



EXPEDITIONARY
LEARNING

Grade 5: Module 4: Unit 3: Lesson 7

Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech



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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 create an organizational structure in which I group together related ideas.
- b. I can document what I learn about a topic by taking notes. (W.5.8)
- c. I can construct a concluding statement or section for my opinion piece.

I can summarize or paraphrase information in my notes and in finished work. (W.5.8)

I can choose evidence from informational texts to support analysis, reflection, and research. (W.5.9)

Supporting Learning Targets

- I can prioritize the four types of aid in order to add reasons to my speech outline.
- I can paraphrase evidence to include in my speech outline.
- I can write a concluding statement for my opinion speech.
- I can reflect on my learning about how aid should be prioritized if a neighboring country is struck by a hurricane.

Ongoing Assessment

- Assessment, Part II: Organizing Notes for a Public Speech
- Tracking My Progress, Mid-Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer and Reviewing Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Review Reasons, Evidence, and Conclusion (10 minutes)B. Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech (25 minutes)C. Tracking My Progress (15 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread the first three paragraphs from Transcript: Opening Remarks by President Obama from Lesson 1 independently or to someone at home. Start, “Good morning everybody ...” and end, “... leading this urgent mission.”B. On your index card, write a response to the following question: * “What is President Obama’s opinion about how the U.S. should support Haiti after the earthquake?”	<ul style="list-style-type: none">• In this lesson, students take Part II of the Mid-Unit 3 Assessment: Organizing Notes for a Public Speech and add reasons, evidence, and a concluding statement to their outlines from Part I of the assessment.• More time than usual is reserved for students to complete the Tracking My Progress, Mid-Unit 3 recording form at the end of this lesson, as it asks students to reflect on a combination of targets from Lessons 6 and 7.• Review and score students’ Mid-Unit 3 Assessments, Parts I and II. They will need their outlines from the assessment for the End of Unit 3 Assessment in Lesson 11.• Post: Learning targets; Opinion, Reasons, and Evidence anchor chart (begun in Unit 3, Lesson 9); What Do We Know about Natural Disasters? anchor chart (from Unit 1, Lesson 1).



Lesson Vocabulary	Materials
Prioritize, aid, reasons, outline, speech, evidence, paraphrase, conclusion, reflect, neighboring, struck	<ul style="list-style-type: none">• Opinion, Reasons, and Evidence anchor chart (begun in Unit 3, Lesson 9)• What Do We Know about Natural Disasters? anchor chart (begun in Unit 1, Lesson 1)• Journals• Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech (from Lesson 6; students' completed assessments)• Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech (one per student)• Reasons, Evidence, and Conclusion Rubric (one per student)• "Characteristics of Multinational Companies (MNCs)" (from Lesson 3)• "The Red Cross: Disaster Relief" (from Lesson 4)• "Haiti Earthquake One-Year Report" (from Lesson 5)• Three-column note-catcher: What Is a Multinational Aid Organization? (from Lesson 3)• Red Cross in Haiti four-square note-catcher (from Lesson 5)• Tracking My Progress, Mid-Unit 3 recording form (one per student)• Index cards (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Remind students that for Part I of the Mid-Unit 3 Assessment, they created an outline, stated a topic, and provided an opinion about the need to prioritize aid after a hypothetical hurricane strikes Mexico. Today they take Part II of the Mid-Unit 3 Assessment to add reasons, evidence, and a conclusion to their outlines. This work will also help them prepare for writing a full speech later in the unit.Direct students' attention to the posted learning targets and call on four students to read them aloud to the class:<ul style="list-style-type: none">* "I can prioritize the four types of aid in order to add reasons to my speech outline."* "I can paraphrase evidence to include in my speech outline."* "I can write a concluding statement for my opinion speech"* "I can reflect on my learning about how aid should be prioritized if a neighboring country is struck by a hurricane."Focus students' attention on the key terms from each target. Cold call several students to share the meaning of each word: <i>prioritize</i>—rank according to importance; most to least or least to most important <i>aid</i>—help; assistance; support <i>reasons</i>—why I believe the opinion <i>outline</i>—a tool for organizing ideas; organizational structure <i>speech</i>—oral presentation, talk delivered to an audience <i>paraphrase</i>—restate in my own words <i>evidence</i>—facts, information, details that support reasons <i>conclusion</i>—ending; closing <i>reflect</i>—think about; consider <i>neighboring</i>—next to; adjacent; bordering; nearby; close <i>struck</i>—affected suddenly or unexpectedly	<ul style="list-style-type: none">Write synonyms or draw visuals for each of the key academic vocabulary from the learning targets next to the words so students can refer to them.



