

Lesson 7: Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories



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.3.4:** Determine the meaning of words and phrases as they are used in a text, distinguishing literal from nonliteral language.
- **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.3.9:** Compare and contrast the themes, settings, and plots of stories written by the same author about the same or similar characters (e.g., in books from a series).
- **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.
- **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.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.1f:** Ensure subject-verb and pronoun-antecedent agreement.



Daily Learning Targets

- I can recount the story of *Peter Pan in Kensington Gardens*. (RL.3.2)
- I can identify a central message in *Peter Pan in Kensington Gardens* and how it is conveyed through details in the text. (RL.3.1, RL.3.2)
- I can identify similarities and differences between *Peter Pan* and Chapter 6 of *Peter Pan in Kensington Gardens*. (RL.3.1, RL.3.9)

Ongoing Assessment

- Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories (RL.3.1, RL.3.2, RL.3.4, RL.3.9, RL.3.10, L.3.1f, L.3.4)

Agenda

1. Opening

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

2. Work Time

- A. Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories (35 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' End of Unit 1 Assessments are returned with feedback. This allows students to see how they performed in order to improve on today's mid-unit assessment and to ask questions if they don't understand the feedback.
- For the mid-unit assessment in Work Time A, students read Chapter 6 of *Peter Pan in Kensington Gardens* and answer selected response and short-constructed response questions (RL.3.1, RL.3.2, RL.3.4, RL.3.9, L.3.1f, L.3.4).
- 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:

- Students transfer the skills they have learned in Lessons 1–6 for comparing chapters of *Peter Pan in Kensington Gardens* with *Peter Pan* to complete the mid-unit 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 class, 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 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 (see Assessment Overview and Resources) to help complete the student Tracking Progress recording form.
- In this assessment, students are tracking progress toward anchor standards:
 - R.1: 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: 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: Read and comprehend complex literary and informational texts independently and proficiently.
 - L.4: 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 second half of this unit, students will write an opinion essay about whether they would recommend the story of *Peter Pan* to a friend (W.3.1).
- Students' Mid-Unit 2 Assessments will be returned with feedback in Lesson 14.

In advance:

- Prepare the Mid-Unit 2 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.7, 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 1–6.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made learning English.
- Allow students to review note-catchers, Word Walls, and their Vocabulary logs.
- Ensure 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 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 compare two stories about *Peter Pan* for 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

- central message, conveyed (L)

Materials

- ✓ End of Unit 1 Assessment: Analyzing Characters in *Peter Pan* (from Unit 1, Lesson 12; one per student; returned with feedback during Opening A)
- ✓ Mid-Unit 2 Assessment: Comparing Two *Peter Pan* Stories (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 Unit 1, Lesson 1; one per student)
- ✓ Analyzing *Peter Pan* in *Kensington Gardens* anchor chart (begun in Lesson 1; added to during Work Time A; see supporting Materials)
- ✓ Analyzing *Peter Pan* in *Kensington Gardens* anchor chart (example, for teacher reference)
- ✓ 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. Returning End of Unit 1 Assessment (5 minutes)

- Return students' **End of Unit 1 Assessment: Analyzing Characters in *Peter Pan*** with feedback and follow the same routine established in Modules 1–2 for students to review feedback and write their name on the board if they require teacher support.

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 recount the story of Peter Pan in Kensington Gardens."

"I can identify a central message in Peter Pan in Kensington Gardens and how it is conveyed through details in the text."

"I can identify similarities and differences between Peter Pan and Chapter 6 of Peter Pan in Kensington Gardens."

- Remind students that they have seen all of these learning targets in previous lessons and review definitions for *central* message and *conveyed* as needed.

Meeting Students' Needs

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

Work Time

A. Mid-Unit 2 Assessment: Comparing Two *Peter Pan* Stories (35 minutes)

- Distribute the **Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories**.
- Tell students that for this assessment, they will read Chapter 6 of *Peter Pan in Kensington Gardens* and answer selected response and short-constructed response questions, just like the questions they have answered in 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 resources and remind them to refer to these as necessary during the assessment:
 - **Close Readers Do These Things anchor chart**
 - **Strategies to Answer Selected Response Questions anchor chart**
- 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 it looks and sounds like. Remind students that they may need to practice perseverance as they read and answer questions independently for the assessment.
- Invite students to retrieve their copies of *Peter Pan*, as they may require it when comparing the two stories, and to begin the assessment.
- While they 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 in Kensington Gardens* anchor chart** for Chapter 6. Refer to the **Analyzing *Peter Pan in Kensington Gardens* 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 each of the learning targets.
- Repeat, inviting students to self-assess how well they persevered in this lesson.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Assessment Map) When explaining, display a "map" of the assessment. (MMR)
- For ELLs and students who may need additional support with reading: (Reading Aloud and Monitoring Assessment) Read aloud the entire assessment. Rephrase the directions. Monitor to see that students correctly complete the assessment. (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 Kensington Gardens* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner. (MMR)

Closing and Assessment

A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the Mid-Unit 2 Assessment.
- Distribute **Tracking Progress folders, Tracking Progress: Reading, Understanding, and Explaining New Text** and **sticky notes**.
- Guide students through completing the recording form.

Meeting Students' Needs

- 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 and students who may need additional support with writing: (Oral Response) 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. (MMR) (MMAE)