

Lesson 12: End of Unit 1 Assessment: Analyzing Characters in *Peter Pan*



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.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **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.3.6:** Distinguish their own point of view from that of the narrator or those of the characters.
- **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.
- **RL.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.3.5:** Demonstrate understanding of figurative language, word relationships and nuances in word meanings.
- **L.3.5a:** Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).
- **L.3.5b:** Identify real-life connections between words and their use (e.g., describe people who are friendly or helpful).
- **L.3.5c:** Distinguish shades of meaning among related words that describe states of mind or degrees of certainty (e.g., knew, believed, suspected, heard, wondered).



Daily Learning Targets

- I can identify character traits of characters in *Peter Pan*. (RL.3.3)
- I can compare my point of view to the point of view of the narrator or characters. (RL.3.6)

Ongoing Assessment

- End of Unit 1 Assessment: Analyzing Characters in *Peter Pan* (RL.3.1, RL.3.3, RL.3.4, RL.3.6, RL.3.10, L.3.5)

Agenda

1. Opening

- A. Returning Mid-Unit 1 Assessment (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. End of Unit 1 Assessment: Analyzing Characters in *Peter Pan* (30 minutes)
- B. Making Connections between Chapter 11 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 Opening A, students' Mid-Unit 1 Assessments are returned with feedback. The purpose is for students to have the opportunity to see how they performed in order to improve in their next assessment and to ask questions if they don't understand the feedback.
- In this lesson, students read Chapter 11 of *Peter Pan*, answer selected response questions, and complete a point of view chart for the end of unit assessment (**RL.3.1, RL.3.3, RL.3.4, RL.3.6, L.3.5**).
- 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 end of unit assessment.

How it builds on previous work:

- In Lessons 6–11, students have been analyzing character traits, actions, and point of view and comparing characters' points of view to their own. 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 answer the questions. Consider inviting these students to sit in a group away from the rest of the class, so as not to be distracting.
- For some students, this assessment may require more than the 30 minutes allotted. Consider providing time over multiple days if necessary.

Assessment guidance:

- All assessment Materials (student prompt and teacher checklist) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the teacher answer key and 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.
- Collect the Shades of Meaning homework from Lesson 10. See Shades of Meaning (answers, for teacher reference) in the supporting Materials.
- Collect the Language Dive III Practice homework from Lesson 11. See Language Dive III Practice homework (answers, for teacher reference) in the supporting Materials.

Down the road:

- Students' End of Unit 1 Assessments will be returned with feedback in Unit 2, Lesson 7.

In advance:

- Prepare:
 - Mid-Unit 1 Assessments with feedback (from Lesson 5).
 - End of 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.B.6, 3.I.B.8, 3.I.C.12, 3.II.A.1

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to complete assessment tasks similar to the classroom tasks completed in Lessons 7–11. They self-assess at the end of the lesson to celebrate their successes and chart a course for the future.
- ELLs may find the End of Unit 1 Assessment challenging, as it may be a leap from the heavily scaffolded classroom interaction. Remind students to consult the anchor charts, note-catchers, graphic organizers, and discussion frames they helped develop during previous lessons. Encourage all communication from ELLs as successful risk-taking 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 the Meeting Students' Needs column).
- 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 (MMR):** To set themselves up for success for the assessment, students will need to generalize the skills that they learned from previous lessons. 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 end of 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 end of 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

- character traits, point of view (L)

Materials

- ✓ Mid-Unit 1 Assessment: Answering Questions about a Literary Text (from Lesson 5; one per student; returned with feedback during Opening A)
- ✓ End of Unit 1 Assessment: Analyzing Characters in *Peter Pan* (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)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ *Peter Pan* (from Lesson 1; one per student)
- ✓ Analyzing *Peter Pan* anchor chart (begun in Lesson 1; added to during Work Time A)
- ✓ Analyzing *Peter Pan* anchor chart (example, for teacher reference)
- ✓ Character Traits anchor chart (begun in Lesson 6; added to during Work Time A)
- ✓ Character Traits 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)
- ✓ Shades of Meaning (one per student; completed for homework in Lesson 10; see Unit 1 homework)
- ✓ Shades of Meaning (answers, for teacher reference; see supporting Materials)
- ✓ Language Dive III Practice homework (one per student, completed for homework in Lesson 11; see Unit 1 homework)
- ✓ Language Dive III Practice homework (answers, for teacher reference; see supporting Materials)

Opening

A. Returning Mid-Unit 1 Assessment (5 minutes)

- Return students' **Mid-Unit 1 Assessments with feedback** and follow the same routine established in Modules 1–2 for reviewing feedback and writing their name on the board if they require teacher support.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Review Feedback) Reassure students that if they don't understand or cannot read the feedback, they will have an opportunity to review it with you during the lesson. (MMR, MME)
- 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)

Opening

B. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can identify character traits of characters in Peter Pan."

"I can compare my point of view to the point of view of the narrator or characters."

- 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: *character traits* and *point of view*.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension and engagement: (Working toward the Same Learning Targets) Invite students to discuss how they previously worked toward the learning targets. (MMR, MME)

Work Time

A. End of Unit 1 Assessment: Analyzing Characters in *Peter Pan* (30 minutes)

- Distribute the **End of Unit 1 Assessment: Analyzing Characters in *Peter Pan***.
- Tell students that for this assessment, they will read Chapter 11 of *Peter Pan*, answer selected response questions, and complete a point of view chart identical to the one from previous lessons.
- 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:
 - **Close Readers Do These Things anchor chart**
 - **Strategies to Answer Selected Response Questions anchor chart**
- Remind students to refer to these anchor charts as they read the assessment text and answer the assessment questions.
- Remind students that since this is an assessment, they should complete it independently in silence.
- Direct students' attention to the **Working to Become Effective Learners anchor chart** and focus them on the criteria for perseverance. 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, stop students and invite them to help you fill in the **Analyzing *Peter Pan* anchor chart** for Chapter 11 and the **Character Traits anchor chart**. Refer to the **Analyzing *Peter Pan* anchor chart (example, for teacher reference)** and **Character Traits 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.
- Repeat, inviting 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 comprehension and planning: (Read Directions) Read the assessment directions and questions aloud. Ensure that ELLs clearly understand all assessment directions. Rephrase directions for them. 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, MMAE)
- For ELLs and students who may need additional support with comprehension: (Retell) Before reading, invite students to turn to an elbow partner and retell the key events from *Peter Pan* in 1 minute or less (with feedback) and then again in 30 seconds or less. (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 11 of *Peter Pan*.

1. Complete the selected response about the meaning of the quote from page 89.
2. Complete the selected response about the quote from page 92.
3. Complete the selected response about the quote from page 94.
4. Complete the short answer question.
5. Complete the note-catcher about Wendy's character. (MMR, MMAE, MME)

- For ELLs: (Reading Unfamiliar Texts) Remind students to use strategies for reading unfamiliar texts.

Work Time

B. Making Connections between Chapter 11 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***.” (We see more of Wendy behaving like a mother who does jobs in the home like sewing socks. Also, once again we are reminded of the fantasy element as Wendy describes having a nanny who is a dog.)
- 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 ELLs: (Key Sections) Consider marking key sections of the chapter.

Closing and Assessment

A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of 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.
- Collect the Shades of Meaning homework and use Shades of Meaning (answers, for teacher reference) as necessary.

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 and students who may need additional support with planning and working memory: (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. (MMR, MMAE, 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.