



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 3B: Unit 2: Lesson 5**

## **Mid-Unit Assessment: Reading and Answering Questions about *Divided Loyalties***



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

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 use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)

I can compare and contrast different narrators' points of view. (RL.4.6)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

**Supporting Learning Targets**

- I can make inferences about characters in *Divided Loyalties* using evidence from the text.
- I can describe the parts of a drama.
- I can explain the difference between first-person and third-person point of view.
- I can find the meanings of unfamiliar words to help me better understand *Divided Loyalties*.
- I can read aloud *Divided Loyalties* with purpose and accuracy.

**Ongoing Assessment**

- Mid-Unit 2 Assessment
- Act II, Scene 1 Fluency Notes
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Reviewing Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (30 minutes)</li> <li>B. Guided Practice: Reading Aloud with Purpose and Accuracy (20 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Read Act II, Scenes 2 and 3, then record summary notes and write a summary in your Reader’s Guide for Act II, Scenes 2 and 3.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students take the Mid-Unit 2 Assessment. While students complete this assessment, you might wish to collect their <i>Divided Loyalties</i>: Reader’s Guides and use the Preparing for a Literary Discussion note-catcher on page 7, the Literary Discussion Notes and Goals note-catcher on page 9, and the Literary Discussion Criteria checklist from Lesson 3 to assess individual students’ progress toward SL.4.1 and record feedback in the appropriate spot on students’ note-catchers. Have this feedback done so students can use it during the next discussion in Lesson 6.</li> <li>• During the second half of the lesson, students practice reading with fluency, focusing again on reading with purpose, understanding, and accuracy as introduced in Lesson 2. Students will read aloud all of Act II, Scene 1 in small groups.</li> <li>• In advance:               <ul style="list-style-type: none"> <li>– Determine groups for fluency practice in Work Time B.</li> <li>– Post: Reading with Fluency anchor chart, learning targets.</li> </ul> </li> </ul>

Lesson Vocabulary	Materials
<p>Do not preview vocabulary for this assessment lesson.</p>	<ul style="list-style-type: none"> <li>• <i>Divided Loyalties</i> (book; one per student)</li> <li>• Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (one per student)</li> <li>• Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (answers, for teacher reference)</li> <li>• Reading with Fluency anchor chart (begun in Lesson 2)</li> <li>• Equity sticks</li> <li>• <i>Divided Loyalties</i>: Reader's Guide (from Lesson 1; one per student and one to display)</li> <li>• Tracking My Progress, Mid-Unit 2 recording form (one per student and one to display)</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 the Mid-Unit 2 Assessment, in which they will do on their own much of what they have been practicing:<ul style="list-style-type: none"><li>– Read a new scene from <i>Divided Loyalties</i>.</li><li>– Answer questions that are dependent on the text.</li><li>– Identify the parts of a drama.</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 read on in <i>Divided Loyalties</i>.</li><li>• Direct students' attention to the learning targets and ask them to read the first four targets silently to themselves:<ul style="list-style-type: none"><li>* "I can make inferences about characters in <i>Divided Loyalties</i> using evidence from the text."</li><li>* "I can describe the parts of a drama."</li><li>* "I can explain the difference between first-person and third-person point of view."</li><li>* "I can find the meanings of unfamiliar words to help me better understand <i>Divided Loyalties</i>."</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. Address any clarifying questions before beginning the assessment.</li><li>• Explain to students that after the assessment, they will have another opportunity to practice fluency when reading aloud, working toward the last learning target:<ul style="list-style-type: none"><li>* "I can read aloud <i>Divided Loyalties</i> with purpose and accuracy."</li></ul></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. Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i> (30 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>Mid-Unit 2 Assessment: Reading and Answering Questions about <i>Divided Loyalties</i></b>.</li> <li>• Read the directions for the assessment aloud and remind students that they should refer back to the text when they answer the questions.</li> <li>• Invite students to begin.</li> <li>• While students take the assessment, circulate to monitor their test-taking skills. Prompt students throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students' behavior while taking an assessment. Document strategies student use during the assessment. For example, look for students annotating their text, using their graphic organizer to take notes before answering questions, and referring to the text as they answer questions.</li> <li>• Collect students' assessments.</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 30 minutes allotted. Consider providing students time over multiple days if necessary.</li> </ul>
<p><b>B. Guided Practice: Reading Aloud with Purpose and Accuracy (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that since <i>Divided Loyalties</i> is a play and meant to be performed, the lines should be read fluently to help the audience understand the plot of the play. Review by asking:             <ul style="list-style-type: none"> <li>* "What does it mean to read fluently?"</li> </ul> </li> <li>• Cold call one or two pairs of students, listening for responses like: "It means to sound like you're talking to someone else," or "It means to read smoothly and without any mistakes."</li> <li>• Refer students to the <b>Reading with Fluency anchor chart</b> and ask:             <ul style="list-style-type: none"> <li>* "What are the characteristics of fluent reading? What does fluent reading sound like?"</li> </ul> </li> <li>• Use <b>equity sticks</b> to cold-call pairs to share what they know about fluent reading. Listen for the characteristics listed on the anchor chart, such as:             <ul style="list-style-type: none"> <li>– The rate is appropriate—don't read too fast or too slow.</li> <li>– The reader's voice changes based on the punctuation of the sentence.</li> <li>– The reader's voice changes based on what the character is saying or doing.</li> <li>– Few mistakes are made, and if a mistake is made the reader notices it and quickly corrects it.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• You may wish to group students into homogeneous groups and meet with a group of students who might be struggling with fluency. Alternatively, you might wish to group students heterogeneously, so students challenged by reading fluently can hear additional models of fluent reading while working in a small group.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask:<ul style="list-style-type: none"><li>* “How does fluent reading help the audience watching or listening to the play?”</li></ul></li><li>• Listen for responses like: “It is easier for the audience to understand the story.”</li><li>• Explain to students that they will have another chance to practice reading the text fluently today and that they will again practice reading aloud with purpose, understanding, and accuracy. Ask:<ul style="list-style-type: none"><li>* “What does it mean to read aloud with purpose?”</li></ul></li><li>• Listen for students explaining that this means the reader shows they read aloud in an intentional way based on clues the author gives like punctuation or stage directions.</li><li>• If necessary, call on a student to briefly model reading aloud with purpose by reading aloud William’s line on page 27: “I don’t know about that, Father. The Patriots are a pretty determined bunch, and they’re determined to govern themselves. Have you read <i>Common Sense</i>? Thomas Paine explains that Great Britain will continue to tax us until we have nothing left. Freedom will cost us, but <i>we will be free</i>.”</li><li>• Ask:<ul style="list-style-type: none"><li>* “What does it mean to read aloud with understanding?”</li></ul></li><li>• Listen for students explaining that this means that the reader shows they understand what is happening in the story and conveys it in their voice when reading aloud.</li><li>• If necessary, call on a student to briefly model reading aloud with understanding by reading aloud William’s line on page 27 again, focusing this time on reading with understanding.</li><li>• Ask:<ul style="list-style-type: none"><li>* “What does it mean to read aloud with accuracy?”</li></ul></li><li>• Listen for students explaining that this means that the reader makes few or no mistakes when reading aloud.</li><li>• If necessary, call on a student to briefly model reading aloud with accuracy by reading aloud William’s line on page 27 again, focusing this time on reading with accuracy.</li><li>• Explain that the class will now have an opportunity to practice fluent reading. Tell students that they will read Act II, Scene 1 aloud in a small group and then reflect on their fluency. Remind students that this is just practice and that they should not feel pressure to read perfectly the first time.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Group students into groups of five and invite them to decide on a role for each person—tell students the choices are the Narrator, Robert, Mary, Abigail, or William. Explain to students that they will be reading aloud all of Act II, Scene 1.</li><li>• Once group members have determined parts, give them 5 minutes to reread this excerpt to themselves, thinking about purpose, understanding and accuracy. Tell students to think about the following questions while rereading to themselves and remind them that they are on the Reading with Fluency anchor chart:<ul style="list-style-type: none"><li>* “What is happening in the story?”</li><li>* “How does my character feel about this?”</li><li>* “How would they sound when saying this line?”</li><li>* “Are there any words I’m not sure of how to pronounce?”</li></ul></li><li>• Now, invite students to read aloud this excerpt with their partners, remembering to read aloud with purpose, understanding, and accuracy.</li><li>• When students have finished reading this excerpt aloud, invite them to reflect with their partners, discussing:<ul style="list-style-type: none"><li>* “What did you do well when reading aloud? What do you need to work on?”</li></ul></li><li>• Invite students to read aloud the excerpt again, focusing on improving on what they just discussed with their partners.</li><li>• Finally, invite students to open their <b><i>Divided Loyalties: Reader’s Guide</i></b> and turn to page 10—the Act II, Scene 1 Fluency Notes; display a copy of this page. Tell students that now they will reflect on their fluency and record their notes on this page in their Reader’s Guides.</li><li>• Circulate and support students as needed. If necessary, prompt them by asking them questions like: “What did you do well when reading aloud? What do you need to work on?”, “Did you read in a way that showed how the character might be feeling?”, or “Did you make any mistakes while you were reading aloud?”</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 Mid-Unit 2 Assessment.</li> <li>• Distribute and display the <b>Tracking My Progress, Mid-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 on the recording form 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, and that students 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 second half of the unit.</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>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Read Act II, Scenes 2 and 3, then record summary notes and write a summary in your Reader's Guide for Act II, Scenes 2 and 3.</li> </ul>	



EXPEDITIONARY  
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# Grade 4: Module 3B: Unit 2: Lesson 5

## Supporting Materials



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Mid-Unit 2 Assessment:  
Reading and Answering Questions about *Divided Loyalties*

.....  
**Name:**

.....  
**Date:**

**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 use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)

I can compare and contrast different narrators' points of view. (RL.4.6)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

**Directions:** Read Act II, Scene 1 of *Divided Loyalties* for gist. Then, reread Act I and Act II, Scene 1 and use them to answer the questions that follow.

1. How do Robert and William feel about each other at the end of Act II, Scene 1? Use details and examples from the text to support your answer.

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.....  
.....

2. In Act I, Scene 2 the text says, "**William:** ... You don't have to support the rebellion" (p. 16).



Mid-Unit 2 Assessment:  
Reading and Answering Questions about *Divided Loyalties*

a. Write the definition of the word *rebellion* as used in the context of this sentence on the lines below:

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b. Explain the strategy you used to determine the meaning of *rebellion* on the lines below:

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3. In Act II, Scene 1 the text says, “**Robert:** Washington’s ragtag band can never defeat the British” (p. 28). What is the meaning of the word *defeat* as used in the context of this sentence?

- a. win
- b. beat
- c. victory
- d. lose

4. Which line from the text best supports your answer for Question 3?

- a. “General Washington is leading the Continental Army, Father. He is a fine leader.”
- b. “Well, he may be a fine leader, but he has not won any battles.”
- c. “Speeches and pamphlets are fine, William, but soldiers win a war.”
- d. “The rebels will not beat the British.”



Mid-Unit 2 Assessment:  
Reading and Answering Questions about *Divided Loyalties*

5. Examine the following excerpt from *Divided Loyalties*. On the lines, label which part of a drama each arrow points to. (RL 4.5)

**Act I** ←—————

The Setting

*Burlington, New Jersey, 1776* ←—————

**Scene 3** ←—————

*Outside the Bartons' store* ←—————

**Robert:** William! Come here please!

**Crowd Member 4:** So, Robert Barton, subject of Great Britain, how do you plead? Are you still loyal to the British crown?

**Robert:** *I am. We have only one ruler here, and it is King George III.*

**Crowd Member 4:** *He is guilty as charged.* ←—————

**Crowd:** Tar and feather the traitor! Tar and feathers for him! Get that tar good and hot.

**William:** *(Enter William with a gun)* ~~*I leave my father alone! He's a good man. He has paid his taxes and given most of you credit in his store. He has stood by you in hard times. Leave him alone, or I'll be forced to use this gun.*~~

6. In a drama, what is the purpose of stage directions? (RL.4.5)

- a. Stage directions give more details about the setting.
- b. Stage directions tell what the characters say.
- c. Stage directions tell the characters how to move or say things.
- d. Stage directions tell how the drama is divided into parts.



Mid-Unit 2 Assessment:  
Reading and Answering Questions about *Divided Loyalties*  
(Answers, for Teacher Reference)

.....  
Name:

.....  
Date:

**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 use literary terms to describe parts of a story, poem, or drama (e.g., verse, rhythm, meter, casts of characters, settings, descriptions, dialogue, stage directions). (RL.4.5)

I can compare and contrast different narrators' points of view. (RL.4.6)

I can use context to help me to determine what a word or phrase means. (L.4.4a)

I can use resource materials (glossaries, dictionaries, thesauruses) to help me determine the pronunciation and meaning of key words and phrases. (L.4.4c)

**Directions:** Read Act II, Scene 1 of *Divided Loyalties* for gist. Then, reread Act I and Act II, Scene 1 and use them to answer the questions that follow.

1. How do Robert and William feel about each other at the end of Act II, Scene 1? Use details and examples from the text to support your answer.

**At the end of Act II, Scene 1, Robert and William disagree with each other. For example, Robert says, "I cannot take that oath for the new government. Some may have declared themselves independent, but I have not." This shows his perspective on the Revolution. He is loyal to Britain. Also, William says, "I think you're making a terrible mistake." This shows William's perspective of being a Patriot. They disagree with each other because William thinks Robert is making a mistake in supporting the king and Robert wants to stand up for what he believes in.**



Mid-Unit 2 Assessment:  
Reading and Answering Questions about *Divided Loyalties*  
(Answers, for Teacher Reference)

2. In Act I, Scene 2 the text says, “**William:** ... You don’t have to support the rebellion” (p. 16).
- a. Write the definition of the word *rebellion* as used in the context of this sentence on the lines below:

**an armed resistance against the government**

- b. Explain the strategy you used to determine the meaning of *rebellion* on the lines below:

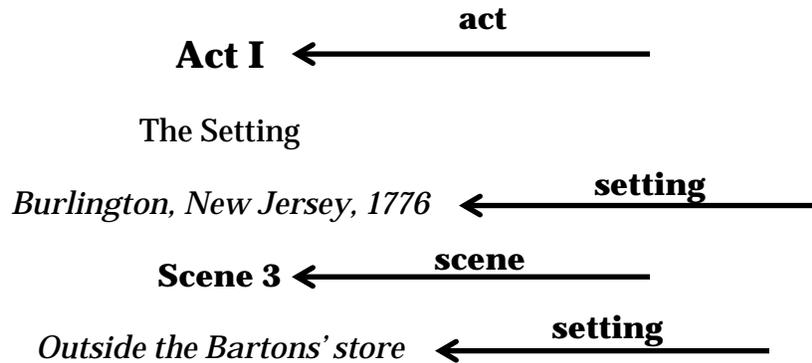
**I used text features to determine the meaning of this word. The definition is in a footnote at the bottom of page 16.**

3. In Act II, Scene 1 the text says, “**Robert:** Washington’s ragtag band can never defeat the British” (p. 28). What is the meaning of the word *defeat* as used in the context of this sentence?
- a. win
- b. beat**
- c. victory
- d. lose
4. Which line from the text best supports your answer for Question 3?
- a. “General Washington is leading the Continental Army, Father. He is a fine leader.”
- b. “Well, he may be a fine leader, but he has not won any battles.”
- c. “Speeches and pamphlets are fine, William, but soldiers win a war.”
- d. “The rebels will not beat the British.”**

**Mid-Unit 2 Assessment:**

Reading and Answering Questions about *Divided Loyalties*  
(Answers, for Teacher Reference)

5. Examine the following excerpt from *Divided Loyalties*. On the lines, label which part of a drama each arrow points to. (RL 4.5)



**Robert:** William! Come here please!

**Crowd Member 4:** So, Robert Barton, subject of Great Britain, how do you plead? Are you still loyal to the British crown?

**Robert:** I am. **character** We have only one ruler here, and it is King George III.

**Crowd Member 4:** He is guilty as charged. **dialogue**

**Crowd:** Tar and feather the traitor! Tar and feathers for him! Get that tar good and hot.

**William:** *(Enter William with a gun)* **stage directions** ~~I leave my father alone!~~ He's a good man. He has paid his taxes and given most of you credit in his store. He has stood by you in hard times. Leave him alone, or I'll be forced to use this gun.

6. In a drama, what is the purpose of stage directions? (RL 4.5)
- Stage directions give more details about the setting.
  - Stage directions tell what the characters say.
  - Stage directions tell the characters how to move or say things.**
  - Stage directions tell how the drama is divided into parts.



Tracking My Progress, Mid-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, Mid-Unit 2

Name:

Date:

**Learning target:** I can describe the parts of a drama.

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, Mid-Unit 2

Name:

Date:

**Learning target:** I can explain the difference between first-person and third-person point of view.

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, Mid-Unit 2

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

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

**Learning target:** I can find the meanings of unfamiliar words to help me better understand *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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