

Lesson 27

Unit Assessment

✓ Objectives

The following language arts objectives are addressed in this lesson. Objectives aligning with the Common Core State Standards are noted with the corresponding standard in parentheses. Refer to the Alignment Chart for additional standards addressed in all lessons in this unit.

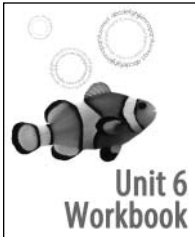
- ✓ **Read and write words spelled with the following vowel teams: long vowel sounds:** 'ai', 'ay' > /ae/; 'ea', 'ey', 'ee' > /ee/; 'oe', 'ow' > /oe/; 'ie', 'igh' > /ie/; **short vowel sounds:** 'ou', 'o_e' > /u/; 'ea' > /e/; **other vowel sounds:** 'oi', 'oy' > /oi/; 'aw', 'au', 'augh', 'al' > /aw/; 'ow' > /ou/; **r-controlled vowel sounds:** 'er' > /er/; 'or' > /or/; 'ar' > /ar/ (RF.2.3b)
- ✓ **Read and write words with the following letter-sound correspondences:** 'a' as /a/ (*hat*), /æ/ (*paper*), /ə / (*about*), or /o/ (*water*); 'i' as /i/ (*hit*), /ie/ (*item*), or /ee/ (*ski*); 'e' as /e/ (*pet*), / ee/ (*me*), or /ə/ (*debate*); 'u' as /ue/ (*unit*) or /u/ (*but*); 'y' as /y/ (*yes*), /ie/ (*try*), /i/ (*myth*), or /ee/ (*funny*); 'ir' (*bird*), 'ur' (*hurt*), or 'er' as /er/ (*her*); 'ar' > /ar/ (*car*) or /or/ (*war*); 'al' > /ə/ + /l/ (*animal*); 'il' > /ə/ + /l/ (*pencil*); 'ul' > /ə/ + /l/ (*awful*); 'el' > /ə/ + /l/ (*travel*); 'le' > /ə/ + /l/ (*apple*); 'tion' > /sh/ + /ə/ + /n/; 'ph' > /f/ (*phone*); 'ch' > /k/ (*school*); 'al' > /aw/ (*wall*) (RF.2.3e)

At a Glance	Exercise	Materials	Minutes
Assessment	<i>The War of 1812 Assessment</i>	Worksheet 27.1	15
Writing	<i>A Letter from Mr. Mowse</i>	Worksheet 27.2	15
Today's Spelling	<i>Baseball Game</i>	prepared cards; tape	10
Small Group	<i>Remediation and Enrichment</i>	Worksheets 27.3, 27.4	20

Advance Preparation

Prepare the following word cards for a baseball game.

- | | | |
|----------|------------|-------------|
| 1. cat | 9. chasing | 17. water |
| 2. flat | 10. danger | 18. swan |
| 3. shack | 11. about | 19. wand |
| 4. chap | 12. China | 20. waffle |
| 5. tap | 13. around | 21. drama |
| 6. lady | 14. Africa | 22. lava |
| 7. paper | 15. attack | 23. grandma |
| 8. bacon | 16. walrus | 24. pajama |

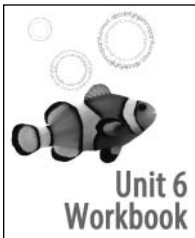
10 The War of 1812 Assessment

Worksheet 27.1

- Have students tear out Worksheet 27.1. Explain that this assessment covers the information that they have learned from reading *The War of 1812*.
- If you feel it is necessary, you may preview any vocabulary from the assessment before having students answer the questions on their own.
- Tell students that if they finish early, they may choose to read any chapter in the reader silently.

Note to Teacher

When time permits, score these assessments using the guidelines at the end of this lesson to evaluate each student's mastery of the information presented about the War of 1812.

Writing**15 minutes****A Letter from Mr. Mowse**

Worksheet 27.2

- Tell students to turn to Worksheet 27.2 to read a letter that Mr. Mowse has left for them. Point out that the letter at the top of the page is Mr. Mowse's letter and that, as usual, there are some misspellings in the letter, so an edited version of the letter is reprinted below Mr. Mowse's letter.
- Ask one or more students to read Mr. Mowse's letter aloud.
- Then, ask students to turn to the back of the worksheet. Read the questions that Mr. Mowse wants to find answers for. Point out that Mr. Mowse may have questions that you have as well.

Today's Spelling**10 minutes****Baseball Game**

- Tell students that today they will review the tricky 'a' spellings they studied. Write the following headers on the board. Choose one index card example of each spelling to read with students as a way to review each spelling for the schwa sound. Tape each word under the appropriate header on the board:

'a' > /a/ (*hat*)

'a' > /ae/ (*paper*)

'a' > /ə/ (*about*)

'wa' > /o/ (*water*)

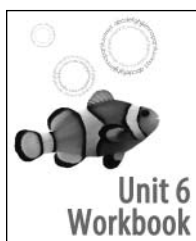
'a' > /o/ (*father*)

- Shuffle the cards that you have prepared.
- Draw a baseball diamond on the board.
- Divide the class into two teams, having one team at a time come to the front of the room and line up in front of the board. (You may choose to have students stay seated and divide the class into teams by the manner in which they are seated.) Each team takes a “turn at bat” as follows:
 - Pick a card from the pile, and ask the first person on the team to read it aloud, while you tape it in the correct column on the board. If the word is read correctly, draw a line from home plate to first base, signifying a “hit.” This player then goes to the back of his team’s line, while the next player comes forward to read the next card. If she reads the word correctly, draw a line from first to second base. Play continues this way. If the fourth player reads the word correctly, draw a line from third base to home plate and mark “1 run” for the team. Play continues for this team so long as no words are misread; when a word is misread, the next team takes its turn at bat.
 - Set a timer for 10 minutes, and tell students that whichever team has the most runs when the timer rings is the winning team. Point out that accuracy is important, but so is speed. The more turns that players have to read words, the more likely their team is to score runs.

Small Group

20 minutes

Remediation and Enrichment



Worksheets 27.3, 27.4

- ✧ **Small Group 1:** Have students who are able to work independently complete Worksheet 27.3 to review parts of speech, or assign some other reading-related task that you feel would be beneficial.
- ✧ **Small Group 2:** Work with Group 2, students needing extra help, with either the grammar Worksheet 27.4 reviewing complete and incomplete sentences, or with another Pausing Point worksheet of your choice.

Directions for Scoring and Analyzing The War of 1812 Assessment

Unit 6 Lesson 27

- Correct the assessments, using the following answer key.

1. B	7. D
2. D	8. C
3. C	9. A
4. B	10. C
5. C	11. C
6. C	12. *

- Each assessment is worth 15 points, with correct answers for items 1–11 assigned 1 point each. Item 12 is worth 4 points: 2 points each for correctly selecting two adjectives to identify Francis Scott Key (2 points) and 1 point each for providing at least one example justifying the adjective selected (2 points).
- The following guidelines are offered as an analysis of student mastery of the domain knowledge presented in this unit:

Score	Domain Knowledge
11–15 points	good, excellent
9 or 10 points	fair
8 points or less	poor

- If time permits, you may wish to re-administer the assessment orally to any students who perform poorly to ascertain whether the poor performance truly represents lack of knowledge, or whether it may be indicative of difficulty in reading the assessment questions and answers.
- You may also find it interesting to analyze a student’s performance according to the type of questions answered incorrectly.

Literal Questions	1, 2, 4, 5, 6, 7, 9, 10
Inferential Questions	3, 8, 11, 12