Work Time	Meeting Students' Needs
<p>A. Review Reasons, Evidence and Conclusion (10 minutes)</p> <ul style="list-style-type: none">• Direct student attention to the Opinion, Reasons, and Evidence anchor chart (from Module 3A, Unit 3, Lesson 9). Ask students to discuss the following with a nearby partner:<ul style="list-style-type: none">* “How do reasons support an opinion?”* “How does evidence support a reason?”• Cold call several students to share out whole group. Listen for: “Reasons explain <i>why</i> I believe the opinion; evidence includes facts, information, and details that clearly support my reasons; using strong reasons and evidence to support my opinion makes the audience more likely to agree with my opinion.”• Ask students to discuss with a different partner:<ul style="list-style-type: none">* “What should be included in the conclusion of an opinion speech?”• Cold call several students to share their thinking whole group. Listen for: “The conclusion restates the opinion from the introduction in a new or interesting way; the conclusion includes important details from the body of the speech.”• Clarify any misconceptions about the meaning of “reasons,” “evidence,” or “conclusion.”• Next, post the What Do We Know about Natural Disasters? anchor chart. Ask students to review the information on the chart, then turn to a speak with a new partner about:<ul style="list-style-type: none">* “How do natural disasters impact people and the environment?”• Cold call several students to share their ideas with the class. Listen for suggestions like: “People can become trapped beneath rubble, swept away by floods; they’re scared and separated from family members; family members and friends may be killed by the disaster; supplies like water and food become scarce because of damage to supply lines and water systems; people become sick from dirty water and lack of food; people’s homes are destroyed so they need shelter; the landscape is torn apart, trees broken, mud, dirt and grime cover the area.”	<ul style="list-style-type: none">• Consider displaying and reviewing previous student writing that contain reasons and evidence for reference.• Students who struggle with language would benefit from a sentence stem. (“Natural disasters cause _____ and _____ to people and the environment.”)



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 3 Assessment, Part II: Organizing notes for a Public Speech (25 minutes)</p> <ul style="list-style-type: none">• Tell students to take out their journals. Distribute students' Mid-Unit 3 Assessment, Part I: Short Constructed Response and Organizing Notes for a Public Speech from Lesson 6, along with one copy of Mid-Unit 3 Assessment, Part II: Organizing Notes for a Public Speech and a Reasons, Evidence, and Conclusion Rubric to each student.• While you are doing this, ask students to take out the same texts and note-catchers used on Part I of the Mid-Unit 3 Assessment:<ul style="list-style-type: none">– “Characteristics of Multinational Companies (MCNs)”– “The Red Cross: Disaster Relief”– “Haiti Earthquake One-Year Report”– Three-column Note-catcher: What Is a Multinational Aid Organization?– Red Cross in Haiti four-square note-catcher• Read the prompt, all directions, and each element of the rubric aloud to students. Provide clarification as needed.• After they finish the assessment, they should read their independent reading book silently.• Ask students to hold onto Parts I and II of their Mid-Unit 3 Assessments for the debrief.	<ul style="list-style-type: none">• Allow students who struggle with language extra time in order to complete the Mid-Unit 3 Assessment.



Work Time (continued)	Meeting Students' Needs
<p>C. Tracking My Progress (15 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, Mid-Unit 3 recording form.• Remind students they have used this self-assessment during previous modules to <i>reflect</i> (consider; think about) upon their mastery of the learning targets.• Ask students to independently complete their Tracking My Progress, Mid-Unit 3 recording forms.	<ul style="list-style-type: none">• Consider allowing students who struggle with multiple tasks at once to focus on a few of the long term learning targets rather than all of them at once.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on all they have learned about multinational aid organizations and the types of relief they provide to communities struck by natural disasters around the world.• Ask students to turn and share the reflections from their Tracking My Progress, Mid-Unit 3 recording forms.• Ask for volunteers to share out reflections whole group.• Collect students' Mid-Unit 3 Assessments Parts I and II, as well as their Tracking My Progress recording forms.• Read the homework directions aloud to students. Then, distribute one index card to each student.	<ul style="list-style-type: none">• Intentionally partner ELL students with other students who speak their same L1 language to share reflections from their Tracking My Progress , Mid-Unit 3 recording forms.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Reread the first three paragraphs from Transcript: Opening Remarks by President Obama from Lesson 1 independently or to someone at home. Start, "Good morning everybody ..." and end, "... leading this urgent mission."• On your index card, write a response to the following question:<ul style="list-style-type: none">* "What is President Obama's opinion about how the U.S. should support Haiti after the earthquake?"	<ul style="list-style-type: none">• Provide an audio recording of the speech for students who struggle reading complex text independently .• Consider allowing students who struggle with writing to dictate their response to the focus question to someone at home .



