

## Lesson 11: End of Unit 1 Assessment: Answering Questions about an Informational Text



### CCS Standards

- **RI.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.2:** Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **RI.4.5:** Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1f:** Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.



### Daily Learning Targets

- I can determine the main idea and summarize the text “Revolutionary War, Part III.” (RI.4.1, RI.4.2)
- I can describe the overall structure of the text “Revolutionary War, Part III.” (RI.4.5)

### Ongoing Assessment

- End of Unit 1 Assessment: Answering Questions about an Informational Text (RI.4.1, RI.4.2, RI.4.4, RI.4.5, L.4.1f)
- Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4)

### Agenda

#### 1. Opening

- A. Returning Mid-Unit 1 Assessments (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. End of Unit 1 Assessment: Answering Questions about an Informational Text (35 minutes)

#### 3. Closing and Assessment

- A. Tracking Progress (15 minutes)

#### 4. Homework

- A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In Opening A, students' Mid-Unit 1 Assessments are returned with feedback. This gives students the opportunity to see how they performed in order to improve in their next assessment. It also allows them to ask questions if they don't understand the feedback.
- In this lesson, students complete the end of unit assessment, during which they read a new informational text about the American Revolution and answer questions about the main idea and structure of the text. They also write a summary of the text (RI.4.1, RI.4.2, RI.4.4, RI.4.5, L.4.1f).
- After the assessment, students use the Tracking Progress: Reading, Understanding, and Explaining New Text recording form to formally keep track of and reflect on their learning.
- In this lesson, students focus on working to become effective learners by showing integrity and persevering as they read and answer questions independently for the end of unit assessment.

### How it builds on previous work:

- In previous lessons, students prepared for this assessment by reading informational texts and summarizing them.

### Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- Some students may require longer than the time allotted to complete the assessment.

### Assessment guidance:

- All assessment Materials (student prompt and teacher checklist) are included in the Assessment Overview and Resources.
- When assessing and providing feedback to students on this assessment, use the teacher answer key and sample student responses (see the Assessment Overview and Resources) to help complete the student Tracking Progress recording form.
- In this assessment, students are tracking progress toward anchor standards:
  - R.1: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - R.4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
  - R.10: Read and comprehend complex literary and informational texts independently and proficiently.
  - L.4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference Materials, as appropriate.

- Collect the Language Dive Practice: “American Indians and the American Revolution” homework from Lesson 9 and Fragments and Run-ons Practice homework from Lesson 10. Refer to Language Dive Practice: “American Indians and the American Revolution” (answers, for teacher reference) and Fragments and Run-ons Practice (answers, for teacher reference) as necessary.

**Down the road:**

- In Unit 2, students read the book *Divided Loyalties* to analyze the different perspectives within one family, which they saw in the mid-unit assessment in Lesson 6.

**In advance:**

- Provide feedback on students’ Mid-Unit 1 Assessments in preparation for returning them in Opening A.
- Prepare the End of Unit 1 Assessment (see Assessment Overview and Resources).
- Gather Tracking Progress folders.
- Post: Learning targets and applicable anchor charts (see Materials list).

**Technology & Multimedia**

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.C.10, 4.I.C.12, 4.II.A.1

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 7–10.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made learning English.
- Ensure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see the Meeting Students’ Needs column).
- Allow students to review note-catchers, the Word Wall, and their Vocabulary log.

## Universal Design for Learning

- **Multiple Means of Representation (MMR):** To get the most informative data from the assessment, ensure that all students have access to the assessment directions and feel comfortable with the expectations. Continue to vary the ways in which you convey your expectations.
- **Multiple Means of Action and Expression (MMAE):** If students have been using supports during the text-based discussions in this unit, consider allowing them to access these during the discussion. (Example: Encourage students to use sentence frames or word banks from previous lessons.)
- **Multiple Means of Engagement (MME):** Assessments can be overwhelming to some students. Supply them with tools to support self-monitoring during the assessment (e.g., checklists or visual timers for each portion of the assessment). Continue to provide tools that minimize distractions.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- Do not preview Vocabulary for this assessment lesson.

