

## Lesson 8: Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts



### CCS Standards

- **RI.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.5:** Compare and contrast the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in two or more texts.
- **RI.5.10:** By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.



### Supporting Learning Targets

- I can summarize an informational text. (RI.5.2, RI.5.10)
- I can compare the overall structure of two texts about the rainforest. (RI.5.5, RI.5.10)

### Ongoing Assessment

- Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts (RI.5.2, RI.5.5, RI.5.10)
- Tracking Progress: Reading, Understanding, and Explaining New Texts (RL.5.1, RI.5.1, 5.4, 5.10, L.5.4)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts (30 minutes)
- B. Research Reading Share (15 minutes)

#### 3. Closing and Assessment

- A. Tracking Progress (10 minutes)

#### 4. Homework

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

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students complete the Mid-Unit 1 Assessment. In this assessment, students read, summarize, and compare the structure of two informational texts about the rainforest (RI.5.2, RI.5.5).
- In Work Time B, students share what they have read and learned from their independent reading texts. This sharing is designed as another measure for holding students accountable for their research reading completed for homework. This volume of reading promotes

students' growing ability to read a variety of literary and informational texts independently and proficiently. (RI.5.10, RL.5.10, SL.5.1).

- During the Closing and Assessment, students reflect on the learning targets on the Tracking Progress: Reading, Understanding, and Explaining New Texts recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning. This self-reflection supports metacognition and pride in work and learning.
- The research reading that students complete for homework helps them to build both their vocabulary and knowledge pertaining to the rainforest. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.
- In this lesson, the habits of character focused on are working to become an ethical person and working to become an effective learner. The characteristics students are reminded of specifically are integrity, in relation to them completing their research reading homework, and perseverance, in relation to them working independently and persevering on their mid-unit assessment.

#### **How it builds on previous work:**

- Students demonstrate reading skills practiced in Lessons 1–7 with new informational texts about the rainforest.

#### **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.
- For some students, this assessment may require more than the 30 minutes allotted. Consider providing time over multiple days if necessary.

#### **Assessment guidance:**

- All assessment materials (student copy, answer key, rubric, student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback to students on this assessment, use the teacher answer key, rubrics, and sample student responses (see Assessment Overview and Resources) to help you complete the student Tracking Progress sheet. Consider making notes in the appropriate column for each criteria and marking evidence with flags/sticky notes on student work in a different color than that used for student responses. There is also space for you to respond to student comments.
- It will be valuable for students to revisit their previous Tracking Progress: Reading, Understanding, and Explaining New Texts recording forms before they begin, so they can remember what they would like to improve on from assessments in previous units/modules.
- In this assessment, students are tracking progress toward these 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.

- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during the research reading share in Work Time B (see Module 1 Appendix).
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) during the research reading share in Work Time B (see Module 1 Appendix).
- Check students' vocabulary homework from Lessons 3, 5, and 7.

#### **Down the road:**

- In the second half of the unit, students will continue reading informational texts about the rainforest, using their research to discuss conclusions with their peers.

#### **In advance:**

- Prepare the Mid-Unit 1 Assessment (see Assessment Overview and Resources).
- Prepare a research reading share using with the Independent Reading: Sample Plan document, or using your own independent reading routine.
- Gather Tracking Progress folders.
- Post: Learning targets, Working to Become an Effective Learner anchor chart, and Working to Become Ethical People anchor chart.

#### **Technology & Multimedia**

- Work Times A and B: Students complete the Mid-Unit 1 Assessment online with questions set up on a Google Form, for example.

### **Supporting English Language Learners**

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.B.7, 5.I.B.8, and 5.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 1–7.
- The Mid-Unit 1 Assessment may be challenging for ELLs because it is a big leap from the heavily scaffolded classroom interaction for some students. ELLs will be asked not only to independently apply cognitive skills developed in Lessons 1–7, but also to independently apply new linguistic knowledge introduced in those lessons.
- Allow students to review language they've written on the Word Wall or in their vocabulary logs.

- 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.
- 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.

### Universal Design for Learning

- **Multiple Means of Representation:** 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. Vary the ways in which you convey your expectations. (Example: Engage in a clarifying discussion about the directions or create a map of the assessment to preview its tasks.)
- **Multiple Means of Action and Expression:** The mid-unit assessment requires students to demonstrate their learning in the same way. However, there is room for differentiation when students complete the Tracking Progress recording forms. If students have been sketching key vocabulary throughout the unit, allow them to use their sketches as they fill out the form.
- **Multiple Means of Engagement:** Assessments can be overwhelming to some students. Supply students with tools to support self-monitoring during the assessment (e.g., checklists or visual timers for each portion of the assessment) and to minimize distractions during the assessment (e.g., sound-canceling headphones or workspace dividers).

### 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: Reading and Analyzing Informational Texts (one per student; see Assessment Overview and Resources)
- ✓ Text Structure Resource Page (from Lesson 4; one per student)
- ✓ Working to Become an Effective Learner anchor chart (begun in Module 1)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Independent Reading: Sample Plan (see Module 1 Appendix; for teacher reference)
- ✓ Tracking Progress: Reading, Understanding, and Explaining New Texts (one per student)
- ✓ Sticky notes (at least three per student)

## Opening

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

- Direct students' attention to the posted learning targets and read them aloud:
  - “I can summarize an informational text.”
  - “I can compare the overall structure of two texts about the rainforest.”
- Remind students that they have practiced the skills required by these learning targets multiple times over the course of this unit. In this assessment, they will apply these skills to read and analyze informational texts.
- Answer any clarifying questions.

### Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Ask students to recall and describe one example of how they worked to meet these learning target in the past three lessons. (MMR)

## Work Time

### A. Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts (30 minutes)

- Distribute the **Mid-Unit 1 Assessment: Reading and Analyzing Informational Texts**.
- Tell students that this assessment focuses on summarizing and comparing the structure of two informational texts. Invite students to take out their **Text Structure Resource Page** and tell them they will use this handout as they complete the assessment.
- Direct students' attention to the **Working to Become an Effective Learner anchor chart**. Remind students of this criterion: I persevere. This means I challenge myself. When something is difficult or demanding, I keep trying and ask for help if I need it.
- Invite students to begin completing the assessment.
- While students are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies that they use during the assessment.
- After 30 minutes, refocus whole group.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension or self-regulation: As you explain, display a “map” of the assessment on the board. (MMR, MME)
- Example:
  1. Read and Analyze Informational Text.
    - A. Part I. Summarize and compare the structure of two informational texts.
- For ELLs and students who may need additional support with comprehension: Ensure that students are clear about all assessment directions. Rephrase the directions for them. Monitor during the assessment to see that students are

completing the assessment correctly. Stop those who are on the wrong track and make sure they understand the directions. (MMR)

- To minimize distractions during the assessment, vary the level of sensory stimulation as appropriate for individual students (e.g., offering sound-canceling headphones or dividing workspaces). Some students may also need flexibility with the pace of work and length of work sessions. Consider offering timeouts. (MME)

### Work Time

#### B. Research Reading Share (15 minutes)

- Focus students on the **Working to Become Ethical People anchor chart**. Remind them of this criterion: I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- Remind them that this includes doing homework even when there may be other things they want to do after school. Remind them that the purpose of research reading is to build background knowledge and vocabulary on a topic so that they can gradually read more and more complex texts on that topic.
- Refer to the **Independent Reading: Sample Plan** to guide students through a research reading review, or use your own routine.

#### Meeting Students' Needs

- Because some students may have completed some of the prompts in their independent reading journal orally with a family member or friend, it will be important for them to have some notes to use for this sharing time. Consider meeting with them in advance to prep them for the research reading share.

### Closing and Assessment

#### A. Tracking Progress (10 minutes)

- Give students specific positive feedback on their completion of the Mid-Unit 1 Assessment. (Example: "I admire your perseverance in reading and analyzing two complex, new informational texts for your assessment.")
- Distribute **Tracking Progress: Reading, Understanding, and Explaining New Texts**. Remind students that successful learners keep track of and reflect on their own learning. Remind them that they have done this after every assessment.
- Distribute **sticky notes** so students can mark up their work with evidence. Guide them through completing the form.
- If students have time, invite them to revisit their previous Tracking Progress: Reading, Understanding, and Explaining New Texts recording forms to discuss in pairs how they think they have progressed.
- Use a checking for understanding protocol (for example Red Light, Green Light or Thumb-O-Meter) for students to self-assess against how well they showed integrity and persevered in this lesson.



### Meeting Students' Needs

- Developing self-assessment and reflection supports all students, but research shows it supports struggling students most. Examples: Having visible prompts, reminders, rubrics, or checklists that help students to self-regulate their goals. (MME)
- For students who have been sketching definitions of key words in learning targets throughout this unit: Allow students to refer to those sketches as they explain each learning target on the Tracking Progress: Reading, Understanding, and Explaining New Texts recording form. (MME)
- For ELLs and 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. (MME)
- When completing the teacher response on the Tracking Progress recording form, provide feedback that emphasizes individual effort, improvement, and achieving a standard, rather than relative performance to other students. (MME)

## Homework

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

### Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)