

Lesson 2: Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit



CCS Standards

- **RI.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RI.5.7:** Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.
- **W.5.7:** Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.
- **W.5.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.



Daily Learning Target

- I can research online using multiple sources to answer a question. (RI.5.1, RI.5.7, W.5.7, W.5.8)

Ongoing Assessment

- Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit (RI.5.1, RI.5.7, W.5.7, W.5.8)
- Tracking Progress: Research (W.7, W.8)

Agenda

1. Opening

- A. Returning End of Unit 2 Assessments (5 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit (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 mid-unit assessment, in which they research online using at least three sources to identify supplies to pack in an emergency preparedness kit.

Students are not provided with links; instead they search for themselves using a search engine to build research skills. They create their own research note-catcher to organize their notes to respond to the prompt: “What supplies should be included in an emergency preparedness kit for a natural disaster? Why?” (RI.5.1, RI.5.7, W.5.7, W.5.8).

- After the assessment, students use the Tracking Progress: Research recording form to formally keep track of and reflect on their own learning.

How this lesson builds on previous work:

- In Lesson 1, students researched to identify food to pack in an emergency preparedness kit to use in the event of a natural disaster. In this lesson, they follow the same process to research the other supplies needed in an emergency preparedness kit.

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:
 - W.7: By the end of Grade 12 I will be able to: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
 - W.8: By the end of Grade 12 I will be able to: Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

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 the remaining lessons in the unit, students will write opinion essays stating which personal and essential items they would pack in an emergency preparedness kit for their family and why. They then use the research from the first two lessons and their opinion essays in their performance task presentations when unpacking an emergency preparedness kit and explaining why the items have been chosen.

In advance:

- Provide feedback on students’ End of Unit 2 Assessments in preparation for returning them in Opening A.
- Prepare:
 - Technology necessary for students to research online with their own device (see Technology and Multimedia).
 - Mid-Unit 3 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.
- Work Time A: Prepare technology for students to research online, one internet-ready device per student.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 5.I.C.10

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 Lesson 1.
- 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.
- Allow students to review note-catchers, the Academic and Domain-Specific Word Walls, vocabulary logs, and other classroom resources.
- 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).
- 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):** Similar to previous modules, before administering the assessment, activate students' 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):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected during the mid-unit assessment.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the mid-unit assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider dividing 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

- ✓ End of Unit 2 Assessment: Analyzing Point of View in a Literary Text (from Unit 2, Lesson 9; one per student; returned with feedback during Opening A)
- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit (one per student; see Assessment Overview and Resources)
- ✓ Devices (one per student; see Technology and Multimedia)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress: Research (one per student)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Sticky notes (two per student)

Opening

A. Returning End of Unit 2 Assessments (5 minutes)

- Return students' **End of Unit 2 Assessment: Analyzing Point of View in a Literary Text** with feedback and follow the 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 Target (5 minutes)

- Direct students' attention to the learning target and read it aloud:
"I can research online using multiple sources to answer a question."
- Remind students that they saw this learning target in the previous lesson.

Meeting Students' Needs

- For ELLs: (Recalling Prior Work: Learning Targets) Invite students to discuss how they worked toward the same learning target in Lesson 1 of this unit.

Work Time

A. Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit (35 minutes)

- Direct students' attention to the **Performance Task anchor chart** and invite volunteers to read it aloud.
- Remind students that in the previous lesson they researched the food to include in an emergency preparedness kit.
- Distribute the **Mid-Unit 3 Assessment: Research: Supplies to Include in an Emergency Preparedness Kit** and read the directions. Remind students that they completed similar research in pairs in the previous lesson.
- Answer clarifying questions and set up students on **devices**.
- Direct students' attention to the **Working to Become Effective Learners anchor chart** and remind them to persevere when they are working independently.
- Invite students to begin and circulate to support them as necessary.
- 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 target.

Meeting Students' Needs

- For students who may need additional support with planning: Invite students to verbally share the steps they will follow to complete the assessment while recording the steps on an index card for reference during the assessment. (MMAE)
- For ELLs: (Assessment Map) While explaining, display a "map" of the assessment.
- For ELLs: (Activating Prior Knowledge) Invite students to recall the note-catcher they created in Lesson 1 and encourage them to create the same note-catcher for this assessment, as the prompt is very similar.
- For ELLs: (Sharing Strategies) Invite students to share strategies that helped them distinguish between reliable and unreliable internet sources in Lesson 1, as well as determine the most relevant information to include on their note-catcher.

Closing and Assessment

A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the Mid-Unit 3 Assessment.
- Distribute **Tracking Progress: Research, Tracking Progress folders**, and **sticky notes**.

- Point out that this form is different from the other Tracking Progress: Research forms they have completed throughout the year. Tell students that for this form, they are reflecting on fewer criteria and are considering their progress over the entire school year, not just this particular unit or module.
- Tell students that the sticky notes are for them to find evidence of the criteria on their chart.
- Guide students through completing the recording form.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Highlighting Key Words or Phrases) Consider highlighting key words or phrases on the Tracking Progress sheet to lift up the focus for each criterion (e.g., "investigate," "categorize information," "summarize or paraphrase information," and "sources"). (MMR)

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, either with a partner, family member, or student from Grades 4 or 6, or record an audio response.