



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Unit 3: Lesson 4

Mid-Unit 3 Assessments, Part 2: Summarizing, Analyzing and Discussing Research



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

- I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)
- I can summarize an informational text using only information from the text. (RI.6.2)
- I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)
- I can express my own ideas clearly during discussions. (SL.6.1)
- I can build on other’s ideas during discussions. (SL.6.1)

Supporting Learning Targets

- I can summarize an article on the importance of reading.
- I can explain how text evidence supports the claim about the importance of reading.
- I can respectfully have productive discussions with peers who have a different perspective and background from me.

Ongoing Assessment

- Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text
- Whole Class Discussion Tracker for focused discussion
- Exit Ticket: My Stars and Steps for Focused Discussion



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Unpacking the Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (25 minutes)</p> <p>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into a Law? Round 2 (15 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</p> <p>4. Homework</p> <p>A. Continue your independent reading novel at home.</p>	<ul style="list-style-type: none">• In this lesson, students complete the written and the oral Mid-Unit Assessment. The written assessment uses a new text about the importance of reading. Students will have to read, summarize, and analyze text evidence from the article in support of the teacher’s claim to read every day.• The oral mid-unit assessment is Round 2 and continues the same discussion from Lesson 3. Use the Whole Class Discussion Tracker as you circulate among discussion groups. Focus on students who you were not able to assess in Lesson 3. Since this is an assessment, silently listen and observe the conversations, rather than provide feedback.• Be prepared to return students’ Exit Tickets: My Stars and Steps for Focused Discussion that were collected at the end of Lesson 3. Be sure to have given students’ feedback (stars and steps; see Teaching Note at the end of Lesson 3). In closing, students will continue the self-assessment from Lesson 3.• Assess student responses on the Mid-Unit Assessment using the Grade 6 2-Point Rubric—Short Response.• Post: Learning targets; Effective Discussion Language anchor chart (from Unit 2, Lesson 15).• In advance: Determine which students are priorities for you to assess during Round 2 of the focused discussion.



Lesson Vocabulary	Materials
National Endowment for the Arts, decade	<ul style="list-style-type: none"> • Assessment Text: “Unhappily Ever After?” (one per student) • Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (one per student) • Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (Answers; for Teacher Reference) • Grade 6 2-Point Rubric: Short Response (from Unit 1, Lesson 5; for Teacher Reference for scoring student assessments) • Exit Ticket: My Stars and Steps for Focused Discussion (from Lesson 3; with teacher feedback) • Effective Discussion Language anchor chart (from Unit 2, Lesson 15) • Whole Class Discussion Tracker (from Lesson 3; for teacher use to assess student discussion; see teaching note above)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Remind students that the mid-unit assessment is broken into two parts: a written section and the focus discussion section that they began in Lesson 3. • Invite students to read the first two learning targets with you: <ul style="list-style-type: none"> * “I can summarize an article on the importance of reading.” * “I can explain how text evidence supports the claim about the importance of reading.” • Explain that these are the targets for the written section and that students have been doing all of this for their own topic in their Researcher’s Notebook for the past five lessons. • Invite students to read the last learning target with you: <ul style="list-style-type: none"> * “I can respectfully have productive discussions with peers who have a different perspective and background from me.” • Explain that this is the same learning target from Lesson 3, when the class began the mid-assessment focus discussion. • Ask if there are any questions about the learning targets and clarify as needed. 	<ul style="list-style-type: none"> • Learning targets are a research-based strategy that helps all students, especially challenged learners. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (25 minutes)</p> <ul style="list-style-type: none">• Explain to students that the first half of class is the written Mid-Unit 1 Assessment. In this lesson, students will read an article related to the teachers research topic: the importance of reading everyday. They will work independently to demonstrate their own ability to summarize and analyze a research article.• Distribute and display Assessment Text: “Unhappily Ever After?” Invite students to read along with you as you read the text aloud.• Distribute the Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text. Invite students to read the directions along with you as you read them out loud.• Ask if there are any questions.• Explain to students that the <i>National Endowment for the Arts</i> is a government organization that supports arts across our country.• Call on a volunteer and ask:<ul style="list-style-type: none">* “How long is a <i>decade</i>?”• Listen for students to say 10 years. Guide them to understand that the research is comparing information from two decades ago, which mean 20 years ago.• Direct students to do their best to complete the tasks using evidence from the article.• Circulate to assist students in reading the article where they need it.• Collect the mid-unit assessments to assess against the Grade 6-8 2-Point Rubric—Short Response. See also Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (Answers; for Teacher Reference).	



