

Lesson 10: End of Unit 3 Assessment, Part II: Revising a First Person Narrative



CCS Standards

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.3b:** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **W.5.3c:** Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
- **W.5.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.1a:** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.5.3a:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.



Daily Learning Target

- I can follow criteria and feedback from my teacher to revise my narrative writing. (W.5.3b, W.5.3c, W.5.3d, W.5.5)

Ongoing Assessment

- End of Unit 3 Assessment, Part II: Revising a First Person Narrative (W.5.3b, W.5.3c, W.5.3d, W.5.5)
- Tracking Progress: Narrative Writing (W.5.3)

Agenda

1. Opening

- A. Reviewing Learning Target (5 minutes)
- B. Returning Mid-Unit 3 Assessments (5 minutes)

2. Work Time

- A. End of Unit 3 Assessment, Part II: Revising a First Person Narrative (40 minutes)

3. Closing and Assessment

- A. Tracking Progress (10 minutes)

4. Homework

- A. Bring from home, the library, or the class book selection a favorite storybook (in any language) with a cover design that you find eye-catching and inspirational.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students complete Part II of the End of Unit 3 Assessment, in which they revise their narrative written for the Mid-Unit 3 Assessment using teacher feedback and the criteria on the Narrative Texts anchor chart and Narrative Writing Checklist (W.5.3, W.5.3b, W.5.3c, W.5.3d, W.5.5, L.5.1, L.5.1a, L.5.3, L.5.3a).
- After the End of Unit 3 Assessment, students reflect on their learning using the Tracking Progress: Narrative Writing recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning. This self-reflection supports metacognition and pride in work and learning.
- The research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to the rainforest, specifically rainforest species and research. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. Inviting students to share what they have been learning through independent reading holds them accountable.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristic students are reminded of specifically is perseverance, as they will work independently on their assessments, which may be challenging for some.

How it builds on previous work:

- Throughout the second half of this unit, students have been revising their partner narratives. In this lesson, students use the same criteria to revise their individual narratives.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.

- For some students, this assessment may require more than the 40 minutes allotted. Consider providing time over multiple days if necessary.

Assessment guidance:

- Writing rubrics can be found in the Grade 5 Writing Rubrics document (see Module 1 Appendix). All other assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback to students on this assessment, use the teacher answer key, sample student responses (see Assessment Overview and Resources), and the Narrative Writing: Grade 5 rubric (see Module 1 Appendix) to help you complete the student Tracking Progress recording form. Consider making notes in the appropriate column for each criterion and marking evidence with sticky notes on student work in a different color than that of student responses. There is also space provided to respond to student comments.
- It will be valuable for students to revisit their previous Tracking Progress: Narrative Writing recording forms before they begin the mid-unit assessment, so they can remember what they would like to improve on from assessments in previous units/modules.
- In this assessment, students are tracking progress toward anchor standard W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
- Students will need both parts of their End of Unit 3 Assessment returned in Lesson 11 with feedback.

Down the road:

- In the remaining lessons of this unit, students will use their partner narratives and their individual narrative to create an ebook in pairs.

In advance:

- Provide feedback on students' Mid-Unit 3 Assessments in preparation for returning them in Opening B.
- Prepare the End of Unit 3 Assessment, Part II (see Assessment Overview and Resources).
- Gather Tracking Progress folders.
- Post: Learning target, Narrative Texts anchor chart, Parts of Speech anchor chart, and Working to Become Effective Learners anchor chart.

Technology & Multimedia

- Work Time A: Students use word-processing software or tools, such as Microsoft Word or Google Docs, to revise their narratives.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.C.10a, 5.I.C.12a, 5.II.A.1, 5.II.A.5, 5.II.C.6, 5.II.C.7

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to discuss and revise writing that they have previously worked on during the Mid-Unit 3 Assessment.
- ELLs may find working independently on the assessment challenging. Before they begin, encourage them to do their best and congratulate them on the progress they've made learning English. Point out some specific examples.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why. To facilitate this discussion, prepare a concise rubric of the elements of the assessment and allow students to rank the difficulty level of these elements on a Likert scale. Example:
 - The selected response questions were easy to answer. 1 2 3 4 5
- In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.

Universal Design for Learning

- **Multiple Means of Representation:** To ensure that students have access to the assessment tasks, the directions and expectations of the assignment should be represented in multiple ways. For instance, review the available anchor charts when introducing the assessment so that students can use them to activate prior knowledge. This will help them generalize skills from previous sessions. Additionally, engage students in a conversation about the directions of the assessment to facilitate comprehension. Similarly, provide opportunities to discuss the Narrative Writing Checklist so that students can better understand the expectations for their writing.
- **Multiple Means of Action and Expression:** Since this is an assessment, all students need to revise their narrative. However, consider ways to vary the process. (Examples: Break up the 40-minute time block into smaller chunks with breaks in between. Allow students to use high-tech (e.g., word processor to type their narrative text or a dictation device) or low-tech options (e.g., pencil grips or slanted desks to help with fine motor needs).
- **Multiple Means of Engagement:** When assessing student work, provide feedback that is oriented toward mastery rather than relative performance. Focus on effort and improvement to build confidence and minimize risk. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders, checklists, rubrics, etc.). These can be tailored to students' individualized goals.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- Do not preview vocabulary for this assessment lesson.

Materials

- ✓ Mid-Unit 3 Assessment: Planning and Drafting a First Person Narrative (from Lesson 5; returned in this lesson with feedback; one per student)
- ✓ Narrative Texts anchor chart (begun in Lesson 2)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Writing Dialogue handout (from Lesson 8; one per student)
- ✓ End of Unit 3 Assessment, Part II: Revising a First Person Narrative (one per student; see Assessment Overview and Resources)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Narrative Writing Checklist (from Lesson 2; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress: Narrative Writing (one per student)
- ✓ Sticky notes (eight per student)

Opening

A. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud:
"I can follow criteria and feedback from my teacher to revise my narrative writing."
- Remind students that throughout the second half of this unit, they have been working in pairs to revise their partner narrative. Explain that in this lesson, they are going to revise the narrative they wrote for the Mid-Unit 3 Assessment.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Ask students to recall and describe one way that they worked toward the learning target of revising their narrative writing in the past four lessons.

Opening

B. Returning Mid-Unit 3 Assessments (5 minutes)

- Return students' **Mid-Unit 3 Assessment: Planning and Drafting a First Person Narrative** with feedback.
- Invite students to spend a few minutes reading through the feedback. If they require teacher support to understand the feedback, encourage them to write their names on the board so you can visit with them later in the lesson.
- Explain that in this lesson, students are going to use your feedback to revise the narrative they wrote for the mid-unit assessment. Tell them that they should also refer to the **Narrative Texts anchor chart**, **Parts of Speech anchor chart**, and **Writing Dialogue handout**.

Meeting Students' Needs

- For ELLs and students who may need additional support with understanding written feedback: Reassure students that if they don't understand or cannot read the feedback, they will have an opportunity to review it during the lesson. Vary the level of risk by previewing feedback with students before the lesson and creating a self-monitoring checklist that aligns with the feedback. (MME)
- To sustain effort and persistence, provide mastery-oriented feedback that emphasizes effort and improvement rather than relative performance. (MME)
- To activate prior knowledge, ask:

“How can these anchor charts be used to revise your narrative writing?” (MMR)

Work Time

A. End of Unit 3 Assessment, Part II: Revising a First Person Narrative (40 minutes)

- Distribute the **End of Unit 3 Assessment, Part II: Revising a First Person Narrative**.
- Read the directions aloud while students follow along, reading silently in their heads.
- Answer clarifying questions.
- Distribute **Tracking Progress folders** and invite students to read through the “How can I improve next time?” question on previous Tracking Progress: Narrative Writing forms.
- Focus students on the Narrative Texts anchor chart, specifically on the bullets related to speeding up and slowing down the pace of the narrative.
- Focus students also on the Parts of Speech anchor chart and their Writing Dialogue handout. Remind them to revise the conjunctions to reduce/combine simple sentences where appropriate and to use interjections where appropriate in dialogue to show a character's sudden emotional response to a situation.
- Finally, invite students to retrieve their **Narrative Writing Checklist** and review the criteria, specifically the criteria they have added over the past few lessons.
- Remind students that since this is an assessment, they must work silently and independently. Focus them on the **Working to Become Effective Learners anchor chart**, specifically perseverance. Remind them that because they will work independently to complete their assessment, they may find it challenging, so they will need to persevere.

- Invite students to revise their narratives using these resources and the teacher feedback.
- Circulate to monitor students' test-taking skills. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies that they use during the assessment. Examples: Look for students referring to the feedback you provided on the mid-unit assessment to improve their narrative.
- After 40 minutes, refocus students whole group.

Meeting Students' Needs

- To minimize distractions during the assessment, vary the level of sensory stimulation as appropriate for individual students (e.g., offering sound-canceling headphones or dividing workspaces). Some students may also need flexibility with the pace of work and length of work sessions. Consider offering timeouts. (MME)
- For ELLs and students who may need additional support with reading: Ensure that students clearly understand all assessment directions. Rephrase the directions for them. Monitor during the assessment to see that students are completing it correctly. Stop those who are on the wrong track and make sure they understand the directions. (MMR)
- For ELLs and students who may need additional support with reading: Provide support in reading and interpreting each relevant item on the Narrative Writing Checklist so that students can accurately self-assess. Say: "L.5.6 says I should use sensory details and choose words carefully to help the reader imagine experiences or events." Ask:

“What else do sensory details do?” (slow down time)

“How do you assess yourself on that? Can you show me where you have added sensory details, or do you think you need to add more? Why?” (MMR)

Closing and Assessment

A. Tracking Progress (10 minutes)

- Give students specific positive feedback on their completion of the End of Unit 3 Assessment. (Example: “I noticed a lot of you were adding interjections and dialogue to your narrative writing.”)
- Distribute **Tracking Progress: Narrative Writing**. Remind students that successful learners keep track of and reflect on their own learning. Remind them that they have done this after every assessment.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - W.5.3c
 - W.5.3b
 - W.5.3d/L.5.3
- Distribute **sticky notes** so students can mark up their work with evidence. Students should focus specifically on looking for evidence of the criteria in Rows 2–8 of the table on the Tracking Progress form. Guide students through completing the form.

- If students have time, invite them to revisit their previous Tracking Progress: Narrative Writing recording forms in their Tracking Progress folders to discuss in pairs how they think they have progressed.

Meeting Students' Needs

- Developing self-assessment and reflection supports all students, but research shows it supports struggling students most. Examples: Having visible prompts, reminders, rubrics, or checklists that support students to self-regulate their goals. (MME)
- For students who have been sketching definitions of key words in learning targets throughout this unit: Allow students to refer to those sketches as they explain each learning target on the Tracking Progress: Narrative Writing recording form. (MME)
- For ELLs and students who may need additional support with comprehension: Allow students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. (MME)

Homework

A. Bring from home, the library, or the class book selection a favorite storybook (in any language) with a cover design that you find eye-catching and inspirational.

B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)