

Lesson 5: Mid-Unit 1 Assessment: Answering Questions about a Literary Text



CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.5:** Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
- **RL.3.7:** Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story (e.g., create mood, emphasize aspects of a character or setting).
- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **L.3.4:** Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
- **L.3.4a:** Use sentence-level context as a clue to the meaning of a word or phrase.
- **L.3.4b:** Determine the meaning of the new word formed when a known affix is added to a known word (e.g., agreeable/disagreeable, comfortable/uncomfortable, care/careless, heat/preheat).
- **L.3.4c:** Use a known root word as a clue to the meaning of an unknown word with the same root (e.g., company, companion).
- **L.3.4d:** Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.



Daily Learning Targets

- I can explain how Chapter 4 of *Peter Pan* builds on Chapters 1–3. (RL.3.5)
- I can explain how an illustration contributes to the text. (RL.3.7)

Ongoing Assessment

- Mid-Unit 1 Assessment: Answering Questions about a Literary Text (RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, RL.3.10, L.3.4a, L.3.4b, L.3.4c, L.3.4d)

Agenda

1. Opening

A. Reviewing Learning Targets (5 minutes)

2. Work Time

A. Mid-Unit 1 Assessment: Answering Questions about a Literary Text (35 minutes)

B. Making Connections between Chapter 4 and Historical Context (5 minutes)

3. Closing and Assessment

A. Tracking Progress (15 minutes)

4. Homework

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

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students read Chapter 4 of *Peter Pan*, answer selected response questions, and write short constructed responses to answer questions about the text for the mid-unit assessment (**RL.3.1, RL.3.2, RL.3.4, RL.3.5, RL.3.7, L.3.4a, L.3.4b, L.3.4c, L.3.4d**).
- In this lesson, the habit of character focus is working to become effective learners. The characteristic that students practice in this lesson is perseverance, as they read and answer questions independently for the mid-unit assessment.

How it builds on previous work:

- In Lessons 1–4, students started to read *Peter Pan* and were introduced to the historical context through the informational text “*Peter Pan: The Author and Historical Context*.” This lesson continues those routines in an assessment.

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.
- Some students may need the text read aloud before they work on the questions. Consider inviting students who require this to sit in a group away from the rest of the students, so as not to be distracting.
- For some students, this assessment may require more than the 35 minutes allotted. Consider providing time over multiple days if necessary.

Assessment guidance:

- All assessment Materials (student copy, answer key, and teacher checklist) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the teacher answer key with sample student responses to help complete the student Tracking Progress recording form (see Assessment Overview and Resources).

- In this assessment, students are tracking progress toward anchor standards:
 - R.1: By the end of Grade 12 I will be able to: Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
 - R.4: By the end of Grade 12 I will be able to: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
 - R.10: By the end of Grade 12 I will be able to: Read and comprehend complex literary and informational texts independently and proficiently.
 - L.4: By the end of Grade 12 I will be able to: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference Materials, as appropriate.

Down the road:

- In the next lesson, students will read Chapter 5 of *Peter Pan*, complete the familiar reading routines, and begin to analyze characters and narrator point of view (**RL.3.6**).
- Provide feedback on students' Mid-Unit 1 Assessments in preparation for returning them in Lesson 12.

In advance:

- Prepare the Mid-Unit 1 Assessment (see Assessment Overview and Resources).
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.6, 3.I.A.8, 3.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed in Lessons 1–4.
- The Mid-Unit 1 Assessment may be challenging for ELLs, as it is a bit further removed from the heavily scaffolded classroom interaction. ELLs will be asked not only to independently

apply cognitive skills developed in Lessons 1–4, but also to independently apply new linguistic knowledge introduced in those lessons. They may encounter additional new language as they read Chapter 4 of *Peter Pan*. Encourage students to do their best and assure them that you will continue learning together after the assessment.

- Allow students to review language they’ve written on the Word Wall or in their Vocabulary log.
- 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 which assessment task was easiest and which was most difficult, and why. 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 (MMR):** To set themselves up for success for the mid-unit assessment, students need to generalize the skills that they learned from the previous sessions. Similar to Modules 1 and 2, before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous lessons. Also present the directions for the assessment both visually and verbally and display a map of the assessment parts.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students answer questions about *Peter Pan* as the mid-unit assessment. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to support students with limiting distractions during the mid-unit assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider breaking the assessment into parts and offering breaks at certain times.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *illustration, contributes, connections, historical, context (L)*

Materials

- ✓ Mid-Unit 1 Assessment: Answering Questions about a Literary Text (one per student; see Assessment Overview and Resources)
- ✓ Close Readers Do These Things anchor chart (begun in Module 1)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)
- ✓ Analyzing *Peter Pan* anchor chart (begun in Lesson 1; added to during Work Time A)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)

- ✓ *Peter Pan* (from Lesson 1; one per student)
- ✓ Analyzing *Peter Pan* anchor chart (example, for teacher reference)
- ✓ “*Peter Pan: The Author and Historical Context*” (from Lesson 2; one per student)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Tracking Progress: Reading, Understanding, and Explaining New Text (one per student)
- ✓ Sticky notes (three per student)

Opening

A. Reviewing Learning Targets (5 minutes)

- Direct students’ attention to the posted learning targets and select a volunteer to read them aloud:
 - “*I can explain how Chapter 4 of Peter Pan builds on Chapters 1–3.*”
 - “*I can explain how an illustration contributes to the text.*”
- Remind students that they have seen all of these learning targets in the previous lessons for earlier chapters of *Peter Pan* and review Vocabulary as needed: *illustration, contributes*.

Meeting Students’ Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working on Same Learning Target) Ask students to share one way that they worked toward each learning target in previous lessons. (MMR, MME)

Work Time

A. Mid-Unit 1 Assessment: Answering Questions about a Literary Text (35 minutes)

- Distribute the Mid-Unit 1 Assessment: Answering Questions about a Literary Text.
- Tell students that for this assessment, they will read Chapter 4 of *Peter Pan* and answer selected response and short constructed questions.
- Invite students to follow along, reading silently in their heads, while you read the directions for each part of the assessment aloud. Answer clarifying questions.
- Direct students’ attention to the following resources:
 - **Close Readers Do These Things anchor chart**
 - **Strategies to Answer Selected Response Questions anchor chart**
 - **Analyzing *Peter Pan* anchor chart**
- Remind students to refer to these anchor charts as they read Chapter 4 and answer the questions.
- Remind students that since this is an assessment, they should complete it independently in silence. Focus students on the **Working to Become Effective Learners anchor chart**, specifically on perseverance and what this looks and sounds like. Remind students that as

they read and answer questions independently for the assessment, they may need to practice perseverance.

- Invite students to retrieve their copies of *Peter Pan* and begin the assessment.
- While students are taking the assessment, circulate to monitor and document their test-taking skills.
- When 3 minutes remain, refocus whole group and invite students to help fill in the Analyzing *Peter Pan* anchor chart for Chapter 4. Refer to the **Analyzing *Peter Pan* anchor chart (example, for teacher reference)** as necessary.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: (Reading Aloud and Monitoring Assessment) Read the assessment directions, questions, AND answer options aloud. Rephrase directions for them. Ensure that ELLs clearly understand all assessment directions. Monitor during the assessment to see that students are completing the assessment 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 comprehension: (Recount) Before reading, invite students to recount the key events from *Peter Pan* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR)
- For ELLs and students who may need additional support with planning and strategy development: (Assessment Map) As you explain, display a "map" of the assessment. Example:
 - A. Read Chapter 4 of *Peter Pan*.
 1. Complete selected response (Parts A and B) for meaning of *maternal*.
 2. Complete the chart for *uncooperative*.
 3. Complete selected response for meaning of *uncooperative*.
 4. Complete selected response (Parts I–III) for illustration on page 31.
 5. Complete selected response for meaning of quote on page 28.
 6. and 7. Complete selected response for reasons and text support for why Wendy doesn't want to go with Peter.
 8. Complete selected response (Parts A and B) for reasons and text support for why Wendy and the boys go with Peter.
 9. Explain the meaning of the sentence on page 32.
 10. Complete the chart. (MMAE, MME)
- For ELLs and students who may need additional support with reading strategies: (Reading Unfamiliar Texts) Remind students to use strategies for reading unfamiliar texts. (MMAE, MMR)

B. Making Connections between Chapter 4 and Historical Context (5 minutes)

- Follow the same routine established in Work Time B of Lesson 2 to guide students through making connections to the historical context in triads. Students will need the text “**Peter Pan: The Author and Historical Context.**” (Peter wanting Wendy to be the mother to the lost boys connects to society’s idea that women should stay in the home and look after the children.)
- Acknowledge that these connections may make some feel uncomfortable and that the historical context helps us to understand why these issues appear in literary classics.

Meeting Students’ Needs

- For ELL: (Key Sections) Consider marking key sections of the chapter (see Work Time C in Lesson 2).
- For students who may need additional support with expressive language: Facilitate communication by providing sentence frames to help them organize their thoughts. (MMAE)

Closing and Assessment**A. Tracking Progress (15 minutes)**

- Give students specific, positive feedback on their completion of the Mid-Unit 1 Assessment.
- Distribute **Tracking Progress folders, Tracking Progress: Reading, Understanding, and Explaining New Text** and **sticky notes**.
- Guide students through completing the recording form.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against how well they persevered in this lesson

Meeting Students’ Needs

- For ELLs and students who may need additional support with monitoring their own learning: (Self-assessment) Self-assessment may be an unfamiliar concept for some students. Tell students that thinking about how well they did will help them do even better next time. (MME)
- For ELLs: (Orally Paraphrase) 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.
- For students who may need additional support with motivation and sustained effort: Continue to build an accepting and supportive environment by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

Homework

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

Meeting Students' Needs

- For ELLs: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from Grades 2 or 4, or record an audio response.