



EXPEDITIONARY
LEARNING

Grade 5: Module 3B: Unit 1: Lesson 5

Mid-Unit Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun”



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

- I can quote accurately from the text when explaining what the text says explicitly and when making inferences. (RI.5.1)
- I can determine two or more main ideas from a text and explain how they are supported by key details. (RI.5.2)
- I can determine the meaning of general academic and domain-specific words. (RI.5.4)
- I can demonstrate understanding of figurative language, word relationships, and nuances in word meanings. (L.5.5)
 - c. I can use the relationship between particular words to better understand each of the words.

Supporting Learning Targets

- I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.
- I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details.
- I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.

Ongoing Assessment

- Mid-Unit 1 Assessment
- Tracking My Progress, Mid-Unit 1 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Reviewing Homework and Engaging the Reader (12 minutes)B. Introduce Learning Targets (3 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit 1 Assessment (35 minutes)B. Tracking My Progress (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Sharing Reflections (5 minutes)4. Homework<ol style="list-style-type: none">A. Reread pages 12–21 of <i>The Inuit Thought of It</i>.B. Add to or revise your Seal, Caribou, or Walrus resource web using information from pages 12–21 of the text.C. Complete your Letter to a Partner.	<ul style="list-style-type: none">• In this lesson, students take the Mid-Unit 1 Assessment.• During the Opening of this lesson, students refer to their notes and resource webs completed for homework (in Lessons 2–4) to participate in a Chalk Talk. This serves as an opportunity for students to review key concepts and vocabulary prior to taking the mid-unit assessment.• During the Debrief, students share reflections from their Tracking My Progress forms.• In advance:<ul style="list-style-type: none">– Create and post Chalk Talk charts, one for each group (see example in supporting materials).– Review the Chalk Talk protocol (see Appendix).– Post all anchor charts for student reference during the assessment: Vocabulary Strategies anchor chart (from Lesson 2); Main Idea and Details anchor chart (from Lesson 3); and Seal, Caribou, and Walrus resource webs (from Lessons 2–4).



Lesson Vocabulary	Materials
<p>explain, Inuit, resources, needs, quoting, accurately, determine, main ideas, supported, key details, meaning, strategies</p>	<ul style="list-style-type: none">• Journal (one per student; begun in Lesson 1)• Markers (four colors; one of each color for every group)• Chalk Talk charts (new; teacher-created; one per group; see example in supporting materials)• <i>The Inuit Thought of It</i> (book; one per student)• Vocabulary Strategies anchor chart (from Lesson 2)• Main Ideas and Details anchor chart (from Lesson 3)• Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun” (one per student)• Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun” (answers, for teacher reference)• NYS 2-Point Rubric – Short Response (for teacher reference)• Tracking My Progress, Mid-Unit 1 recording form (one per student)• Letter to a Partner (one per student)



Opening	Meeting Students’ Needs
<p>A. Reviewing Homework and Engaging the Reader (12 minutes)</p> <ul style="list-style-type: none">• Ask students to take out their journals and turn to the Seal, Caribou, and Walrus resource webs they have added to for homework.• Ask students to quickly join their group members at their group’s Chalk Talk chart.• Distribute a marker to each student, being sure that each group has all four colors.• Review directions for the Chalk Talk protocol and point out to students that each chart has two questions. Explain that each question is related to the guiding questions for this unit and will help students focus their review of key ideas before they take the mid-unit assessment today.• Ask students to chorally read each of the Chalk Talk questions aloud with you:<ul style="list-style-type: none">– A: How can resource webs help you understand the relationship between Inuit people and their environment?– B: How did native Inuit people use the resources that were available to meet their needs?• Give the following directions to students:<ol style="list-style-type: none">1. Focus on Question A first. Think about and restate the question silently in your head.2. Refer to your resource webs to help you determine a response to the question and then write your answer on the chart, somewhere near the question circle.3. Each group member rotates around the chart to read and write a response to the ideas that group members recorded (agreement, question, connection).4. Once all group members have read and responded to the first question, repeat the above steps for Question B.• Answer any clarifying questions and then ask students to begin. Move throughout the room to offer guidance.• After 4 minutes, if students have not moved on to Question B, give them a 10-second warning. Then ask them to complete their thoughts and move on to Question B.• After another 4 or 5 minutes, refocus students whole group. Reread Question A aloud and ask group members to share ideas from their Chalk Talk charts with the class (answers will vary). Repeat for Question B.	<ul style="list-style-type: none">• Consider assigning yourself or an aid as a scribe to work with students who struggle with the physical act of writing during the Chalk Talk protocol.• Circulating to all the groups while students work provides the opportunity to observe work and make adjustments as necessary.



