



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 1: Lesson 5

Mid-Unit 1 Assessment: Inferring with Pictures and Text



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

- I can make inferences using specific details from the text. (RI.4.1)
- I can determine the meaning of content words or phrases in an informational text. (RI.4.4)
- I can explain how visual or graphic information helps me understand the text around it. (RI.4.7)

Supporting Learning Targets

- I can make inferences based on details in a picture.
- I can confirm my inferences about a picture using details from the text.
- I can self-assess my progress toward the learning targets.

Ongoing Assessment

- Mid-Unit 1 Assessment: Inferring with Pictures and Text

Agenda

- Opening
 - Review Homework (5 minutes)
 - Review Learning Targets (5 minutes)
- Work Time
 - Mid-Unit Assessment (35 minutes)
- Closing and Assessment
 - Reflection (15 minutes)
- Homework

Teaching Notes

- Over the course of this unit, students have helped to create several anchor charts (I Notice/I Wonder charts in Lesson 1, John Allen anchor chart in Lesson 2, Vocabulary Strategies chart in Lesson 3, and Explicit vs. Inferred anchor chart in Lesson 4). Decide whether or not to keep these charts displayed during this assessment. Displaying anchor charts during an assessment can aid students in solidifying their learning.



Lesson Vocabulary	Materials
confirm, inference, text, self-assessment	<ul style="list-style-type: none"> Vocabulary Notebook (from Lesson 2) “Farming in Colonial America” (from Lesson 4) Mid-Unit 1 Assessment: Inferring with Pictures and Text (one per student) Mid-Unit 1 Assessment: Inferring with Pictures and Text (Answers, for Teacher Reference) Tracking My Progress Mid Unit 1 recording form (one per student) <i>The Scoop on Clothes, Games, and Daily Life in Colonial America</i> (book; one per student; pages 12-15) (for independent reading for students who finish their assessments early)

Opening	Meeting Students’ Needs
<p>A. Review Homework (5 minutes)</p> <ul style="list-style-type: none"> Homework from Lesson 4: Reread the Farming in Colonial America handout. Suggest a word that would be good to add to the Vocabulary Notebook. Remind students to use the criteria listed at the top of the first page in their notebooks. Have students name some of the words they selected. List them on the board. Check them against the criteria listed at the top of the Vocabulary Notebook and decide as class whether they should be added to the notebook. Collect homework. 	<ul style="list-style-type: none"> Words added to the vocabulary notebook should represent academic vocabulary like <i>mended</i>, <i>relied</i>, <i>geography</i>, or content-related vocabulary they are likely to see again in this module or in other contexts (e.g., <i>livestock</i>, <i>soil</i>, <i>plantations</i>).
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Invite the class to read the first two learning targets: “I can make inferences using specific details from the text,” and “I can determine the meaning of content words or phrases in an informational text.” Explain that they will be taking a mid-unit assessment that will show what they have learned about drawing inferences from different types of text. Invite students to identify key words in the learning targets that help them know what they need to focus on as they take the assessment (e.g., <i>confirm</i>, <i>inference</i>, <i>text</i>, etc.). As the students share their thinking, underline the key words/phrases. 	<ul style="list-style-type: none">



Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment (35 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 1 Assessment: Inferring with Pictures and Text. Answer any clarifying questions. Emphasize to students that they should take their time and be sure to base their inferences on details from the picture and text.• Give students approximately 30 minutes to independently complete the on-demand mid-unit assessment.• If students finish early, they have the option to engage in independent reading of pages 12–15 in <i>The Scoop on Clothes, Homes, and Daily Life in Colonial America</i>.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflection (15 minutes)</p> <ul style="list-style-type: none">• Discuss the third learning target: “I can self-assess my progress toward the learning targets.” Have students talk to a partner about what they think the term <i>self-assess</i> means. Have students share their thinking and clarify as necessary.• Distribute the Tracking My Progress, Mid-Unit 1 recording form to students. Have students circle the word <i>self-assessment</i> and ask:<ul style="list-style-type: none">* “What does the word <i>self-assessment</i> mean?” Point out the root words <i>self</i> and <i>assess</i>. Emphasize that good students keep track and reflect on their own learning. Point out that students have been doing this informally all year, during debriefs when they consider how well they are doing making progress toward the learning targets.• Point out Step 1 in the self-assessment and tell students that this is where you would like them to explain what the target means to them. For example, the first target uses the word <i>inferences</i>. They should write what the target means “in their own words” by explaining what the word <i>inferences</i> means when looking at pictures in a 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 “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>inferences</i> means.”• Once students have independently completed their self-assessment, collect and use for formative assessment for the next half of this unit.• If time permits, consider having students share their reflections with a partner.	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame, a sentence starter, or a cloze sentence to assist with language production and provide the required structure.• For example:• To me this learning target means _____.• I circled _____ in Step 2 because _____.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	



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Grade 4: Module 2A: Unit 1: Lesson 5

Supporting Materials



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Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 1

Name: _____

Date: _____

Directions:

- 1) Look at the image.
- 2) In the first column of the graphic organizer below, record three details you see in the picture.
- 3) In the second column of the graphic organizer, record the inferences you make based on these details.

NOTE: Do NOT complete the third column of the graphic organizer until you have done Steps 1–3 and have read the text in Part 2.



Source: Puck. Christmas Marketing before the Days of “High Cost of Living.” ca. 1913. Public Domain.



Mid-Unit 1 Assessment: Inferring with Pictures and Text
Part 1

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 2

Directions:

- 1) Read the text.
- 2) Reread the text and search for details to confirm your inferences about the picture.
- 3) Record your answers in Column 3.

The Colonists and Native Americans

Written by Expeditionary Learning for Instructional Purposes © 2012

When the colonists first arrived in America, they expected to live just like they did in their homeland. The houses they built, the food they grew and ate, and the clothes that they wore were better suited to the climate of the country they came from than for their new one. When the colonists began to freeze and starve, they soon learned to change some of their ways. They began to hunt and grow vegetables like the Native Americans. They also began to build homes and to wear clothes that better suited the climate. Slowly, they learned to survive in their new homeland.

When the colonists arrived in America, there were people already living there. These were the Native Americans. The colonists would not have learned to survive without the help of the Native Americans, who knew how to best hunt animals and grow crops in America. They taught the colonists to hunt animals like turkeys and deer, and also taught them how to grow crops like corn, beans, and squash. The colonists and the Native Americans also traded for things that helped the colonists survive. The colonists traded metal tools and cloth for furs and food from the Native Americans.

Unfortunately, the colonists and the Native American tribes did not always get along. The colonists began to take over more and more land. This caused fighting, which killed people from both sides and eventually pushed most tribes west. The colonists also brought diseases, like smallpox, which killed thousands of Native Americans. By the end of the colonial time period, very few Native Americans remained on the East Coast.

Adapted from *Colonial Life* by Brendan January (Children's Press, 2000).



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

Directions:

1.) Answer the following questions.

In your answers, make sure to use evidence from both the text and the image to support your answer.

1. What does the word *climate* mean as it is used on Line 3 in the first paragraph?

- a. The general weather and temperature of a region
- b. The geography of a region
- c. The beauty of a region
- d. The time of day

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

- a. “they learned to change”
- b. “they learned to survive”
- c. “they expected to live just like they did in their homeland”
- d. “the colonists began to freeze and starve”

3. Part I:

How did the Native Americans help the colonists the most?

- a. They had fun with them.
- b. They shared knowledge and traded.
- c. They fought with them.
- d. They left them alone.

Part II:

Which detail from the text best supports the answer to Part I above?

- a. “the colonists and Native Americans tribes did not always get along”
- b. “when the colonist arrived in America, there were people already living there”
- c. “they taught the colonists to hunt”
- d. “the colonists began to take over more and more land”



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

4. Why was trade important to the colonists and The Native Americans? Give at least one detail from the picture and two details from the text to support your answer.



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
(Answers for Teacher Reference)

Directions:

- 1) Look at the image.
- 2) In the first column of the graphic organizer below, record three details you see in the picture.
- 3) In the second column of the graphic organizer, record the inferences you make based on these details.

NOTE: Do NOT complete the third column of the graphic organizer until you have done Steps 1–3 and have read the text in Part 2.



Image Source: Keppler & Schwarzmann. Christmas Marketing before the Days of "High Cost of Living." ca. 1913. Prints and Photographs Division, Library of Congress. www.loc.gov/pictures/item/2011649650/



Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 1

(Answers for Teacher Reference)

Details from the Picture (Explicit information)	My Inferences (What this makes me think about colonial farms)	Details in the Text (Confirmed with explicit information?)
Possible answer: animals on the ground	Possible inference: I think the Native Americans hunted those animals.	Possible detail from text: The text says they knew how to hunt.
Possible answer: colonist holding out some cloth	Possible inference: I think the colonist wants to trade it for the animals.	Possible detail from text: It says the colonists and the Native Americans traded.
Possible answer: The ground is white.	Possible inference: It is winter and the colonist is hungry.	Possible detail from text: The text says the colonists starved.



Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 2

(Answers for Teacher Reference)

Directions:

- 1) Read the text.
- 2) Reread the text and search for details to confirm your inferences about the picture.
- 3) Record your answers in Column 3.

The Colonists and Native Americans

Written by Expeditionary Learning for Instructional Purposes © 2012

When the colonists first arrived in America, they expected to live just like they did in their homeland. The houses they built, the food they grew and ate, and the clothes that they wore were better suited to the climate of the country they came from than for their new one. When the colonists began to freeze and starve, they soon learned to change some of their ways. They began to hunt and grow vegetables like the Native Americans. They also began to build homes and to wear clothes that better suited the climate. Slowly, they learned to survive in their new homeland.

When the colonists arrived in America, there were people already living there. These were the Native Americans. The colonists would not have learned to survive without the help of the Native Americans, who knew how to best hunt animals and grow crops in America. They taught the colonists to hunt animals like turkeys and deer, and also taught them how to grow crops like corn, beans, and squash. The colonists and the Native Americans also traded for things that helped the colonists survive. The colonists traded metal tools and cloth for furs and food from the Native Americans.

Unfortunately, the colonists and the Native American tribes did not always get along. The colonists began to take over more and more land. This caused fighting, which killed people from both sides and eventually pushed most tribes west. The colonists also brought diseases, like smallpox, which killed thousands of Native Americans. By the end of the colonial time period, very few Native Americans remained on the East Coast.

Adapted from *Colonial Life* by Brendan January (Children's Press, 2000).



Mid-Unit 1 Assessment: Inferring with Pictures and Texts

Part 3

(Answer for Teacher Reference)

Directions:

1.) Answer the following questions.

In your answers, make sure to use evidence from both the text and the image to support your answer.

1. What does the word *climate* mean as it is used on Line 3 in the first paragraph?

- a. **The general weather and temperature of a region**
- b. The geography of a region
- c. The beauty of a region
- d. The time of day

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

- a. “they learned to change”
- b. **“they learned to survive”**
- c. “they expected to live just like they did in their homeland”
- d. “the colonists began to freeze and starve”

3. Part I:

How did the Native Americans help the colonists the most?

- a. They had fun with them.
- b. **They shared knowledge and traded.**
- c. They fought with them.
- d. They left them alone.

Part II:

Which detail from the text best supports the answer to Part I above?

- a. “the colonists and Native Americans tribes did not always get along”
- b. “when the colonist arrived in America, there were people already living there”
- c. **“they taught the colonists to hunt”**
- d. “the colonists began to take over more and more land”



Mid-Unit 1 Assessment: Inferring with Pictures and Texts
Part 3

4. Why was trade important to the colonists and The Native Americans? Give at least one detail from the picture and two details from the text to support your answer.

Example 1: Trade was important because they needed things from each other. In the picture it shows a colonist and Native Americans trying to trade animals for cloth. The text says that the colonist and Native Americans traded for things that helped them survive.

2-Point Rubric:

Writing from Sources/Short Response
(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, Mid-Unit 1

.....
Name:

.....
Date:

Learning Target: I can make inferences based on details in a picture.

1. The target in my own words is:

.....

.....

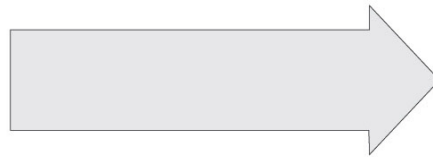
.....

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, Mid-Unit 1

.....
Name:

.....
Date:

Learning Target: I can confirm my inferences about a picture using details from the text.

1. The target in my own words is:

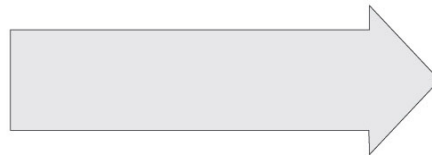
.....
.....
.....

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:

.....
.....
.....