Work Time	Meeting Students' Needs
<p>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into Laws? Round 2 □ (15 minutes)</p> <ul style="list-style-type: none">• Explain this is the second half of the mid-unit oral assessment. Students will have Round 2 of the focused discussion from Lesson 3, “Should our ‘rules to live by’ be personal choice or made into a law?”• Redistribute students’ Exit Ticket: My Stars and Steps for Focused Discussion from the previous lesson. Direct students to review their own stars and steps. Encourage them to continue doing their stars.• Tell them that their Round 2 self-assessment asks them to state a specific way they tried to improve one of their steps.• Invite them to review the Effective Discussion Criteria anchor chart and pick language or sentence stems from the chart that will help them improve on their steps.• Direct students to get into the same discussion groups from Lesson 3 (research teams of two).• Once students are seated, prompt the discussion by saying:<ul style="list-style-type: none">* “Should our ‘rules to live by’ be personal choice or made into laws?”• Circulate and listen, focusing on those students/research teams you were not able to assess in Lesson 3.• Use the Whole Class Discussion Tracker as you listen closely to students’ conversations. Again, do not confer or provide feedback at this time, as it is an assessment for students. Feedback will come during debrief and post-assessment. Consider scripting or paraphrasing a short question or response from each student that you can use as evidence in your feedback to students.• Once students are finished, direct them to return to their own seats.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</p> <ul style="list-style-type: none">• Focus students again on their Exit Ticket: My Stars and Steps for Focused Discussion. Ask students to now complete the Round 2 portion of this exit ticket. Direct students to complete the Round 2 portion of the exit ticket.• Collect the exit tickets when students are done. Consider providing feedback to students based on your assessment of their discussions.	<ul style="list-style-type: none">• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
Homework	Meeting Students' Needs
<p>A. Continue your independent reading book at home. In the next lesson be prepared to share a brief summary of your independent reading book so far.</p>	



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Supporting Materials



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WR NEWS BRIEFS

Unhappily Ever After?

Americans are closing the book on reading for fun.

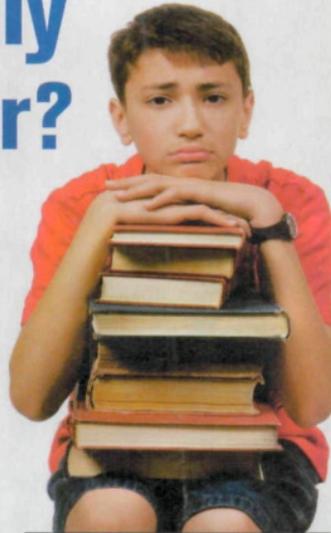
Harry Potter, Judy Moody, and Eragon need your help! A new report shows that U.S. kids and adults are reading less for pleasure than ever before.

Less than one-third of 13-year-olds read for fun daily, according to the National Endowment for the Arts (NEA). That’s 5 percent less than two decades ago. More than one in 10 teens say they never or hardly ever read for fun.

Kids who do read often send instant messages, watch TV, play video games, and even surf the Web at the same time. Almost 60 percent of middle and high schoolers reported using other media while they read.

The findings are troubling, NEA officials say, because reading for pleasure is often linked with better reading and writing skills. For example, 9-year-olds who read for fun tend to score higher on reading tests than other kids their age.

That’s not all. “Our report shows that readers are, in fact, more active and engaged in a number of ways,” says Sunil Iyengar, NEA’s director of research and analysis. Readers are more likely to visit museums, volunteer, and play sports than nonreaders. In



addition, readers typically, or usually, end up with better-paying jobs as adults.

Those aren’t the only reasons to flip open a good book, says Lois Lowry, author of *The Giver*. “Reading is like megavitamins for the imagination,” she told *WR News*. “To be able to enter different worlds and do it all while sitting in a chair! I can’t imagine any better way to exercise your brain.”

MAILBAG

In issue 4, we wrote about one student’s quest to pass an antismoking bill in Connecticut. Here’s what you had to say.



I know how it feels to be affected by secondhand smoke. My mom smoked for a long time and then found a way to quit. I hope that the law passes and encourages smokers to stop.

—Tayah T., Ohio

I want people to stop smoking because they are hurting other people’s health and themselves. They should stop selling cigarettes all over the world.

—Claudia P., Arizona

Like Justin, I am also encouraging our leaders to ban smoking in confined places where there are children. I recently wrote to my state representative. Fifty-three percent of my class is exposed to secondhand smoke.

—Holly B., Michigan

I think I’ll go see if there are any problems I can solve. Who knew that an 11-year-old kid could do so much? It’s kids like Justin who make the world a better place.

—Jalyn W., Nevada

Send us your comments at wnews@weeklyreader.com.

Be sure to include your name, city, and state.

PICTURE OF THE WEEK



Howdy, doody! International Rhino Foundation officials recently came up with an unusual fund-raiser. They’re selling feces to save species! They auctioned off four pieces of rhino dung, each from an endangered rhino species. Together, the poop scooped up more than \$2,000 for rhino conservation efforts. Sounds like a job well dung.



Name:

Date:

Speaking and Listening Criteria

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)

I can summarize an informational text using only information from the text. (RI.6.2)

Directions:

Read the text then use information from the text to complete the tasks. First you will list bullet points of relevant information from the text and summarize the article in a format similar to your Researcher's Notebook. Second, you will list three pieces of evidence and explain in your own words how this evidence supports the teacher's claim about reading. Remember, the claim you are researching here is "It is important to read everyday."



1. Complete the chart below listing relevant information from the text and writing a summary using only information from the text.

Article Information	This side is where you will gather relevant information and summarize your text.
Text Title:	Relevant information from this text (bullet points):
Source:	Summary of the text:



2. Complete the chart below based on the article you read above, “Unhappily Ever After?” Choose evidence that is relevant to the claim and explain how it connects.

Text evidence from the article “Unhappily Ever After?”	Explanation: Why would this be a good supporting detail for the claim?



Learning Targets:

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)

I can summarize an informational text using only information from the text. (RI.6.2)

Directions:

Read the text below. Then use information from the text to complete the tasks below. First you will list bullet points of relevant information from the text and summarize the article in a format similar to your Researcher's Notebook. Second, you will list three pieces of evidence and explain in your own words how this evidence supports the teacher's claim about reading.



1. Complete the chart below listing relevant information from the text and writing a summary using only information from the text.

Article Information	This side is where you will gather relevant information and summarize your text.
<p>Text Title: “Unhappily Ever After? Americans are closing the book on reading for fun”</p>	<p>Relevant information from this text (bullet points): Report from NEA finds fewer kids read for fun any more. Many kids do other things while reading, such as texting. Reading for fun helps you get higher test scores. Readers visit museums, play sports, and volunteer more often than nonreaders. Readers get higher-paying jobs. Using your imagination when you read exercises your brain.</p>
<p>Source: <i>Weekly Reader</i></p>	<p>Summary of the text:</p> <p>This article is based on a study from the National Endowment for the Arts (NEA) on kids and reading. The study finds that fewer kids read for fun, and that many of the kids who do read are doing something else while they are reading. The study also finds that those kids who read for fun have a lot of benefits, like scoring higher on tests and getting higher-paid jobs. They are more likely to visit museums, play sports, and volunteer. Finally, reading makes you use your imagination and exercises your brain.</p>



2. Complete the chart below based on the article you read above, “Unhappily Ever After?” Choose evidence that is relevant to the claim and explain how it connects.

Text evidence from the article “Unhappily Ever After?”	Explanation: Why would this be a good supporting detail for the claim?
“A nine-year-old who reads for fun scores higher on reading tests.”	Reading every day helps you score better on tests, which is important to your success in school. By getting higher scores on tests, you have more choices in school and you feel good about yourself, too.
“Readers are more likely to visit museums, volunteer, and play sports than nonreaders.”	When you read, you discover other things beyond your own neighborhood, city, etc., so you become more interested in doing other things, like going to museums or volunteering to help others.
“In addition, readers typically, or usually, end up with better-paying jobs as adults.”	If you read every day, you learn so many words that help you do well in school and get into college. If you finish college, you can get a well-paying job.