Lesson 12: End of Unit 1 Assessment, Part I: Web Research

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.
- **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.
- **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 Targets

- I can research using several sources to answer the question: What can I do to help the rainforest? (RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8)
- I can summarize information from a text. (RI.5.1, RI.5.10, W.5.8)

Ongoing Assessment

- End of Unit 1 Assessment, Part I: Web Research (RI.5.1, RI.5.7, RI.5.10, W.5.7, W.5.8)
- Tracking Progress: Research (W.5.7, W.5.8)

Agenda

1. **Opening**

    A. Returning Mid-Unit 1 Assessments (5 minutes)

    B. Reviewing Learning Targets (5 minutes)

2. **Work Time**

    A. End of Unit 1 Assessment, Part I: Web Research (40 minutes)

3. **Closing and Assessment**

    A. Reflecting on Learning (10 minutes)

4. **Homework**

    A. Read through your research notes from Lessons 10–11 to prepare for the Science Talk in Lesson 13.

    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 Part I of the End of Unit 1 Assessment, in which they research independently to answer the question: "What can I do to help the rainforest?" (RI.5.7, W.5.7, W.5.8). As part of their research, students collect relevant quotes, summarize their reading on a note-catcher, and cite the sources (RI.5.1, W.5.8).

- W.5.8 requires students to gather information from print and digital sources. As such, this lesson is designed for students to use internet sources as texts. If the technology necessary for students to complete the reading is unavailable, give them printed copies of possible texts from which to choose.

- Students who finish quickly or require an extension can use a search engine to find their own sources.

- At the beginning of the lesson, students are given back their Mid-Unit 1 Assessments. This is not linked to the end of unit assessment, but it is important that students are given time to see completed assessments with feedback and to talk through any concerns so they can learn from them.

- The research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to the rainforest, specifically rainforest species and research. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. Inviting students to share what they have been learning through independent reading holds them accountable.

- In this lesson, the habits of character focus are working to contribute to a better world and working to become an effective learner. The characteristics students are reminded of specifically are taking care of and improving the shared spaces and the environment, in relation to researching to find ways to help the rainforest, and perseverance, in relation to working independently and persevering on their end of unit assessment.

How it builds on previous work:

- Throughout the first half of this unit, students have been writing summaries. They continue to practice this skill to summarize their research texts for the end of unit assessment.

- The second half of this unit calls students to action by helping them learn about things that they can do to help the rainforest.

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.

- For some students, this assessment may require more than the 40 minutes allotted. Consider providing time over multiple days if necessary.

Assessment guidance:

- All assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.

■ Do not collect in student assessments from this lesson, as they will need it for their discussion in the next lesson. When assessing and providing feedback to students on this assessment, use the teacher answer and sample student responses (see Assessment Overview and Resources) to help you complete the student Tracking Progress sheet. 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 that used for student responses. There is also space for you to respond to student comments.

■ In this assessment, students are tracking progress toward these anchor standards: W.7: Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation, and W.8: 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 Part II of the End of Unit 1 Assessment in Lesson 13, students participate in a Science Talk to answer the question: "What can I do to help the rainforest?" This discussion will be a formal assessment of students' progress toward SL.5.1.

■ In the Science Talk, students will use the information gathered in this lesson. To add another dimension of depth to this discussion, prepare some resources for students to explore in advance, such as examples of the cost and quality of buying ethically (to save the rainforest) versus not buying ethically. Examples:

  – Research to find out the current cost of beef that definitely isn't from the rainforest (e.g., local beef) versus the current cost of beef that may be from the rainforest.

  – Research to find out the current cost of wood that definitely isn't from the rainforest (e.g., bamboo flooring) versus the current cost of wood that may be from the rainforest.

  – Examples of recycled versus non-recycled products, such as toilet paper and writing paper.

■ Provide feedback on students' Science Talk Notes and Goals sheet from Lesson 9 in preparation for returning them in the next lesson. Students will use their goal(s) and teacher feedback to try to improve their performance on the Science Talk in Lesson 13.

In advance:

■ Prepare:

  – End of Unit 1 Assessment, Part 1: Web Research (see Assessment Overview and Resources).

  – Technology required for students to access the links provided on the end of unit assessment (see Assessment Overview and Resources).

■ Provide feedback on students' Mid-Unit 1 Assessments in preparation for returning them in Opening A.

■ Gather Tracking Progress folders.

■ Post: Learning targets, Working to Contribute to a Better World anchor chart, Criteria for an Effective Summary anchor chart, and Working to Become Effective Learners anchor chart.

Technology & Multimedia

- Work Time A: Students use web research to answer the question. There is a page of links (End of Unit 1 Assessment: Helping the Rainforest Links) provided for them to quickly locate the answers.

- Work Time A: Consider inviting students to use a text-to-speech tool such as SpeakIt! so they can hear the text read aloud multiple times.

- Work Time A: Students could complete their What Can I Do to Help the Rainforest? note-catcher online, on a Google Doc, for example.

- 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, preview links and/or use a filter service, such as www.safeshare.tv, for viewing these links in the classroom.

- Work Time A: Students could complete their note-catchers in a word-processing document, such as 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 5.I.B.6, and 5.I.B.7, and 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 Lessons 9–11. Students can use the same note-catcher templates they completed with their partners during the previous lesson.

- ELLs may find the End of Unit 1 Assessment challenging, as it is a big leap from the heavily scaffolded classroom interaction for some. Not only will students be asked to independently apply cognitive skills developed in Lessons 9–11, but also to independently apply new linguistic knowledge introduced in those lessons.

- 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 what was easiest and what was most difficult on the assessment, and why. To facilitate this discussion, prepare a concise rubric of the elements of the assessment and allow students to rank the difficulty level of these elements on a Likert scale. Example: The multiple choice questions were easy to answer. 1 2 3 4 5

- 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:** To get the most informative data from the assessment, ensure that all students have access to the assessment directions and feel comfortable with the expectations. Vary the ways in which you convey your expectations. (Example: Engage in a clarifying discussion about the directions or create a map of the assessment to preview its tasks.)

- **Multiple Means of Action and Expression:** The end of unit assessment requires students to demonstrate their learning in the same way. However, there is room for differentiation when students complete the Tracking Progress recording form. If students have been sketching key vocabulary throughout the unit, allow them to use their sketches as they fill out the form.

- **Multiple Means of Engagement:** Assessments can be overwhelming to some students. Supply students with tools to support self-monitoring during the assessment (e.g., checklists or visual timers for each portion of the assessment) and to minimize distractions during the assessment (e.g., sound-canceling headphones or workspace dividers).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- Do not preview vocabulary for this assessment lesson.

Materials

- ✅ Mid-Unit 1 Assessments (returned with feedback during Opening A; one per student)
- ✅ End of Unit 1 Assessment, Part I: Web Research (one per student; see Assessment Overview and Resources)
- ✅ Criteria for an Effective Summary anchor chart (begun in Module 1)
- ✅ Working to Contribute to a Better World anchor chart (begun in Module 1)
- ✅ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✅ Tracking Progress: Research (one per student)
- ✅ Sticky notes (four per student)

Opening

A. Returning Mid-Unit 1 Assessments (5 minutes)

- Return students' **Mid-Unit 1 Assessments** with feedback.

- Invite students to spend a few minutes reading through the feedback. If they require teacher support to understand the feedback, ask them to write their names on the board so you can visit with them in this lesson.

Meeting Students' Needs

- For ELLs and students who need support with reading: Reassure students that if they don't understand or cannot read the feedback, they will have an opportunity to review it during the lesson. (MME)

■ 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)

Opening

B. Reviewing Learning Targets (5 minutes)

■ Direct students' attention to the posted learning targets and select volunteers to read them aloud:

"I can research using several sources to answer the question: What can I do to help the rainforest?"

"I can summarize information from a text."

■ Remind students that these are the same learning targets they worked with in the previous lesson.

Meeting Students' Needs

■ For ELLs and students who need support with memory: Ask students to recall and describe one time that they practiced working on each of the learning targets in the past three lessons. (MMR)

Work Time

A. End of Unit 1 Assessment, Part I: Web Research (40 minutes)

■ Distribute the **End of Unit 1 Assessment, Part I: Web Research**.

■ Invite students to follow along, reading silently in their heads as you read the directions aloud.

■ Answer clarifying questions.

■ Point out that this task is the same one they completed with a partner in the previous lesson. They will even use a note-catcher with the same format. Note that they will be working with new sources and independently, but you have confidence in their ability to complete the task.

■ Focus students on the **Criteria for an Effective Summary anchor chart** and remind them that when summarizing the web pages they read in this lesson, they should follow these criteria.

■ Focus students on the **Working to Contribute to a Better World anchor chart** and remind them specifically of the "I take care of and improve our shared spaces and the environment" criteria. Remind them that in researching ways to help the rainforest, they are thinking about taking care of the environment.

■ Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the perseverance criteria. Remind them that because they will be working independently on their assessments, they will need to persevere.

■ Invite students to begin working on the End of Unit 1 Assessment.

■ While students are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze their behaviors while taking an assessment. Document strategies

that students use during the assessment. For example, look for those who are returning to their texts as they write their summary.

■ After 40 minutes, refocus whole group.

Meeting Students' Needs

■ For ELLs and students who need support with executive function skills: As you explain, display a "map" of the assessment on the board. Provide timers to increase predictability for the assessment process. (MME, MMAE)

One Part:

1. Web Research

A. Part I. Work independently to conduct research and complete a note-catcher.

■ For ELLs and students who may need additional support with comprehension: Ensure that students are clear about all assessment directions. Rephrase the 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)

■ For students who may need additional support with fine motor skills: Include lines on the note-catcher to make it easier for students to write neatly. (MMR, MME)

■ To minimize distractions during the assessment, vary the level of sensory stimulation as appropriate for individual students (e.g., offering sound-canceling headphones or dividing workspaces). Some students may also need flexibility with the pace of work and length of work sessions. Consider offering timeouts. (MME)

Closing and Assessment

A. Reflecting on Learning (10 minutes)

■ Give students specific positive feedback on their completion of the End of Unit 1 Assessment, Part I. (Example: "I noticed a lot of you were quoting the web pages and citing your sources.").

■ Distribute **Tracking Progress: Research**. Remind students that successful learners keep track of and reflect on their own learning. Remind them that they have done this after every assessment.

■ Distribute **sticky notes** so students can mark up their work with evidence. Guide them through completing the form.

■ Ensure students understand that in the next lesson, they will participate in a Science Talk to answer the question they have been researching over the past couple of lessons: "What can I do to help the rainforest?"

■ 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 took care of shared spaces and persevered in this lesson.

Meeting Students' Needs

- Developing self-assessment and reflection supports all students, but research shows it supports struggling students most. Examples: Having visible prompts, reminders, rubrics, or checklists that support students to self-regulate their goals. (MME)

- For students who have been sketching definitions of key words in learning targets throughout this unit: Allow students to refer to those sketches as they explain each learning target on the Tracking Progress: Research recording form. (MME)

- For ELLs and students who may 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. (MME)

- When completing the teacher response on the Tracking Progress recording form, provide feedback that emphasizes individual effort, improvement, and achieving a standard rather than performance relative to other students. (MME)

Homework

A. Read through your research notes from Lessons 10–11 to prepare for the Science Talk in Lesson 13.

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)