



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 1: Lesson 5

Mid-Unit Assessment: Text-Dependent Questions: *Love That Dog, Pages 20–24*



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1) I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can explain what Jack understands about poetry, based on evidence from <i>Love That Dog</i>.• I can reflect on my progress toward the learning target.	<ul style="list-style-type: none">• Poetry Task 2 (in poetry journal; from homework)• Mid-Unit 1 Assessment: Text-Dependent Questions: <i>Love That Dog</i>, pages 20–24• Reflection in poetry journal



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (5 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 1 Assessment (35 minutes)Reflecting on Learning (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Sharing Reflections (5 minutes)Homework: None	<ul style="list-style-type: none">In this lesson, students take the Mid-Unit 1 Assessment to apply what they have been learning about how to use evidence from the text to answer questions (RI.4.1 and RI.4.3). While both RI.4.2 and RI.4.5 have been focused on during instruction, these standards are assessed in Unit 2 once students have finished the novel. This ensures that they have made sufficient progress towards these standards before that Unit 2 assessment.During Work Time Part B of this lesson, students are asked to reflect in writing, on their ability to meet this target. This gets students in the habit of considering their individual growth and helps them to practice setting goals based on reflections about their personal strengths and areas of need. In Module 2, students will begin using a Tracking Progress form to more formally reflect on their individual progress.Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly.Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly.In advance:<ul style="list-style-type: none">Review Milling to Music in Checking for Understanding Techniques (see Appendix).Post: learning targets, What Makes a Poem a Poem? anchor chart, Close Readers Do These things anchor chart.



Lesson Vocabulary	Materials
explain, understands, details	<ul style="list-style-type: none"> Poetry journals (from Lesson 1; students' own) What Makes a Poem a Poem? anchor chart (begun in Lesson 2) <i>Love That Dog</i> (book; from Lesson 2; one per student) Mid-Unit 1 Assessment: Text-Dependent Questions: <i>Love That Dog</i> Pages 20–24 and “The Pasture” by Robert Frost (one per student) Mid-Unit 1 Assessment: Text-Dependent Questions: <i>Love That Dog</i> Pages 20–24 and “The Pasture” by Robert Frost (answers, for teacher reference) Close Readers Do These Things anchor chart (from Lesson 2)

Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> Ask students to turn to “My Poems” section in their poetry journals and reread the poems they have written so far. Ask them to select one that they would like to share with a partner. Give students a minute to select a poem. Reassure students that while they may feel a bit nervous about sharing their poems with a classmate, that this is something that writers must eventually do, share their work with an audience. To start, their audience will be small, one other person, but as they become more comfortable with writing poems, they will be asked to select a poem to read aloud to small group of their classmates. Explain that this is the first step in helping them to become comfortable with sharing their own writing. Partner students up, then give the following directions: <ol style="list-style-type: none"> Read your poem to your partner. Tell your partner what you like about your poem. Point out the characteristics of poetry featured in your poem (use literary terms). Repeat. Refer students to the What Makes a Poem a Poem? anchor chart, specifically the literary terms listed in the “Characteristics of Poetry” section. Encourage students to refer to these terms in their discussion. 	<ul style="list-style-type: none"> Post directions for student reference. Provide sentence starters and frames as needed, to support students during partner conversations.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Display the learning targets and ask students to pay attention to familiar terms in the targets and be ready to restate targets in their own words. Read each target aloud, or invite volunteers to do so.<ul style="list-style-type: none">* “I can explain what Jack understands about poetry, based on evidence from <i>Love That Dog</i>.”* “I can reflect on my progress toward the learning target.”• Ask students to focus on the first target then discuss with a nearby peer:<ul style="list-style-type: none">* “How might you restate this target based on your understanding of the key terms: <i>explain</i>, <i>understands</i>, and <i>evidence</i>?”• After a minute, cold call a few students to share their thinking with the class.• Then, focus students on the second learning target and underline the words: <i>reflect</i> and <i>progress</i>.• Ask students to consider then turn to a <i>different</i> nearby partner to discuss:<ul style="list-style-type: none">* “What does it mean to <i>reflect</i> on our <i>progress</i>?”• After 1 or 2 minutes, invite a few students to share ideas from their partner discussions, whole group. Listen for students to mention that reflecting on their progress is what they have been doing at the end of each lesson by using Fist to Five (and other strategies) to demonstrate how successful they have felt in meeting the daily targets, or similar suggestions. As needed, define the terms <i>reflect</i> and <i>progress</i> to clarify.• Tell students that during the next parts of Work Time, they will take the mid-unit assessment to show what they have learned about how to use evidence from the text to explain what Jack has learned about poetry, and then they will reflect in their poetry journals on their progress toward this target.• Reassure students that they have had solid practice answering questions based on evidence from the text in the past several lessons and the only difference with this assessment is that they will be reading a new section of the text.	<ul style="list-style-type: none">• Display images of key words from the targets to support visual and second language learners.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 1 Assessment (35 minutes)</p> <ul style="list-style-type: none"> Ask students to locate their copies of <i>Love That Dog</i>. Then distribute the Mid-Unit 1 Assessment: Text-Dependent Questions: <i>Love That Dog</i> Pages 20–24. Also make sure the Close Readers Do These Things anchor chart is posted for student reference during the assessment. Read the directions and questions with students then answer any clarifying questions. When students are ready, ask them to begin. If students finish the assessment early, allow them the option to: <ul style="list-style-type: none"> Add additional vivid words and phrases from the text in the “Vivid Words and Phrases” section of their poetry journals. Read independently. Ask students to hold on to their assessments to refer to during the next part of Work Time. 	<ul style="list-style-type: none"> If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment. ELLs receive extended time as an accommodation on New York State assessments.
<p>B. Reflecting on Learning (10 minutes)</p> <ul style="list-style-type: none"> Review the learning targets with students then ask them to turn to the first blank page in the “My Reflections” section of their poetry journals. Explain to students that they are going to consider the first two targets along with their responses to the assessment questions then reflect on their progress toward each target. Pose the following questions for students to consider then write responses to in their journals: <ul style="list-style-type: none"> * “How would you describe your progress toward this target? Give specific examples.” * “What strategies most helped you meet the target?” Ask students to think about then independently write a response to each question. Once students have recorded their reflections, tell them to prepare to share reflections during the debrief. 	<ul style="list-style-type: none"> Consider posting discussion questions for student reference. Allow students who struggle with expressing their ideas through writing to dictate their reflections to you or another adult to scribe. This allows all students to participate in the self-reflection in a meaningful way.



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections (5 minutes)</p> <ul style="list-style-type: none">• Pair students up. Ask them to share the written reflections from their poetry journals.• Invite several students to share out whole group.• Collect students' Mid-Unit 1 Assessments and journals for review. See Mid-Unit 1 Assessment: Text-Dependent Questions: <i>Love That Dog</i> Pages 20–24 (answers, for teacher reference).	<ul style="list-style-type: none">• Consider providing sentence frames to ensure that all students have access to the conversation: “My greatest strength is _____ because”; “The strategies I used are _____, which helped me because _____”; “I want to work toward mastery of the target _____ because _____.”
Teaching Note	
<ul style="list-style-type: none">• Be prepared to return students' Mid-Unit 1 Assessments by Lesson 7. Also check students' “My Reflection” responses to ensure students are reflecting on their progress toward the targets based on evidence/specific examples from their work.	



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Supporting Materials



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Mid-Unit 1 Assessment: Text-Dependent Questions:

Love That Dog Pages 20–24

Name: _____

Date: _____

Learning Targets Assessed:

- I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)
- I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)

Directions:

- Read pages 20–24 of *Love That Dog* to determine what this section of the novel is mostly about.
- Then, read the poem “The Pasture” by Robert Frost (in the back of *Love That Dog*).
- Review the questions below.

1. Refer to pages 20 and 21 to help you answer Part I and Part II below. **(RL.4.1, RL.4.3)**

Part I: How does Jack feel about Robert Frost’s poetry?



Mid-Unit 1 Assessment: Text-Dependent Questions:

Love That Dog Pages 20–24

Part II: Place a check mark beside the evidence from the text that best supports your answer to Part I.

- ☐ “I really really really did NOT get the pasture poem you read today.”
- ☐ “And you said that Mr. Robert Frost who wrote about the pasture was also the one who wrote about those snowy woods ...”
- ☐ “I think Mr. Robert Frost has a little too much time on his hands.”

Refer to pages 22 and 23 to help you answer Questions 2 and 3.

2. What does Jack think “the wheelbarrow poet” was doing? **(RL.4.1)**
 - A. Typing up his poems.
 - B. Reading Robert Frost’s poems.
 - C. Making pictures with words.
3. According to Jack, why do people think that Robert Frost’s writing is poetry? **(RL.4.1)**
 - A. Robert Frost writes about snowy woods and a pasture.
 - B. Robert Frost’s teacher typed up his words to make them look like a poem.
 - C. Robert Frost’s poem is like the wheelbarrow poem.



Mid-Unit 1 Assessment: Text-Dependent Questions:

Love That Dog Pages 20–24

4. Refer to pages 22 and 23 to help answer Part I and Part II below: **(RL.4.3)**

Part I: How do you think Jack feels about his poems after his teacher typed them up?

- A. Proud
- B. Embarrassed
- C. Frustrated

Part II: Circle the evidence from the text that best supports your answer to Part I.

- A. “Like how you did with the blue-car things”
- B. “typed up they look like poems”
- C. “the other kids are looking at them and they think they really are poems”

5. Which sentence below best describes what Jack learned about poetry in this section of the text?
(RL.4.3)

- A. Poems are written by people with too much time on their hands.
- B. No one really understands what poems mean.
- C. Poems make pictures with words.



Mid-Unit 1 Assessment: Text-Dependent Questions:
Love That Dog Pages 20–24 and “The Pasture” by Robert Frost
(Answers, for Teacher Reference)

Learning Targets Assessed:

- I can refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text. (RL.4.1)
- I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)

Directions:

- Read pages 20–24 of *Love That Dog* to determine what this section of the novel is mostly about.
- Then, read the poem *The Pasture* by Robert Frost, in the back of *Love That Dog*.
- Review the questions below.
- Refer to pages 20–24 to help you answer each question.

1. Refer to pages 20 and 21 to help you answer Part I and Part II below. **(RL.4.1, RL.4.3)**

Part I: How does Jack feel about Robert Frost’s poetry?

Possible answer: I think he doesn’t like it or understand it.

Part II: Place a check mark beside the evidence from the text that best supports your answer to Part I.

- ☒ **“I really really really did NOT get the pasture poem you read today.”**
- ☐ “And you said that Mr. Robert Frost who wrote about the pasture was also the one who wrote about those snowy woods ...”
- ☒ **“I think Mr. Robert Frost has a little too much time on his hands.”**



Mid-Unit 1 Assessment: Text-Dependent Questions:
Love That Dog Pages 20–24 and “The Pasture” by Robert Frost
(Answers, for Teacher Reference)

Refer to pages 22 and 23 to help you answer Questions 2 and 3.

2. What does Jack think “the wheelbarrow poet” was doing? **(RL.4.1)**

- A. Typing up his poems.
- B. Reading Robert Frost’s poems.
- C. Making pictures with words.**

3. According to Jack, why do people think Robert Frost’s writing is poetry? **(RL.4.1)**

- A. Robert Frost writes about snowy woods and a pasture.
- B. Robert Frost’s teacher typed up his words to make them look like a poem.**
- C. Robert Frost’s poem is like the wheelbarrow poem.

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- A. Proud**
- B. Embarrassed
- C. Frustrated



Mid-Unit 1 Assessment: Text-Dependent Questions:
Love That Dog Pages 20–24 and “The Pasture” by Robert Frost
(Answers, for Teacher Reference)

Part II: Circle the evidence from the text that best supports your answer to Part I.

- A. “Like how you did with the blue-car things”
- B. “typed up they look like poems”
- C. “the other kids are looking at them and they think they really are poems”**

5. Which sentence below best describes what Jack learned about poetry in this section of the text?
(RL.4.3)

- A. Poems are written by people with too much time on their hands.
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- C. Poems make pictures with words.**