



Language Arts Curriculum

MODULE LESSONS

Grade 4: Module 3

Assessment Overview

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Performance Task

Text-Based Discussion: American Revolution

In this performance task, students discuss their opinion of the American Revolution. Students consider both the Loyalist and Patriot sides and decide which they would have supported if they lived in colonial times. They consider their reasons and gather evidence from their research across the module. They then participate in collaborative discussions stating their opinion, giving reasons and evidence to support their point. This task centers on CCSS ELA RI.4.9 and SL.4.1.

Mid-Unit 1 Assessment

Researching Perspectives of the American Revolution: Patriots

This assessment centers on CCSS ELA RI.4.1, RI.4.3, RI.4.10, W.4.7, W.4.8, W.4.9b, and L.4.2b. Students apply what they have learned about reading and analyzing informational texts to answer selected response questions about what happened and why in a new informational text. They then use the text to research to find out more about the Patriots, gathering information on a note-catcher, to write an informative paragraph about who the Patriots were and what they believed.

End-of-Unit 1 Assessment

Answering Questions about an Informational Text

This assessment centers on CCSS ELA RI.4.1, RI.4.2, RI.4.4, RI.4.5, RI.4.10, and L.4.1f. Students apply what they have learned about reading and analyzing informational texts to answer selected response questions about the main idea and overall structure of a new informational text. They then summarize the text.

Mid-Unit 2 Assessment

Reading and Discussing *Divided Loyalties*

This assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.4, RL.4.10, RF.4.3, W.4.9a, SL.4.1, SL.4.6, and L.4.4 and has two parts. In Part I, students read Act II, Scene III of *Divided Loyalties* and answer selected response and short constructed response questions about the text. They also write a descriptive paragraph about the character Mary in this scene of the play. In Part II, after closely reading a line of the Declaration of Independence, students participate in a text-based discussion during which they respond to the question, “In your opinion, what would the characters in *Divided Loyalties* think of this line? Would they agree with the ideas in this excerpt? Why or why not?”

End-of-Unit 2 Assessment

Narrative Writing: First Person Story Based on *Divided Loyalties*

This two-part assessment centers on CCSS ELA RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, RF.4.3, W.4.3, W.4.10, and L.4.1b. In Part I, students write a short first person narrative explaining in detail what a character from *Divided Loyalties* is thinking and feeling at a specific point in a scene. In Part II, students answer selected response and short answer questions about literary texts.

Mid-Unit 3 Assessment

Reading and Answering Questions about an Opinion Text

This assessment centers on CCSS ELA RI.4.1, RI.4.2, RI.4.8, and RI.4.10. Students apply what they have learned about reading and analyzing opinion texts to answer selected response and short answer questions about how an author supports a point with reasons and evidence.

End-of-Unit 3 Assessment

Opinion Writing: Loyalist Broadside

This assessment centers on CCSS ELA RI.4.9, W.4.1, W.4.5, W.4.9b, W.4.10, L.4.1e, and L.4.1g and has two parts. In Part I, students demonstrate what they have learned about writing an opinion piece by drafting a broadside from the Loyalist perspective. In Part II, students apply what they have learned about linking words, prepositional phrases, and frequently confused words to revise and edit the broadside. In an optional Part III, students answer selected response questions about prepositional phrases and frequently confused words.