



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 6

Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can locate an answer or solve a problem efficiently, drawing from multiple informational sources. (RI.5.7)

I can write an opinion piece on topics or texts, supporting a point of view with reasons and information. (W.5.1)

a. I can introduce a topic clearly.

a. I can state an opinion.

I can build knowledge about multiple aspects of a topic by conducting research. (W.5.7)

I can document what I learn about a topic by taking notes. (W.5.8)

Supporting Learning Targets

- I can create an organizational structure to logically group ideas for an opinion speech.
- I can introduce the topic of my opinion speech.
- I can state an opinion in my speech, about the need to prioritize aid to a neighboring country struck by a hurricane.

Ongoing Assessment

- Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Homework Review and Engaging the Writer (5 minutes)B. Introduce Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Review the Topic of Natural Disasters and Opinion Writing (10 minutes)B. Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (35 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief and Learning Target Review (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue Reading Independent Reading Book	<ul style="list-style-type: none">• In this lesson, students complete Part I of the Mid-Unit 3 Assessment. In this part of the assessment, students complete a short constructed response, then refer to three texts and two note catchers from Lessons 3-5 (“Characteristics of Multinational Companies (MCNs)”); “The Red Cross: Disaster Relief”; “Haiti Earthquake One-Year Report”; 3-Column note catcher: What is a Multinational Aid Organization?; Red Cross in Haiti 4-Square note catcher) to create an outline for their opinion speeches. These speeches are a part of students’ Final Performance Task for this unit.• The Mid-Unit 3 Assessment assesses students’ mastery towards RI.5.7, as students must draw from multiple sources to efficiently solve the problem of how aid should be prioritized following a natural disaster.• Note the distinction between opinion writing and “persuasive” writing. Opinions are supported by logical reasons and sound evidence, whereas persuasion employs rhetoric and emotional appeal in addition to these elements. Emphasize to students that they are writing opinion speeches. See Appendix C of CCSS for further clarification.• In advance:<ul style="list-style-type: none">– Review: Parts I and II of the Mid-Unit 3 Assessment to better understand the arc of students’ work across this lesson and Lesson 7.• Milling to Music and Fist-to-Five in Checking for Understanding Techniques (see Appendix 1).• Post: Opinion, Reasons and Evidence anchor chart (begun in Module 3A, Unit 3, Lesson 9), Learning targets



Lesson Vocabulary	Materials
Organizational structure, logically, introduce, topic, speech, state, opinion, prioritize, aid, hypothetical	<ul style="list-style-type: none">• Red Cross in Haiti 4-Square note catcher (from Lesson 5; one per student)• Opinion, Reasons and Evidence anchor chart (begun in Module 3A, Unit 3, Lesson 9)• Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (one per student)• Lined paper (one piece per student)• Organizational Structure, Topic and Opinion Rubric (one per student)• “Characteristics of Multinational Companies (MNCs)” (from Lesson 3; one per student)• “The Red Cross: Disaster Relief” (from Lesson 4; one per student)• “Haiti Earthquake One-Year Report” (from Lesson 5; one per student)• 3-Column Note Catcher: What is a Multinational Aid Organization? (from Lesson 3; one per student)



Opening	Meeting Students' Needs
<p>A. Homework Review and Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to take out their Red Cross in Haiti 4-Square note catcher. • Review the Milling to Music protocol. • Give students a moment to mingle throughout the room, find a partner, and share one detail they added to their Red Cross in Haiti 4-Square note catchers. • Ask students to mingle three more times, sharing a detail from each of the three remaining categories their note catchers. • Consider listening in on partner conversations as an informal assessment of students' understanding. Ask probing questions or provide guidance to students as needed. • Once students have met with four students, ask them to return to their seats. Focus their attention whole group. • Invite several students to share an interesting detail one of their partners mentioned. 	<ul style="list-style-type: none"> • Display the instructions for the Milling to Music protocol for students to refer to as they review their homework .
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Direct student attention to the post learning targets and read them aloud: <ul style="list-style-type: none"> * "I can create an organizational structure to logically group ideas." * "I can introduce the topic of my speech." * "I can state an opinion about the need to prioritize aid to a neighboring country if struck by a hurricane." • Then pause to review key terms from each target: <ul style="list-style-type: none"> <i>organizational structure</i> – an outline; tool for organizing ideas <i>logically</i> – in a way that makes sense; in an understandable way <i>introduce</i> – begin, start <i>topic</i> – focus, subject <i>speech</i> - oral presentation, talk delivered to an audience <i>state</i> (v.) – express in words 	<ul style="list-style-type: none"> • Write synonyms, draw visuals, or locate images from the internet for each of the key academic vocabulary from the learning targets next to the words so students can refer to them as they re-read learning targets . • Consider doing a mini-lesson with students on the prefix hypo- to add to their knowledge of word parts that help them determine the meaning of new words . Consider also pointing out to students that the suffix "al" indicates that the word hypothetical is an adjective.



Opening (continued)	Meeting Students' Needs
<p><i>opinion</i> – what I believe; judgment</p> <p><i>prioritize</i> – rank according to importance; most to least or least to most important</p> <p><i>aid</i> – help; assistance; support</p> <ul style="list-style-type: none">• Ask students to turn to a partner and discuss how they could restate each target in their own words. Cold call several students to share their thinking whole group.• Remind students that the Final Performance Task requires them to present an opinion speech on how aid should be prioritized after a hypothetical hurricane strikes a country in the Western Hemisphere. Tell students that part of today's Mid-Unit Assessment helps them prepare for that task.• Ask students to turn and discuss the following with a partner:<ul style="list-style-type: none">* “Does ‘hypothetical’ sound like any other words you’re familiar with?”* “What do you think a ‘hypothetical’ hurricane is?”• After a moment, invite a few students to share their thinking whole group. Listen for, “Hypothetical sounds like hypothesis, which is an educated guess. So, it must be like “based on a hypothesis.” So, hypothetical hurricane might mean a hurricane that is just a supposed hurricane, or a theory. Like ‘what would happen if...?’”• If students are unable to determine the meaning of the word, clarify as needed. Explain that a hypothetical situation is basically a “what if...” situation, imagining what might happen.	



Work Time	Meeting Students' Needs
<p>A. Review the Topic of Natural Disasters and Opinion Writing (10 minutes)</p> <ul style="list-style-type: none"> Focus student attention whole group. Post the Opinion, Reasons and Evidence anchor chart. Ask students to review then turn and discuss with a partner: <ul style="list-style-type: none"> * "What is a topic?" * "What is an opinion?" Cold call 1-2 students to share out whole group. Listen for ideas like, "A topic is the main focus, overall subject being discussed or written about; an opinion is what I believe, it contains a <i>judgment word</i> like most, best, least, worst." Clarify any misconceptions students may have about the meaning of "topic" or "opinion." 	<ul style="list-style-type: none"> Consider posting examples of previously written topic statements and opinions from previous modules, specifically from student writing .
<p>B. Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (25 minutes)</p> <ul style="list-style-type: none"> Distribute one copy of the Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech, lined paper, and the Organizational Structure, Topic and Opinion Rubric to each student. <ul style="list-style-type: none"> While you are doing this, ask students to take out the following texts: and note catchers <ul style="list-style-type: none"> • "Characteristics of Multinational Companies (MNCs)" • "The Red Cross: Disaster Relief" • "Haiti Earthquake One-Year Report" • 3-Column note catcher: What is a Multinational Aid Organization? • Red Cross in Haiti 4-Square note catcher 	<ul style="list-style-type: none"> Students that struggle with writing may benefit from dictating their notes to a teacher for the Mid-Unit 3 Assessment. Allow students that struggle with language extra time in order to complete the Mid-Unit 3 Assessment.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Read the prompt, all directions, and each element of the rubric aloud to students. Provide clarification as needed.• Remind students that they have created organizational structures during assessments in previous modules. Ask students to consider the following:<ul style="list-style-type: none">* “What are examples of organizational structures you have used before?”* “How have those organizational structures (graphic organizers) helped you group ideas logically?”• Cold call 2-3 students to share out. Listen for suggestions like:<ul style="list-style-type: none">– “We used an Accordion Graphic Organizer in previous modules; we created our own outlines during the Module 3 assessment.”– “We used an Accordion Graphic Organizer in previous modules; we created our own outlines during the Module 3 assessment.”• Point out that students are just doing Part I of the assessment today. They will complete Part II in the following lesson. After they finish their assessment, they should read their independent reading book silently.<ul style="list-style-type: none">– For Part I, Step A, students read a passage about a hypothetical hurricane then complete a short-constructed response.– Part I, Step B, students create an organizational structure for an opinion speech, and write only their topic sentence and opinion statement about how aid should be prioritized after a hurricane.• Clarify as needed; then, invite students to begin. <p>Ask students to hold on to their Mid-Unit 3 Assessments, Part I for the debrief.</p>	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief and Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Focus student attention whole group and ask them to discuss the following with a nearby partner:<ul style="list-style-type: none">* “What is the topic of your speech?”* “What opinion do you have about prioritizing aid after a hurricane?”• Invite several students to share a clearly-stated topic or strong opinion statement that they heard from their partner.• Direct student attention to the posted learning targets. Read each of them aloud and ask students to use the Fist-to-Five protocol to assess their mastery of each target.• Collect students' Mid-Unit 3 Assessments, Part I and their three articles. Note: Students will need these materials again during Part II of the assessment, in Lesson 7.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students that speak the same L1 language for the debrief .
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book.	<ul style="list-style-type: none">• Provide audio-recordings of students' independent reading book for those that struggle with reading complex text independently.



