



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 1B: Unit 3: Lesson 6**

## **Mid-Unit Assessment: Answering Questions about a Biography**



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

- I can explain what a text says using specific details from the text. (RI.4.1)
- I can make inferences using specific details from the text. (RI.4.1)
- I can determine the main idea using specific details from the text. (RI.4.2)
- I can explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)

**Supporting Learning Targets**

- I can use evidence from the Nikki Giovanni biography to answer questions.
- I can determine the main idea of an excerpt of the Nikki Giovanni biography.

**Ongoing Assessment**

- Mid-Unit 3 Assessment: Answering Questions about a Biography



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Engaging the Reader: Revisiting the Guiding Question (5 minutes)</li> <li>B. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mid-Unit Assessment: Answering Questions about a Biography (45 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Back-to-Back, Face-to-Face (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Continue to practice reading aloud both your inspired poem and the selected poem from your poet that inspired you. .</li> <li>B. Continue reading your independent reading book.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson is the mid-unit assessment. Students will work independently to find the gist and answer questions about the text. They will be assessed on their mastery of using evidence to answer questions, make inferences, and identify the main idea of an excerpt of text. Ensure the room is organized for students to work independently.</li> <li>• The assessment text is about Nikki Giovanni, a poet and author who also was very involved in the civil rights movement. After the assessment, you may wish to briefly discuss the civil rights movement in order to give students the opportunity to ask questions provoked by the text and to ensure there are no misconceptions about it.</li> <li>• Use the answer key provided and the Grade 4 2-point Short Response Rubric (found at <a href="http://www.engageny.org/sites/default/files/resource/attachments/grade-4-ela-guide.pdf">http://www.engageny.org/sites/default/files/resource/attachments/grade-4-ela-guide.pdf</a>) to assess student work. Be sure to review results of this assessment with students prior to Lesson 12 (End of Unit Assessment, Part 1). Note that any students who struggle on this assessment may need additional support during planning of their poet essay in Lessons 8 and 9 so they can gather the appropriate biographical information for their essay.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Read the mid-unit assessment text and questions to familiarize yourself with what is required of students.</li> <li>– Post: Learning targets.</li> </ul> </li> </ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• “Nikki Giovanni” (assessment text; one per student)</li> <li>• Mid-Unit 3 Assessment: Answering Questions about a Biography (one per student)</li> <li>• Mid-Unit 3 Assessment: Answering Questions about a Biography (answers, for teacher reference)</li> <li>• Grade 4 2-Point Short Response Rubric (found at <a href="http://www.engageny.org/sites/default/files/resource/attachments/grade-4-ela-guide.pdf">http://www.engageny.org/sites/default/files/resource/attachments/grade-4-ela-guide.pdf</a>)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader: Revisiting the Guiding Question (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students of the guiding question: What inspires writers to write poetry?</li> <li>• Ask students to discuss with an elbow partner:               <ul style="list-style-type: none"> <li>* “What inspired your poet to write poetry?”</li> </ul> </li> <li>• Cold call students to share their responses. Answers will vary depending on the poet.</li> <li>• Ask students to discuss with an elbow partner:               <ul style="list-style-type: none"> <li>* “How have the biographies you have read so far helped you answer this question for William Carlos Williams and your selected poet?”</li> </ul> </li> <li>• Select volunteers to share their responses whole group. Listen for students to explain that the biographies often describe directly how/why they started writing poetry and what inspired them.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider inviting students to refer to their poet biographies.</li> </ul>
<p><b>B. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Focus students' attention on the learning targets:               <ul style="list-style-type: none"> <li>* “I can use evidence from the Nikki Giovanni biography to answer questions.”</li> <li>* “I can determine the main idea of an excerpt of the Nikki Giovanni biography.”</li> </ul> </li> <li>• Invite students to read the first learning target with you. Explain that Nikki Giovanni is a poet. Remind students that they have been using evidence from biographies to answer questions throughout the first half of the unit.</li> <li>• Invite students to read the second learning target with you. Remind them that the main idea is the point the author is trying to make and that they have also been doing this with the biographies they have read throughout the first half of the unit.</li> <li>• Make it clear to students that this is an assessment, so students will be doing this independently rather than in groups, as they did earlier in the unit. Emphasize that they have had plenty of practice with the biographies they have read.</li> </ul>	<ul style="list-style-type: none"> <li>• Research indicates that cold calling improves student engagement and critical thinking. Prepare students for this strategy by discussing the purpose, giving appropriate think time, and indicating that this strategy will be used before students are asked questions.</li> <li>• Consider revisiting learning targets throughout the lesson so students can connect their learning with the activity they are working on.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment: Answering Questions about a Biography (45 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute “<b>Nikki Giovanni</b>” (the assessment text) and <b>Mid-Unit 3 Assessment: Answering Questions about a Biography</b>.</li><li>• Read through the directions at the top of the recording form aloud and invite students to read along silently.</li><li>• Invite students to ask any questions about the directions and what they are expected to do.</li><li>• Invite students to begin.</li><li>• Circulate to answer any questions students may have about the process, but avoid answering questions about the text or the assessment questions.</li><li>• Congratulate students on their persistence and hard work and collect the assessments. Grade using the <b>Mid-Unit 3 Assessment: Answering Questions about a Biography (answers, for teacher reference)</b> and the <b>Grade 4 2-Point Short Response Rubric</b>.</li></ul>	<ul style="list-style-type: none"><li>• Ensure provisions for any special assistance or allowances students need.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Back-to-Back, Face-to-Face (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students of the guiding question: What inspires writers to write poetry?</li> <li>• Invite students to pair up and sit back-to-back with their partner. Explain that you will ask a question and they will have 30 seconds to think about it before turning face-to-face with their partner to discuss the answer. They will then turn back-to-back again for the next question.</li> <li>• Ask students the following questions for their Back-to-Back, Face-to-Face:               <ul style="list-style-type: none"> <li>* “What did Nikki Giovanni start writing poetry?”</li> <li>* “What do you know about her poems?”</li> <li>* “What does she say that much of her poetry is inspired by?”</li> </ul> </li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue to practice reading aloud both your inspired poem and the selected poem from your poet that inspired you. .</li> <li>• Continue reading your independent reading book.</li> </ul> <p><i>Note: Any students who struggle on this assessment may need additional support during planning of their poet essay in Lessons 8 and 9 so they can gather the appropriate biographical information for their essay.</i></p>	