Opening (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> • Tell students they will take the Mid-Unit 1 Assessment today to demonstrate what they have learned about how multiple ideas conveyed through an informational text can help them understand the relationship that existed between native Inuit people and their environment, as well as the ways in which the Inuit people used their resources to meet the needs of their community. 	
<p>B. Introduce Learning Targets (3 minutes)</p> <ul style="list-style-type: none"> • Ask students to chorally read each of the learning targets aloud with you: <ul style="list-style-type: none"> * “I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.” * “I can determine the main ideas of pages 20–21 from <i>The Inuit Thought of It</i> and explain how they are supported by key details.” * “I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.” • Underline each key term students are familiar with in these targets, from previous lessons and modules: <i>explain, Inuit, resources, needs, quoting, accurately, determine, main ideas, supported, key details, meaning, and strategies.</i> • Ask students to briefly review the meaning of each term and discuss with group members how they could restate each target in their own words, based on their understanding of key vocabulary. • After 1 or 2 minutes, cold call a few students to share out their thinking whole group. 	<ul style="list-style-type: none"> • Consider displaying a student-paraphrased version of one or all three of the learning targets to support all students, especially during the Tracking My Progress portion at the end of this assessment.



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit 1 Assessment (35 minutes)</p> <ul style="list-style-type: none"> • Help students locate the resources they will need for the assessment: <ul style="list-style-type: none"> – Their books, <i>The Inuit Thought of It</i> – Journals – Anchor charts: Vocabulary Strategies and Main Ideas and Details • Distribute the Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun.” Read the directions to students and ask them to skim the assessment questions. Answer any clarifying questions. • Ask students to turn to pages 20–21 of their texts and begin. Circulate to observe; since this is a formal on-demand assessment, do not provide support other than formally approved accommodations. • If students finish the assessment early, tell them that they may do the following: <ol style="list-style-type: none"> 1. Complete your vocabulary cards from Lessons 2–4. 2. Begin filling out your Tracking My Progress form. 3. Read your independent reading book. 	<ul style="list-style-type: none"> • ELLs receive extended time as an accommodation on NY State assessments. • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this assessment, as well as the goals of the assessment.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> • Distribute a Tracking My Progress, Mid-Unit 1 recording form to each student. Remind students this form is just like the progress trackers they completed after each assessment in Module 2; provide clarification as necessary. • Ask students to refer to their responses on the Mid-Unit 1 Assessment as they reflect on their ability to meet each of the targets. • Collect students’ mid-unit assessments to review and score using the Mid-Unit 1 Assessment: Text-Dependent and Short Answer Questions: “Arctic Fun,” (answers, for teacher reference) as a guide. Tell students to hold on to their progress forms to share with a partner during the debrief. 	<ul style="list-style-type: none"> • Consider allowing students who struggle with written language to dictate their reflections to a partner or the teacher. This allows all students to participate in the self-reflection in a meaningful way.



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to join a partner who is <i>not</i> a part of their regular small group to share reflections from their progress trackers. • After 2 or 3 minutes, focus students whole group and pose the following questions: <ul style="list-style-type: none"> * “Which target(s) have you mastered? Explain your thinking.” * “Which target(s) are you struggling with? Explain.” * “How can you move toward mastery of the targets you are struggling with? What strategies might help you?” • Invite several students to share their thinking aloud. • Collect students’ progress trackers to review. • Congratulate students on their ability to demonstrate an understanding of how native Inuit people used available resources to meet the needs of their community, and to reflect on their learning. • Distribute the Letter to a Partner homework. Read through the directions and sample letter; provide clarification as needed. 	<ul style="list-style-type: none"> • Offer sentence starters to support all students’ participation in the debrief conversation. Examples: “I think I have mastered ... because ...” and “I’m still struggling with ... because ...”
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • Reread pages 12–21 of <i>The Inuit Thought of It</i>. • Add to or revise your Seal, Caribou, or Walrus resource web using information from pages 12–21 of the text. • Complete your Letter to a Partner. 	<ul style="list-style-type: none"> • If possible, provide an audio version of the text to struggling readers. • Allow students who struggle with writing to dictate their revisions and letter to someone at home to act as a scribe.



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Supporting Materials



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Chalk Talk Chart
(Example, for Teacher Reference)

Question A: How can resource webs help you understand the relationship between the Inuit people and their environment?

Question B: How did native Inuit people use the resources that were available to meet their needs?



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"

Name: _____

Date: _____

Directions:

Independently, read through pages 20–21, "Arctic Fun," to determine the gist.

Skim the assessment questions below.

Reread the text in chunks to help you consider and respond to the assessment questions.

Answer short-response questions in complete sentences.

Cite evidence from the text to support your answers to short-response questions.

1. On page 21, the text states, "The stories might be accompanied by a string game called **ajaraat**, similar to 'cat's cradle.' The string was used to create shapes that represented characters in the stories."

What is the meaning of the term *ajaraat*, as it is described in the text?

- A string used for building toys and telling stories
- A string that was formed into a "cat's cradle"
- A string game, where the string was formed into different shapes to illustrate the characters in story
- A string game where the string was used to trick other players in the game

2. On page 20, the text states, "Outdoor games were popular in summer, and in winter when the weather **permitted**." What is the meaning of the term "permitted" in this sentence?

- Allowed
- Snowed
- Changed
- Invited



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"

How did you use context and other clues to determine the meaning of the word "permitted"?

3. On page 21, the text states, "The dolls also **encouraged** the hunter by reminding him of his children, who were waiting for him to return with food for the family."

Encouraged and *supported* are synonyms. Consider the specific dictionary definition for each term below.

Encourage: (verb) to give courage, hope, or confidence

Support: (verb) to give assistance or help

Why do you think the author chose to use the term *encouraged* instead of *supported* in this sentence?

4. **Part A:** Which of the following statements is the *best example* of a main idea from "Arctic Fun"?

- Inuit children learned to tell stories about their culture.
- Games and pastimes helped Inuit children develop skills they would need as adults.
- Arctic winters are long and dark, leaving Inuit children with little to do.
- Every other year, the Inuit gather to compete in the Arctic Winter Games.



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"

Part B: Use quotes or paraphrased details from the text to explain two key details that support the main idea you identified in Part A.

Detail 1:

Detail 2:

5. **Part A:** Which of the following statements is another main idea of "Arctic Fun"?

- Inuit children made dolls for entertainment.
- Inuit children participated in a variety of traditional contests to demonstrate their strength and endurance.
- Inuit children participated in a variety of traditional games and pastimes for entertainment and to learn about their culture.
- Inuit children enjoyed reading stories to pass the time.

Part B: Use quotes or paraphrased details from the text to explain two key details that helped you identify the main idea in Part A.

Detail 1:

Detail 2:



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: "Arctic Fun"

6. How did traditional games and pastimes meet the needs of Inuit communities? Use at least one quote and one paraphrased detail from the text to support your answer.



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”
(Answers, for Teacher Reference)

1. On page 21, the text states, “The stories might be accompanied by a string game called **ajaraat**, similar to ‘cat’s cradle.’ The string was used to create shapes that represented characters in the stories.”

What is the meaning of the term *ajaraat*, as it is described in the text?

- A string used for building toys and telling stories
 - A string that was formed into a “cat’s cradle”
 - A string game, where the string was formed into different shapes to illustrate the characters in story**
 - A string game where the string was used to trick other players in the game
2. On page 20, the text states, “Outdoor games were popular in summer, and in winter when the weather **permitted**.” What is the meaning of the term “permitted” in this sentence?

- Allowed**
- Snowed
- Changed
- Invited

How did you use context and other clues to determine the meaning of the word “permitted”?

I think “permitted” means “allowed” because it says games were popular in summer and winter when the weather permitted, which means when the weather in any season would allow people to play outside; the other words didn’t make sense when I substituted them for “permitted” (or similar ideas).



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”
(Answers, for Teacher Reference)

3. On page 21, the text states, “The dolls also **encouraged** the hunter by reminding him of his children, who were waiting for him to return with food for the family.”

Encouraged and *supported* are synonyms. Consider the specific dictionary definition for each term below.

Encourage: (verb) to give courage, hope, or confidence

Support: (verb) to give assistance or help

Why do you think the author chose to use the term *encouraged* instead of *supported* in this sentence?

I think the author used the word “encouraged” because it is a better description of the purpose for the dolls—to give courage, hope, or confidence to the hunter by reminding him of his children (and similar suggestions).

4. **Part A:** Which of the following statements is the *best example* of a main idea from “Arctic Fun”?
(RI.5.1, RI.5.2)

- Inuit children learned to tell stories about their culture.
- Games and pastimes helped Inuit children develop skills they would need as adults.**
- Arctic winters are long and dark, leaving Inuit children with little to do.
- Every other year, the Inuit gather to compete in the Arctic Winter Games.

Part B: Use quotes or paraphrased details from the text to explain two key details that support the main idea you identified in Part A. (Students may cite examples other than those listed below; look for details from the text that support the main idea.)

Detail 1:

“All the activities required strength and endurance.”

Detail 2:

Girls learned to cut and sew so that when they were older they could make clothes for their family.



Mid-Unit 1 Assessment:
Text-Dependent and Short Answer Questions: “Arctic Fun”
(Answers, for Teacher Reference)

5. **Part A:** Which of the following statements is another main idea of “Arctic Fun”? **(RI.5.1, RI.5.2)**

- Inuit children made dolls for entertainment.
- Inuit children participated in a variety of traditional contests to demonstrate their strength and endurance.
- Inuit children participated in a variety of traditional games and pastimes for entertainment and to learn about their culture.**
- Inuit children enjoyed reading stories to pass the time.

Part B: Use quotes or paraphrased details from the text to explain two key details that helped you identify the main idea in Part A. **(Students may cite other examples than those listed below; look for details from the text that support the main idea.)**

Detail 1:

“Because winter was long and dark in the Arctic, the Inuit would come together to participate in a variety of fun contests.

Detail 2:

“Inuit legends and stories told about history and about the challenges of life in the Arctic, and offered lessons on how to be a good person.”

6. How did traditional games and pastimes meet the needs of Inuit communities? Use at least one quote and one paraphrased detail from the text to support your answer.

Traditional games and pastimes met the need of Inuit communities by giving them fun things to do and ways to learn about their history and environment. Contests were a form of entertainment for the Inuit people during long dark winters in the Arctic. String games and storytelling helped Inuit people learn about their “history and about the challenges of life in the Arctic, and offered lessons on how to be a good person.”



2-Point Rubric: Writing from Sources/Short Response¹
(for Teacher Reference)

Use the below rubric for determining scores on short answers in this assessment.

2-point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹From New York State Department of Education, October 6, 2012.



Letter to a Partner

After rereading pages 12–21 of *The Inuit Thought of It*, add to and/or revise your web and then write a “letter” to a partner about your resource web, on a blank page in your journal.

- Be sure to start the letter “Dear Reader,”
- Be sure your letter answers the following questions:
 - How did the Inuit use this resource to adapt to their environment and meet their needs? Describe at least two ways.
 - What do you think is the *most important* Inuit need that is met by this resource? Explain your thinking.

Sample Letter:

Dear Reader,

The Inuit used seals for many things. The bowstring of a bow-drill is made from sealskin. Sealskin could be used to make many types of clothing that kept Inuit people warm and dry in the harsh Arctic climate. I think clothing was the most important need met by seals because the Arctic was a very harsh, cold, and dark environment, and without warm and dry clothes it would be hard to survive.

Your friend,
Savannah



Tracking My Progress, Mid-Unit 1

Name:

Date:

Learning Target: I can explain how the Inuit people used resources to meet their needs, by quoting accurately from the text.

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 1

Name:

Date:

Learning Target: I can determine the main ideas of pages 20–21 from *The Inuit Thought of It* and explain how they are supported by key details.

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 1

Name:

Date:

Learning Target: I can determine the meaning of unfamiliar words and phrases by using a variety of strategies.

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:
