



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 2: Lesson 15

End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing



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

- I can document what I learn about a topic by sorting evidence into categories. (W.4.8)
- I can paraphrase portions of a text when reading or listening to information being presented. (SL.4.2)
- I can synthesize information from two texts on the same topic. (RI.4.9)
- I can summarize informational or persuasive text. (RI.4.2)
- I can determine the meaning of content words or phrases in an informational text. (RI.4.4)

Supporting Learning Targets

- I can gather and sort information from a text that I listen to or read.
- I can write a summary of a text I have read.
- I can write a complete paragraph that synthesizes information from two texts.

Ongoing Assessment

- End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources
- Tracking My Progress, End of Unit 2



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review Learning Targets and Knowledge (5 minutes)B. Engaging the Reader (5 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 2 Assessment: Working with Two Texts— Reading, Listening, Summarizing, and Synthesizing (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment (10 minutes)4. Homework	<ul style="list-style-type: none">• This lesson is an assessment lesson. Students will listen to you read a text and take notes as you read. They will then read a text and take notes. They will then answer questions about the texts. Ensure appropriate provisions are made for students requiring additional time and support for assessments.

Lesson Vocabulary	Materials
gather, sort, summary, synthesize	<ul style="list-style-type: none">• Teacher Read-Aloud Text for Assessing Student Listening Skills: “A New York Merchant: Adam Johnson” (just one text for the teacher; do not distribute to students)• End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources (which includes “Shipbuilder’s” text) (one per student)• Tracking My Progress, End of Unit 2 recording form (one per student)• End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing (Answers for Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Review Learning Targets and Knowledge (5 minutes)</p> <ul style="list-style-type: none">Remind students that this test will assess them on the following learning targets: “I can gather and sort information from a text that I listen to or read,” “I can write a summary of a text I have read,” and “I can write a complete paragraph that synthesizes information from two texts.” Circle the words <i>gather</i>, <i>sort</i>, <i>summary</i>, <i>complete paragraph</i>, and <i>synthesizes</i>. Ask students to explain what each word means and annotate the targets by writing the meaning above each word.	<ul style="list-style-type: none">Native language resources: Having a word bank on the task cards will help ELL students to access content-specific vocabulary.
<p>B. Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none">Next ask students to turn and talk with a partner about each of the learning targets. Prompt them with the following: “Think of an example of when we have done this in the last few weeks.” Have partners share out for each target. Clarify if necessary that in the past several lessons they have gathered and sorted information about their colonial trade, written summaries of various texts including the text about apprentices, and written a complete paragraph synthesizing texts about their trade and apprentices for the Apprentice Wanted ad.Tell students since they have had so much practice, they are now ready to show how they have met the learning targets. Tell them that they will now be taking a formal assessment to <i>listen</i> closely and take notes, then <i>read</i> closely and take notes. Afterward they will summarize the text they read and answer questions about what they have listened to and read. Finally they will write a paragraph that synthesizes both texts.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment: Working with Two Texts—Reading, Listening, Summarizing, and Synthesizing (40 minutes)</p> <p>1. First Read (5 minutes)</p> <ul style="list-style-type: none">• Suggest that students put their pencils down, in order for them to focus on listening to the passage on the first read. Tell them that during this read they will be listening for the gist—what the text is mostly about.• Read the text “A New York Merchant: Adam Johnson” aloud slowly, paying attention to phrasing and expression so students will be able to visualize. <p>2. Second Read (5 minutes)</p> <ul style="list-style-type: none">• Distribute the End of Unit 2 Assessment: Synthesizing Information from Text and Audio Resources (which includes “Shipbuilder’s” text). Tell students to turn to the second page (the one with the graphic organizer). Tell student that you will be reading the text “A New York Merchant: Adam Johnson” again and that this time you would like them to take notes as you read. Point out that they will be taking notes in the top half of the graphic organizer only. The bottom half is for the next text they will read.• Reread the text again, pausing for a moment after each paragraph to allow students to jot down any notes.• Next point out the text “Shipbuilders” on the first page and explain that now students should read and take notes on this text. Remind them that they should read first for the gist before they take notes, then reread to take notes; this will help them to read more closely.• Tell students that they have 30 minutes to complete the rest of the assessment. Explain to students that if they finish early, they should check over their work. After they have handed in the assessment, they can take out their independent reading book for this unit.• While students are taking the assessment, circulate to monitor their test-taking skills in order to document the strategies they use. This will help determine what test-taking strategies need direct instruction.	<ul style="list-style-type: none">• You may consider reading this text a third time depending on the needs of your class.• For students needing additional supports consider providing a partially filled-in Note-catcher and also rephrase and reword directions.• ELLs may be provided extended time to complete tasks. ELLs are allowed extended time on NY State assessments.• In regard to listening, ELLs are allowed to listen to a passage three times on the New York State assessments.• Be sure to give special accommodations to any student who requires it. Note, however, that part of this assessment specifically measures students’ reading comprehension. Therefore, reading the text aloud to students would change the construct of the test; it would no longer be a valid gauge of students’ progress toward the reading standards.• However, other portions of this assessment are designed to assess students’ listening skills. Students who are permitted to have tests read to them are also allowed to be read any questions that pertain to the listening passage “A New York Merchant: Adam Johnson”.



