



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 3B: Unit 2: Lesson 10**

**End of Unit Assessment, Parts 2 and 3: Analyzing,  
Summarizing, and Reading Aloud *Divided Loyalties***



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

- I can summarize a story, drama, or poem. (RL.4.2)  
I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)  
I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)
- I can read fourth-grade-level texts with purpose.
  - I can read fourth-grade-level texts with fluency.
  - I can use clues in the text to check my accuracy.
  - I can reread to make sure that what I'm reading makes sense.

Supporting Learning Targets

- I can summarize *Divided Loyalties*.
- I can make inferences about characters and events in *Divided Loyalties* using evidence from the text.
- I can read aloud *Divided Loyalties* with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

Ongoing Assessment

- End of Unit 2 Assessment, Parts 2 and 3: Analyzing, Summarizing, and Reading Aloud *Divided Loyalties*



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Reviewing Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 2 Assessment, Parts 2 and 3: Summarizing, Analyzing, and Reading Aloud <i>Divided Loyalties</i> (50 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Reflecting on Learning Targets—Tracking My Progress (5 minutes)</li></ol></li><li>Homework<p>None.</p></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students complete Parts 2 and 3 of the End of Unit 2 Assessment.</li><li>Part 3 of the End of Unit 2 Assessment assesses students' oral reading fluency. While students take Part 2 of the assessment, pull individual students to read a portion of <i>Divided Loyalties</i> aloud to you. Be sure to choose a section from <i>Divided Loyalties</i> that was not used for fluency practice earlier in the unit.</li><li>Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none"><li><i>Divided Loyalties</i> (book; one per student)</li><li>End of Unit 2, Assessment Part 2: Analyzing and Summarizing <i>Divided Loyalties</i> (one per student)</li><li>End of Unit 2, Assessment Part 3: Reading Aloud with Fluency (one per student)</li><li>End of Unit 2, Assessment Part 2: Analyzing, Summarizing, and Reading Aloud <i>Divided Loyalties</i> (answers, for teacher reference)</li><li>Tracking My Progress, End of Unit 2 recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will complete a formal assessment, in which they will do on their own much of what they have been practicing:<ul style="list-style-type: none"><li>– Reread <i>Divided Loyalties</i>.</li><li>– Answer questions that are dependent on the text.</li><li>– Read aloud a section of <i>Divided Loyalties</i>.</li></ul></li><li>• Remind them that they will need to refer to the text to answer the questions thoroughly. Encourage the students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in a literary text. This is also an opportunity to reread <i>Divided Loyalties</i>.</li><li>• Direct students' attention to the learning targets and ask the class to read them silently:<ul style="list-style-type: none"><li>* "I can summarize <i>Divided Loyalties</i>."</li><li>* "I can make inferences about characters and events in <i>Divided Loyalties</i> using evidence from the text."</li><li>* "I can read aloud <i>Divided Loyalties</i> with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense."</li></ul></li><li>• Have students give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do.</li><li>• Address any clarifying questions before beginning the assessment.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment, Parts 2 and 3: Summarizing, Analyzing, and Reading Aloud <i>Divided Loyalties</i> (50 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to clear their desks and get out a pencil and their copy of <i>Divided Loyalties</i>.</li><li>• Distribute the <b>End of Unit 2 Assessment, Part 2: Analyzing and Summarizing <i>Divided Loyalties</i></b>.</li><li>• Remind students that they should refer to the text when they answer the questions on the assessment.</li><li>• Invite students to begin.</li><li>• While students take the assessment, pull individual students to assess their fluency, using the <b>End of Unit 2 Assessment, Part 3: Reading Aloud with Fluency</b>.</li><li>• When students have finished this part of the assessment, invite them to complete the self-assessment column.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessments, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment.</li><li>• For some students, this assessment might require more than the 50 minutes allotted. Consider providing students time over multiple days if necessary.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their hard work on the End of Unit 2 Assessment.</li><li>• Distribute the <b>Tracking My Progress, End of Unit 2 recording form</b>.</li><li>• Remind students that successful learners keep track and reflect on their own learning. Point out that they have been doing this informally all year during debriefs, when they consider how well they are progressing toward the learning targets.</li><li>• Review Step 1 in the self-assessment and remind students that this is where you would like them to explain what the target means to them. For example, the first target uses the phrase “make inferences about characters.” They should write what the target means in their own words by explaining what an inference is and how a reader makes one while reading.</li><li>• Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down method that they have used in previous lessons. They should also explain why they think 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 am not sure how to use evidence from the text to support my inference.</li><li>• Collect students' Tracking My Progress recording forms to use as a formative assessment to guide instructional decisions during the remainder of the module.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners the most.</li></ul>



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# Grade 4: Module 3B: Unit 2: Lesson 10

## Supporting Materials



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End of Unit 2 Assessment, Part 2:  
Analyzing and Summarizing *Divided Loyalties*

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Name:

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Date:

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**Long-Term Learning Targets Assessed:**

I can explain what a text says using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

I can summarize a story, drama, or poem. (RL.4.2)

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)

- I can read fourth-grade-level texts with purpose.
- I can read fourth-grade-level texts with fluency.
- I can use clues in the text to check my accuracy.
- I can reread to make sure that what I'm reading makes sense.

**Directions:** Use *Divided Loyalties* to answer the questions that follow.

1. In the text *Divided Loyalties*, Robert Barton had to make a decision to either stay in New Jersey or leave. What did he decide to do? Why did he decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

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End of Unit 2 Assessment, Part 2:  
Analyzing and Summarizing *Divided Loyalties*

2. In the text *Divided Loyalties*, Abigail Barton decides to go to the Sons of Liberty meeting with William. Why did she decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

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3. In Act III, Scene 2 the text says, “**Robert:** You are a traitor to all that I believe in” (p. 49). What is the meaning of the word *traitor* as used in the context of this sentence?

