

Lesson 10: End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event



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.4.4:** 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.4.6:** Compare and contrast a firsthand and secondhand account of the same event or topic; describe the differences in focus and the information provided.
- **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 use the text to answer questions about a new informational text. (RI.4.1, RI.4.4, L.4.4)
- I can compare and contrast a firsthand account to a secondhand account of an event. (RI.4.6)

Ongoing Assessment

- End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event (RI.4.1, RI.4.4, RI.4.6, L.4.4)
- 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: Comparing Firsthand and Secondhand Accounts of the Same Event (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 Work Time A, students complete the end of unit assessment, in which they read a firsthand account of an event to compare and contrast it with the secondhand account they read in the previous lesson (RI.4.1, RI.4.4, RI.4.6, L.4.4).
- After the assessment, students use the Tracking Progress: Reading, Understand, and Explaining New Text recording form to formally keep track of and reflect on their own learning.
- In this lesson, students focus on working to become effective learners by persevering as they complete their assessments.

How this lesson builds on previous work:

- In the previous lesson, students read a secondhand account of the event that they will read a firsthand account of in this lesson in order to compare and contrast the texts.

Assessment guidance:

- All assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the teacher answer key (see 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.
- For ELLs: Collect the Language Dive Practice: “Ten Suffragists Arrested while Picketing at the White House” homework from Lesson 8. Refer to the For ELLs: Language Dive Practice: “Ten Suffragists Arrested while Picketing at the White House” homework (answers, for teacher reference).

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 allocated to complete the assessment.

Down the road:

- In Unit 2, students will continue to read *The Hope Chest* and will summarize events in the text.

In advance:

- 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 1–3 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

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 6–9.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made with learning English.
- Allow students to review note-catchers, the Academic and Domain-Specific Word Walls, vocabulary logs, and other classroom resources.
- Ensure ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see Meeting Students’ Needs).
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the assessment, students need to generalize the skills that they learned from the previous sessions. Similar to Modules 1–3, before administering the assessment, activate prior knowledge by recalling the learning targets from the previous lessons. Also present the directions for the assessment both visually and verbally.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students compare firsthand and secondhand accounts of the same event during the end of unit assessment. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider breaking the assessment into parts and offering breaks at certain times.

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: Answering Questions about a Literary Text (from Lessons 4 and 5; one per student; returned with feedback during Opening A)
- ✓ End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event (one per student; see Assessment Overview and Resources)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Close Reading Note-catcher: “The Girl Who Acted before Rosa Parks” (from Lesson 9; one per student)
- ✓ Strategies to Answer Selected Response Questions 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)
- ✓ For ELLs: Language Dive Practice: “Ten Suffragists Arrested while Picketing at the White House” (homework from Lesson 8; one per student)
- ✓ For ELLs: Language Dive Practice: “Ten Suffragists Arrested while Picketing at the White House” (answers, for teacher reference)

Opening

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

- Return students' **Mid-Unit 1 Assessment: Answering Questions about a Literary Text** with feedback and follow the same routine established in Modules 1–3 for students to review feedback and write their name on the board if they require teacher support.

Meeting Students' Needs

- To build an accepting and supportive environment, remind students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the learning targets and read them aloud:
 - “I can use the text to answer questions about a new informational text.”*
 - “I can compare and contrast a firsthand account to a secondhand account of an event.”*
- Remind students that they have seen similar learning targets throughout this unit.

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Working on Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)

Work Time

A. End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event (35 minutes)

- Distribute and display the **End of Unit 1 Assessment: Comparing Firsthand and Secondhand Accounts of the Same Event** and read aloud the instructions.
- Answer any clarifying questions.
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of perseverance, because they will be working independently to complete the second part of the assessment in this lesson.
- Invite students to begin. Remind them to refer to:
 - Text from Lesson 9: **Close Reading Note-catcher: “The Girl Who Acted before Rosa Parks”**
 - Strategies to Answer Selected Response Questions anchor chart**

- Circulate to provide support as required.
- At the end of the allocated time, refocus whole group.
- 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 persevered.

Meeting Students' Needs

- For students who may need additional support with auditory processing: While giving directions for the assessment, also display a visual of the directions in sequence. (MMR)
- For ELLs: (Summarizing) Before beginning the assessment, invite students to summarize "The Girl Who Acted before Rosa Parks" from Lesson 9 in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner.
- For ELLs: (Assessment Map) While explaining, display a "map" of the assessment.
- For ELLs: (Rephrasing Selected Response) Invite students to rephrase selected response questions—and answer them—before they read each answer choice

Closing and Assessment

A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 1 Assessment.
- Distribute students **Tracking Progress folders**, the **Tracking Progress: Reading, Understanding, and Explaining New Text** recording forms, and **sticky notes**.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - **RL.4.1, RI.4.1:** I refer to the text to ask and answer questions.
 - **RL.4.4, RI.4.4, L.4.4:** I determine the meaning of unknown words and phrases using at least one of the following strategies: Use context, Use affixes and roots, Use reference materials
- Guide students through completing the form.
- For ELLs: Collect the **Language Dive Practice: "Ten Suffragists Arrested while Picketing at the White House"** from Lesson 8. Refer to the **For ELLs: Language Dive Practice: "Ten Suffragists Arrested while Picketing at the White House" (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Orally Paraphrase) Invite students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. (MMR)
- For ELLs: (Self-assessment) Self-assessment may 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

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

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally with a partner, a family member, or a student from Grades 3 or 5, or record an audio response.