

Lesson 6: Mid-Unit 1 Assessment: Reading and Researching Animal Defense Mechanisms



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.4.10:** By the end of year, read and comprehend informational texts, including history/ social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **RL.4.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **SL.4.2:** Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
- **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.
- **L.4.4a:** Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
- **L.4.4c:** Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrases.



Daily Learning Targets

- I can paraphrase information presented in a video on animal defense mechanisms. (SL.4.2)
- I can determine the main idea of a text and explain how it is supported by key details. (RI.4.1, RI.4.2)
- I can find the meaning of unfamiliar vocabulary. (RI.4.4, L.4.4a, L.4.4c)

Ongoing Assessment

- Mid-Unit 1 Assessment (RI.4.1, RI.4.2, RI.4.4, RI.4.10, SL.4.2, L.4.4a, L.4.4c)
- Tracking Progress: Reading, Understanding and Explaining New Text
- Independent reading journals (RI.4.10, RL.4.10, SL.4.1)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Mid-Unit 1 Assessment, Part I: Watching and Paraphrasing a Video (15 minutes)
- B. Mid-Unit 1 Assessment, Part II: Reading and Answering Questions about Animal Defense Mechanisms (20 minutes)
- C. Research Reading Share (10 minutes)

3. Closing and Assessment

- A. Tracking Progress (10 minutes)

4. Homework

- A. Vocabulary Work from your homework resources for this unit.
- B. 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 by watching a video and reading a text about animal defense mechanisms (RI.4.1, RI.4.2, RI.4.4, SL.4.2, L.4.4a, L.4.4c). If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.
- In Work Time C, 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 homework. This volume of reading promotes students' growing ability to read a variety of literary and informational texts independently and proficiently. (RI.4.10, RL.4.10, SL.4.1)
- At the end of the lesson, students reflect on the learning targets using the Tracking Progress, Mid-Unit 1 recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning.
- Students who finish quickly can continue researching their additional research questions developed in Lesson 2 by reading new sections of *Animal Behavior: Animal Defenses*.
- In this lesson, the habits of character focus is working to become an effective learner and working to become ethical people. The characteristics they are reminded of specifically are perseverance and taking responsibility, as they will be working independently on their assessments, which may be challenging for some students, and then reflecting on their learning after the assessment. They are also reminded of integrity before sharing their independent reading, completed on their own for homework.

How it builds on previous work:

- Students have been practicing paraphrasing, determining the main idea and supporting details, and determining the meaning of unfamiliar words throughout the first half of the

unit with *Venom* and selections from *Animal Behavior: Animal Defenses*. In this lesson, they are assessed in all of these areas.

- Students are held accountable for their independent reading and homework by sharing with their peers.
- The research reading students complete for homework and discuss in this lesson helps to build both their vocabulary and knowledge pertaining to animals and specifically animal defense mechanisms. 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 to describe and make sense of it.

Areas where students may need additional support:

- For some students, this assessment may require more than the 35 minutes allotted. Consider providing time over multiple days if necessary.
- The Research Reading Share is discussion-based, so students who struggle with oral language and/or auditory processing may need additional support. Consider providing sentence frames for students to refer to during discussions or a note-taking template for students to take notes during discussion.

Assessment Guidance:

- All assessment materials (student copy, answer key, 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, and sample student responses (See the Assessment Overview and Resources) to help you complete the student Tracking Progress sheet. It is suggested that you make notes in the appropriate column for each criteria and mark evidence with flags/sticky notes on student work in a different color to 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 Text sheet 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 towards 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.

Down the road:

- Students will build on what they have learned about determining the main idea and identifying supporting details to write summaries of informational texts in the second half of this unit.

In advance:

- Set up a computer so the *Animal Camouflage* video can be displayed for all students to see.

- Prepare a research reading share using with the Independent Reading: Sample Plan document, or using your own independent reading routine.
- Post: Learning targets, Guiding Questions anchor chart (from Lesson 1).