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment (10 minutes)</p> <ul style="list-style-type: none">Distribute the Tracking My Progress, End of Unit 2 recording form. Remind students that they have practiced self-assessment in various ways, including Thumb-O-Meter, exit tickets, conversations with a partner, and on paper at the end of the last unit. Give students the remaining time to complete the self-assessment, then collect for formative assessment to inform the next unit.	<ul style="list-style-type: none">Using sentence frames can help students who struggle with language articulate their learning. Using the word, <i>because</i> in the sentence frame helps all students support their thinking with evidence.
Homework	Meeting Students' Needs
None.	



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Grade 4: Module 2A: Unit 2: Lesson 15

Supporting Materials



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Teacher Read-Aloud Text for Assessing Student Listening Skills

Note: This text is to be read aloud to assess students' listening skills. Students do NOT get a copy of this text.

A New York Merchant: Adam Johnson

Written by Expeditionary Learning for Instructional Purposes

I was born in the spring of 1672 in the colony of New York. My father was a successful merchant and often took me with him to see how his business ran. Merchants are well-respected for they make the trade of goods possible across the colonies and across the sea.

The port of New York is a busy place. It is the central point for imports and exports being shipped to and from overseas and the other colonies. Wide ranges of materials come into the port, like fur, tobacco, and flour. These items are sent aboard the merchant ships and sailed back to Europe. Father's merchant ships would return to the colonies with many goods not easily found or made in the colony of New York, such as tea, sugar, silks, and spices. The colonists depend on merchants to get what they need, and merchants make a living from their trade.

Merchants buy and sell goods for a profit. First they have to purchase the goods from tradesmen and pay taxes to the Crown, and then they sell the goods at a higher price and keep the remaining money. Depending on the goods they sell, some merchants can grow quite rich. Good merchants have to know the costs of hundreds of items and complete sums quickly in their heads. I learned this skill at a young age.

All these years later, I have learned a lot from my father and others about being a good merchant. I have done quite well for myself. I now own a storefront near the port in which to sell my goods. Advertisements listing the imported goods stocked by my store appear regularly in the newspaper. These ads bring large numbers of people to town and into my store. It is a good living.

Flesch-Kincaid: 7.0, 990L

Sources

Colonial Williamsburg Web site, History of Trades section (silversmith):

www.history.org/Almanack/life/trades/tradesil.cfm (last accessed 10/25/12)

Bobbie Kalman, *Colonial Crafts*, Historic Communities series (New York: Crabtree Publishing, 1991); ISBN: 978-0-86505-510-0.

Ann McGovern, *If You Lived in Colonial Times*, illustrated by June Otani (New York: Scholastic, 1992);

ISBN: 978-0-590-45160-4.



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources

.....
Name:

.....
Date:

Directions:

Step 1—Turn to the page with the graphic organizer. Listen to the passage “A New York Merchant: Adam Johnson,” and take notes using the graphic organizer on the second read.

Step 2—Read “Shipbuilders” and complete the graphic organizer.

Step 3—Answer the following questions using details from both passages.

