

Lesson 9: End of Unit 2 Assessment: Analyzing Point of View in a Literary Text



CCS Standards

- **RL.5.1:** Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.5.6:** Describe how a narrator’s or speaker’s point of view influences how events are described.
- **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.5.3b:** Compare and contrast the varieties of English (e.g., dialects, registers) used in stories, dramas, or poems.



Daily Learning Targets

- I can compare and contrast the varieties of English used in stories and poems. (L.5.3b)
- I can describe how a speaker’s point of view in “Job” influences how events are described. (RL.5.1, RL.5.6)

Ongoing Assessment

- End of Unit 2 Assessment: Analyzing Point of View in a Literary Text (RL.5.1, RL.5.6, L.5.3b)
- Tracking Progress: Reading, Understanding, and Explaining New Text (R.1, R.4, R.10, L.4)

Agenda

1. Opening

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

2. Work Time

- A. End of Unit 2 Assessment: Analyzing Point of View in a Literary Text (35 minutes)

3. Closing and Assessment

- A. Tracking Progress (15 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 Work Time A, students complete the end of unit assessment, in which they reread and watch “Job” about the aftermath of the January 2010 earthquake in Haiti (RL.5.1, RL.5.2, RL.5.4, RL.5.7, L.5.3b, L.5.4a, L.5.5c). Similar to the mid-unit assessment, since it is a long,

relatively complex poem, with religious references in the second half, students work only with the first half of the text for the assessment; however, they do watch the whole video before they begin so that they don't feel unsatisfied.

- After the assessment, students use the Tracking Progress: Reading, Understanding, and Explaining New Text recording form to formally keep track of and reflect on their own learning.

How this lesson builds on previous work:

- In Lessons 7–8, students reread literary texts and analyzed the point of view. In this lesson, they repeat the routines from those lessons for the end of unit assessment to analyze the poem “Job.”

Assessment Guidance:

- All assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the teacher answer key (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.

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.

Down the road:

- In Unit 3, having learned about natural disasters and the human impact, students consider how they can prepare for a natural disaster. They research and decide what to pack in an emergency kit.

In advance:

- Provide feedback on students' Mid-Unit 2 Assessments in preparation for returning them in Opening A.

- Prepare:
 - Technology necessary for students to watch “Job” on their own device (see Technology and Multimedia).
 - End of Unit 2 Assessment (see Assessment Overview and Resources).
- Gather Tracking Progress folders.
- 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 the technology necessary for students to watch the poetry videos whole group. If possible, provide a device for each student with both poetry videos already open for easy access during the assessment:
 - Poetry video: Dawes, K. “Job.” *YouTube*. Web. Accessed on 30 Jan. 2017. <https://youtu.be/iJWr0JwlO_U>.
 - Poetry video: Smith, G. and Soileau, P. “Katrina: Don’t Let Her Go.” *YouTube*. Web. Accessed on 30 Jan. 2017. <<https://youtu.be/6vTysgFnwX0>> (from the beginning to 0:36).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.B.5, 5.I.B.6, 5.I.B.7, 5.I.B.8

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 7–8.
- 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.
- Allow students to review note-catchers, the Academic and Domain-Specific Word Walls, vocabulary logs, and other classroom resources.
- 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 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 previous lessons in this unit. 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 during the end of unit assessment.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the end of unit assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider dividing 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

- ✓ Mid-Unit 2 Assessment: Analyzing the Contribution of Multimedia (from Lessons 5–6; one per student; returned with feedback during Opening A)
- ✓ “Job” (video; play in entirety; see Technology and Multimedia)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ End of Unit 2 Assessment: Analyzing Point of View in a Literary Text (one per student; see Assessment Overview and Resources)
- ✓ Devices (one per student)
- ✓ “Katrina: Don’t Let Her Go” (video; play from 0:00 to 0:36; see Technology and Multimedia)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Tracking Progress: Reading, Understanding, and Explaining New Text (one per student)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Sticky notes (three per student)

Opening

A. Returning Mid-Unit 2 Assessments (5 minutes)

- Return students’ **Mid-Unit 2 Assessment: Analyzing the Contribution of Multimedia** with feedback and follow the 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

- To build an accepting and supportive environment, remind 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 compare and contrast the varieties of English used in stories and poems."*
 - "I can describe how a speaker's point of view in 'Job' influences how events are described."*
- Remind students that they have been doing these things throughout the second half of this unit with other literary texts.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Recalling Prior Work: Learning Targets) Invite students to discuss how they previously worked toward similar learning targets. (MMR, MME)

Work Time

A. End of Unit 2 Assessment: Analyzing Point of View in a Literary Text (35 minutes)

- Remind students that in this unit they have focused on the impact of natural disasters on humans, and in the second half of the unit they have analyzed literary texts for point of view.
- Tell students they are going to reread and watch the "Job" poem, first seen in the mid-unit assessment. Play **"Job."**
- Similar to the mid-unit assessment, remind students that they may have heard references to praying, and that Job and Hosea are religious figures. Remind students that some people find strength in their religious beliefs to get through times of hardship like natural disasters. Remind students of the **Working to Become Ethical People anchor chart** and particularly of respect of others' beliefs, which may not be the same as our own.
- Distribute the **End of Unit 2 Assessment: Analyzing Point of View in a Literary Text** and remind students that since the text is long and complex, they will be working with only half of it in this assessment. Tell students that they will use the printed text rather than the video in the assessment; however, if they need to hear the poem, show them where they can go to do so and remind them to share **devices**.
- Tell students that for the final question, they will also need to view **"Katrina: Don't Let Her Go,"** which should also be set up and ready to play on their devices.
- Remind students to complete their assessments independently and to refer to:
 - **Strategies to Answer Selected Response Questions anchor chart**
 - **Close Readers Do These Things anchor chart**
- Answer clarifying questions and then invite students to begin.

- At the end of the allocated time, refocus whole group.
- 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.

Meeting Students' Needs

- 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.
- For ELLs and students who may need additional support with strategy development: (Rephrasing Selected Response) Invite students to rephrase each question—and answer them—before they select or write their answer. (MMAE)
- For ELLs: (Watching Video More Than Once) Emphasize that students can watch the “Job” video as many times as they need to. Encourage them to watch it at least two times, once with their eyes on the video and another while following along with the printed excerpt of the poem provided in the assessment.
- For students who may be overwhelmed by too much print on a page: Reduce anxiety and support sustained effort by offering a copy of the assessment with one question per page. (MMR, MME)

Closing and Assessment

A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 2 Assessment.
- Distribute **Tracking Progress: Reading, Understanding, and Explaining New Text**, **Tracking Progress folders**, and **sticky notes**.
- Point out that this tracking progress form is different from the other Reading, Understanding, and Explaining New Text forms they have completed throughout the year. Tell students that for this form, they are reflecting on fewer criteria and are considering their progress over the entire school year, not just this particular unit or module.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - RL.5.1, RI.5.1: I refer to the text to ask and answer questions.
 - RL.5.1, RI.5.4, L.5.4: I determine the meaning of unknown words and phrases using at least one of the following strategies: Use context; use affixes and roots; use reference materials.
- Guide students through completing the recording form. Remind them to use evidence from their work over Modules 1, 2, 3, and 4 as they reflect.
- Guide students through completing the form.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Orally Paraphrase) 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)
- For students who may need additional support with monitoring their own learning: Invite students to explain why self-assessment is important for learning. (MME)

Homework

A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from Grades 4 or 6, or record an audio response.