

Lesson 9: Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR



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.5.2:** Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
- **RI.5.4:** Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a *grade 5 topic or subject area*.
- **RI.5.9:** Integrate information from several texts on the same topic in order to write or speak about the subject knowledgeably.
- **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.
- **L.5.4:** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
 - a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.
 - b. Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).
 - c. 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 quote accurately from Article 13 to answer questions about it. (RI.5.1, RI.5.10)
- I can determine the main ideas and summarize Article 13 of the Universal Declaration of Human Rights. (RI.5.1, RI.5.2, RI.5.10)

Ongoing Assessment

- Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (RI.5.1, RI.5.2, RI.5.4, RI.5.9, RI.5.10, L.5.4)
- Tracking Progress: Reading, Understanding, and Explaining New Text (RL.5.1, RI.5.1, RL.5.4, RL.5.10, L.5.4)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)
- B. Engaging the Reader: “Los Melones” of *Esperanza Rising* (20 minutes)

2. Work Time

A. Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (25 minutes)

3. Closing and Assessment

A. Launching Tracking Progress (10 minutes)

4. Homework

A. Reread “Los Melones” on pages 81–99 and complete *Esperanza Rising*: Questions about “Los Melones” in your Unit 1 Homework.

B. 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 this lesson, students complete the mid-unit assessment, in which they read Article 13 of the UDHR to identify unfamiliar vocabulary, to identify the main ideas, and to write a summary (RI.5.1, RI.5.2, RI.5.4, RI.5.9, L.5.4).
- To appropriately set up the reading of this article, students read “Los Melones” in *Esperanza Rising*. To make time for the assessment, rather than students making connections between *Esperanza Rising* and the UDHR themselves, this link is made for them and is explained before they complete the assessment.
- To provide adequate time for the assessment, nothing is added to the How Were the Human Rights of the Characters in *Esperanza Rising* Threatened? anchor chart or the Structure of *Esperanza Rising* anchor chart during this lesson. This will happen during the next lesson.
- After the Mid-Unit 1 Assessment, students reflect on their learning using 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.
- In this lesson, the habit of character focus is on working to become an ethical person. The characteristic that students are introduced to is integrity, as they work independently on assessments.
- Students practice their fluency in this lesson by following along and reading silently in their heads as the teacher reads “Las Melones” from *Esperanza Rising* during Opening B.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to poetry and human rights. 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.

How it builds on previous work:

- In the lessons leading up to this one, students have practiced using strategies to identify the meaning of unfamiliar vocabulary, identifying the main ideas, and writing a summary, which are the skills they will practice independently in this 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 require longer than the time allocated to complete the assessment.

Assessment guidance:

- 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 Assessment Overview and Resources) to help you complete the student Tracking Progress recording form. Consider making notes in the appropriate column for each criterion and marking evidence with flags/sticky notes on student work in a different color than student responses. There is also space provided to respond to student comments.
- In this assessment, students are tracking progress toward these anchor standards:
 - R.1
 - R.10
- Collect *Esperanza Rising*: Questions about “Las Guayabas” homework from Lesson 8. Refer to the *Esperanza Rising*: Questions about “Las Guayabas” (example, for teacher reference) as necessary (see supporting materials).
- For ELLs: Collect Language Dive Practice homework from Lesson 8 for assessment.

Down the road:

- In the second half of the unit, students continue to read *Esperanza Rising* to analyze how the structure of each chapter fits into the overall structure of the story and to make links between the UDHR and the events in the book. They prepare for and participate in text-based discussions in which they discuss the threats to human rights in *Esperanza Rising* and how those threats make them feel.
- The Tracking Progress folders introduced in this lesson are referred to throughout the module and the school year.

In advance:

- Prepare:
 - Mid-Unit 1 Assessment (see Assessment Overview and Resources).
 - Tracking Progress folder for each student. This will be a folder with seven tabs, one for each type of Tracking Progress sheet students will complete: Collaborative Discussion, Informative Writing, Narrative Writing, Opinion Writing, Reading, Understanding and Explaining New Text, Reading Fluency, and Research. Students will keep their Tracking Progress forms in this folder to refer to the relevant form before completing an assessment.
- Post: Learning targets and applicable anchor charts (see the materials list).

Technology & Multimedia

- Work Time A: “Freedom to Move.” Video. *Youth for Human Rights*. Youth for Human Rights, n.d. Web. 20 Apr. 2016. < <http://www.youthforhumanrights.org/what-are-human-rights/videos/freedom-to-move.html>>.
- Work Time A: Students complete assessments online—on a Google Form, for example.
- Work Time A: Students complete assessments in a word-processing document—for example, a Google Doc—using Speech to Text facilities activated on devices or using an app or software such as Dictation.io (<https://dictation.io/speech>).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6, 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 1–8.
- The Mid-Unit 1 Assessment may be challenging for ELLs, as it is a bit further removed from the heavily scaffolded classroom interaction. ELLs will be asked not only to independently apply cognitive skills developed in Lessons 1–8, but also to independently apply new linguistic knowledge introduced in those lessons. They may encounter additional new language as they read Article 13. Encourage students to do their best and assure them that you will continue learning together after the assessment.
- Allow students to review language they’ve written on the Academic Word Wall or in their vocabulary log.
- 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. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.
- When providing feedback on the summaries written for the mid-unit assessment, you may notice that ELL writing might contain a multitude of language errors. Focus on only one or two pervasive errors that interfere with the meaning of the summary. For example, if a main idea sentence lacks a subject or predicate, ask the student to point out who or what the sentence is about or what the subject is doing in the sentence. If a critical sentence is missing—the concluding statement, for example—ask the student if he or she can identify which critical sentence is missing. To provide heavier support, draw a blank line to show where the missing sentence belongs.

- Spend an equal amount of time giving feedback on what the student did well—stating the name of the article and the main idea, including a concluding sentence, or using quotation marks correctly, for example. This will help enable the student to identify and repeat his or her success next time.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To achieve success on the mid-unit assessment, students need to generalize the skills from previous lessons. Before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous lessons. Additionally, 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):** Because this is an assessment, all students need to answer questions and summarize Article 13 of the UDHR. However, consider ways to vary the process. Examples: Break up the 35-minute time block into smaller chunks with breaks in between. Allow students to use high-tech (e.g., word processor to type their narrative text or a dictation device) or low-tech options (e.g., pencil grips or slanted desks to help with fine motor needs).
- **Multiple Means of Engagement (MME):** Some students may require support with limiting distractions during the assessment (e.g., using sound-canceling headphones or dividers between workspaces). Similarly, some students may require variations in time for the assessment. Consider breaking the assessment into more manageable parts and offering breaks at certain times. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders, checklists, rubrics, etc.).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- quote accurately, main ideas, summarize, integrity (L)

Materials

- ✓ *Esperanza Rising* (from Lesson 2; one per student)
- ✓ Spanish/English Dictionary anchor chart (begun in Lesson 2)
- ✓ Working to Become Ethical People anchor chart (begun in Lesson 2; added to during Work Time A; see supporting materials)
- ✓ Working to Become Ethical People anchor chart (example, for teacher reference)
- ✓ Dictionary (one per pair)
- ✓ Vocabulary logs (from Lesson 4; one per student)

- ✓ Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (one per student; see Assessment Overview and Resources)
- ✓ Simplified version of the UDHR (from Lesson 4; one per student)
- ✓ Affix List (from Lesson 4; one per student)
- ✓ Close Readers Do These Things anchor chart (begun in Lesson 2)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Lesson 5)
- ✓ Criteria for an Effective Summary anchor chart (begun in Lesson 6)
- ✓ Model Summary: Article 16 of the UDHR (when appropriate; from Lesson 6; one per student)
- ✓ Quoting Accurately from the Text handout (from Lesson 5; one per student and one to display)
- ✓ “Freedom to Move” (video; play in entirety; see Teaching Notes)
- ✓ Tracking Progress: Reading, Understanding, and Explaining New Text (one per student)
- ✓ Tracking Progress folders (new; teacher-created; one per student)
- ✓ Sticky notes (three per student)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
 - “*I can quote accurately from Article 13 to answer questions about it.*”
 - “*I can determine the main ideas and summarize Article 13 of the Universal Declaration of Human Rights.*”
- Remind students that they have seen these targets before. Tell them that today they will practice these learning targets in an assessment.
- Review what *quote accurately*, *main ideas*, and *summarize* mean.

Meeting Students’ Needs

- For ELLs and students who may need additional support with memory: Ask students to recall how they accurately quoted Article 2 in their previous work to answer the close reading question in Lesson 8: “Who is entitled to the rights in this declaration?” (“Everyone is entitled ... without distinction of any kind.”) (MMR)
- To help students generalize across lessons, remind them that they worked on the skills of finding the main idea and summarizing in previous lessons. (MMR)

Opening

B. Engaging the Reader: “Los Melones” of *Esperanza Rising* (20 minutes)

- Invite students to retrieve their copies of *Esperanza Rising* and turn to page 81, “Los Melones.”