“Shipbuilders”

Shipbuilding in colonial times was complicated. It took at least a year to construct a large ship. The ship was built by hand from beginning to end using various kinds of tools—mauls for hammering stakes, jack planes for smoothing wood, and steamboxes for shaping the ship’s frame. Every part of the ship was made and put together by hand right at the ocean port.

Shipbuilding required the skills of various craftsmen—carpenters, cabinetmakers, ropemakers, caulkers, coopers, and sailmakers. They all had a hand in the building of the ship, so the ability to collaborate was very important.

A well-built vessel had to ride balanced in the water so that it would not capsize and sink. The ship had to be watertight. Too much water in the hold could ruin the cargo and cause damage to the ship’s timbers.

The shipbuilding trade was vitally important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from Europe. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.

Written by Expeditionary Learning for instructional purposes © 2012



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources

Graphic Organizer

Source	Tools for the Trade	Skills Needed for the Trade	How the Trade Helps People	Other interesting Things
Listening “A New York Merchant: Adam Johnson”				
Reading “Shipbuilders”				

Use your notes and the text to answer the questions below.

1. What is the text “A New York Merchant: Adam Johnson” mostly about?
 - a. A boy who dreams of traveling
 - b. A man who loves ships
 - c. Merchants and their trade
 - d. Goods made in the colonies
2. Based on what you heard in “A New York Merchant: Adam Johnson,” which of the following skills was important for merchants to have during colonial times?
 - a. The ability to use math
 - b. Being able to sail a ship
 - c. Keeping your goods safe from pirates
 - d. Speaking many languages



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources

3. Read the completed graphic organizer below. Use the information to write a summary of “Shipbuilders.”

Who . . . (Who is this text about?)	What . . . (What does an apprentice do?)	When . . . (How long was an apprenticeship?)	Where . . . (Where would apprentices work?)	Why . . . (Why were apprentices important?)

Summary of “Shipbuilders”:

4. Read the following excerpt of “Shipbuilders” and answer the question that follows.

“The shipbuilding trade was **vital**ly important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from England. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.”

Part 1: What does the word *vital*ly mean in the text above?

- a. somewhat
- b. not at all
- c. very necessary
- d. good for you



End of Unit 2 Assessment:

Synthesizing Information from Text and Audio Resources

Part 2: What phrase from the text helps the reader to infer the meaning of *vital*?

- a. "Too much water in the hold could ruin the cargo"
- b. "colonies would not have survived without shipbuilders"
- c. "the ability to collaborate was very important"
- d. "Shipbuilding required the skills of various craftsmen"

5. Which of the following words best describes both trades?

- a. adventurous
- b. unskilled
- c. boring
- d. important

6. Which two phrases (one phrase from each of the texts) best support your answer to Question 5?

- a. "colonies would not survive without shipbuilders," and "colonists depend on merchants"
- b. "It took at least a year to construct a large ship," and "New York is a busy place"
- c. "The ship was built by hand," and "Merchants buy and sell goods for a profit"
- d. "The ship had to be watertight," and "Some merchants can grow quite rich"

7. Write a synthesis paragraph that explains how merchants and shipbuilders depended on each other. Use supporting details from your notes.



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources
(Answers, for Teacher Reference)

Graphic Organizer

Source	Tools for the Trade	Skills Needed for the Trade	How the Trade Helps People	Other interesting Things
Listening “A New York Merchant: Adam Johnson”	none <i>or</i> ships	add <i>or</i> do math	buys goods from different trades <i>or</i> sells goods to colonists <i>or both</i>	<i>Anything mentioned in the text is acceptable.</i>
Reading “Shipbuilders”	mauls, jack planes, steamboxes	collaboration <i>or</i> woodworking	builds ships <i>or</i> builds ships to move people and goods	<i>Anything mentioned in the text is acceptable.</i>



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources
(Answers, for Teacher Reference)

Use your notes and the text to answer the questions below.