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## Supporting Materials



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“Nikki Giovanni”  
(Assessment Text)

## NIKKI GIOVANNI

(June 7, 1943 – present)

Nikki Giovanni is an award-winning poet and author. She is also a college professor, cancer survivor, and mother. She was born in Knoxville, Tennessee in 1943. Giovanni’s family then moved to Cincinnati, Ohio. She grew up in an all-black neighborhood and experienced racism and inequality first-hand. She later became a powerful voice in the Civil Rights Movement.

Giovanni went to Fisk University in Nashville, Tennessee. She took writing classes and edited a student magazine. She also led the school’s student civil rights group. She graduated with honors in 1967 and moved back to Cincinnati. When her grandmother died just a few days later, Giovanni found comfort in writing poetry. She borrowed money in 1968 to self-publish her first book, *Black Feeling Black Talk*. People liked her poetry for its strong voice and anger at inequality. Giovanni’s poetry is written in an informal style and celebrates African-American history and culture. She has said that much of her poetry is inspired by an interest in people.

Giovanni is the daughter and granddaughter of teachers. She has been a reader all her life. She has written over 30 books for adults and children. She has appeared on television, written for magazines, and recorded albums of her spoken-word poetry. Early in her career, Giovanni was named the “Princess of Black Poetry.” She has also been called a “Living Legend” and a “National Treasure.” She has received many awards, including the first Rosa Parks Woman of Courage Award. She was also named Woman of the Year by three different magazines. Giovanni currently teaches at Virginia Tech in Blacksburg, Virginia.



Photo Credit: U.S. Air Force/Airman 1st Class Stephany Miller



**Mid-Unit 3 Assessment:**  
Answering Questions about a Biography

**Learning Targets Assessed**

I can use evidence from the Nikki Giovanni biography to answer questions.

I can determine the main idea of an excerpt of the Nikki Giovanni biography.

**Directions:**

1. Read the text about Nikki Giovanni silently in your head carefully.
2. Read the questions carefully.
3. Refer to the text to find the answers.
4. Where possible, use evidence from the text in your answers.

<b>Question</b>	<b>Answer (include evidence from the text)</b>
1. What is the gist of the first paragraph of the text?	
2. What is the gist of the second paragraph of the text?	
3. What is the gist of the third paragraph of the text?	



Mid-Unit 3 Assessment:  
Answering Questions about a Biography

Question	Answer (include evidence from the text)	
<p>Reread the first paragraph.</p> <p>4. What else does Nikki Giovanni do for work as well as writing poetry? Circle the correct answer and record evidence from the text to support your answer.</p>	<p>a. A nurse b. A college professor c. A musician d. A veterinarian</p>	<p>Evidence from the text:</p>
<p>Reread the second paragraph.</p> <p>5. How did poetry help Nikki when her grandmother died?</p>		
<p>In the context of this biography, “inequality” means that white and black people were not treated equally. The aim of the civil rights movement was to make sure they were treated equally under the law. With this in mind, reread the second paragraph and answer the following question:</p> <p>6. What is the main idea of the second paragraph?</p>	<p>a. Nikki wrote novels to help her express her emotions about her life experiences. b. Nikki didn’t have much money. c. Nikki wrote poetry to help her express her emotions about her life experiences. d. Nikki was a very good student who participated in a lot of clubs, such as the student magazine and the civil rights group.</p>	



Mid-Unit 3 Assessment:  
Answering Questions about a Biography

<b>Question</b>	<b>Answer (include evidence from the text)</b>
7. What inspires Nikki Giovanni's poetry?	
Reread the third paragraph. Then reread the first paragraph.  8. Which line from the first paragraph helps you infer why Giovanni was called a "Living Legend" or a "National Treasure"?	
9. What is the main point the author of the biography makes about Nikki Giovanni?	a. She is an African American poet who grew up in Cincinnati. b. She is an African American poet who was famous during the civil rights movement. c. She is an African American poet who writes poems about her emotions. d. She is an African American poet who is well known for her poetry about inequality.



Mid-Unit 3 Assessment: Answering Questions about a Biography  
(Answers, for Teacher Reference)

**Long Term Learning Targets Assessed**

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

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

I can determine the main idea using specific details from the text. (RI.4.2)

I can explain the main points in a historical, scientific, or technical text, using specific details in the text. (RI.4.3)

Question	Answer (include evidence from the text)
1. What is the gist of the first paragraph of the text?	<b>As well as a poet, Nikki Giovanni is a college professor who was involved in the civil rights movement.</b>
2. What is the gist of the second paragraph of the text?	<b>She wrote poetry for comfort when her grandmother died and her poetry celebrates African American history and culture.</b>
3. What is the gist of the third paragraph of the text?	<b>Nikki Giovanni has written a lot of books for adults and children and has won many awards.</b>



Mid-Unit 3 Assessment: Answering Questions about a Biography  
(Answers, for Teacher Reference)

Question	Answer (include evidence from the text)	
<p>Reread the first paragraph.</p> <p>4. What else does Nikki Giovanni do for work as well as writing poetry? Circle the correct answer and record evidence from the text to support your answer.</p>	<p>a. A nurse <b>b. A college professor</b> c. A musician d. A veterinarian</p>	<p>Evidence from the text:</p> <p><b>The text says, “She is also a college professor.”</b></p>
<p>Reread the second paragraph.</p> <p>5. How did poetry help Nikki when her grandmother died? (RI.4.1)</p>	<p><b>She found it comforting. The text says, “When her grandmother died just a few days later, Giovanni found comfort in writing poetry.”</b></p>	



Mid-Unit 3 Assessment: Answering Questions about a Biography  
(Answers, for Teacher Reference)

Question	Answer (include evidence from the text)
<p>In the context of this biography, “inequality” means that white and black people were not treated equally. The aim of the civil rights movement was to make sure they were treated equally under the law. With this in mind, reread the second paragraph and answer the following question:</p> <p>6. What is the main idea of the second paragraph? (RI.4.2)</p>	<p>a. Nikki wrote novels to help her express her emotions about her life experiences.</p> <p>b. Nikki didn’t have much money.</p> <p><b>c. Nikki wrote poetry to help her express her emotions about her life experiences.</b></p> <p>d. Nikki was a very good student who participated in a lot of clubs, such as the student magazine and the civil rights group.</p>
<p>7. What inspires Nikki Giovanni’s poetry? (RI.4.1)</p>	<p><b>The text says she is inspired by “an interest in people.”</b></p>



Mid-Unit 3 Assessment: Answering Questions about a Biography  
(Answers, for Teacher Reference)

Question	Answer (include evidence from the text)
<p>Reread the third paragraph. Then reread the first paragraph.</p> <p>8. Which line from the first paragraph helps you infer why Giovanni was called a “Living Legend” or a “National Treasure”? (RI.4.1)</p>	<p><b>“People liked her poetry for its strong voice and anger at inequality.”</b></p>
<p>9. What is the main point the author of the biography makes about Nikki Giovanni? (RI.4.3)</p>	<p>a. She is an African American poet who grew up in Cincinnati. b. She is an African American poet who was famous during the civil rights movement. c. She is an African American poet who writes poems about her emotions. <b>d. She is an African American poet who is well known for her poetry about inequality.</b></p>