- Begin by pointing out the title of this chapter and select volunteers to share what “Los Melones” means in English and how they know. (cantaloupes, which are a kind of melon; it says so underneath “Los Melones”)
- Add Los Melones to the **Spanish/English Dictionary anchor chart**.
- Invite students to follow along, reading silently in their heads as you read aloud pages 81–99, adding words to the Spanish/English Dictionary anchor chart as they come up. Invite Spanish speakers to provide the translation and to record the Spanish on the anchor chart.
- Ask students to turn and talk to an elbow partner, and then cold call students to share out:
“What is the gist of this chapter?” (Esperanza and her mother cross the border into the United States and meet Miguel’s family members, who take them to where they are going to live.)

Meeting Students’ Needs

- For ELLs and students who may need additional support with memory: Before reading, invite students to summarize the first five chapters of *Esperanza Rising* in 1 minute or less (with feedback) and then again in 30 seconds or less with a triad. (MMR)
- For ELLs and students who may need additional support with comprehension: Mini Language Dive. Ask students about the meaning of chunks from a key sentence of this chapter of *Esperanza Rising*. Write and display student responses next to the chunks. Examples:
 - “Place your finger on this sentence: ‘My heart aches for those people. They came all this way just to be sent back,’ said Mama. Read the sentence aloud as students follow along.
 - “What is the gist of this sentence?” (Responses will vary.)
 - “Place your finger on *my heart aches*. What does Mama mean? Can you show me what your face looks like when your heart aches?” (She feels very sorry for the immigrants being sent back to Mexico. Look for students to have a pained or sorrowful look on their face.)
 - “Where did the people come from? What, in the text, makes you think so?” (Mexico; the story is about Mexican immigrants; the previous sentence says people were being pushed onto a train going back to Mexico.)
 - “Place your finger on *to be sent back*. To what location are the people being sent back? Who is sending them back? Why? What, in the text, makes you think so?” (The text says people were being pushed onto a train back to Mexico; that the Mexicali immigration officials were in charge of deciding to approve Esperanza family’s papers or to send the family back; and that there were many reasons for being sent back: no papers, false papers, no work.)
 - “Now what do you think is the gist of this sentence? What do you think about the ideas expressed here?” (Mama is very sad because the immigrants being sent back have had a long, frightening journey from Mexico to the United States and will now have to go all the way back home to a life they wanted to leave.) (MMR, MMAE)

Work Time

A. Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR (25 minutes)

- Focus students on the **Working to Become Ethical People anchor chart**.
- Tell them that because they will be working independently in an assessment, it is important that they practice integrity.
- Invite students to work with an elbow partner to look up *integrity* in a **dictionary** and to say the definition of the word to each other in their own words. (being honest and doing the right thing, even when it's difficult, because it is the right thing to do) To foster equity, consider asking:

“What is the translation of integrity in our home languages?” Invite students to use their translation dictionary if necessary. Call on student volunteers to share. Ask other students to choose one translation to silently repeat. Invite students to say their chosen translation out loud when you give the signal. Chorally repeat the translations and the word in English. Invite self- and peer correction of the pronunciation of the translations and the English. (wán zhěng xìng in Mandarin)
- Add this to the Working to Become Ethical People anchor chart. Refer to **Working to Become Ethical People anchor chart (example, for teacher reference)** as necessary.
- Invite students to turn and talk to an elbow partner, and then cold call students to share out:

“What does integrity look like? What might you see when someone is practicing integrity?”
“What does integrity sound like? What might you hear when someone is practicing integrity?”
- As students share out, capture their responses in the appropriate column on the Working to Become Ethical People anchor chart. Refer to the Working to Become Ethical People anchor chart (example, for teacher reference) as necessary.
- Record *integrity* on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary.
- Invite students to add this word to the front of their **vocabulary logs**.
- Distribute the **Mid-Unit 1 Assessment: Answering Questions about and Summarizing Article 13 of the UDHR**.
- Reread pages 83–84, beginning with “My heart aches for those people ...” and ending with “... took her hand and squeezed it.” Invite students to read along silently in their heads.
- Remind students that in the chapter of *Esperanza Rising* they have just read, some people are not allowed to cross the border into the United States. Tell them that in this lesson they are going to read an article of the UDHR linked to the issue of crossing the border into another country. Tell them that to give them more time to work on the assessment, you have identified the connections between the chapter and the UDHR for them, and they will be closely reading Article 13.
- Invite students to follow along, reading silently in their heads while you read the directions aloud for each part of the assessment. Answer clarifying questions.

