



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 1B: Unit 2: Lesson 12**

### **End of Unit Assessment: Reading and Analyzing a New Poem**



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can explain what a text says, using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

I can explain the meaning of simple similes in context. (L.4.5a)

I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)

Supporting Learning Targets

- I can explain the meaning of a new poem.
- I can explain the meaning of a simile or metaphor in a poem.
- I can use literary terms to describe characteristics of poetry.

Ongoing Assessment

- End of Unit 2 Assessment: Reading and Analyzing a New Poem

Agenda

1. Opening
  - A. Reviewing Learning Targets (10 minutes)
2. Work Time
  - A. End of Unit 2 Assessment: Reading and Analyzing a New Poem (40 minutes)
3. Closing and Assessment
  - A. Reflecting on Learning Targets (10 minutes)
4. Homework
  - A. Continue reading your book for independent reading.

Teaching Notes

- In this assessment, students read a new poem, “Metric Figure” by William Carlos Williams, and answer questions about the poem’s characteristics.
- For struggling readers or ELLs, consider giving more explicit instruction with the challenging vocabulary of the poem (*poplars*, *Phoebus*, *skims*, *gleam*, *clashing*).
- In advance: Post learning targets and What Makes a Poem a Poem? anchor chart.



Lesson Vocabulary	Materials
structure, lines, verse, simile, metaphor, imagery, onomatopoeia, repetition, rhyme; poplars, Phoebus, skims, gleam, clashing	<ul style="list-style-type: none"><li>• What Makes a Poem a Poem? anchor chart (from Unit 1, Lesson 2)</li><li>• End of Unit 2 Assessment: Reading and Analyzing a New Poem (one per student)</li><li>• End of Unit 2 Assessment: Reading and Analyzing a New Poem (answers, for teacher reference)</li><li>• Poetry journals (students' own; from Unit 1)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will complete the End of Unit 2 Assessment, in which they will do, on their own, much of what they have been practicing when they read and analyzing poems.</li><li>• Direct students' attention to the learning targets and ask them to read the targets silently to themselves:<ul style="list-style-type: none"><li>* "I can explain the meaning of a new poem."</li><li>* "I can explain the meaning of a simile or metaphor in a poem."</li><li>* "I can use literary terms to describe characteristics of poetry."</li></ul></li><li>• Remind students that they will need to use the literary terms they have learned in order to describe the characteristics of the new poem that they will read today. Focus students' attention on the posted <b>What Makes a Poem a Poem? anchor chart</b> and review these terms: <i>structure, lines, verse, simile, metaphor, imagery, onomatopoeia, repetition, and rhyme</i>.</li><li>• Have students give a thumbs-up if they are clear on what they will be expected to do today, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Address any clarifying questions before beginning the assessment.</li><li>• Encourage students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify and describe characteristics in a literary text.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment: Reading and Analyzing a New Poem (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to clear their desks and get out a pencil.</li><li>• Distribute the <b>End of Unit 2 Assessment: Reading and Analyzing a New Poem</b> to each student.</li><li>• Read the directions for the assessment aloud and remind students that they should refer to the text when answering questions on the assessment.</li><li>• Using the <b>End of Unit 2 Assessment: Reading and Analyzing a New Poem (answers, for teacher reference)</b>, read “Metric Figure” aloud for students and invite students to begin.</li><li>• While students take the assessment, circulate to monitor their test-taking skills. Prompt students throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students’ behavior while taking an assessment. Document strategies that students use during the assessment. For example, look for students who are annotating their text and rereading and referring to the text when answering questions.</li><li>• Collect students’ assessments.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment.</li><li>• For some students, this assessment might require more than the 40 minutes allotted. Consider providing students additional time if needed.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Review the learning targets with students. Ask the students to turn to the first blank page in the “My Reflections” section of their <b>poetry journals</b>.</li><li>• Explain to students that they are going to consider the first two targets, along with their responses to the assessment questions, and then they will reflect on their progress toward each target.</li><li>• Pose the following questions for students to consider and then respond to in their journals:<ul style="list-style-type: none"><li>* “Which target do you feel the greatest mastery toward? Explain.”</li><li>* “What strategies most helped you meet the target(s)?”</li><li>* “Which target was the most challenging for you? Why?”</li></ul></li><li>• Ask students to think about then independently write a response to each question.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your book for independent reading.</li></ul> <p><i>Note: Be sure to return this assessment to students and review the results and your feedback prior Unit 3's Mid-Unit Assessment.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 1B: Unit 2: Lesson 12

## Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



**End of Unit 2 Assessment:**  
Reading and Analyzing a New Poem

\_\_\_\_\_  
**Name:**

\_\_\_\_\_  
**Date:**

**Directions:**

1. Listen as the following poem by William Carlos Williams is read aloud by your teacher.
2. Then reread the poem silently to yourself record the gist for question 1.
3. Then read the definitions of select words from the poem in the word bank below.
4. Reread the poem and use it to answer the assessment questions.

**“Metric Figure”**

There is a bird in the poplars!  
It is the sun!  
The leaves are little yellow fish  
Swimming in the river.  
The bird skims above them,  
Day is on his wings.  
Phoebus!  
It is he that is making  
The great gleam among the poplars!  
It is his singing  
Outshines the noise  
Of leaves clashing in the wind.

**Word Bank**

poplars—types of trees

Phoebus—a Greek god of the sun, also known as Apollo

skims—glides over the top

gleam—a flash of light

clashing—coming together noisily

Metric Figure by William Carlos Williams is public domain.



**End of Unit 2 Assessment:**  
Reading and Analyzing a New Poem

1. What is the gist of this poem?

---

---

---

---

---

---

2. Which of the following excerpts from the poem is a metaphor?

- a. “The leaves are little yellow fish swimming in the river.”
- b. “It is he that is making the great gleam among the poplars!”
- c. “It is his singing outshines the noise of leaves clashing in the wind.”

3. What is the writer comparing a bird to in the poem “Metric Figure”?

- a. A fish
- b. The sun
- c. The wind

4. Which of the following excerpts from the poem best supports your answer to Question 2?

- a. “The leaves are little yellow fish swimming in the river.”
- b. “It is his singing outshines the noise of leaves clashing in the wind.”
- c. “There is a bird in the poplars! It is the sun!”





**End of Unit 2 Assessment:**  
Reading and Analyzing a New Poem

5. Which kinds of imagery are used in the poem “Metric Figure”?

- a. Sound and touch
- b. Smell and sight
- c. Sight and sound

6. Select one of the following vivid words from “Metric Figure” and explain how this word helps the reader imagine the bird and the poplar trees that the writer is describing in his poem.

skims—glides over the top  
gleam—a flash of light  
clashing—coming together noisily

7. Put a check mark next to any of the following literary terms that could be used to describe the poem “Metric Figure”:

☐ metaphors

☐ free verse

☐ imagery

☐ onomatopoeia

☐ rhyme

☐ similes



**End of Unit 2 Assessment:**  
Reading and Analyzing a New Poem

8. Use the words you checked above to describe the poem “Metric Figure.”

---

---

---

---

---

---

---



**End of Unit 2 Assessment:**  
Reading and Analyzing a New Poem  
(Answers, for Teacher Reference)

**Long-Term Learning Targets Assessed:**

I can explain what a text says, using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

I can explain the meaning of simple similes and metaphors in context. (L.4.5a)

I can use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)

**Directions:**

- 1) Listen as the following poem by William Carlos Williams is read aloud by your teacher.
- 2) Then reread the poem silently to yourself for the gist.
- 3) Then read the definitions of select words from the poem in the word bank below.
- 4) Reread the poem and use it to answer the assessment questions.

**“Metric Figure”**

There is a bird in the poplars!  
It is the sun!  
The leaves are little yellow fish  
Swimming in the river.  
The bird skims above them,  
Day is on his wings.  
Phoebus!  
It is he that is making  
The great gleam among the poplars!  
It is his singing  
Outshines the noise  
Of leaves clashing in the wind.

**Word Bank**

poplars—types of trees

Phoebus—a Greek god of the sun, also known as Apollo

skims—glides over the top

gleam—a flash of light

clashing—coming together noisily

Metric Figure by William Carlos Williams is public domain.



**End of Unit 2 Assessment:**  
Reading and Analyzing a New Poem  
(Answers, for Teacher Reference)

1. What is the gist of this poem? (RL.4.1)

**Possible student response: This poem is about a yellow bird flying in the trees or bushes.**

***Note: Use the 2pt rubric in the supporting materials of this lesson to score both question 1 and question 8 of this assessment.***

---

2. Which of the following excerpts from the poem is a metaphor? (RL.4.1 and L.4.5a)

- a. **“The leaves are little yellow fish swimming in the river.”**
- b. “It is he that is making the great gleam among the poplars!”
- c. “It is his singing outshines the noise of leaves clashing in the wind.”

3. What is the writer comparing a bird to in the poem “Metric Figure”? (RL.4.1 and L.4.5a)

- a. A fish
- b. The sun**
- c. The wind

4. Which of the following excerpts from the poem best supports your answer to Question 2? (RL.4.1 and L.4.5a)

- a. “The leaves are little yellow fish swimming in the river.”
- b. “It is his singing outshines the noise of leaves clashing in the wind.”
- c. “There is a bird in the poplars! It is the sun!”**

5. Which kinds of imagery are used in the poem “Metric Figure”? (RL.4.1)

- a. Sound and touch
- b. Smell and sight
- c. Sight and sound**



**End of Unit 2 Assessment:**  
Reading and Analyzing a New Poem  
(Answers, for Teacher Reference)

6. Select one of the following vivid words from “Metric Figure” and explain how this word helps the reader imagine the bird and the poplar trees that the writer is describing in his poem. (RL.4.1)

skims—glides over the top  
gleam—a flash of light  
clashing—coming together noisily

**Possible Answer:**

**The word “skims” helps the reader imagine the bird flying over the top of the trees.**

7. Put a check mark next to any of the following literary terms that could be used to describe the poem “Metric Figure”: (RL.4.5)

☒ metaphors

☒ free verse

☒ imagery

☐ onomatopoeia

☐ rhyme

☐ similes

8. Use the words you checked above to describe the poem “Metric Figure.” (RL.4.1 and RL.4.5)

**Possible Answer:**

**The poem “Metric Figure” is a free verse poem by William Carlos Williams. It uses imagery and metaphor to describe a bird in poplar trees. Williams compares the bird to the sun and leaves to fish using metaphors. He also uses imagery by describing how the bird looks and how the leaves sound using words such as “gleam” and “clashing.”**

***Note: Use the 2pt rubric in the supporting materials of this lesson to score both question 1 and question 8 of this assessment.***



**2-Point Rubric: Writing from Sources/Short Response<sup>1</sup>**  
(for Teacher Reference)

<b>2-point Response</b>	The features of a 2-point response are:
	Valid inferences and/or claims from the text where required by the prompt Evidence of analysis of the text where required by the prompt Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt Complete sentences where errors do not impact readability
<b>1-point Response</b>	The features of a 1-point response are:
	A mostly literal recounting of events or details from the text as required by the prompt Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt Incomplete sentences or bullets
<b>0-point Response</b>	The features of a 0-point response are:
	A response that does not address any of the requirements of the prompt or is totally inaccurate No response (blank answer) A response that is not written in English A response that is unintelligible or indecipherable

<sup>1</sup>From New York State Department of Education, October 6, 2012.