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 6

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Mid-Unit 3 Assessment, Part I, A and B:
Short Response and Organizing Notes for a Public Speech

Name:

Date:

Directions:

- Read the hypothetical scenario below, from the article “Hurricane Herman Strikes Mexico” about a supposed, “what if” disaster.
- Consider the gist of this article.
- Read the assessment question and outline task.
- Reread the article. Think about how you will respond to the assessment question and complete your opinion speech outline.
- Use information from your note-catchers and anchor charts, as well as key and previous vocabulary to support your thinking.



Mid-Unit 3 Assessment, Part I, A and B

“Hurricane Herman Strikes Mexico”

Press Association, Monday, October 21, 2013

Category Four Hurricane Herman struck several cities along the Atlantic Coast of Mexico, early last week. By the second day of the storm, winds had reached speeds of well over 140 miles per hour. The winds uprooted or snapped many trees in half. Less well-built homes crumbled. Huge swells from the gulf also caused major flooding in at least three of the four cities struck by Herman. Much of the land was left covered in mud and filth by massive waves that pounded the shore. Fortunately, for the one-million-plus residents who occupy these Mexican towns, Herman now seems to be over. Rescue workers have already begun the slow process of helping people recover from the devastating effects of this hurricane. Currently, aid workers are trying to assess the damage caused by Herman over the last several days. Early reports indicate that thousands of people are either missing or injured. Many of the missing are feared dead. Power lines are down in all cities and experts believe it may take weeks or months to restore electricity to these areas. To make matters worse, much of the area's water filtration systems were damaged. The contaminated water is causing many people to become sick. Food is also scarce. Volunteers are finding it difficult to get much needed supplies to the people trapped in residential areas due to debris-covered streets. Relief workers expect many parts of these towns may not even be inhabitable for months to come.



Part I, A: Short Constructed Response

Use evidence from the article “Hurricane Herman Strikes Mexico,” as well as your background knowledge about natural disasters, to explain why the people of Mexico need aid. Use complete sentences and key vocabulary in your response.

Mid-Unit 3 Assessment, Part I, A and B:
Short Response and Organizing Notes for a Public Speech

Part I, B: Outline, Topic Sentence and Opinion Statement for a Public Speech

Create an outline for a speech in which you will state the topic and your opinion about how aid should be prioritized to help the people of Mexico after the devastating effects of Hurricane Herman. To support your thinking, refer to the informational articles and your notes:

- “Characteristics of Multinational Companies (MNCs)”
- “The Red Cross: Disaster Relief”
- “Haiti Earthquake One-Year Report”
- 3-Column note-catcher: What is a Multinational Aid Organization? (from Lessons 3 and 4) Red Cross in Haiti 4-Square note-catcher (from Lesson 5)

Create an outline on a sheet of lined paper that includes spaces for:

- A topic statement.
- An opinion statement.
- Each type of aid to be prioritized (Reasons 1, 2, 3, 4).
- Two pieces of evidence to support each reason.
- A conclusion statement.

Add only the following to your outline:

- A topic statement that explains the focus of your speech.
- An opinion statement about the need to prioritize aid for the people of Mexico following Hurricane Herman.
- Use key and previous vocabulary in your topic and opinion statements.

Be sure to check your work against the rubric provided and edit or add to your outline as necessary.



Organizational Structure, Topic and Opinion Rubric

	3	2	1
Organizational Structure	Independently creates an outline/graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion.	Creates an outline/ graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion. Student needs some support.	Creates an outline/ graphic organizer to record a topic sentence, opinion statement, reasons, evidence and conclusion. Student needs significant support.
Topic	Clearly introduces the topic of the speech.	Topic of the speech is somewhat unclear.	Topic of the speech is unrelated to content or no topic is stated.
Opinion	States a clear opinion about the need to prioritize aid following a natural disaster that includes a judgment word (e.g., best, most, worst, etc.)	Opinion about the need to prioritize aid is unclear but includes a judgment word.	Opinion about the need to prioritize aid is unclear and does not include a judgment word.
Key and Previous Vocabulary	Includes the accurate use of many key and previous vocabulary terms from <i>all units in this module</i> .	Includes the accurate use of many key and previous vocabulary terms <i>mostly from this unit</i> .	Includes very few key and previous vocabulary terms or terms are used inaccurately.