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Supporting Materials



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Mid-Unit 3 Assessment, Part II:
Organizing Notes for a Public Speech

Name:

Date:

Directions:

Refer to the article “Hurricane Herman Strikes Mexico,” other informational texts, notes, anchor charts, as well as your topic sentence and opinion (from the Mid-Unit 3 Assessment, Part I). Add the following to the outline you created during Lesson 6:

- Reread the hypothetical scenario “Hurricane Herman Strikes Mexico” about a supposed “what if” hurricane (from Mid-Unit 3 Assessment, Part I).
- Review the information from other articles, notes, and anchor charts to help you think about how to prioritize the four types of aid, from *most important* to *least important* and explain *why* you ranked each as most, second most, third most, and least important (reasons).
 - Transitional and Permanent Homes
 - Health, Water, and Sanitation
 - Disaster Relief Reduction
 - Livelihoods and Host Families
- Provide *two pieces of paraphrased evidence* for each reason to support your thinking about how aid should be prioritized following Hurricane Herman.
- Write a conclusion statement.
- Include details, quotes and information from your notes and the articles you have read.
- Use key and previous vocabulary in your reasons and evidence.

Check your work against the rubric provided and edit or add information as necessary.



Reasons, Evidence, and Conclusion Rubric

Name: _____

Date: _____

	3	2	1
Reasons	Names each of the four types of aid and clearly explains <i>why</i> each is prioritized as most important to least important priority.	Names each of the four types of aid but does not clearly explain <i>why</i> each is prioritized as most important to least important priority.	Does not name all four types of aid.
Evidence	Supports each reason with two pieces of <i>related</i> and paraphrased evidence and paraphrases evidence from notes and all three articles.	Supports each reason with two pieces of <i>related</i> and paraphrased evidence and paraphrases evidence from notes and two articles.	Supports each reason with one piece of <i>related</i> and paraphrased evidence or paraphrases evidence from notes and one article.
Conclusion	Clearly restates the topic and opinion in a new and interesting way.	Restates the topic and opinion.	Does not restate the topic or opinion.
Key Words 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.



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can create an organizational structure to logically group ideas.

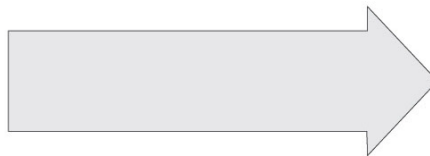
1. The target in my own words is:

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 3

Name: _____

Date: _____

Learning Target: I can introduce the topic of my speech.

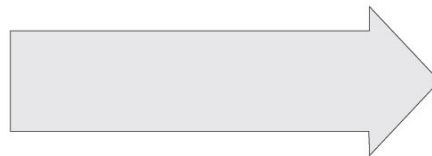
1. The target in my own words is:

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 3

Name: _____

Date: _____

Learning Target: I can state an opinion about the need to prioritize aid to a neighboring country if struck by a hurricane.

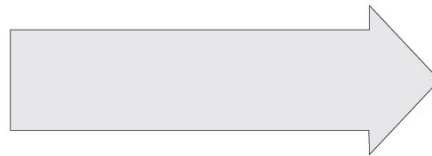
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to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can prioritize the four types of aid in order to add reasons to my speech outline.

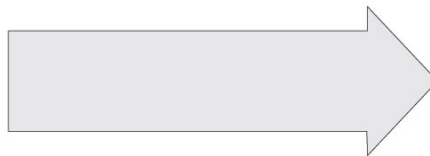
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I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can paraphrase evidence to include in my speech outline.

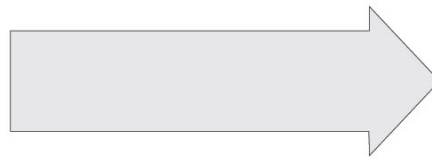
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to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:



Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can write a concluding statement for my opinion speech.

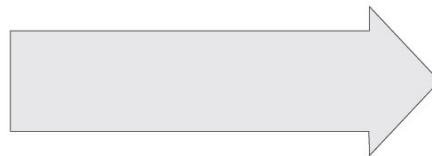
1. The target in my own words is:

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to learn this.**



**I understand
some of this.**



I am on my way!



3. The evidence to support my self-assessment is:
