

## Lesson 8: Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part II



### CCS Standards

- **RL.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.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.4.4:** Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a *grade 4 topic or subject area*.
- **SL.4.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 4 topics and texts*, building on others' ideas and expressing their own clearly.
- **SL.4.6:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.
- **L.4.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.



### Daily Learning Targets

- I can closely read an excerpt of the Declaration of Independence to restate it in my own words. (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, SL.4.6, L.4.4)
- I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in *Divided Loyalties*. (RI.4.1, RL.4.1)
- I can follow discussion norms to participate in a productive discussion about opinions of the characters in *Divided Loyalties*. (SL.4.1)

### Ongoing Assessment

- Mid-Unit 2 Assessment: Making Connections between *Divided Loyalties* and the Declaration of Independence, Part II (RL.4.1, RL.4.3, RI.4.1, RI.4.4, SL.4.1a, SL.4.6, L.4.4)
- Tracking Progress: Collaborative Discussion (SL.1)

## Agenda

### 1. Opening

A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

A. Close Reading: Excerpt of the Declaration of Independence, Part II (20 minutes)

B. Mid-Unit 2 Assessment: Making Connections between *Divided Loyalties* and the Declaration of Independence, Part II (30 minutes)

### 3. Closing and Assessment

A. Reflecting on Learning (5 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:

- This lesson mirrors many of the routines in Lesson 5. In this lesson, students closely read another excerpt of the Declaration of Independence to prepare for a text-based discussion about what characters from *Divided Loyalties* would think of it for Part II of their mid-unit assessment (RL.4.1, RL.4.3, RI.4.1, SL.4.1, SL.4.6).
- To hear all students discuss, create groups of four or five and provide 5 minutes for each group's discussion. When students are not involved in the discussions, they should read independently or complete unfinished work from previous lessons.
- After the mid-unit assessment, students use the Tracking Progress: Collaborative Discussion recording form to formally keep track of and reflect on their own learning.
- In this lesson, students continue to focus on working to become ethical people and working to become effective learners by collaborating as they work in pairs, persevering as they read a complex text, and showing respect as they participate in a text-based discussion.

### How it builds on previous work:

- In Lesson 5, students closely read an excerpt of the Declaration of Independence and then made connections between the excerpt and *Divided Loyalties* in a text-based discussion. This assessment mirrors that lesson, but with a new excerpt of the Declaration of Independence for students to make connections to.

### 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:

- Refer to Lesson 7 for assessment guidance regarding the mid-unit assessment.
- In this part of the assessment, students are tracking progress toward anchor standard SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.
- Collect the Character Analysis Paragraph: Act II, Scene 2—Abigail homework from Lesson 6. Refer to Character Analysis Paragraph: Act II, Scene 2—Abigail (example, for teacher reference) as necessary.

### Down the road:

- In the next lesson, students will read the next scene of the play and analyze a character.

### In advance:

- Strategically pair students for close reading in Work Time A, with at least one strong reader per pair.
- Determine:
  - Student groups of four or five for the text-based discussion
  - An order in which groups will discuss
- Prepare one Collaborative Discussion Checklist per discussion group (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.B.7, 4.I.B.8, 4.I.A.1, 4.I.A.3, 4.I.A.4, 4.I.C.12, 4.II.B.5, 4.II.B.6, and 4.II.B.7

### Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete an assessment task similar to the classroom task completed in Lesson 5.

- ELLs may find the assessment challenging due to the complexity of the language and content in the excerpt of the Declaration of Independence and the cognitive demand of determining a character’s opinion of this text. As students have participated in a text-based discussion only once in this unit, they may find it particularly overwhelming. Consider providing additional time for students to orally process their thoughts with a partner before the text-based discussion and to focus on key examples as they did in Lesson 5. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made learning English.
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- Allow students to review note-catchers, the Word Wall, and their Vocabulary log.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success in Part II of the mid-unit assessment, students need to generalize the skills that they learned in previous lessons. Before administering the assessment, activate their prior knowledge by recalling previous learning targets. Present the directions for the assessment both visually and verbally and display a map of the assessment parts.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students discuss connections between *Divided Loyalties* and the Declaration of Independence. To support development of executive skills and strategies, continue to support students as they set appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Provide additional guidance in peer interactions and collaboration as needed by offering prompts or sentence frames that support students in asking for help or clarification from classmates. To support students who may need help sustaining effort and/or attention, provide opportunities for restating the goal. In doing so, students maintain the focus necessary to complete the mid-unit assessment.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- restate, opinions, productive (L)
- usurpations, injuries, establishment, tyranny (T)

### Materials

- ✓ Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part II (one per student; see Assessment Overview and Resources)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Close Reading Guide: An Excerpt of the Declaration of Independence, Part II (for teacher reference)
  - Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part II (one per student)
  - Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part II (example, for teacher reference)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ *Divided Loyalties* (from Lesson 1; one per student)
- ✓ Independent research reading books (one per student)
- ✓ Discussion Norms anchor chart (begun in Module 1)
- ✓ Discussion Notes (from Lesson 5; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Collaborative Discussion Checklist (one per discussion group; for teacher reference; see Module 1 Appendix)
- ✓ Tracking Progress: Collaborative Discussion form (one per student)
- ✓ Character Analysis Paragraph: Act II, Scene 2—Abigail (example, for teacher reference)

### Opening

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

- Move students into pairs and invite them to label themselves partner A and partner B.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - “I can closely read an excerpt of the Declaration of Independence to restate it in my own words.”
  - “I can make connections between an excerpt of the Declaration of Independence and the opinions of characters in *Divided Loyalties*.”
  - “I can follow discussion norms to participate in a productive discussion about opinions of the characters in *Divided Loyalties*.”
- As needed, review the meaning of the words: *restate*, *opinions*, and *productive*.
- Remind students that in this lesson they will complete Part II of their mid-unit assessment, a text-based discussion.

### Meeting Students' Needs

- Provide differentiated mentors by purposefully pre-selecting student partnerships. You may need to coach the mentor to engage with his or her partner and share his

or her thought processes. This can be done during questioning as you circulate the room. (MMAE)

- For ELLs: (Working toward Same Learning Target) Invite students to share one way that they worked toward each learning target in previous lessons.

## Work Time

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### A. Close Reading: Excerpt of the Declaration of Independence, Part II (20 minutes)

- Distribute the **Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part II** and read the directions aloud.
- Answer clarifying questions.
- Invite students to follow along, reading silently in their heads as you read aloud the excerpt of the Declaration of Independence at the top of their assessment sheet.
- Turn and Talk:
 

*“What do you notice about this excerpt?” (Student responses will vary, but may include: Like Part I of the declaration, this part is also very complex and difficult to understand)*
- Direct students’ attention to the **Working to Become Effective Learners anchor chart** and review the characteristics of perseverance and collaboration.
- Use the **Close Reading Guide: An Excerpt of the Declaration of Independence, Part II (for teacher reference)** to guide students through a close read of this excerpt. Invite students to refer to the **Close Readers Do These Things anchor chart** and to use their ***Divided Loyalties*** text when necessary.
- Refer to the guide for how to integrate the **Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part II**. Refer to the **Close Reading Note-catcher: An Excerpt of the Declaration of Independence, Part II (example, for teacher reference)** as necessary.

### Meeting Students’ Needs

- For ELLs and students who may need additional support recording their ideas in writing: (Partially Filled-in Note-catcher) Provide a partially filled-in note-catcher that contains sentence stems or frames as scaffolds. (MMAE, MME)

## Work Time

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### B. Mid-Unit 2 Assessment: Making Connections between *Divided Loyalties* and the Declaration of Independence, Part II (30 minutes)

- Tell students that they will be in small groups of four or five participating in a text-based discussion about their ideas of the opinions of Robert and William about the Declaration of Independence excerpt they read.
- Move students into pre-determined groups and reveal the order groups will discuss in, if not already posted.

- Invite students to follow along as you reread aloud the Collaborative Discussion prompt from the Mid-Unit 2 Assessment, Part II. Answer any final clarifying questions.
- Invite students to reread the Collaborative Discussion prompt silently in their heads.
- Remind students that, as this is an assessment, each group will be called out one at a time to have their discussion. While the other groups are discussing, the rest of the students can read their **independent research reading books**.
- Turn and Talk:
  - *“Knowing that this will be a small group discussion, do you think you need to speak formally or informally? Remember that we speak formally for things like presentations and speeches and informally when we do turn and talks like this one. Why do you think that?” (informally; it is a small group discussion, not a presentation or a speech)*
- Focus students on the **Discussion Norms anchor chart**, specifically on the cues and responses. Remind them that a discussion is not just about saying what they want to say and then they are done. Effective participation is about listening to others, asking and answering questions to be completely clear about what others are saying, and clarifying their own points.
- Distribute students’ **Discussion Notes** handouts from Lesson 5 and give them 30 seconds to review the goal they set.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them that ethical people treat others well and stand up for what is right. Remind them specifically of respect in preparation for their discussions.
- Remind students to use the top box on the note-catcher on their assessment paper during the discussion should they wish to capture questions or notes.
- One by one, call groups over for their discussion.
  - Allocate each group 5 minutes for discussion. Use the **Collaborative Discussion Checklist** to assess students.
  - Once they have finished their discussion, invite students to independently reflect on their learning in the “My learning about the text from this discussion” box, and to complete a **Tracking Progress: Collaborative Discussion form**, finding evidence for the criteria related to SL.4.1c.
- Collect students’ Discussion Notes handouts.

### Meeting Students’ Needs

- For students who may need additional support with comprehension and persistence: Invite students to share with an elbow partner how they followed discussion norms from previous text-based discussions. (MMR, MME)
- For ELLs: (Processing Time) Before beginning the text-based discussion, consider allowing time for students to think about William’s and Robert’s thoughts/feelings in *Divided Loyalties* so far. Invite them to consider the opinion they shared for each character in the text-based discussion in Lesson 5 as they think.

## Closing and Assessment

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### A. Reflecting on Learning (5 minutes)

- 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 and against how well they did with collaboration and showing respect.
- Collect the Character Analysis Paragraph: Act II, Scene 2—Abigail homework from Lesson 6. Refer to **Character Analysis Paragraph: Act II, Scene 2—Abigail (example, for teacher reference)** as necessary.

### Meeting Students' Needs

- For ELLs: (Self-Assessment) Self-assessment may continue to be an unfamiliar concept for some students. Tell students that thinking about how well they did will help them do even better next time.

## 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: Support students in selecting a prompt to respond to, rephrasing the prompt, and thinking aloud possible responses. (MMR)