



EXPEDITIONARY  
LEARNING

## **Grade 6: Module 2B: Unit 3: Lesson 4**

### **Mid-Unit Assessment: Small Group Discussion:** **How Do Modern Poems Portray Modern Adversities?**



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

I can compare and contrast how reading a story, drama, or poem is different from what I perceive when I listen or watch. (RL.6.7)

I can compare and contrast how different genres communicate the same theme or idea. (RL.6.9)

I can come to discussions prepared, having read or studied required material, and explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (SL.6.1a)

I can follow class norms when I participate in discussions. (SL.6.1b)

I can pose questions that elaborate on a topic and respond to questions with elaboration. (SL.6.1c)

I can review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (SL.6.1d)

I can seek to understand and communicate with individuals from different perspectives and cultural backgrounds. (SL.6.1e)

**Supporting Learning Targets**

- I can compare the experience of reading the poem “Skateboard” to listening to its audio version.
- I can compare how similar themes are communicated in the poem “Skateboard” and a news article.
- I can prepare myself to participate in discussions.
- I can follow class norms when I participate in discussions.
- I can be involved in discussions by asking and responding to questions.
- I can demonstrate understanding of different perspectives through reflecting and paraphrasing.
- I can try to understand and communicate with others who have different ideas and backgrounds.

**Ongoing Assessment**

- Mid-Unit 3 Assessment (graphic organizers and discussion component)
- Speaking and Listening Criteria: Class Discussion Tracker



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit Assessment, Part 1: Comparing the Listening and Reading Experience of “Skateboard” (10 minutes)</li><li>B. Mid-Unit Assessment, Part 2: Comparing Themes in the Poem “Skateboard” and a News Article (10 minutes)</li><li>C. Mid-Unit Assessment, Part 3: Small Group Discussion (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Self-assessment (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read independently to meet your goal. Complete the Reading Tracker and Reviewer’s Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students complete the Mid-Unit 3 Assessment Parts 1 and 2 using the concrete poem “Skateboard” from <i>Technically, It’s Not My Fault</i> and the news article “Plantation Council Seeks Ways to Curb Skateboarding.”</li><li>• Students will use the same Comparing and Contrasting graphic organizer during this assessment that they have used in previous lessons in this unit when comparing, contrasting, and analyzing selections.</li><li>• Part 3 of the Mid-Unit 3 Assessment is the discussion component. Students participate in this discussion with their foursome from Lesson 3. Use the Speaking and Listening Criteria: Class Discussion Tracker as you circulate among discussion groups. Since this is an assessment, silently listen and observe as you evaluate students rather than provide feedback.</li><li>• Consider using audio-visual equipment (camera or computer with camera) to record some groups’ discussions. This allows you to go back and evaluate groups you may not have reached during the assessment period.</li><li>• In advance:<ul style="list-style-type: none"><li>– Cut the discussion questions into strips so they can be distributed individually.</li><li>– Prepare audio version of “Skateboarding” (see materials list below).</li><li>– Post: Learning targets.</li></ul></li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• “Skateboard” (assessment text; one per student and one to display)</li><li>• “Skateboard” audio version (<a href="http://www.johngrandits.com">www.johngrandits.com</a>)</li><li>• Mid-Unit 3 Assessment: Comparing the Listening and Reading Experience of Poem “Skateboard” graphic organizer (one per student)</li><li>• “Plantation Council Seeks Ways to Curb Skateboarding” (assessment text; one per student and one to display)</li><li>• Mid-Unit 3 Assessment: Comparing and Contrasting Genres graphic organizer (one per student)</li><li>• Effective Discussions anchor chart (begun in Unit 2, Lesson 14)</li><li>• Speaking and Listening Criteria Discussion Tracker (new blank copy; one per student; from Unit 2, Lesson 15)</li><li>• Mid-Unit 3 Assessment: Discussion Questions (one per group)</li><li>• Mid-Unit 3 Assessment: Speaking and Listening Criteria: Class Discussion Tracker</li><li>• Reading Tracker and Reviewer’s Notes (from Unit 2, Lesson 14)</li><li>• Mid-Unit 3 Assessment: Comparing and Contrasting Genres graphic organizer (answers, for teacher reference)</li><li>• Mid-Unit 3 Assessment: Comparing the Listening and Reading Experience of the Poem “Skateboard” (answers, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can compare the experience of reading the poem "Skateboard" to listening to its audio version."</li><li>* "I can compare how similar themes are communicated in the poem "Skateboard" and a news article."</li><li>* "I can prepare myself to participate in discussions."</li><li>* "I can follow class norms when I participate in discussions."</li><li>* "I can be involved in discussions by asking and responding to questions."</li><li>* "I can demonstrate understanding of different perspectives through reflecting and paraphrasing."</li><li>* "I can try to understand and communicate with others who have different ideas and backgrounds."</li></ul></li><li>• Invite students to turn and talk about what they notice about these targets.</li><li>• Tell students that these might sound like a lot of targets, but they are the same learning targets they have been working with in the past four lessons. They will read a poem and compare it to its audio version and then compare it to a different genre to look for a similar theme. Share that they will also participate in a small group discussion using the norms established in Lesson 5.</li><li>• Explain that today they will show how well they can demonstrate these targets independently for the Mid-Unit 3 Assessment.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of the learning targets helps build understanding of academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit Assessment, Part 1: Comparing the Listening and Reading Experience of “Skateboard” (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that they are going to read a concrete poem independently for their mid-unit assessment rather than working in pairs or triads as in previous lessons.</li><li>• Distribute copies of the poem <b>“Skateboard”</b> from <i>Technically, It's Not My Fault</i>.</li><li>• Tell students to read the whole poem slowly and carefully in their heads.</li><li>• Ask students to read the poem a second time in their heads.</li><li>• Distribute and display the <b>Mid-Unit 3 Assessment: Comparing the Listening and Reading Experience of the Poem “Skateboard” graphic organizer</b> and tell students that they will listen to an audio version of “Skateboard” to compare the experience of listening to the text with the experience of reading it.</li><li>• Play the <b>“Skateboard” audio version</b>.</li><li>• Ask students to silently consider:<ul style="list-style-type: none"><li>* “How is the experience of listening to ‘Skateboard’ similar to reading the poem?”</li><li>* “How is it different?”</li></ul></li><li>• Invite students to fill out the Venn diagram comparing the two experiences.</li></ul>	<ul style="list-style-type: none"><li>• For ELLs, consider providing extended time for tasks.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mid-Unit Assessment, Part 2: Comparing Themes in the Poem “Skateboard” and a News Article (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to reread the poem “Skateboard.”</li><li>• Distribute and display the <b>“Plantation Council Seeks Ways to Curb Skateboarding” news article</b>.</li><li>• Explain that students will also work independently in Part 2 of the assessment.</li><li>• Remind students that in Lessons 2 and 4 they learned that similar themes could be expressed using different genres. Let students know that the news article about skateboarding gives this theme a different voice.</li><li>• Distribute the <b>Mid-Unit 3 Assessment: Comparing and Contrasting Genres graphic organizer</b> to each student.</li><li>• Ask students to consider the following questions as they read the news article:<ul style="list-style-type: none"><li>* “Whose voice is speaking in each genre?”</li><li>* “What is the author’s purpose?”</li><li>* “Why was the genre written?”</li><li>* “Who was the intended audience?”</li><li>* “What style of language did the author use?”</li></ul></li><li>• Invite students to read the news article and fill out the graphic organizer comparing the two genres.</li></ul>	<ul style="list-style-type: none"><li>• When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Mid-Unit Assessment, Part 3: Small Group Discussion (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask students to join their foursome groups from Lesson 3 for the discussion part of the mid-unit assessment.</li> <li>• Tell students to retrieve the group norms they established with their foursome in the previous lesson.</li> <li>• Ask students to take 1 minute to review the norms as they prepare for their discussion.</li> <li>• Direct students' attention to the <b>Effective Discussions anchor chart</b>.</li> <li>• Remind students that they may use the anchor chart as a reference or source of information as they discuss the questions.</li> <li>• Distribute the <b>Speaking and Listening Criteria Discussion Tracker</b>.</li> <li>• Tell students this document may be used as a guide during their discussion. They are being evaluated on their use of the speaking and listening criteria during this part of the assessment.</li> <li>• Tell students the discussion questions will be displayed for their reference. They will have about 4 minutes to discuss each question in a <i>respectful</i> way, a way that shows you value someone's ideas. During the discussion, each student will have a chance to paraphrase or share a response to the question. Other members of the group will each contribute to the discussion by acknowledging what they heard, comparing what they heard to their own thoughts, or asking a clarifying or probing question.</li> <li>• Ask students to be mindful of their voices. Speak so that other group members can hear your contributions, but don't speak so loudly that it is a distraction for other groups.</li> <li>• Tell students that a different member of the group will start the discussion for each question.</li> <li>• Distribute the first question to the groups.</li> <li>• Invite students to begin their discussion.</li> <li>• Circulate and assess students as they discuss.</li> <li>• Stop discussion at the end of the time for each question.</li> <li>• Distribute the next question. Continue to assess.</li> <li>• Recognize students for their collaborative group work during the discussion part of the assessment.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider grouping ELL students who speak the same home language in the same discussion group. This allows students to have more meaningful discussions and clarify points in their native language.</li> <li>• Consider distributing the Speaking and Listening Criteria Discussion Tracker with the discussion questions to select students who may benefit from having a visual prompt for reference.</li> <li>• Depending on class size, consider breaking this conversation over multiple lessons to listen to and evaluate each student's progress toward the learning targets.</li> <li>• Alternately, consider recording students' conversations with a video camera or computer camera to evaluate later.</li> </ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-assessment (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students whole group.</li><li>• Tell them that an important part of an evaluation is to assess their own performances. As you recognize issues that are worth discussing, it is helpful to recognize where you are in sharing your own voice.</li><li>• Tell students to write their name and date at the top of the Speaking and Listening Criteria Discussion Tracker.</li><li>• Ask them to look at the criteria and give themselves a star for things they felt they did well in the discussion. For things they would like to improve on, they should mark a “step.” In complete sentences, write their star and their step in the Note section of the document.</li><li>• Collect the Speaking and Listening Criteria Discussion Trackers.</li><li>• Congratulate students on their focused attention during this lesson. Remind them that self-assessing is an important part of understanding their strengths and next steps.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read independently to meet your goal. Complete the <b>Reading Tracker and Reviewer's Notes</b>.</li></ul>	



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## Supporting Materials



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“Skateboard”

**S K A T E B O A R D**

I’m on my totally cool new board and I’m  
bombing the hill. I do a little cut jump up a  
curb into the

---

lift onto the bench  
Out of the lot,  
curb,  
across the street, curb,  
into the park. I do a sweet little

---

Busted. Walking home. I’m a sad old dog who’s been swatted with a rolled-up newspaper

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“Skateboard”

-Eleven parking lot and try a tight little figure eight to try a tricky little ollie  
 over a milk crate when all of a sudden I hear **HEY, KID!**  
**No skateboards**  
**in the**  
**parking lot.**  
**Get outta here!**

and clean, p-  
 u-  
 u-  
 m-  
 p  
 up the hill, around the flagpole, d- o- o- w-  
 n the ramp, and **HEY, YOU!**  
**Can't you read the sign?**  
**No skateboarding!**

give up. I'm just gonna

veg in front of the TV  
and not think about it.

I mean, why bother, and then **HEY,**  
**What are you doing inside?**  
**You begged for that**  
**skateboard, Robert.**  
**Now go out and use it!**

Grandits, John. Technically, It's Not My Fault: Concrete Poems. New York: Clarion, 2004. Print.



**Mid-Unit 3 Assessment:**

Comparing the Listening and Reading Experience of the Poem “Skateboard”

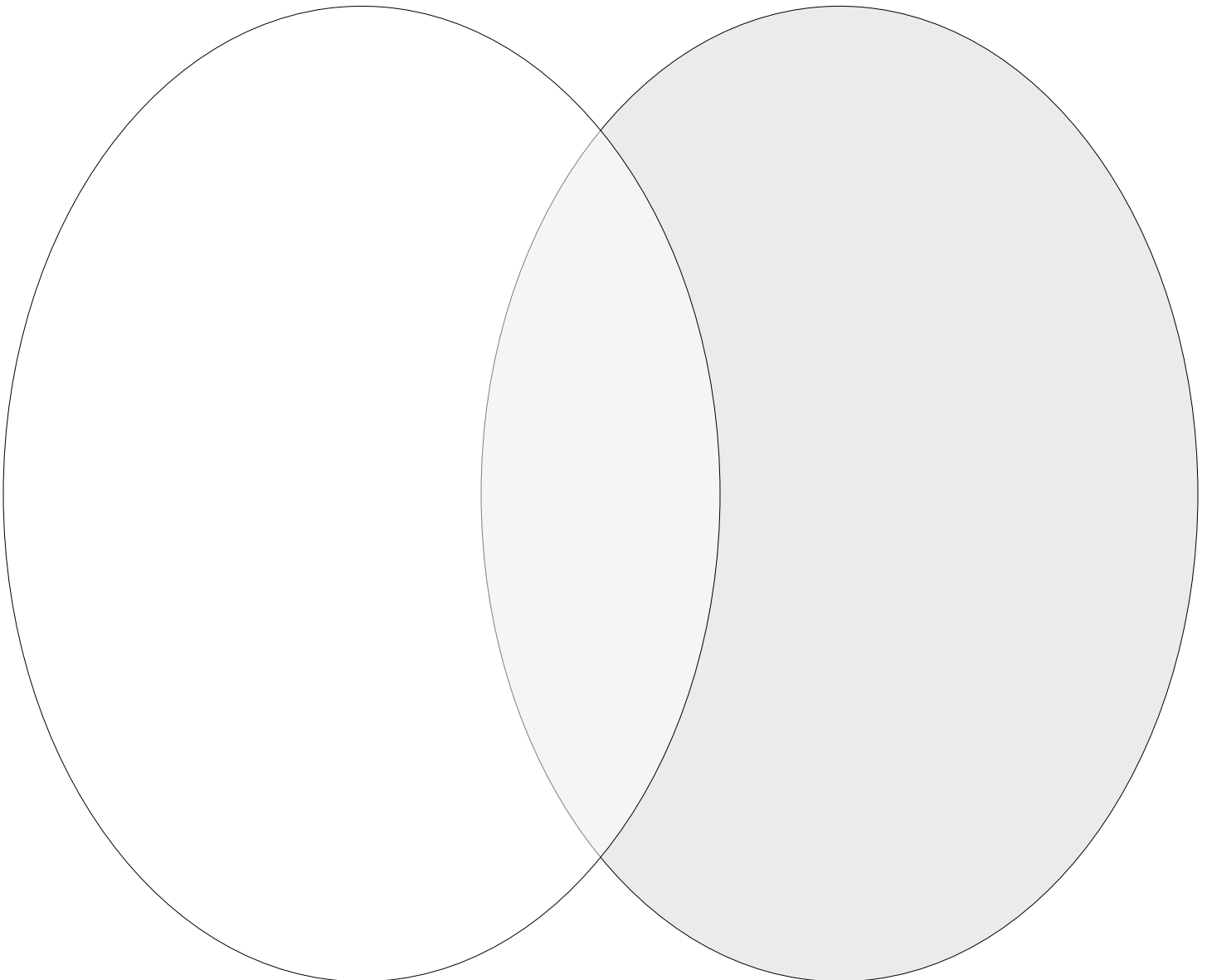
.....  
**Name:**  
.....

.....  
**Date:**  
.....

1. How is the experience of listening to the poem “Skateboard” similar to reading “Skateboard”? How is it different?

“Skateboard” visual

“Skateboard” audio





**Plantation Council Seeks Ways to Curb Skateboarding**  
(Assessment Text)

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Source (for teacher reference only): <http://www.wltx.com/story/news/2014/05/14/columbia-skateboarding-ban/9098443/>



Mid-Unit 3 Assessment:  
Comparing and Contrasting Genres Graphic Organizer

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

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

<b>Text 1</b> <b>Title: “Skateboard”</b> <b>Genre: a poem</b>	<b>Comparing and Contrasting Genres Graphic Organizer</b>	<b>Text 2</b> <b>Title: “Plantation Seeks Ways to Curb Skateboarding”</b> <b>Genre: a news article</b>
Spoken in first-person perspective  The speaker is the kid skateboarding.	<b>Point of View</b>  Whose voice is speaking?	Spoken in third-person perspective  The speaker is the writer of the news article.
The skateboarder wrote this to express frustration in finding a place to skateboard.  The intended audience could be other skateboarders and others who may not understand the difficulties skateboarders encounter in finding a place to participate in their sport.	<b>Author’s Purpose</b>  Why did the author write this? Who was the author’s intended audience?	The writer was informing community members about the issue of skateboarding and how it affects businesses, use of public streets, industrial properties and law enforcement.  Intended audience was community members.
Informal	<b>Language and Style</b>  Is this written in formal or informal English?	Formal



**Mid-Unit 3 Assessment:**  
Discussion Questions

1. What is the most important theme John Grandits addresses in his poetry?



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2. What's a theme of growing up that you connected with when reading J. G.'s poetry?



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3. How is communicating through poetry similar and different from other genres?



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4. Is it more impactful to see or to hear a poem?



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5. Do John Grandits's concrete poems connect with the medieval voices from *Good Masters! Sweet Ladies!?*





Mid-Unit 3 Assessment:  
Speaking and Listening Criteria:  
Class Discussion Tracker

Student Name	Paraphrases ideas and questions	Asks clarifying questions	Asks probing questions	Clearly explains own ideas	Responds to questions with details	Seeks out different peer perspectives and backgrounds	Acknowledges different peer perspectives and	Respectfully compares own perspective with someone else's



Mid-Unit 3 Assessment:  
Speaking and Listening Criteria:  
Class Discussion Tracker

Student Name	Paraphrases ideas and questions	Asks clarifying questions	Asks probing questions	Clearly explains own ideas	Responds to questions with details	Seeks out different peer perspectives and	Acknowledges different peer perspectives and	Respectfully compares own perspective with someone else's



**Mid-Unit 3 Assessment:**  
Comparing and Contrasting Genres Graphic Organizer  
(Answers, for Teacher Reference)

<b>Text 1</b>  <b>Title: “Skateboard”</b>  <b>Genre: a poem</b>	<b>Comparing and Contrasting Genres Graphic Organizer</b>	<b>Text 2</b>  <b>Title: “Plantation Seeks Ways to Curb Skateboarding”</b>  <b>Genre: a news article</b>
Spoken in first-person perspective  The speaker is the kid skateboarding.	<b>Point of View</b>  Whose voice is speaking?	Spoken in third-person perspective  The speaker is the writer of the news article.
The skateboarder wrote this to express frustration in finding a place to skateboard.  The intended audience could be other skateboarders and others who may not understand the difficulties skateboarders encounter in finding a place to participate in their sport.	<b>Author’s Purpose</b>  Why did the author write this? Who was the author’s intended audience?	The writer was informing community members about the issue of skateboarding and how it affects businesses, use of public streets, industrial properties and law enforcement.  Intended audience was community members.
Informal	<b>Language and Style</b>  Is this written in formal or informal English?	Formal



**Mid-Unit 3 Assessment:**

Comparing the Listening and Reading Experience of the Poem “Skateboard Answers”  
(For Teacher Reference)

**Similarities:**

- *Same words*
- *Same overall meaning*

**Unique to Listening:**

- *Emphasis on certain words and phrases*
- *The tone that it is read in generates a certain mood – More dramatic/ more interesting to listen to than read it*

**Unique to Reading:**

- *Emphasize different words to listening based on own interpretation.*
- *Read it in a different tone due to a different personal interpretation.*