Technology & Multimedia

- Work Time A and B: Students complete the Mid-Unit 1 Assessment online with the questions set up on a Google Form, for example.
- Work Time A: Prepare the technology to play video: ‘Animal Camouflage: Kratts Creatures.’ Video. Kratts Creature. PBS Learning Media. Web. 22 Nov, 2016. <http://kcts9.pbslearningmedia.org/resource/f79010a7-8b81-41b9-b01a-6f9d24b312b6/f79010a7-8b81-41b9-b01a-6f9d24b312b6/>
- Work Time A and B: Students complete their Mid-Unit 1 Assessment in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 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 1–4.
- ELLs may find the Mid-Unit 1 Assessment challenging, as it may be a big leap from the heavily scaffolded classroom interaction. They will be asked not only to independently apply cognitive skills developed in Lessons 1–5, 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 (MMR):** In order to set themselves up for success for the mid-unit assessment, students will need to generalize the skills that they learned from the previous sessions. Before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous sessions and the narrative writing that they have already completed. Additionally, make sure that you are presenting the directions for the assessment both visually and verbally. Facilitate comprehension by displaying a map of the assessment parts.

- **Multiple Means of Action & Expression (MMAE):** Students will be asked to share from their independent research reading journals during this lesson. Since some students may have completed the prompts in the journal orally, it will be important to give them some notes to work from during the share in Work Time C. Meet with these students in advance to discuss the work they've done at home and scribe answers they will need for this lesson's discussion questions. If unable to meet with each of these students, consider having strong writers partner with them to ask the discussion questions (found in Work Time C) and scribe their answers in advance of the lesson so they are ready for the sharing time.
- **Multiple Means of Engagement (MME):** In this lesson, support sustained engagement for students who need evidence from the text to support their answers. Promote confidence and reduce anxiety by meeting as a small group in advance to practice this skill. Model copying from a text and listing the source by using one of the students' independent reading books.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary used in writing

Do not preview vocabulary for this assessment lesson.

Materials

- ✓ Guiding Questions anchor chart (begun in Unit 1, Lesson 1)
- ✓ Equity sticks
- ✓ Mid-Unit 1 Assessment: Reading and Researching Animal Defense Mechanisms (see Assessment Overview and Resources; one per student)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)
- ✓ Video: 'Animal Camouflage;' (see Technology and Multimedia)
- ✓ Working to Become Ethical People anchor chart (from Module 1)
- ✓ Independent Reading: Sample Plan (see Module 1 Appendix; for teacher reference)
- ✓ Tracking Progress: Reading, Understanding and Explaining New Text (one per student)
- ✓ Evidence flags or stick notes (six per student)

Opening

A. Reviewing Learning Targets (5 minutes)

- Display the **Guiding Questions anchor chart**. Use **equity sticks** to call on a student to read the questions aloud:

"How do animals' bodies and behaviors help them survive?"

"How can writers use knowledge from their research to inform and entertain?"

- Tell students that today they will complete the Mid-Unit 1 Assessment to demonstrate many of the skills they have been practicing:
 - Paraphrasing information presented in a video on animal defense mechanisms
 - Reading a text closely and citing evidence to support answers to questions
 - Determining the main idea of a text and explaining how it is supported by key details
 - Finding the meaning of unfamiliar words
- Remind them that they will need to refer to the text as they work. Encourage students to do their best. Let them know that this is a chance to show how well they can read carefully and identify important details in an informational text. This is also an opportunity to discover even more about animal defense mechanisms.
- Direct students' attention to the posted learning targets. Ask them to follow along and read silently as you read them aloud:

"I can paraphrase information presented in a video on animal defense mechanisms."

"I can determine the main idea of a text and explain how it is supported by key details."

"I can find the meaning of unfamiliar vocabulary."
- Have students give a thumbs-up if they are clear on what they are expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what to do. Clarify any misconceptions.

Meeting Students' Needs

- For students who may need additional support with activating prior knowledge: Allow students who have sketches to help them define key terms in learning targets use the sketches now to remind them about each of the targets they have worked on in this unit thus far. (MMR)
- For ELLs: Ask students to recall and describe one time that they practiced working on each of the learning targets in the past five lessons.

