

## Lessons 12 and 13: End of Unit 2 Assessment: Reading Fluency and Writing a Literary Analysis Essay



### CCS Standards

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RF.5.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.5.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.5.4a:** Read grade-level text with purpose and understanding.
- **RF.5.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.5.2a:** Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **W.5.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.5.2c:** Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).
- **W.5.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.5.2e:** Provide a concluding statement or section related to the information or explanation presented.
- **W.5.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.5.9a:** Apply grade 5 Reading standards to literature (e.g., "Compare and contrast two or more characters, settings, or events in a story or a drama, drawing on specific details in the text [e.g., how characters interact]").
- **W.5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.5.5:** Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.



### Supporting Learning Targets

- I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency. (RF.5.4a, RF.5.4c)
- I can write a literary analysis essay to answer the question: What does the use of concrete language and sensory detail help you understand about the rainforest? (W.5.2, W.5.9a, W.5.10, L.5.5)

### Ongoing Assessment

- End of Unit 2 Assessment: Literary Analysis of Concrete Language and Sensory Detail in *The Most Beautiful Roof in the World* (W.5.2)
- Tracking Progress: Informative Writing (W.5.2)

### Agenda

#### 1. Opening

- A. Feedback on Mid-Unit 2 Assessment (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. End of Unit 2 Assessment: Parts I and II (100 minutes)

#### 3. Closing and Assessment

- A. Tracking Progress (10 minutes)

#### 4. Homework

- A. 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 these two lessons, students complete the End of Unit 2 Assessment, Parts I and II. In Part I, students read aloud a new excerpt from *The Most Beautiful Roof in the World* (RF.5.4). In Part II, they write a literary analysis essay to answer the question: “What does the use of concrete language and sensory detail help you understand about the rainforest?” (RL.5.1, W.5.2, W.5.9a).
- The assessment is spread over two lessons to provide students the time to plan and write their literary analysis essay (Part II) and to provide the time to assess each student individually as they read aloud the excerpt of text (Part I).
- Since the assessment is spread over two lessons, students should complete the Tracking Progress: Informative Writing recording form during the Closing and Assessment A at the end of Lesson 13. At the end of Lesson 12, students should use this time to reflect on their work in Lesson 12 using the Tracking Progress: Informative Writing form to see how they can improve in the next lesson. Completing the tracking progress recording form is meant to provide students with time to formally keep track of and reflect on their own learning. This self-reflection supports metacognition and pride in work and learning.
- 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 habit of character focus is working to become an effective learner. The characteristic students are reminded of specifically is perseverance, as they will be working independently on their assessments, which may be challenging for some of them.

#### **How it builds on previous work:**

- Throughout the second half of this unit, students have written a literary analysis essay with a partner in preparation for writing a literary analysis essay independently in this assessment.
- Throughout the second half of this unit, students have been practicing reading aloud new excerpts from *The Most Beautiful Roof in the World* in preparation for reading a new excerpt aloud in the reading fluency 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.

#### **Assessment guidance:**

- Writing rubrics can be found in the Grade 5 Writing Rubrics document (see Module 1 Appendix). All other 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), and the Informative Writing: Grade 5 rubric (see Module 1 Appendix) 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.
- It will be valuable for students to revisit their previous Tracking Progress recording forms before they begin the End of Unit 2 Assessment, Part II, so they can remember what they would like to improve on from assessments in previous units/modules.
- In this assessment, students are tracking progress toward anchor standard W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Collect in students' Reading Fluency: Excerpts of *The Most Beautiful Roof in the World* homework from Lessons 11 and 12.

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

- In the next unit, students will write a narrative with a focus on slowing time down at important moments of the story with concrete words and phrases and sensory details, based on their analysis of models in this unit.

#### **In advance:**

- Provide feedback on students' Mid-Unit 2 Assessments in preparation for returning them in Opening A.
- Prepare the End of Unit 2 Assessment (see Assessment Overview and Resources).
- Gather Tracking Progress folders.

- Post: Learning targets, Fluent Readers Do These Things anchor chart, Literary Analysis Essay anchor chart, and Working to Become Effective Learners anchor chart.

