

**Mid-Unit Assessment**

Materials and Preparation

- Mid-Unit Assessment slide
- projector and screen
- Mid-Unit Assessment prompt, one copy for each child
- Mid-Unit Assessment images, one copy for each pair of children
- Mid-Unit Assessment rubric

In advance of the week, plan a schedule for each small group to complete the assessment.

Rather than facilitate strategic small group instruction, teachers administer the Mid-Unit Assessment in small groups, with some children continuing work at the Writing Station. Children will have had an opportunity to think and talk together about the text, *The World is Not a Rectangle*, in Week 3. They will benefit from various levels of prompting and support as they respond to the assessment prompt: some will work with a teacher from start to finish for support in providing a response with drawing and writing as well as orally; others will be launched by the teacher and continue independently at the Writing Station. By Unit 3, writing will include a range from labels to full sentences, with teachers encouraging children to attempt a sentence with inventive spelling.

In small groups, show the images and text on the slides and on paper, and read the prompt aloud. Invite children to talk with a partner after each question.

*Look closely at details in the photographs of Heydar Aliyev.*

1. *What shapes do you see? Describe them.*
2. *What natural elements do you think inspired Zaha Hadid when she was designing this building?*
3. *How is this building similar to or different from our school building?*

As children talk with partners, listen to and record their responses.

Refer to the assessment sheet.

*You can continue to talk, and also draw and write to show your thinking.*

Distribute copies of the images and the assessment sheet. As children begin drawing and writing, continue to collect oral responses from children who benefit from a one-to-one conversation to best demonstrate their understanding. Invite them to access relevant resources in the classroom, such as vocabulary cards. Release children to the Writing Station to continue working on the assessment independently, as they are ready.

Station	Activities	Materials Add writing and drawing tools at each station.
<b>Strategic Small Group Instruction</b>	Dedicate the majority of Stations time to strategically targeted small group instruction.	
<b>Reading</b>	Independent and Partner Reading	<ul style="list-style-type: none"> <li>● collection of high-interest picture books, including on the topic of study (construction)</li> </ul>
<b>Pocket Chart</b>	“This is the Way”	<ul style="list-style-type: none"> <li>● “This is the Way” sentence strips</li> <li>● pocket chart and pointer</li> <li>● “This is the Way” on chart</li> <li>● “This is the Way” child copies</li> </ul>
<b>Listening &amp; Speaking</b>	Talk Time	<ul style="list-style-type: none"> <li>● Week 5 Talk Time image and prompt</li> <li>● 1-minute sand timers, optional</li> </ul>
	Listen and Respond	<ul style="list-style-type: none"> <li>● technology for listening to recorded text</li> <li>● <i>How a House is Built</i> recording</li> <li>● <i>How a House is Built</i>, Gail Gibbons</li> <li>● conversation prompts, cut apart</li> </ul>
<b>Writing</b>	Mid-Unit Assessment	<ul style="list-style-type: none"> <li>● assessment image, 1 for each pair</li> <li>● assessment sheet, 1 for each child</li> <li>● assessment slides</li> <li>● assessment rubric</li> </ul>
<b>Word Work</b>	Changing Ending Sounds	<ul style="list-style-type: none"> <li>● Changing Ending Sounds sheets, one for each child</li> </ul>
	Matching Pictures with Sounds, short and long i	<ul style="list-style-type: none"> <li>● Matching Sheets, 5 copies</li> <li>● Word Cards, 5 sets, cut apart</li> <li>● Picture Cards, 5 sets, cut apart</li> <li>● envelopes, one for each set of cards</li> </ul>
	Word Hunt	<ul style="list-style-type: none"> <li>● Word Hunt cards, cut apart, one set for each child</li> <li>● Word Hunt recording sheets, one for each child</li> </ul>