Work Time

A. Mid-Unit 1 Assessment, Part I: Watching and Paraphrasing a Video (15 minutes)

- Distribute the **Mid-Unit 1 Assessment: Reading and Researching Animal Defense Mechanisms**.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically perseverance. Remind students that as they will be working independently in this lesson for an assessment, they may find it challenging, so they will need to persevere.
- Tell students that this assessment focuses on the listening and reading techniques they have been working on in class. Explain that it has two parts: First, they will watch a video, take notes, and paraphrase the video. Then they will read a new text about an animal defense mechanism and answer selected response and short-answer questions.
- Tell students that they will now begin Part I of the assessment. Read the directions for Part I aloud. Play **Video: 'Animal Camouflage'** twice, reminding students to just watch and think about the gist the first time and take notes the second time.

Animal Defense Mechanisms

- Ask students to finish Part I of the assessment. Circulate to monitor their test-taking skills. Document strategies they use during the assessment. For example, look for students annotating their text, using their graphic organizer to take notes before answering questions, and going back to the text as they answer questions.
- After 10 minutes, bring students back together whole group.

Meeting Students' Needs

- For ELLs and students who may need additional support with auditory processing:
As you explain, write a "map" of the assessment on the board. Example –
Two parts:
 1. **Video**
 - A. Watch video. Think about gist.
 - B. Watch again; take notes.
 - C. Paraphrase the video.
 2. **Text**
 - A. Read new text about animal defenses.
 - B. Answer questions. (MMR)
- For ELLs: Read the test directions AND answers aloud.
- For ELLs and students who may need additional support with comprehension:
Ensure that students are clear about all test directions. Rephrase test 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)

Work Time

B. Mid-Unit 1 Assessment, Part II: Reading and Answering Questions about Animal Defense Mechanisms (20 minutes)

- Tell students to turn to Part II of the assessment. Give them 20 minutes to complete it. Explain that as students finish their assessment, they should check over their work.
- Tell students to begin Part II of the assessment. Circulate to monitor their test-taking skills. Document strategies students use during the assessment, such as annotating their text, using their graphic organizer to take notes before answering questions, and going back to the prompt as they answer questions.
- After 20 minutes, bring students back together whole group.

Meeting Students' Needs

- For ELLs: Read the test directions AND answers aloud.

Work Time

C. Research Reading Share (10 minutes)

- Focus students on the **Working to Become Ethical People anchor chart**. Remind students of: 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

- For ELLs and students who may need additional support with strategy development: Model the process of identifying an interesting section of text, consulting the journal, and sharing with a partner. Provide a graphic organizer with think-alouds and sentence frames to bolster language production. (MMAE)
- For ELLs: As groups of students interact, listen for language errors from students that are impeding communication. Sit with one group and discuss the language error and why it's impeding communication. Encourage the group to identify a clearer or more accurate way to express the communication.

Closing and Assessment

A. Tracking Progress (10 minutes)

- Congratulate students on their hard work on the assessment and independent reading share.
- Distribute **Tracking Progress: Reading, Understanding and Explaining New Text**. Remind students that successful learners keep track and reflect on their own learning. Remind students that they have done this after every assessment.
- Focus students on the Working to Become Effective Learners anchor chart again, specifically taking responsibility. Remind students that as they will be reflecting on their learning and setting goals, so they will be taking responsibility of their own learning.
- Ensure students have access to **evidence flags or sticky notes** to mark up their work with evidence. Guide students through completing the form.
- If students have time, invite them to revisit their previous Tracking Progress: Reading, Understanding and Explaining New Text 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 persevered, took responsibility, and showed initiative in this lesson.

Meeting Students' Needs

- For ELLs: Make sure students know that "I am on my way!" means "I feel I am doing well with all of the learning targets, and I understand the new language clearly."
- For ELLs and students who may need additional support with comprehension: Allow students to orally paraphrase the meaning of the targets with a partner before they begin writing. (MMR, MME)

Homework

A. Vocabulary Work from your homework resources for this unit.

B. 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)