



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2A: Unit 1: Lesson 9**

## **End of Unit 1 Assessment: Inferring and Synthesizing (from two texts) about Life in Colonial America**



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

I can use details and examples to explain explicit information and inferences in informational text. (RI.4.1)

I can determine the meaning of content words or phrases in an informational text. (RI.4.4)

I can accurately synthesize information from two texts on the same topic. (RI.4.9)

**Supporting Learning Targets**

- I can support my inferences with details from the text.
- I can synthesize information from two or more documents on the same topic.

**Ongoing Assessment**

- End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America

**Agenda**

1. Opening
  - A. Engaging the Reader (5 minutes)
2. Work Time
  - A. On-Demand Assessment (40 minutes)
3. Closing and Assessment
  - A. Reflection (15 minutes)
4. Homework

**Teaching Notes**

- In advance: Prepare a chart with this lesson's two long-term learning targets on it.



Lesson Vocabulary	Materials
(incorporated in the End of Unit 1 Assessment)	<ul style="list-style-type: none"> <li>• Long Term Learning Targets chart (new; teacher created; see Opening A)</li> <li>• <i>The Scoop on Clothes, Homes, and Daily Life in Colonial Times</i> (book; one per student; pages 18-21)</li> <li>• End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America (one per student)</li> <li>• Tracking My Progress, End of Unit 1 recording form (one per student)</li> <li>• End of Unit 1 Assessment: Inferring and Synthesizing (from Two Texts) about Life in Colonial America (Answers, for Teacher Reference)</li> <li>• 2-point Rubric: Writing from Sources/Short Response (for Teacher Reference; use this to score students' assessments)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>Long-Term Learning Targets chart</b> with the two targets on it:               <ul style="list-style-type: none"> <li>* I can use details and examples to explain explicit information and inferences in informational text.</li> <li>* I can accurately synthesize information from two texts on the same topic.</li> </ul> </li> <li>• Invite a student volunteer to read each target aloud. Remind students that for the last several days they have been working toward these two targets.</li> <li>• Ask them to think about how they've learned to <i>make inferences</i> and <i>synthesize</i> their learning and the different ways they have practiced these reading strategies, as they've become experts on life in Colonial America. Add students' comments to the long-term learning targets chart.</li> <li>• Tell students that today, they will have a chance to share what they know on the end of unit assessment.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. On-Demand Assessment (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i> (one per student). Focus students on pages 18-21.</li><li>• Distribute the <b>End of Unit 1 Assessment</b>. Address any clarifying questions.</li><li>• Give students 35 minutes to independently complete this on-demand assessment.</li></ul>	<ul style="list-style-type: none"><li>• For ELLs, consider providing extra time for tasks and answering questions in class discussions. ELLs often need more time to process and translate information. ELLs receive extended time as an accommodation on NY State assessments.</li><li>• Provide ELLs bilingual word-for-word translation dictionaries or online translation sources such as Google Translate to assist with comprehension. ELLs should be familiar with how to use glossaries or dictionaries. These are an accommodation provided to ELLs on NY State assessments.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflection (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to think about how they have worked toward the long-term learning targets. Remind them that at the end of every lesson they have been asked to share the ways they have met the learning targets with a partner or in an exit ticket. Introduce the <b>Tracking My Progress, End of Unit 1 recording form</b> and explain to the class that you would like them all to do this again today. Tell them that a <i>self-assessment</i> means that they will get to think about what they know about the learning targets themselves. It will help them figure out what they need to work on in the future and it will help you, the teacher, to get a peek inside their brains so that you can help them learn even more.</li> <li>• Point out Step 1 in the self-assessment and tell students that this is where you would like them explain what the target means to them. For example, the first target uses the words <i>explicit</i> and <i>inferences</i>. They should write what the target means “in their own words” by explaining what the words explicit and inferences mean when reading informational text. Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down that they have been using. Finally, point out Step 3 and explain the picture they circled in Step 2. Here they should explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as “I circled that I need more help because I can’t remember what the word <i>explicit</i> means.”</li> <li>• Acknowledge the students’ hard work as historians and detectives during this unit. Inform them that their journey toward understanding what life was like in Colonial America will continue in Unit 2. They will learn more about the roles people played in a colonial village and how they all worked together to survive difficult situations.</li> </ul>	<ul style="list-style-type: none"> <li>• For students needing additional support, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the required structure.</li> <li>• For example: “This learning target means _____” or “I circled _____ in Step 2 because _____.”</li> </ul>
Homework	Meeting Students' Needs
<p>You are becoming experts on a time in our country’s history that your families may not know a lot about. Share with them some of the things you’ve learned about Colonial America. How did people work and play together?</p>	



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# Grade 4: Module 2A: Unit 1: Lesson 9

## Supporting Materials



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**End of Unit 1 Assessment:**  
Inferring and Synthesizing (from two texts) about Life in Colonial America

.....  
**Name:**  
.....

**Date:**  
.....

1. What does the word *purified* mean as it is used on Line 4 of page 19?
  - a. Washing clothes
  - b. Making soap
  - c. Making something hot
  - d. Removing unwanted odors or smells
  
2. What phrase in the text helps you infer the meaning of *purified*?
  - a. Soap was a messy job.
  - b. Soaking ashes in water
  - c. Stinky cooking fat
  - d. Mixing the fat with lye
  
3. Cite at least two details from the text to support the inference that colonial women were physically strong.

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.....

End of Unit 1 Assessment:  
Inferring and Synthesizing (from two texts) about Life in Colonial America

4. Part I:

According to the text, when boys in Colonial America became teenagers, many of them did which of the following?

- a. They went to school to learn to read.
- b. They went to visit England.
- c. They moved away from home to find a job.
- d. They became apprentices to learn a trade.

Part II:

The explicit information from the text that gives the reason for what they did above is:

- a. They were “expected to help from young age/”
- b. “They worked with the goal of becoming tradesmen someday.”
- c. They “chopped firewood.”
- d. They “worked long hours outside the home.”

5. After reading both texts, someone might say the following:

- a. In colonial times, kids had to help with the work.
- b. In colonial times, girls had a lot of fun.
- c. In colonial times, kids got to play a lot.
- d. In colonial times, boys were strong from doing laundry.

6. Paragraph response:

After reading the texts on women’s work and men’s work from *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, write a paragraph explaining how work in colonial times was hard. (Use details from both texts to support your reasoning.)

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**End of Unit 1 Assessment:**  
Inferring and Synthesizing (from two texts) about Life in Colonial America  
(Answers for Teacher Reference)

This assessment assesses RI.4.1 (Questions 3 and 4), RI.4.4 (Questions 1 and 2), and RI.4.9 (Question 5 and 6).

1. What does the word *purified* mean as it is used on Line 4 of page 19?

- a. Washing clothes
- b. Making soap
- c. Making something hot
- d. Removing unwanted odors or smells**

2. What phrase in the text helps you infer the meaning of *purified*?

- a. Soap was a messy job.
- b. Soaking ashes in water
- c. Stinky cooking fat**
- d. Mixing the fat with lye

3. Cite at least two details from the text to support the inference that colonial women were physically strong.

**Possible answers:**

**They did laundry by hand. They worked in the garden. They made candles and soap by hand. They prepared and preserved food. They took care of children. They knitted and mended clothes.**



**End of Unit 1 Assessment:**  
Inferring and Synthesizing (from two texts) about Life in Colonial America  
(Answers for Teacher Reference)

This assessment assesses R.I. 4.1 (Questions 3 and 4), R.I. 4.4 (Questions 1 and 2), and R.I. 4.9 (Question 5 and 6).

4. Part I:

According to the text, when boys in Colonial America became teenagers, many of them did which of the following?

- a. They went to school to learn to read.
- b. They went to visit England.
- c. They moved away from home to find a job.
- d. They became apprentices to learn a trade.**

Part II:

The explicit information from the text that gives the reason for what they did above is:

- a. They were “expected to help from young age/”
- b. “They worked with the goal of becoming tradesmen someday.”**
- c. They “chopped firewood.”
- d. They “worked long hours outside the home.”

5. After reading both texts, someone might say the following:

- a. In colonial times, kids had to help with the work.**
- b. In colonial times, girls had a lot of fun.
- c. In colonial times, kids got to play a lot.
- d. In colonial times, boys were strong from doing laundry.

6. Paragraph response:

After reading the texts on women’s work and men’s work from *The Scoop on Clothes, Homes, and Daily Life in Colonial America*, write a paragraph explaining how work in colonial times was hard. (Use details from both texts to support your reasoning.)



**Possible Answer: Work in colonial times was hard because people had to make and do a lot of things. The text said that women made food, made soap, and did laundry by hand. The other text said that men built homes, took care of animals, grew crops, and worked at a trade. Both texts said that girls and boys had to help with the all the work.**



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

Use the below rubric for determining scores on short answers in this assessment.

<b>2 Point Response</b>	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none"><li>• Valid inferences and/or claims from the text where required by the prompt</li><li>• Evidence of analysis of the text where required by the prompt</li><li>• Relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt</li><li>• Sufficient number of facts, definitions, concrete details and/or other information from the text as required by the prompt</li><li>• Complete sentences where errors do not impact readability.</li></ul>
<b>1 Point Response</b>	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none"><li>• A mostly literal recounting of events or details from the text as required by the prompt.</li><li>• Some relevant facts, definitions, concrete details and/or other information from the text to develop response according to the requirements of the prompt.</li><li>• Incomplete sentences or bullets</li></ul>
<b>0 Point Response</b>	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none"><li>• A response that does not address any of the requirements of the prompt or is totally inaccurate.</li><li>• No response (blank answer)</li><li>• A response that is not written in English</li><li>• A response that is unintelligible or indecipherable.</li></ul>

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



Tracking My Progress, End of Unit 1

Name:

Date:

Learning Target: I can use details and examples to explain explicit information and inferences in informational text.

1. The target in my own words is:

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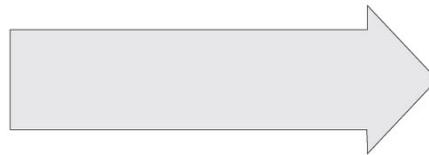
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2. How am I doing? Circle one.

**I need more help  
to learn this.**



**I understand  
some of this.**



**I am on my way!**



3. The evidence to support my self-assessment is:

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Tracking My Progress, End of Unit 1

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

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

Learning Target: I can accurately synthesize information from two texts on the same topic.

1. The target in my own words is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

2. How am I doing? Circle one.

**I need more help  
to learn this.**



**I understand  
some of this.**



**I am on my way!**



3. The evidence to support my self-assessment is:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_