

Lesson 4: Mid-Unit 3 Assessment: Researching How Kids Have Taken Action



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.
- **W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **SL.4.3:** Identify the reasons and evidence a speaker provides to support particular points.



Daily Learning Targets

- I can identify the reasons and evidence Kayla Abramowitz gives to support the point that kids can be heroes. (SL.4.3)
- I can cite evidence from the text to support answers to my questions. (RI.4.1, W.4.8)
- I can take notes and organize my research into categories. (W.4.7, W.4.8)

Ongoing Assessment

- Mid-Unit 3 Assessment: Researching How Kids Have Taken Action (RI.4.1, W.4.7, W.4.8, SL.4.3)

Agenda

1. Opening

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

2. Work Time

- A. Mid-Unit 3 Assessment: Researching How Kids Have Taken Action (30 minutes)
- B. Tracking Progress (10 minutes)

3. Closing and Assessment

- A. Debrief (10 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 Opening A, students' End of Unit 2 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 watch a new video and read a new text to add to their research about how kids can take action to make a difference for the mid-unit assessment (RI.4.1, W.4.7, W.4.8, SL.4.3).
- Note that questions related to RI.4.4 and L.4.4 are included on the mid-unit assessment. Although these standards were not explicitly addressed in this unit, the questions have been included as a scaffold for students to understand the assessment text.
- In this lesson, students focus on working to become effective learners by reading and answering questions independently for the mid-unit assessment.

How this lesson builds on previous work:

- In Lessons 1–3, students viewed videos and identified reasons and evidence the speaker gave to support a point, and researched how kids can take action to make a difference. This lesson continues those routines in an 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 students, so as not to be distracting.
- 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 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 and sample student responses (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.

Down the road:

- In the next several lessons, students will draw from their research and needs they see in their own community to plan how they can take action and make a difference.
- As part of their project, students will write a PSA to raise awareness about the importance of taking action for their selected cause. They will draw from their research in the first half of the unit to support their opinion that it is important for kids to take action and make a difference.
- Students' Mid-Unit 3 Assessments will be returned in Lesson 12 with feedback.

In advance:

- Provide feedback on students' End of Unit 2 assessments in preparation for returning them in Opening A.
- Prepare the Mid-Unit 3 Assessment: Researching How Kids Have Taken Action (see Assessment Overview and Resources).
- Prepare the technology necessary to play "Kayla Abramowitz Speech" for the whole group. If possible, provide students access to the video on devices (see Technology and Multimedia).
- 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 to play "Kayla Abramowitz Speech":
 - "Kayla Abramowitz Speech." Kids Are Heroes. YouTube. Web. Accessed on 30 Dec, 2016. <<https://youtu.be/LbYlvGe0h2w>>
- Consider that YouTube, social media video sites, and other website links may incorporate inappropriate content via comment banks and ads. Although some lessons include these links as the most efficient means to view content in preparation for the lesson, teachers should preview them and/or use a filter service, such as www.safeshare.tv, to view the links in the classroom.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.5, 4.I.B.6, 4.I.B.8, 4.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 Lessons 1–3.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made in 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 additional support in the lesson).
- 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 help students set 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 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

- reasons, evidence, categories (L)

Materials

- ✓ End of Unit 2 Assessments (from Unit 2, Lesson 14; one per student; returned with feedback during Opening A)
- ✓ Mid-Unit 3 Assessment: Researching How Kids Have Taken Action (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 anchor chart (begun in Module 1)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ “Kayla Abramowitz Speech” (video; play in entirety; see Technology and Multimedia)
- ✓ Tracking Progress folders (from Module 1; one per student)
 - Tracking Progress: Research (one per student and one to display)
- ✓ Sticky notes (three per student)
- ✓ Taking Action Research note-catcher (begun in Lesson 2; added to during the Closing; one per student)
- ✓ Taking Action Research note-catcher (from Lesson 2; example, for teacher reference)

Opening

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

- Return students’ **End of Unit 2 Assessments** 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

- Continue promoting 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)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the learning targets and read them aloud:

“I can identify the reasons and evidence Kayla Abramowitz gives to support the point that kids can be heroes.”

“I can cite evidence from the text to support answers to my questions.”

“I can take notes and organize my research into categories.”

- Remind students that they have seen these learning targets in the previous lessons, and review the following vocabulary as needed:
 - *reasons* (explanations for why an author thinks something is true)
 - *evidence* (facts or details based on research or observation that support a reason)
 - *categories* (groups of things with shared characteristics)

Meeting Students' Needs

- For ELLs and students who may need additional support with motivation: (Recalling Prior Work: Learning Targets) Invite students to discuss how they previously worked toward each learning target. (MME)

Work Time

A. Mid-Unit 3 Assessment: Researching How Kids Have Taken Action (30 minutes)

- Distribute the **Mid-Unit 3 Assessment: Researching How Kids Have Taken Action**.
- Tell students that for this assessment, they will watch a new video and read a new text about how kids have made a difference and add to their research notes.
- 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:
 - **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 because this is an assessment, they should complete it independently in silence. Focus them on the **Working to Become Effective Learners anchor chart** and review what perseverance looks and sounds like. Remind students that because they will be reading and answering questions independently for the assessment, they may need to practice perseverance.
- Play "**Kayla Abramowitz Speech**," inviting students to watch and listen, thinking about the gist.
- Briefly review the directions for Part I of the assessment. Play the video a second time, inviting students to take notes as they watch.
- Invite students to complete the remainder of Part I and Part II of the assessment.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- 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. Repeat, inviting students to self-assess against how well they persevered.

Meeting Students' Needs

- For ELLs and students who may need additional support with auditory processing: (Assessment Map) While explaining, display a "map" of the assessment. (MMR)
- For ELLs and students who may need additional support with comprehension: (Reading Aloud and Monitoring Assessment) Read aloud the entire assessment. Rephrase directions. Monitor to see that students correctly complete the assessment. (MMR)
- For ELLs and students who may need additional support with sustained effort: (Stopping to Take Notes) During the second viewing of the video, consider stopping the video several times to give students time to take notes about the section they just watched. Recall that this allows students to focus on one task at a time and listen carefully to each section. Remind students that it is not necessary to write in complete sentences when taking notes. (MME)
- For ELLs and students who may need additional support with visual processing: (Rephrasing Selected Response) Invite students to rephrase selected response questions—and answer them—before they read each answer choice. (MMR, MMAE)

Work Time

B. Tracking Progress (10 minutes)

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

Meeting Students' Needs

- 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.
- For students who may need additional support with monitoring their own learning: Invite students to explain why self-assessment is important for learning. (MME)
- For students who may need additional support with comprehension: Consider highlighting key phrases on the Tracking Progress sheet to lift up the focus for each criterion. (MMR)

Closing and Assessment

A. Debrief (10 minutes)

- Invite students to take out their **Taking Action Research note-catchers**.
- Turn and Talk:

“How did Kayla Abramowitz take action to make a difference? What evidence, from the video, makes you think so?” (She started an organization that collects entertainment and educational items for kids and donates them to children’s hospitals.)

“How did Jessica Carscadden take action to make a difference? What evidence, from the text, makes you think so?” (She collects stuffed animals for fire stations so firefighters can use them to help comfort children in crisis.)

- Invite students to record their ideas in the appropriate spots on their note-catchers. Refer to **Taking Action Research note-catcher (example, for teacher reference)** as necessary.
- Focus students on the question at the bottom of the note-catcher and invite students to read it chorally with you:
 - “Why is it important for kids to try to take action? Give at least two reasons. Support each reason with at least one specific example from your research.”
- Turn and Talk:

“Based on your research, why is it important for kids to try to take action?” (Responses will vary, but may include: It is important to try to improve our communities and contribute to a better world; it is important to make sure everyone has access to basic human rights.)

Conversation Cue: “How is what ____ said the same as/different from what ____ said?” (Responses will vary.)

- Select students to share out. Invite students to record their ideas in the appropriate spot on their note-catchers. Continue to refer to Taking Action Research note-catcher (example, for teacher reference).

Meeting Students’ Needs

- For ELLs: (Providing Reasons) For heavier support, consider providing several reasons why it’s important for kids to take action. Students can then choose two reasons and support each one with examples from their research.
- For ELLs and students who may need additional support with organizing ideas for written expression: (Verbal Writing Practice) Allow students to discuss and rehearse their sentences before writing. (MMAE)

Homework

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 written expression: (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. (MMAE)