## Materials

- ✓ Mid-Unit 1 Assessment: Researching Perspectives of the American Revolution: Patriots (from Lesson 6; one per student)
- ✓ End of Unit 1 Assessment: Answering Questions about an Informational Text (one per student; see Assessment Overview and Resources)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Determining the Main Idea anchor chart (begun in Module 2)
- ✓ Criteria of an Effective Summary anchor chart (begun in Module 1)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ✓ Text Structures (from Lesson 3; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Tracking Progress: Reading, Understanding, and Explaining New Text (one per student)
- ✓ Sticky notes (three per student)
- ✓ Language Dive Practice: “American Indians and the American Revolution” homework (answers, for teacher reference)
- ✓ Fragments and Run-Ons Practice homework (answers, for teacher reference)

## Opening

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### A. Returning Mid-Unit 1 Assessments (5 minutes)

- Return students' **Mid-Unit 1 Assessment: Researching Perspectives of the American Revolution: Patriots** with feedback and follow the same routine established in Modules 1–2 for students to review feedback and write their names on the board if they require teacher support.

## Opening

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### B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - “I can determine the main idea and summarize the text ‘Revolutionary War, Part III.’”
  - “I can describe the overall structure of the text ‘Revolutionary War, Part III.’”
- Tell students that in the end of unit assessment today, they will read a new informational text about the American Revolution, answer questions about the main idea and structure, and summarize the text.

### Meeting Students' Needs

- For ELLs and students who may need additional support with memory: (Working toward Same Learning Target) Invite students to discuss how they previously worked toward each of the learning targets.

## Work Time

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### A. End of Unit 1 Assessment: Answering Questions about an Informational Text (35 minutes)

- Distribute the **End of Unit 1 Answering Questions about an Informational Text**.
- Invite students to follow along, reading silently in their heads, while you read the directions of the assessment aloud. Answer clarifying questions.
- Direct students' attention to the following resources:
  - **Close Readers Do These Things anchor chart**
  - **Determining the Main Idea anchor chart**
  - **Criteria of an Effective Summary anchor chart**
  - **Strategies to Answer Selected Response Questions anchor chart**
  - **Text Structures handout**
- Remind students to refer to these anchor charts as they read the assessment text and answer the assessment questions.

- Remind students that since this is an assessment, they should complete it independently in silence. Focus students on the **Working to Become Effective Learners anchor chart**, specifically on ‘perseverance’ and ‘integrity’ and what these look and sound like. Remind students that as they will be reading and answering questions independently for the assessment, they may need to practice perseverance and integrity not to look at anyone else’s work.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets.
- As time permits, focus students on the Working to Become Effective Learners anchor chart and invite them to self-assess how well they persevered and showed integrity.

### Meeting Students’ Needs

- Allow students who have been using sentence frames throughout the unit to reference them during the discussion portion of the assessment. (MMAE)
- For ELLs: (Assessment Map) While explaining, display a “map” of the assessment.
- For ELLs and students who may need additional support with comprehension: (Reading Aloud and Monitoring Assessment) Read aloud the entire assessment. Rephrase the directions. Monitor to see that students correctly complete the assessment. (MMR)
- For ELLs and students who may need additional support with comprehension: (Rephrasing Selected Response) Invite students to rephrase selected response questions—and answer them—before they read each answer choice. (MMR, MMAE)

## Closing and Assessment

### A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 1 Assessment.
- Distribute **Tracking Progress folders, Tracking Progress: Reading, Understanding, and Explaining New Text** and **sticky notes**.
- Guide students through completing the recording form.
- Collect the Language Dive Practice: “American Indians and the American Revolution” homework from Lesson 9 and Fragments and Run-ons Practice homework from Lesson 10. Refer to the **Language Dive Practice: “American Indians and the American Revolution” homework (answers, for teacher reference)** and **Fragments and Run-ons Practice homework (answers, for teacher reference)**.

### Meeting Students' Needs

- For students who may need additional support with comprehension: Allow students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. (MMAE)
- When completing the teacher responses on the Tracking Progress recording form, provide feedback that emphasizes individual effort, improvement, and achieving a standard rather than performance relative to other students. (MME)
- For ELLs and students who may need additional support with monitoring their own progress: (Self-assessment) Self-assessment may be an unfamiliar concept for some. Tell students that thinking about how well they did will help them do even better next time. (MME)

## Homework

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**A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: (Oral Response) Students may benefit from discussing and responding to their prompt orally, either with a partner or family member or by recording their response. (MMAE)
- For students who may need additional support with reading: Modify the amount or complexity of reading they complete for homework. Provide sentence frames for their responses or allow them to share their learning in other ways, such as drawing or discussing what they've learned with their family, a partner, or the teacher. (MMAE)