

## Lesson 7: Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part I



### 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.
- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character’s thoughts, words, or actions).
- **RL.4.4:** Determine the meaning of words and phrases as they are used in a text, including those that allude to significant characters found in mythology (e.g., Herculean).
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.4.9a:** Apply *grade 4 Reading standards* to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
- **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 determine the gist and the meaning of unfamiliar words and phrases in Act II, Scene 3 of *Divided Loyalties*. (RL.4.1, RL.4.4, L.4.4)
- I can describe a character using details from the text in Act II, Scene 3 of *Divided Loyalties*. (RL.4.1, RL.4.3)

### Ongoing Assessment

- Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part I (RL.4.1, RL.4.3, RL.4.4, W.4.9a, L.4.4)

### Agenda

#### 1. Opening

- A. Returning End of Unit 1 Assessments (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Reading Aloud: *Divided Loyalties*, Act II, Scene 3 (10 minutes)
- B. Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part I (25 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

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### Purpose of lesson and alignment to standards:

- In Opening A, students' End of Unit 1 Assessments are returned with feedback. This gives students the opportunity to see how they performed in order to improve in their next assessment and to ask questions if they don't understand the feedback.
- In this lesson, students read Act II, Scene 3 of *Divided Loyalties* and answer selected response and short-constructed response questions (RL.4.1, RL.4.3, RL.4.4, W.4.9a, L.4.4).
- Students work to become effective learners by exercising perseverance and integrity as they complete the mid-unit assessment.

### How it builds on previous work:

- In Lessons 1–6, students have been reading scenes of *Divided Loyalties* and analyzing characters' thoughts, feelings, and actions. This lesson continues those routines in the mid-unit assessment.

### 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 need the text read aloud before they work on the questions. Consider inviting students who require this to sit in a group away from the rest of the class, so as not to be distracting.
- For some students, this assessment may require more than the 25 minutes allotted. Consider providing time over multiple days if necessary.

### Assessment guidance:

- All assessment Materials (student prompt and teacher checklist) are included in the Assessment Overview and Resources.

- When assessing and providing feedback on this assessment, use the teacher answer key with sample student responses (see the Assessment Overview and Resources) to help complete the student Tracking Progress recording form.
- In this part of the 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.

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

- In the second half of this unit, students will continue to analyze characters' thoughts, feelings, and actions in *Divided Loyalties* to write short first person narratives to really understand their perspectives.
- Students' Mid-Unit 2 Assessments will be returned with feedback in Lesson 12.

#### **In advance:**

- Prepare the Mid-Unit 2 Assessment (see Assessment Overview and Resources).
- Provide feedback on students' End of Unit 1 Assessments in preparation for returning them in the Opening.
- 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.C.10, and 4.I.C.11

#### 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 1–6.
- ELLs may find the assessment challenging. They may encounter additional new language as they read Act II, Scene 3 of *Divided Loyalties*. 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 for the mid-unit assessment, students need to generalize the skills that they learned from previous lessons. Similar to Modules 1–2, before administering the assessment, activate their prior knowledge by recalling the learning targets from previous lessons. Also 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 read and answer questions from *Divided Loyalties* during Part I of the mid-unit assessment. Some students may need support in setting appropriate goals for their effort and the level of difficulty expected. Offer scaffolds for students learning to set appropriate personal goals (e.g., checklist with three goals or reminders for 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 variations 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

- N/A

## Materials

- ✓ End of Unit 1 Assessment: Answering Questions about an Informational Text (from Unit 1, Lesson 11; one per student; returned with feedback during the Opening)
- ✓ *Divided Loyalties* (from Lesson 1; one per student)
- ✓ Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part I (one per student; see Assessment Overview and Resources)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Strategies to Answer Selected Response Questions (begun in Module 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Working to Become Ethical People 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 (four per student)

## Opening

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### A. Returning End of Unit 1 Assessments (5 minutes)

- Return students' **End of Unit 1 Assessment: Answering Questions about an Informational Text** with feedback and follow the same routine established in Modules 1 and 2 for students to review feedback and write their names on the board if they require teacher support.

## Opening

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

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - “I can determine the gist and the meaning of unfamiliar words and phrases in Act II, Scene 3 of *Divided Loyalties*.”
  - “I can describe a character using details from the text in Act II, Scene 3 of *Divided Loyalties*.”
- Remind students that they have seen all of these learning targets in the previous lessons in this unit.

## Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward Same Learning Target) Invite students to share one way that they worked toward each learning target in previous lessons. (MMR, MME)

## Work Time

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### A. Reading Aloud: *Divided Loyalties*, Act II, Scene 3 (10 minutes)

- Invite students to retrieve their copies of *Divided Loyalties* and guide them through the same reading routine from Work Time B of Lesson 1 to read this scene. Note: Students will not determine the gist or the meaning of unfamiliar Vocabulary

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Active Listening) Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This will also help scaffold active listening for key details. (MMR, MMAE)

## Work Time

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### B. Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part I (25 minutes)

- Distribute the **Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Part I**.
- Invite students to follow along, reading silently in their heads, while you read the directions for each part of the assessment aloud. Answer clarifying questions.
- Direct students' attention to the following anchor charts and briefly review them:
  - **Close Readers Do These Things anchor chart**
  - **Strategies to Answer Selected Response Questions anchor chart**
- Remind students to refer to these anchor charts as they read the assessment text and answer the assessment questions.
- Remind students that since this is an assessment, they should complete it independently in silence. Direct students' attention to the **Working to Become Effective Learners anchor chart** and the **Working to Become Ethical People anchor chart** and review what perseverance and integrity look and sound like.
- While students take the assessment, circulate to monitor and document their test-taking skills.
- At the end of the time allotted, use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against each of the learning targets and against perseverance and integrity.

### Meeting Students' Needs

- For students who may need additional support with reading: Read the assessment directions, questions, AND answer options aloud. Rephrase directions for them. Ensure that students clearly understand all assessment directions. Monitor during the assessment to see that students are completing the assessment correctly. (MMR)

- 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

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### A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the Mid-Unit 2 Assessment.
- Distribute **Tracking Progress folders, Tracking Progress: Reading, Understanding, and Explaining New Text** and **sticky notes**.
- Guide students through completing the recording form.

### Meeting Students' Needs

- For students who may need additional support with motivation and sustained effort, build an accepting and supportive environment by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

## 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)