### Technology & Multimedia

- Work Time A: Students use a word processing document, such as a Google Doc, to write their literary analysis essays.
- Work Time A: Students write their essays using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).
- Closing and Assessment A: Tracking Progress forms completed online, on a Google Form, for example.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.6a, 5.I.B.7, 5.I.C.10a, 5.I.C.11a, 5.I.C.12a, 5.II.A.1, 5.II.A.2b, 5.II.C.6

#### 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 5–11. Students have two opportunities to work with the same text during the assessment, once as a fluency text and again as the source for the informative essay.
- The End of Unit 2 Assessment may be a big leap from the heavily scaffolded classroom interaction for some ELLs. Before they begin, encourage students to do their best and congratulate them on the progress they've made learning English. Point out some specific examples.
- As you give feedback on the selected response and short answers written in the Mid-Unit 2 Assessment, ELLs' writing might contain a multitude of language errors. Focus only on one or two pervasive errors to avoid overwhelming yourself and the student. Example: Clarifying clause structure can often help clarify the gist from of an incomprehensible piece of writing (e.g., subject + verb = independent clause; linking language + subject + verb = dependent clause). Leave other sentence-level errors for last (e.g., word choice, syntax, spelling) unless they are responsible for interfering with the gist.
- Select one or two selected response errors to talk through with the student. Push the student's understanding of the selected response questions and answers. Using the unit anchor charts and note-catchers, think aloud about which is the best answer.
- In addition, spend an equal amount of time giving feedback on what the student did well. Get excited about and discuss the student's ability to identify figurative language and point of view. This will help enable the student to identify and repeat his or her success next time.
- Ensure that ELLs understand the assessment directions. 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 the tasks on the assessment.)
- **Multiple Means of Action and Expression:** For students whose reading levels are below the excerpt used on the assessment, consider assessing their fluency on an excerpt that is on their independent reading level or below in addition to the excerpt from *The Most Beautiful Roof in the World*. This will provide data for an on-grade level text and an independent reading level text.
- **Multiple Means of Engagement:** Some students may feel discouraged when they review their feedback from the mid-unit assessment. Build a supportive and accepting classroom atmosphere by reminding students that professional writers frequently receive feedback from their editors to make their writing even better. When providing feedback to students on their reflections, use feedback that emphasizes effort and growth rather than relative performance.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *Do not preview vocabulary for these assessment lessons.*

### Materials

- ✓ Mid-Unit 2 Assessment (returned with feedback during Opening A; one per student)
- ✓ End of Unit 2 Assessment: Parts I and II (one per student; see Assessment Overview and Resources)
- ✓ Informative Writing Planning graphic organizer (blank; one per student; see Assessment Overview and Resources)
- ✓ Fluent Readers Do These Things anchor chart (begun in Module 1)
- ✓ Reading Fluency Checklist (from Lesson 8; one per student)
- ✓ Informative Writing Checklist (from Lesson 8; one per student)
- ✓ Literary Analysis Essay anchor chart (begun in Lesson 8)

- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress: Informative Writing (one per student)
- ✓ Sticky notes (at least three per student)

### Opening

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#### A. Feedback on Mid-Unit 2 Assessment (5 minutes)

- Return students' **Mid-Unit 2 Assessments** with feedback.
- Invite students to spend a few minutes reading through the feedback. Ask them to write their names in a list on the board if they have any questions and explain that you will get to them in the order they are listed on the board once they begin writing. Explain to students that it is important for them to review feedback from assessments so that they can see how to improve in future assessments.

#### Meeting Students' Needs

- For ELLs and students who may need additional support with reading: Ensure that all students understand the Mid-Unit 2 Assessment feedback provided. Read it aloud to them if necessary.
- To develop an accepting and supportive classroom climate, remind students that professional writers frequently receive feedback from editors to improve their writing. They do not get discouraged when their editor offers suggestions because they know it just makes them a better writer. (MME)

### Opening

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

- Direct students' attention to the posted learning targets and read them aloud.
  - "I can read aloud an excerpt of *The Most Beautiful Roof in the World* with accuracy and fluency."
  - "I can write a literary analysis essay to answer the question: What does the use of concrete language and sensory detail help you understand about the rainforest?"
- Point out that the first learning target should be familiar as they have seen it in every lesson since Lesson 7.
- Remind students that they have been writing a literary analysis essay with a partner in the second half of this unit in preparation to do this independently for the End of Unit 2 Assessment.

#### Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Ask:  
*"Recall and describe one example of how you worked to meet this learning target in the past seven lessons." (MMR)*



## Work Time

### A. End of Unit 2 Assessment: Parts I and II (100 minutes)

- Distribute the **End of Unit 2 Assessment: Parts I and II**.
- Explain that this assessment is broken up into two parts: For Part I, they will read aloud a new excerpt from *The Most Beautiful Roof in the World*. For Part II, they write a literary analysis to answer the question: “What does the use of concrete language and sensory detail help you understand about the rainforest?”
- 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. Explain that while students plan and write their essays, you will come around to each student individually to hear them read the excerpt from *The Most Beautiful Roof in the World* aloud.
- Remind students that this is the same question they answered in the literary analysis essay they wrote with a partner throughout this half of the unit, but the excerpt of text is different, so this may change their focus statement. Focus students on the **Informative Writing Planning graphic organizer** in their assessment materials, and remind students that they worked with exactly the same organizer in lessons, and students should use the organizer in the same way. Explain that filling out this organizer will not be assessed, but students should use it to help them think through the evidence they want to use in their essay.
- Remind students of the following materials 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:
  - **Fluent Readers Do These Things anchor chart**
  - **Reading Fluency Checklist**
  - **Informative Writing Checklist**
  - **Literary Analysis Essay anchor chart**
- Distribute **Tracking Progress folders** and invite students to read through the “How can I improve next time?” on previous Tracking Progress: Informative Writing recording form.
- 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.
- Invite students to begin working on the assessment.
- Circulate to hear students read the text excerpt for Part I aloud, one at a time.

### Meeting Students' Needs

- For ELLs and students who may need additional support with executive function skills: As you explain, display a “map” of the assessment on the board. (MME, MMAE) Example:

Two parts:

1. Part I. Fluently read an unfamiliar text – 40 minutes
2. Part II. Write an informative essay on the use of concrete language and sensory detail.
  - A. Reread the text from Part I.
  - B. Write essay.

- For ELLs and students who may need additional support with executive function skills: Ensure that students are clear about all test directions and supporting materials. 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)
- For ELLs and students who may need additional support with fluency: To provide additional time for students to comprehend the text and practice reading it, meet with these students after other students. Alternatively, consider listening to ELLs first, giving them feedback, and then returning to assess their fluency later. (MME)

### Closing and Assessment

#### A. Tracking Progress (10 minutes)

- Give students specific positive feedback on their completion of the End of Unit 3 Assessment (Example: “I noticed a lot of you were carefully selecting quotes from the text and explaining how they supported the claim made in the focus statement.”)
- Distribute **Tracking Progress: Informative Writing**. Remind students that successful learners keep track and reflect on their own learning. Remind students that they have done this after every assessment.
- Tell students the sticky notes are for them to find evidence of the following criteria:
  - W.5.9
  - W.5.2a
- Distribute **sticky notes** so students can mark up their work with evidence. Guide students through completing the form.
- As time allows, invite students to revisit their previous Tracking Progress: Informative Writing to discuss in pairs how they think they have progressed.

#### Meeting Students' Needs

- Developing self-assessment and reflection supports all students, but research shows it helps students needing additional support the most. (MMAE)
- For students who have been sketching definitions of key words in learning targets throughout this unit: Allow them to refer to those sketches as they explain each learning target on the Tracking Progress recording form. (MMAE)
- For ELLs and students who may need additional support with writing: 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. (MMAE)
- 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.



## Homework

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**A. 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)
- Consider offering multiple ways for students to respond to the prompt other than written expression. Examples could include pictures, digital media, song/poem, etc. (MMAE)