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4. On the lines below, write a line from the text that supports your answer for Question 3.

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**End of Unit 2 Assessment, Part 2:**  
Analyzing and Summarizing *Divided Loyalties*

5. After thinking more closely about *Divided Loyalties*, summarize what you think the play is mostly about. Use several specific details from the text in your summary. (RL.4.2)

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End of Unit 2 Assessment, Part 3:  
Reading Aloud with Fluency

Directions:

1. Read aloud page \_\_\_\_\_ from *Divided Loyalties*.
2. Complete the self-assessment below after reading aloud. For each statement, circle either “Yes,” “No,” or “Somewhat.” Explain your rating in the box below each statement.

Self-Assessment	Teacher's Assessment	
<b>Yes</b> <b>Somewhat</b> <b>No</b>	<b>Yes</b> <b>Somewhat</b> <b>No</b>	<b>I read aloud with purpose and understanding.</b>
<b>Yes</b> <b>Somewhat</b> <b>No</b>	<b>Yes</b> <b>Somewhat</b> <b>No</b>	<b>I read aloud with accuracy, appropriate rate, and expression.</b>
<b>Yes</b> <b>Somewhat</b> <b>No</b>	<b>Yes</b> <b>Somewhat</b> <b>No</b>	<b>I used context clues to confirm or self-correct word recognition and understanding, rereading as necessary.</b>



End of Unit 2 Assessment, Part 2:  
Analyzing and Summarizing *Divided Loyalties*  
(Answers, for Teacher Reference)

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Name:

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Date:

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**Long-Term Learning Targets Assessed:**

I can explain what a text says using specific details from the text. (RL.4.1)

I can make inferences using specific details from text. (RL.4.1)

I can summarize a story, drama, or poem. (RL.4.2)

I can describe a story's character, setting, or events using specific details from the text. (RL.4.3)

I can read fourth-grade-level texts accurately and fluently to make meaning. (RF.4.6)

- I can read fourth-grade-level texts with purpose.
- I can read fourth-grade-level texts with fluency.
- I can use clues in the text to check my accuracy.
- I can reread to make sure that what I'm reading makes sense.

**Directions:** Use *Divided Loyalties* to answer the questions that follow.

1. In the text *Divided Loyalties*, Robert Barton had to make a decision to either stay in New Jersey or leave. What did he decide to do? Why did he decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

**He decided to leave New Jersey and go to New York. He decided to do this because it was not safe for Loyalists to stay in New Jersey. On page 45, the text says, "The blockade has kept us from shipping or getting goods from Britain, and no one here will sell their goods to me." The Bartons were not able to get things to sell at their store, and no one wanted to shop at their store because Robert and Mary were Loyalists.**



End of Unit 2 Assessment, Part 2:  
Analyzing and Summarizing *Divided Loyalties*  
(Answers, for Teacher Reference)

2. In the text *Divided Loyalties*, Abigail Barton decides to go to the Sons of Liberty meeting with William. Why did she decide to do this? Use details and examples from the text to support your answer. (RL 4.3)

**She decided to do this because she wanted to help the Patriots. In the text, she said, “How can we not help? Why are we loyal to a country that is so far away?” She wanted to help her neighbors, who were joining the Patriots. Also, she did not want to be left out. She said, “I want to be a Patriot as much as you do. I don’t want to just knit socks like the other women.” This shows she wanted to do more to help the Patriots.**

3. In Act III, Scene 2 the text says, “**Robert:** You are a traitor to all that I believe in” (p. 49). What is the meaning of the word *traitor* as used in the context of this sentence?

**A person who is not loyal to a group of people like his or her country, family, or friends**

4. On the lines below, write a line from the text that support your answer for Question 3.

**“I think that *you* are making a mistake.” (p. 48)  
“to all that I believe in” (p. 49)**

5. After thinking more closely about *Divided Loyalties*, summarize what you think the play is mostly about. Use several specific details from the text in your summary. (RL.4.2)

***Divided Loyalties* is about a family living in New Jersey during the American Revolution. Robert and Mary Barton, the parents, are loyal to Great Britain, but their children William and Abigail are Patriots. Robert Barton owns a store, but his customers stop shopping there because he is a Loyalist and they do not want to support him. Against their parents’ wishes, William and Abigail help the Sons of Liberty and William joins the Patriot army. They continue to try to convince their parents to join the Patriots, but they refuse. Eventually, Robert Barton decides to move his family to New York where it is safer for them. He and William argue over the family moving, and Robert yells at William to leave. When it is time for the family to board the ship to New York, they are all sad that William is not there so they can say goodbye. In the end, William comes to the dock to say goodbye. Even though the family does not have the same views on the American Revolution, they respect each other and their beliefs.**



Tracking My Progress, End of Unit 2

Name:

Date:

**Learning target:** I can make inferences about characters in *Divided Loyalties* using evidence from the text.

1. The target in my own words is:
2. How am I doing? Circle one.

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**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:

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Tracking My Progress, End of Unit 2

Name:

Date:

**Learning target:** I can summarize *Divided Loyalties*.

1. The target in my own words is:

2. How am I doing? Circle one.

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**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:

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Tracking My Progress, End of Unit 2

Name:

Date:

**Learning target:** I can read aloud *Divided Loyalties* with purpose, understanding, and accuracy, using clues in the text to check my accuracy and rereading to make sure what I'm reading makes sense.

1. The target in my own words is:
2. How am I doing? Circle one.

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**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:

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Tracking My Progress, End of Unit 2

Name:

Date:

**Learning target:** I can effectively participate in a discussion about *Divided Loyalties*.

1. The target in my own words is:

2. How am I doing? Circle one.

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**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:

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