spills.
  - Offshore oil drilling will not provide very much energy; the oil available along the Atlantic Coast is not enough to meet America’s energy needs.
5. Based on information from the article, which of the following statements BEST describes important *similarities* and *differences* between both points of view regarding offshore oil drilling in the United States?
- Both sides agree that America needs to find additional energy sources; they disagree about the type of energy sources America should be developing.
  - Both sides agree offshore oil drilling will cause environmental damage; they disagree about how much environmental damage will be caused.
  - Both sides agree offshore oil drilling will create jobs; they disagree about how many jobs will be created.



**Mid-Unit 3 Assessment:**

On-Demand Note Taking, Analysis and Reflection: “Should We Drill?”  
(Answers, for Teacher Reference)

**Focus question:** Should offshore oil drilling be allowed along the Atlantic Coast of the United States?  
**(RI.5.1, W.5.8, W.5.9b)**

Summary:

**Not everyone agrees about President Obama’s new plan to allow offshore drilling for oil and gas in American waters. Except for a few areas in the Gulf of Mexico, this is the first time offshore drilling has been allowed in U.S. waters in decades. The drilling will provide fuel for cars and homes, reduce the need to buy oil from other countries, and create jobs. On the other hand, some people are worried about the environmental impacts and think President Obama should focus on renewable energy instead. President Obama said it was a hard decision, but he decided that he had to find a balance between environmental concerns and the need for energy and jobs.**



Mid-Unit 3 Assessment:

On-Demand Note Taking, Analysis and Reflection: “Should We Drill?”  
(Answers, for Teacher Reference)

Some people think:

- **Offshore oil drilling will provide the resources we need and many jobs.**

Reasons and evidence that support this point of view:

- **Offshore drilling will provide necessary fuel for cars, homes, and power plants.**
- **Offshore drilling will provide jobs.**
- **“It will also help our nation take a further step towards energy independence,” adds McDonnell.**
- **“Americans use 19.5 million barrels of oil each day. That is the most of any country in the world.”**
- **Oil is a \$100 billion industry.**
- **In the United States, the oil industry creates 100,000 jobs, including work for geologists, engineers, technicians, doctors, and cooks.**

Other people think:

- **Offshore oil drilling will hurt the environment, and we need to try to develop clean energy sources.**

Reasons and evidence that support this point of view:

- **Animals will be in danger of suffocating if oil leaks or spills.**
- **Air and water will be polluted.**
- **The focus should be on creating renewable energy.**
- **Oil spills are dangerous to animals, such as ducks and penguins.**
- **“Ultimately, the president says, he wants to end the country’s dependence on fossil fuels—like oil—and on foreign sources of those fuels.”**
- **Doug O’Malley from Environment New Jersey says it doesn’t make sense to threaten the environment when other solutions, such as clean energy and clean cars, exist.**

After reading about both points of view, I think:

**Offshore oil drilling should/should not be allowed along the Atlantic Coast of the United**

My prediction:

OR

A call to action: **We could all write letters to President Obama to encourage him to put more money and research into cleaner energy, like wind energy.**



Mid-Unit 3 Assessment:  
On-Demand Note Taking, Analysis and Reflection: “Should We Drill?”  
(Answers, for Teacher Reference)

1. Determine the meaning of the term in bold, using context clues. **(L.5.4a)**

- a. In the sentence “His plan reverses a decades-long **ban** on drilling in areas other than the Gulf,” what does the word **ban** mean?

- order  
 allow  
 **stop**

- b. How did you use context clues to determine the meaning of the word **ban**?

**The sentence before this says, “It was no easy decision to allow new offshore oil drilling,” and that President Obama’s “plan reverses a ban”; so if it is allowed now and that reverses a ban, it means that offshore oil drilling was stopped before, when there was a ban on it.**

2. Determine the meaning of the term in bold, using context clues as well as your knowledge about common prefixes and root words. **(L.5.4a, b)**

- a. In the sentence “It makes no sense to threaten the East Coast of America ... with spills and other drilling disasters when we’re about to **unleash** the real solutions to energy dependence,” what does the word **unleash** mean?

- let loose**  
 keep under control  
 begin to develop

- b. How did you use context clues or the prefix and root word in **unleash** to determine the meaning of this word?

**The prefix *un-* means “not,” and *leash* means “to control, keep something tied up.” So *unleash* would mean to let something loose, not keep it tied up.**



Mid-Unit 3 Assessment:

On-Demand Note-Taking, Analysis, and Reflection: "Should We Drill?"  
(Answers, for Teacher Reference)

3. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should* be allowed in the United States? **(RI.5.6, RI.5.8)**
- Offshore oil drilling won't really harm the environment; beaches and marine life are not affected.
  - Americans will benefit right away from offshore oil drilling; gas prices will drop almost immediately.
  - It will create more American jobs; oil companies provide more than 100,000 jobs in the United States.**
4. Which of the following reasons and evidence does the author use to explain why offshore oil drilling *should not* be allowed in the United States? **(RI.5.6, RI.5.8)**
- There are no benefits to offshore oil drilling; it will not create jobs or meet America's energy needs.
  - Offshore oil drilling will cause damage to beaches; there will be air and water pollution from toxins and oil spills.**
  - Offshore oil drilling will not provide very much energy; the oil available along the Atlantic Coast is not enough to meet America's energy needs.
5. Based on information from the article, which of the following statements BEST describes important *similarities* and *differences* between both points of view regarding offshore oil drilling in the United States? **(RI.5.6)**
- Both sides agree that America needs to find additional energy sources; they disagree about the type of energy sources America should be developing.**
  - Both sides agree offshore oil drilling will cause environmental damage; they disagree about how much environmental damage will be caused.
  - Both sides agree offshore oil drilling will create jobs; they disagree about how many jobs will be created.



Tracking My Progress Mid-Unit 3

Name:

Date:

**Learning Target:** I can paraphrase to explain the reasons and evidence given to support two different points of view about offshore oil drilling in the United States.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

Name:

Date:

**Learning Target:** I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

Name:

Date:

**Learning Target:** I can support my research, analysis, and reflection on the issue of offshore oil drilling by drawing upon evidence from the text.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, Mid-Unit 3

Name:

Date:

**Learning Target:** I can determine the meaning of unknown words, using a variety of strategies.

1. The target in my own words is:

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2. How am I doing? Circle one.

**I need more help to learn this**



**I understand some of this**



**I am on my way!**



3. The evidence to support my self-assessment is:

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