



EXPEDITIONARY
LEARNING

Grade 4: Module 3A: Unit 3: Lesson 4

Mid-Unit Assessment: Reading and Answering Questions about Editorials



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can determine the meaning of academic words or phrases in an informational text. (RI.4.4) I can explain how an author uses reasons and evidence to support particular points in a text. (RI.4.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">I can explain how an author uses reasons and evidence to support an opinion.	<ul style="list-style-type: none">Mid-Unit 3 Assessment: Reading and Answering Questions about EditorialsTracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review Learning Targets (5 minutes)B. Reviewing Characteristics of Editorials (10 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit Assessment: Reading and Answering Questions about Editorials (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book for this unit at home.	<ul style="list-style-type: none">• The mid-unit assessment gauges students' ability to read and analyze opinion writing (aligned with RI.4.8). For this assessment, students read and answer questions about an opinion piece—an editorial—with a particular focus on author's craft. Note that for teachers to assess students' ability to read and analyze a text on their own, the editorial is about a new topic (not simple machines). Thus, students must base their answers on their understanding of the text itself, rather than on background knowledge the class built together about simple machines.• Consider students who need testing accommodations: extra time, separate location, scribe, etc.• Review: Concentric Circles protocol (Appendix).

Lesson Vocabulary	Materials
summarize, editorial, reasons, evidence, opinion	<ul style="list-style-type: none">• Reading and Analyzing an Editorial graphic organizer (from Lesson 3 to hand back to students)• Writing folder• Exploring Opinions as Readers and Writers anchor chart (added to in Lesson 2)• Mid-Unit 3 Assessment: Reading and Answering Questions about Editorials• Tracking My Progress, Mid-Unit 3 recording form



Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Distribute students' completed Reading and Analyzing an Editorial graphic organizer (from Lesson 3). Ask students to put this in their writing folder for safekeeping.• Post and read the following learning target:<ul style="list-style-type: none">– “I can explain how an author uses reasons and evidence to support an opinion.”• Tell students that today they will complete an assessment based on this learning target. Remind them that they have been making progress toward this target for the past several days. Reassure students that for the assessment they will not be doing anything new.• Ask students turn to a partner and describe what this target means to them and what they anticipate for the assessment. Have a few pairs share out.• Explain that they will be reading an editorial and answering questions that focus on these learning targets. Tell them that they will do a round of Concentric Circles to prepare their brains for the assessment.	<ul style="list-style-type: none">• Consider providing copies of Questions for Concentric Circles (in supporting materials) to students who struggle with auditory processing.



Opening (continued)	Meeting Students' Needs
<p>B. Reviewing Characteristics of Editorials (10 minutes)</p> <ul style="list-style-type: none">• Ask students to get out their homework: “Review your study guide for tomorrow’s assessment. Then reflect on the following question: How will analyzing editorials help you prepare to write your own? Be prepared to share your explanation tomorrow.”• Remind students of the Concentric Circles protocol directions.<ol style="list-style-type: none">1. Find a partner and number off 1s and 2s.2. Form two circles: 1s form an inner circle (shoulder-to-shoulder) facing out, and 2s stand in front of their partners.3. Listen for the teacher to give a prompt for discussion.4. Discuss the prompt with your partner.5. When the cue is given by the teacher, follow the instructions for moving to your next discussion partner.• During the protocol, listen for students to mention notes from the Exploring Opinions as Readers and Writers anchor chart.• Ask students to talk with their partner about the following question:<ul style="list-style-type: none">* “What is an opinion, and how do you determine one as a reader?”• Give students 1 minute to discuss.• Then ask students in the inner circle to move two partners to the left and greet their new partner. Ask them to discuss the following question:<ul style="list-style-type: none">* “What are reasons and evidence, and how do authors use them?”• Give students 1 minute to discuss.• Gather students back together. Post the Exploring Opinions as Readers and Writers anchor chart. Review the chart as necessary based on what you heard students share during Concentric Circles.	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Reading and Answering Questions about Editorials (40 minutes)</p> <ul style="list-style-type: none">• Ask students to move back to their seats to prepare for the assessment. Distribute the Mid-Unit 3 Assessment: Reading and Answering Questions about Editorials. Remind students of the importance of reading the text several times.• Point out the directions at the top of the assessment and clarify if needed.• Ask students to begin. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? Are they annotating the text or their assessment? This information can be helpful in preparing students for future assessments and standardized tests.• Tell students who finish early that they can continue with their independent reading.	<ul style="list-style-type: none">• For ELLs, consider providing extended time for tasks and answering questions in class discussions. ELLs receive extended time as an accommodation on NY State assessments.
Closing and Assessment	Meeting Students' Needs
<p>A. Tracking Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 3 recording form and ask students to take some time to reflect on their conversations during Concentric Circles and their experience with the assessment, then to fill out the tracking sheet. Collect the Tracking My Progress sheets for additional assessment information on the learning target.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit at home. <p><i>Note: Be sure that students hold on to the editorial texts from the first half of this unit in their writing folders. They will continue to reference them as mentor texts as they learn how to write their own editorials about simple machines.</i></p>	



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Supporting Materials



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Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

Name:

Date:

Directions: Read the editorial below and answer the questions that follow.

Uniforms in Schools?

Across the country more schools are thinking about school uniforms. A uniform is special set of clothes worn by all members of a group. Many of us are familiar with the uniforms. Police officers, fire fighters, and mail carriers wear uniforms. How about uniforms on students though? Well, many schools think it is a great idea, and I agree.

The best reason for schools to adopt uniforms is that they improve behavior. Students who wear uniforms are less likely to cause trouble. They are more likely to focus on their learning. Students may be less likely to bully each other about clothes too. One school district in Long Beach, California found that school suspensions dropped by 90% after adopting school uniforms.

Another reason school uniforms are a good idea, is that they improve school spirit. Sports teams all wear the same uniform, so why not students? When students are all wearing their school insignia, or symbol, they can feel like members of a team. They won't feel left out because they don't have the best shoes or the latest fashion. Uniforms make students feel like they belong.

Some people think school uniforms mean less rights for students, but I disagree. If school uniforms can improve students' behavior and help them to belong, then school uniforms are a good idea.

Lexile 880

Written by Expeditionary Learning for instructional purposes

Sources:

"Public School Uniform Statistics," available at www.educationbug.org/a/public-school-uniform-statistics.html.

Anne Svensen, "School Uniforms Pros and Cons," available at

<http://school.familyeducation.com/educational-philosophy/individuality/38676.html>.

Grace Chen, "Public School Uniforms: The Pros and Cons for Your Child," available at www.publicschoolreview.com/articles/16.

"School Uniforms and Dress Codes," National Association of Elementary School Principals, available at www.naesp.org/ContentLoad.do?contentId=67.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this editorial is about.

2. Which of the following statements best describes the author's opinion?

- A. School uniforms work best in big cities.
- B. School uniforms are bad for students.
- C. School uniforms are good for schools.
- D. School uniforms are similar to other uniforms.

3. Which line from the text best supports the answer to question 2 above?

- A. "...Long Beach, California found that school suspensions dropped by 90% after adopting school uniforms."
- B. "Some people think school uniforms mean less rights for students, but I disagree."
- C. "Well, many schools think it is a great idea, and I agree."
- D. "Sports teams all wear the same uniform, so why not students?"

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

4. Read the line from the text and answer the question that follows:

“The best reason for schools to adopt uniforms is that they improve behavior.” How does this reason support the author’s opinion?

- A. It explains how uniforms look.
- B. It explains how uniforms benefit students.
- C. It explains how uniforms are used.
- D. It explains how uniforms make schools more fun.

5. Which evidence from the text is used to support the reason in question 4? “The best reason for schools to adopt uniforms is that they improve behavior.”

- A. “Police officers, fire fighters, and mail carriers wear uniforms.”
- B. “...school suspensions dropped by 90 percent after adopting school uniforms.”
- C. “Uniforms make students feel like they belong.”
- D. “Some people think school uniforms mean fewer rights for students...”

6. Another reason the author uses to support his/her opinion about school uniforms is: **“they improve school spirit.”** Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials

7. Which sentence uses the word *uniform* with the same meaning as the text?
- A. The buildings in the city were all very *uniform*.
 - B. The worker wore a *uniform* with brown pants and a blue shirt.
 - C. The car moved at a *uniform* speed.
 - D. The baseball player had a *uniform* swing.
8. Which word below has a similar meaning to the word *improve* as it is used in the following line from the text: “uniforms can improve students’ behavior”?
- A. better
 - B. worsen
 - C. impact
 - D. increase
9. Which line from the text helps you to infer the meaning of the word *improve*?
- A. “Students may be less likely to bully each other about clothes too.”
 - B. “...students feel like they belong.”
 - C. “...students are all wearing their school insignia...”
 - D. “Students who wear uniforms are less likely to cause trouble.”

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials
(Answers, for Teacher Reference)

Read each question and use the text to answer.

1. What is the gist? Write a short statement explaining what this editorial is about.

Possible Answer: This editorial is about uniforms in schools. The author thinks that students should wear uniforms to schools because it makes their behavior better and gives them school spirit.

2. Which of the following statements best describes the author's opinion?
- A. School uniforms work best in big cities.
 - B. School uniforms are bad for students.
 - C. **School uniforms are good for schools.**
 - D. School uniforms are similar to other uniforms.
3. Which line from the text best supports the answer to question 2 above?
- A. "...Long Beach, California found that school suspensions dropped by 90% after adopting school uniforms."
 - B. "Some people think school uniforms mean less rights for students, but I disagree."
 - C. **"Well, many schools think it is a great idea, and I agree."**
 - D. "Sports teams all wear the same uniform, so why not students?"

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials
(Answers, for Teacher Reference)

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“The best reason for schools to adopt uniforms is that they improve behavior.” How does this reason support the author’s opinion?

- A. It explains how uniforms look.
- B. It explains how uniforms benefit students.**
- C. It explains how uniforms are used.
- D. It explains how uniforms make schools more fun.

5. Which evidence from the text is used to support the reason in question 4? “The best reason for schools to adopt uniforms is that they improve behavior.”

- A. “Police officers, fire fighters, and mail carriers wear uniforms.”
- B. “...school suspensions dropped by 90 percent after adopting school uniforms.”**
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- D. “Some people think school uniforms mean fewer rights for students...”

6. Another reason the author uses to support his/her opinion about school uniforms is: **“they improve school spirit.”** Find one piece of evidence from the text that supports this reason and record it below. Explain why the evidence you selected supports the reason above.

Possible Answer: The editorial says that sports teams all wear the same uniform, so why not students. I think this supports the author’s reason that uniforms improve school spirit, because in sports when you are on the same team you support each other. If students wore uniforms they might support each other like a team.

Mid-Unit 3 Assessment:
Reading and Answering Questions about Editorials
(Answers, for Teacher Reference)

7. Which sentence uses the word *uniform* with the same meaning as the text?
- A. The buildings in the city were all very *uniform*.
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9. Which line from the text helps you to infer the meaning of the word *improve*?
- A. “Students may be less likely to bully each other about clothes too.”
 - B. “...students feel like they belong.”
 - C. “...students are all wearing their school insignia...”
 - D. **“Students who wear uniforms are less likely to cause trouble.”**



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can explain how an author uses reasons and evidence to support particular an opinion.

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:
