

Lesson 7: Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from *Peter Pan*



CCS Standards

- **W.3.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.3.3a:** Establish a situation and introduce a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.3.3b:** Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.
- **W.3.3c:** Use temporal words and phrases to signal event order.
- **W.3.3d:** Provide a sense of closure.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.6:** With guidance and support from adults, use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others.
- **W.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.2a:** Capitalize appropriate words in titles.
- **L.3.2c:** Use commas and quotation marks in dialogue.
- **L.3.2d:** Form and use possessives.
- **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.3.3a:** Choose words and phrases for effect.



Daily Learning Targets

- I can draft a revised scene of *Peter Pan*. (W.3.3, W.3.4, W.3.6, W.3.10, L.3.2a, L.3.2c, L.3.2d, L.3.3a)
- I can answer questions about word choice, capitalization, and punctuation. (L.3.2a, L.3.2c, L.3.2d, L.3.3a)

Ongoing Assessment

- Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from *Peter Pan* (W.3.3, W.3.4, W.3.6, W.3.10, L.3.2a, L.3.2c, L.3.2d, L.3.3a)
- Tracking Progress: Narrative Writing (W.3.3)

Agenda

1. Opening

A. Reviewing Learning Targets (5 minutes)

2. Work Time

A. Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from *Peter Pan* (45 minutes)

3. Closing and Assessment

A. Tracking Progress (10 minutes)

4. Homework

A. 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 the Mid-Unit 3 Assessment, during which they answer selected response questions about word choice, capitalization, and punctuation (**L.3.2a, L.3.2c, L.3.2d, L.3.3a**) and then revise a new scene of *Peter Pan* (**W.3.3, W.3.4**).
- In this lesson, students focus on becoming effective learners by persevering as they work independently on their assessments.

How it builds on previous work:

- Students have already written a revised scene with scaffolding throughout the first half of this unit. They apply this learning to write a new revised scene independently in this lesson's 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.
- For some students, this assessment may require more than the time allotted. Consider providing time over multiple days if necessary.

Assessment guidance:

- Writing rubrics can be found in the 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 on this assessment, use the teacher answer key, sample student responses (see Assessment Overview and Resources), and the Narrative Writing Rubric for grade 3 (see Module 1 Appendix) to help complete the student Tracking Progress recording form.
- Collect the Punctuating Dialogue Practice homework from Lesson 5. Refer to the Punctuating Dialogue Practice (answers, for teacher reference) as necessary.

- 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.

Down the road:

- In the next half of the unit, students will prepare a presentation in which they will read aloud the revised scene written in the first half of the unit and explain their reasons for wanting to change it.

In advance:

- Prepare the Mid-Unit 3 Assessment (see Assessment Overview and Resources).
- Gather the Tracking Progress folders.
- Continue to prepare technology necessary for students to use devices to word-process their revised scenes.
- 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.4, 3.I.C.10, 3.I.C.12, 3.II.A.1, 3.II.A.2, 3.II.B.4, 3.II.B.5, 3.II.C.6

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. Students also work from the same text, *Peter Pan*, to revise a scene and use a graphic organizer identical to the one they have used throughout this unit.
- 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.
- When giving feedback on revisions, focus on only one or two pervasive errors to avoid overwhelming yourself and the student. In addition, spend an equal amount of time giving feedback on what the student did well.

Levels of support

For lighter support:

- Ensure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves.

For heavier support:

- To build confidence and prepare for revising a scene from *Peter Pan*, encourage students to review their completed revised scenes before the assessment. Invite them to share their scene aloud with a supportive partner and name the revisions that they made. Provide sentence frames for support. (Example: “I revised my scene by adding dialogue and the descriptive language, _____.” “These revisions helped me show, not tell, a character’s feelings.”)

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 write their revised scene of *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 in 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

- Do not preview Vocabulary for this assessment lesson.

Materials

- ✓ Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from *Peter Pan* (one per student; see Assessment Overview and Resources)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Capitalizing Appropriate Words in Titles handout (from Lesson 3; one per student and one to display)
- ✓ Strategies to Answer Selected Response Questions anchor chart (begun in Module 1)

- ✓ Narrative Writing Checklist (from Lesson 3; one to display)
- ✓ Tracking Progress folder (one per student)
- ✓ Revising a Scene anchor chart (begun in Lesson 1)
- ✓ Show Not Tell handout (from Lesson 5; one per student and one to display)
- ✓ Writing Dialogue handout (from Lesson 5; one per student and one to display)
- ✓ Tracking Progress: Narrative Writing (one per student)
- ✓ Sticky notes (at least 5 per student)
- ✓ Punctuating Dialogue Practice (from Lesson 5; one per student)
- ✓ Punctuating Dialogue Practice (answers, for teacher reference)

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 draft a revised scene of Peter Pan.”

“I can answer questions about word choice, capitalization, and punctuation.”

- Remind students that they have seen the first learning target in previous lessons in this unit.
- Share that today and in the next lesson, students will complete their Mid-Unit 3 Assessment, during which they will answer questions about word choice, capitalization, and punctuation and write a new revised scene from *Peter Pan*.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Activating Prior Knowledge) Activate prior knowledge by asking students to recall and describe one time that they practiced working on the first learning target in previous lessons. (MMR)

Work Time

A. Mid Unit 3 Assessment: Narrative Writing: Revising a Scene from *Peter Pan* (45 minutes)

- Distribute the **Mid-Unit 3 Assessment: Narrative Writing: Revising a Scene from *Peter Pan***.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically perseverance. Remind them that as they will be working independently in this lesson for an assessment, they may find it challenging, so they will need to persevere.
- Point out that there are two parts to this assessment: questions about word choice, capitalization, and punctuation and the writing prompt.

- Tell students you are going to read the questions on the first part of the assessment aloud. They should not write or respond in any way. They should just listen.
- Read the questions aloud.
- Remind students of the **Capitalizing Appropriate Words in Titles handout** and the **Strategies to Answer Selected Response Questions anchor chart**.
- Give students 10 minutes to answer the questions. Share that if they finish early, they should check their answers and then read the writing prompt, but they should not respond to the writing prompt yet.
- Circulate to support students who may need the questions read aloud more than once.
- After 10 minutes, refocus whole group.
- Read the writing prompt aloud, including the original scene from *Peter Pan* and the narrative planner. Ensure that students understand why and how the reader would like to revise the scene.
- Answer clarifying questions.
- Display the **Narrative Writing Checklist** and remind them that their new revised scene should fulfill those criteria.
- Distribute the **Tracking Progress folders** and invite students to revisit previous Tracking Progress: Narrative Writing recording forms to recall how they said they would like to improve the next time they worked on this skill. Remind students to keep this in mind as they work on their new revised scene.
- Remind students to use the **Revising a Scene anchor chart**, their **Show Not Tell handout**, and their **Writing Dialogue handout** as needed.
- Remind students that since this is an assessment, they must work silently and independently.
- Invite students to begin working.
- While students are taking the assessment, circulate to monitor and document their test-taking skills.
- Encourage students to check over their work as they finish the assessment.

Meeting Students' Needs

- For ELLs and students who may need additional support with planning and strategy development: (Assessment Map) While explaining, display a "map" of the assessment. (MMR, MMAE)
- For ELLs: (Rephrasing Selected Response) Consider rephrasing selected response questions—and inviting students to answer them—before students read each answer choice. Ask:
“What is the setting of the story?” (Where does the story take place?)
- For ELLs: (Reviewing Descriptive Language) Allow students to review language from the Descriptive Language Construction Board before beginning to revise the scene on the assessment.

Closing and Assessment

A. Tracking Progress (10 minutes)

- Give students specific, positive feedback on their completion of the Mid-Unit 3 Assessment.
- Distribute **Tracking Progress: Narrative Writing** and **sticky notes**.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - **RI.3.1**
 - **W.3.3d**
 - **W.3.3b, L.3.3**
- Guide students through completing the form.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess how well they persevered in this lesson.
- Collect **Punctuating Dialogue Practice** homework from Lesson 5. Refer to the **Punctuating Dialogue Practice (answers, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs and students who may need additional support with self-monitoring progress: (Rephrasing to Support Interpretation) Provide support in interpreting each relevant item on the form so that students can accurately self-assess. (Example: "W.3.3c says, 'The events in the narrative make sense and are easy to understand.' That means that the reader knows exactly what is happening from beginning to end. How would you assess yourself on that? Do you think maybe your narrative was a little confusing, or was it really clear?") (MMR, MME)

Homework

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