1. What is the text “A New York Merchant: Adam Johnson” mostly about?
 - a. A boy who dreams of traveling
 - b. A man who loves ships
 - c. Merchants and their trade
 - d. Goods made in the colonies

2. Based on what you heard in “A New York Merchant: Adam Johnson,” which of the following skills was important for merchants to have during colonial times?
 - a. The ability to use math
 - b. Being able to sail a ship
 - c. Keeping your goods safe from pirates
 - d. Speaking many languages



End of Unit 2 Assessment:
Synthesizing Information from Text and Audio Resources
(Answers, for Teacher Reference)

3. Read the completed graphic organizer below. Use the information to write a summary of “Shipbuilders.”

Who . . . (Who is this text about?)	What . . . (What does an apprentice do?)	When . . . (How long was an apprenticeship?)	Where . . . (Where would apprentices work?)	Why . . . (Why were apprentices important?)
shipbuilders	builds ships	usually 4-7 years	ports near the ocean	supplied ships for moving goods and people

Summary of “Shipbuilders”:

In Colonial America, shipbuilders were important. They built their ships. They built their ships in ports near the ocean. Their ships were important because they helped move people and goods across the ocean.

4. Read the following excerpt of “Shipbuilders” and answer the question that follows.

“The shipbuilding trade was **vital**ly important in colonial times. Merchants needed their goods to be transported across the ocean and back. Colonists had to travel to and from England. The British navy needed ships to protect the colonies. The American colonies would not have survived without shipbuilders.”

Part 1: What does the word *vital*ly mean in the text above?

- a. somewhat
- b. not at all
- c. very necessary**
- d. good for you



End of Unit 2 Assessment:

Synthesizing Information from Text and Audio Resources
(Answers, for Teacher Reference)

Part 2: What phrase from the text helps the reader to infer the meaning of *vital*?

- a. "Too much water in the hold could ruin the cargo"
- b. "colonies would not have survived without shipbuilders"**
- c. "the ability to collaborate was very important"
- d. "Shipbuilding required the skills of various craftsmen"

5. Which of the following words best describes both trades?

- a. adventurous
- b. unskilled
- c. boring
- d. important**

6. Which two phrases (one phrase from each of the texts) best support your answer to Question 5?

- a. "colonies would not survive without shipbuilders," and "colonists depend on merchants"**
- b. "It took at least a year to construct a large ship," and "New York is a busy place"
- c. "The ship was built by hand," and "Merchants buy and sell goods for a profit"
- d. "The ship had to be watertight," and "Some merchants can grow quite rich"

7. Write a synthesis paragraph that explains how merchants and shipbuilders depended on each other. Use supporting details from your notes.

Merchants and shipbuilders depended on each other. The merchants needed ships to trade their goods. The shipbuilders needed merchants to buy their ships. They could not have made a living without one another.



2-Point rubric:

Writing from Sources/Short Response¹
(For Teacher Reference)

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

2 Point Response	<p>The features of a 2 point response are:</p> <ul style="list-style-type: none">• 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.
1 Point Response	<p>The features of a 1 point response are:</p> <ul style="list-style-type: none">• 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
0 Point Response	<p>The features of a 0 point response are:</p> <ul style="list-style-type: none">• 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.

¹From New York State Department of Education, October 6, 2012.



Tracking My Progress, End of Unit 2

Name: _____

Date: _____

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

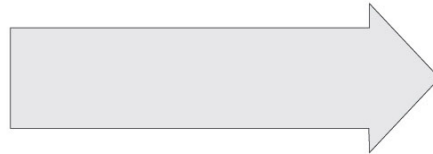
1. I can gather and sort information from a text about that I listen to or read.

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:



Tracking My Progress, End of Unit 2

Name: _____

Date: _____

Learning Target: I can write a summary of a text I have read.

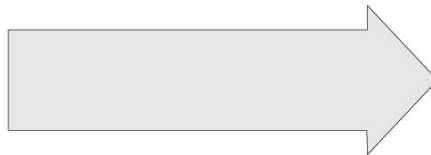
1. The target in my own words is:

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:



Tracking My Progress, End of Unit 2

Name: _____

Date: _____

Learning Target: I can write a paragraph that synthesizes information from two texts.

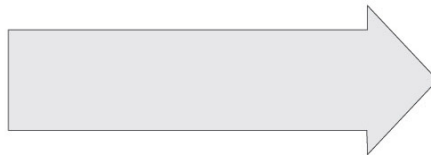
1. The target in my own words is:

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:
