

## Lesson 6: Mid-Unit 2 Assessment: Summarizing a Short Video and Examining Point of View



### CCS Standards

- **RI.5.6:** Analyze multiple accounts of the same event or topic, noting important similarities and differences in the point of view they represent.
- **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.
- **SL.5.3:** Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.



### Daily Learning Targets

- I can identify and summarize the points a speaker makes, and explain how each claim is supported by reasons and evidence. (SL.5.3)
- I can explain the similarities and differences in different people's points of view on the most important factor in Jackie Robinson's success in leading social change. (RI.5.6)

### Ongoing Assessment

- Mid-Unit 2 Assessment: Summarizing a Short Video and Examining Point of View (RI.5.6, RI.5.10, SL.5.3)

### Agenda

#### 1. Opening

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

#### 2. Work Time

- A. Mid-Unit 2 Assessment, Part I: Summarizing a Video (15 minutes)
- B. Mid-Unit 2 Assessment, Part II: Examining Point of View (25 minutes)

#### 3. Closing and Assessment

- A. Tracking Progress (10 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 watch and listen to a short video about Jackie Robinson, answering questions and completing a graphic organizer to summarize the main points the speaker makes and identify the reasons and evidence given to support each claim. Students then reread a section of *Promises to Keep*, applying what they have learned to compare and contrast the point of view of different members of the Robinson family. They demonstrate understanding by answering selected response and short answer questions about the point of view expressed in the passages (RI.5.6, SL.5.3).
- In this lesson, students focus on working to become effective learners, showing perseverance as they summarize and answer questions independently for the mid-unit assessment.

### How it builds on previous work:

- In the first half of this unit, students have been watching and listening to texts and videos, summarizing the points the speaker makes, and comparing the point of view of multiple accounts on the same topic. This lesson continues those routines in an assessment.

### Areas where 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 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:
  - 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 the unit, students will determine their own opinion on which factor (or factors) were most important in Jackie Robinson’s success, participating in a whole group discussion and writing an opinion essay stating and supporting their opinion.
- Students’ Mid-Unit 2 Assessments with feedback will be returned in Lesson 13.

### In advance:

- Prepare:
  - End of Unit 1 Assessments with feedback from Unit 1, Lesson 12.
  - Mid-Unit 2 Assessment (see Assessment Overview and Resources).
  - Technology necessary for students to view “Jackie Robinson—Mini Biography” in Work Time A.
- 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.
- Work Time A: Prepare technology necessary for students to view “Jackie Robinson—Mini Biography” (one device per student).
  - Bio.com. “Jackie Robinson—Mini Biography.” A&E Networks Television, n.d. Web. Accessed on 10 Oct. 2016. <<http://www.biography.com/video/jackie-robinson-mini-biography-2191621562>>
- 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](http://www.safeshare.tv), to view the links in the classroom.

## Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.5, 5.I.B.6, and 5.I.B.7

### 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 1–5.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made learning English.
- Consider preparing and distributing a typed copy of Jackie Robinson’s letter on page 39 of *Promises to Keep* for students to read during Work Time B.
- Allow students to review note-catchers, the 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):** To set themselves up for success for the mid-unit assessment, students need to generalize the skills that they learned from the previous sessions. Similar to Modules 1–2, in this lesson, before administering the assessment, activate their prior knowledge by recalling the learning targets from the 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):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected for the Mid-Unit 2 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

- *Do not preview Vocabulary for this assessment lesson.*

### Materials

- ✓ End of Unit 1 Assessment: Summarizing a Text Read Aloud and Explaining the Relationship between Key Ideas in an Informational Text (from Unit 1, Lesson 12; one per student; returned with feedback during Opening A)
- ✓ Mid-Unit 2 Assessment: Summarizing a Short Video and Examining Point of View (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)
- ✓ Device (one per student)
- ✓ “Jackie Robinson—Mini Biography” (video; play in entirety; see Technology and Multimedia)
- ✓ *Promises to Keep* (one per student and one to display)
- ✓ Tracking Progress folders (from Module 1; one per student)

- ✓ Tracking Progress: Reading, Understanding, and Explaining New Text (one per student)
- ✓ Sticky notes (two per student)

### Opening

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

- Return students' **End of Unit 1 Assessment** with feedback and follow the same routine established in Modules 1 and 2 for students to review feedback and write their name on the board if they require teacher support.

### Opening

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

- Direct students' attention to the learning targets and read them aloud:
- "I can identify and summarize the points a speaker makes, and explain how each claim is supported by reasons and evidence."
- "I can explain the similarities and differences in different people's points of view on the most important factor in Jackie Robinson's success in leading social change."
- Remind students that they have seen these learning targets in the previous lessons and review Vocabulary: *summarize*, *success*.

#### Meeting Students' Needs

- For ELLs: (Working on Same Learning Target) Invite students to discuss how they previously worked toward each learning target. (MMR, MME)

### Work Time

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#### A. Mid-Unit 2 Assessment, Part I: Summarizing a Video (15 minutes)

- Distribute the **Mid-Unit 2 Assessment: Summarizing a Short Video and Examining Point of View**.
- Tell students that, for this assessment, they will watch a short video and summarize it, and then read excerpts from *Promises to Keep* to examine different points of view.
- 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 since this is an assessment, they should complete it independently in silence. Focus students on the **Working to Become Effective Learners anchor chart**, specifically on “perseverance” and what this 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.
- Ensure students have a **device** so they can access the video themselves. Invite students to access and view “**Jackie Robinson—Mini Biography**,” inviting students to watch and listen, thinking about the gist and taking notes about key points.
- Briefly review the directions and the graphic organizer on Part I of their assessments. Invite students to view the video a second time and to take notes as they watch.
- Invite students to complete the remainder of Part I of the assessment.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- After 10 minutes, refocus whole group.

### 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: (Reading Aloud and Monitoring Assessment) Read aloud the entire assessment. Rephrase directions. Monitor to see that students correctly complete the assessment. (MMR)
- For ELLs: (Stopping to Take Notes) Consider stopping the video several times to give students time to take notes on the section they just heard.
- For ELLs: (Rephrasing Selected Response) Invite students to rephrase selected response questions—and answer them—before they read each answer choice.

## Work Time

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### B. Mid-Unit 2 Assessment, Part II: Examining Point of View (25 minutes)

- Invite students to retrieve their copy of *Promises to Keep* and to look at Part II of their assessments. Invite them to follow along, reading silently in their heads, while you read the directions for Part II of the assessment aloud. Answer clarifying questions.
- Invite students to complete the remainder of the assessment. If students finish early, tell them they may go back to check their answers or to complete Part I.
- 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 students who may need additional support with sustained effort: Limit distractions during the mid-unit assessment by offering sound-canceling headphones or dividers between workspaces. (MME)
- For ELLs: (Typed Copy of Letter) Consider distributing a typed copy of Jackie Robinson's letter on page 39 for students to read during the assessment.

## Closing and Assessment

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### A. Tracking Progress (10 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.**
- Tell students the sticky notes are for them to find evidence of the following criteria:
  - RL/RI.5.1
  - RL/RI.5.10
- Guide students through completing the recording form.

### Meeting Students' Needs

- For ELLs and students who may need additional support with monitoring their own learning: (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. (MMR, MME)
- 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) Read aloud, discuss, and respond to your prompt orally, either with a partner, a family member, or a student from Grades 4 or 6, or record an audio 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)