- Remind students of the following resources they have been using in the lessons in this half of the unit and encourage them to refer to these as necessary during the assessment:
 - **Simplified version of the UDHR**
 - **Affix List**
 - **Close Readers Do These Things anchor chart**
 - **Strategies to Answer Selected Response Questions anchor chart**
 - **Criteria for an Effective Summary anchor chart**
 - **Model Summary: Article 16 of the UDHR**
 - **Quoting Accurately from the Text handout**
- Play the video “**Freedom to Move.**”
- Invite students to begin working on the assessment.
- Circulate to support students as they complete the assessment and to monitor their test-taking skills. Prompt students throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students’ behaviors while taking an assessment. Document the strategies you observe them use, such as referencing anchor charts and referring to the text as they answer questions.

Meeting Students’ Needs

- For ELLs and students who may need additional support with new vocabulary: Pronounce and spell *integrity* aloud. Tell students that the words *with* and *integrity* are often used together (collocation) to indicate the manner or attitude with which someone acts. The two words can be learned and used as a phrase after a verb to indicate the way someone acts, e.g., “I behave with integrity.” Invite students to investigate additional collocations with *integrity* (e.g., with high integrity, have integrity, threaten my integrity). (Hint: Suggest that students complete an internet search or use a collocation dictionary.) (MMR)
- For ELLs and students who may need additional support with comprehension: Remind students to use the strategies for reading unfamiliar texts introduced in Lesson 1 and the summary paragraph frame developed in Lesson 6. Consider inviting them to watch the video or read the simplified UDHR in one of the many home languages provided at the Youth for Human Rights website, then complete the assessment in English. Tell students they will not be expected to make connections between “Los Melones” and Article 13 on the assessment. The assessment focuses on Article 13 only. (MMR)
- For ELLs and students who may need additional support with executive function skills: 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. Stop those who are on the wrong track and make sure they understand the directions.
- For ELLs: As you read the assessment, display a “map.” Example:
 - A. Read Article 13.
 1. Complete the affix table for *residence*.
 2. Write a definition for *residence*.

3. Complete selected response for the meaning of *border*.
 4. Complete selected response for the main ideas of Article 13.
 5. Complete the Main Ideas and Supporting Details table for Article 13.
 6. Write a summary of Article 13.
- Minimize distractions during the assessment by providing tools such as sound-canceling headphones or individual dividers. (MME)
 - Allow students to use tools that will support their fine motor skills, such as a pencil grip, a slanted desk, or a word processor. (MMAE)

Closing and Assessment

A. Launching Tracking Progress (10 minutes)

- Give students specific positive feedback on their completion of the Mid-Unit 1 Assessment. (Example: “I was pleased to see a lot of you referring back to your texts to find details.”)
- Distribute **Tracking Progress: Reading, Understanding, and Explaining New Texts** and **Tracking Progress folders**. Tell students that successful learners keep track of and reflect on their own learning and that they will be completing a form like this after most of their assessments.
- Select volunteers to read aloud each criterion for the whole group. After hearing each one read aloud, invite students to turn and talk with an elbow partner:

“What does that criterion mean in your own words?” (Responses will vary.)
- Read the directions aloud for students and answer clarifying questions. Explain the scale and what each number represents. They should give themselves a 3 if they think they have achieved that criterion in their reading of new texts, a 4 if they think they have done even more than the criterion asks, a 2 if they think they are nearly there but not quite, and a 1 if they think they still have a lot of work to do.
- Distribute **sticky notes**. Tell students they will use these to identify evidence in their work from the unit of their progress toward each criterion.
- Guide students through completing Question 1 of the Tracking Progress form. If this is the first time students have completed this form, they may not be able to answer this question. In this situation, tell students to leave it blank and explain that next time they fill out the same form, they should be able to answer this question. If students completed these forms in Grade 4, they will be able to look back to their Grade 4 forms.
- Point out the “Teacher Response” part under Question 2 and tell students that after class, you will read each student’s reflection and respond with your feedback about their progress toward the skill.
- Direct students’ attention to Question 3 on the form and select a volunteer to read it aloud for the group:

“How can I improve next time?”
- Invite students to reflect on their own or with a partner on how they can improve on this skill in the future. Select volunteers to share with the group.
- Invite students to record their thinking in the appropriate spot on the Tracking Progress form.

- Invite students to place the form in their Tracking Progress folder and collect students' folders.
- Invite students to give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they showed integrity in this lesson.

Meeting Students' Needs

- For ELLs: Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time.
- For ELLs and students who 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. (MMR)

Homework

- A. Reread “Los Melones” on pages 81–99 and complete *Esperanza Rising*: Questions about “Los Melones” in your Unit 1 Homework.**
- B. 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 reading and writing: Refer to the suggested homework support in Lesson 2. (MMAE, MMR)
- For ELLs and students who may need additional support with comprehension: To provide heavier support, consider providing students with the quotes that describe the geographical setting in California. Invite them to explain or sketch what it's like in California based on the quotes. (MMR, MMAE)