

## Lesson 14: End of Unit Assessment: Narrative Writing: Choose-Your-Own-Adventure Conclusion



### CCS Standards

- **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.3b:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3c:** Use a variety of transitional words and phrases to manage the sequence of events.
- **W.4.3d:** Use concrete words and phrases and sensory details to convey experiences and events precisely.
- **W.4.3e:** Provide a conclusion that follows from the narrated experiences or events.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.4.9b:** Apply *grade 4 Reading standards* to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
- **W.4.10:** 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.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.4.1d:** Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
- **L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.4.2a:** Use correct capitalization.
- **L.4.2b:** Use commas and quotation marks to mark direct speech and quotations from a text.
- **L.4.2d:** Spell grade-appropriate words correctly, consulting references as needed.
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.4.3a:** Choose words and phrases to convey ideas precisely.
- **L.4.3b:** Choose punctuation for effect.
- **L.4.3c:** Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).



### Daily Learning Targets

- I can analyze writing and answer language questions about it. (W.4.3, W.4.4, L.4.1, L.4.2, L.4.3)

- I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative. (RI.4.9, W.4.3, W.4.4, W.4.9b, L.4.1, L.4.2, L.4.3)

### Ongoing Assessment

- End of Unit 3 Assessment: Narrative Writing: Choose-Your-Own-Adventure Conclusion (RI.4.9, W.4.3, W.4.4, W.4.9b, L.4.1, L.4.2, L.4.3)
- Tracking Progress: Narrative Writing (W.4.3)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (10 minutes)

#### 2. Work Time

- A. End of Unit 3 Assessment (45 minutes)

#### 3. Closing and Assessment

- A. Tracking Progress (5 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 have 45 minutes to complete parts I and II of the End of Unit 3 Assessment. In Part I, students practice answering questions aligned to writing and language standards. In Part II, students plan and write Choice #2 of their choose-your-own-adventure narratives based on the assessment prompt.
- The research reading students complete for homework will help to build both their vocabulary and knowledge pertaining to animals and specifically animal defenses. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help to describe and make sense of it.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristics they are reminded of specifically are perseverance and taking responsibility, as they will be working independently on their assessments, which may be challenging for some students, and then reflecting on their learning after the assessment.

### How it builds on previous work:

- Students have already written their narrative and one choice of an ending, and this lesson will provide them with the opportunity to compose a second choice, helping them to complete the performance task.

### Areas where students may need additional support:

- Forty-five minutes may not be enough time for some students to edit and revise for conventions. Consider providing additional time in the beginning of the following lesson, before publication, for these students to edit and revise their work.

### Assessment Guidance:

- Writing rubrics can be found in the Grade 4 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, rubrics, and sample student responses (See the Assessment Overview and Module 1 Appendix) to help you complete the student Tracking Progress sheet. It is suggested that you make notes in the appropriate column for each criteria and mark evidence with flags/sticky notes on student work in a different color to student responses. There is also space for you to respond to student comments.
- It will be valuable for students to revisit their previous Tracking Progress: Narrative Writing sheet before they begin, so they can remember what they would like to improve on from assessments in previous units/modules.
- In this assessment students are tracking progress towards anchor standards W.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.
- Collect Transitional Words and Phrases I homework (Lesson 12). See Transitional Words and Phrases I (answers, for teacher reference).

### Down the road:

- In the next lesson, students organize all of their work into a package for the performance task: their informational writing from Unit 2, their narrative from Unit 3, and the two (or three) optional endings.

### In advance:

- Ensure that students have all of their writing materials (organized before the beginning of this assessment). This will give them more time to focus on their planning and writing.
- Post: Learning targets.

### Technology & Multimedia

- Work Time A: Students can write their Choice #2 ending using word processing software.
- Work Time A: Students complete their Choice #2 ending in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).

## Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.C.10, 4.I.C.12, 4.II.A.1, 4.II.A.2, 4.II.B.5, 4.II.B.6

### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to demonstrate their content and language knowledge in a choice-based narrative built on their preparation and practice in previous lessons. They self-assess at the end of the lesson in order to celebrate their successes and chart a course for the future.
- ELLs may find the End of Unit 3 Assessment challenging, as it may be a big leap from the heavily scaffolded classroom interaction. Before they begin, encourage students 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 simple rubric of the elements of the assessment and allow students to rank the difficulty level of these elements on a Likert scale. Example:
  - *The multiple choice 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):** Students who need additional writing support may benefit from going over the assessment directions in advance. Ask if they have any questions and ensure that they have a clear idea of what they will need to do on the assessment.
- **Multiple Means of Action & Expression (MMAE):** Some students may need support in setting appropriate goals for their effort and the level of difficulty expected during the assessment. Appropriate goal-setting supports development of executive skills and strategies. Offer scaffolds for students learning to set appropriate personal goals, such as a checklist with three goals or reminders for the assessment.
- **Multiple Means of Engagement (MME):** The End of Unit 3 Assessment may seem like a big shift from the heavily scaffolded classroom interaction for students who need additional writing support. Encourage them to do their best and congratulate them on the progress they've made.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary used in writing

- encounter, outcome (L)

### Materials

- ✓ Transitional Words and Phrases I (answers, for teacher reference)
- ✓ Narrative Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ End of Unit 3 Assessment Parts I and II (See Assessment Overview and Resources; one per student)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)
- ✓ Choose-your-own-adventure narrative (second draft) (from Lesson 13; one per student)
- ✓ Expert Group Animal Narrative Planning graphic organizer (from Lesson 5, added to in Lesson 12; one per student)
- ✓ Lined paper (one piece per student)
- ✓ Tracking Progress: Narrative Writing (one per student)
- ✓ Evidence flags or sticky notes (eleven per student)

### Opening

#### A. Reviewing Learning Targets (10 minutes)

- Collect Transitional Words and Phrases I homework. See **Transitional Words and Phrases I (answers, for teacher reference)**.
- Direct students' attention to the posted learning targets and read them aloud:  
*"I can analyze writing and answer language questions about it."*  
*"I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative."*
- Remind students of the language mini lessons they have had in this unit, including those on how to add dialogue and order adjectives. Explain that they are going to answer questions that will require them to practice these skills for the first part of the assessment.
- Also remind students that they have learned much about animal defense mechanisms, researched their own animal, studied the structure of good narratives, and practiced writing their own narratives, so they are well prepared for today's assessment.
- Select students to read each of the criteria on the **Narrative Writing Checklist** and invite the other students to read along silently in their heads. Explain that you expect to see all of these criteria, other than the criteria about introductions in their Choice #2 endings.

### Meeting Students' Needs

- Remind students who have done any sketching, acting out, or synonym writing to help them learn key learning target terms to use these as they make meaning of today's learning targets and prepare for the assessment. (MMR)
- For ELLs and students who may need additional support with motivation: Ask students to recall and describe one time that they practiced working toward each of the items on the narrative checklist in the past five lessons. (MME)

## Work Time

### A. End of Unit 3 Assessment (45 minutes)

- Distribute the **End of Unit 3 Assessment Parts I and II**. Read it aloud to the class as students read along on their copy. Address any clarifying questions. (You may wish to confirm that students know the meaning of the words *encounter* and *outcome* in the prompt.)
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically perseverance. Remind students that as they will be working independently in this lesson for an assessment, they may find it challenging, so they will need to persevere.
- Invite students to take out and read through their **choose-your-own-adventure narrative (second draft)**.
- Have students gather their **Expert Group Animal Narrative Planning graphic organizer** and remind them that they need to plan their Choice #2 before they can write it on the assessment.
- Give students 10 minutes to independently plan their Choice #2. Remind them to refer to their research.
- Circulate to support students as they work.
- Refocus students whole group and distribute **lined paper**.
- Remind students that they are to begin with Part I and answer all of the questions. Once they are ready for Part II, they should refer to the Narrative Writing Checklist as a guide for their writing.
- Prompt students to begin by reviewing or adding to their Expert Group Animal Narrative Planning graphic organizers.
- After 15 minutes, remind them to reread their drafts and check them against the rubrics, including looking at spelling, capitalization and punctuation as they continue to write.
- Collect students' work.

### Meeting Students' Needs

- For ELLs and students who may need additional support with visual processing: Read the test directions AND answers aloud. (MMR)
- For ELLs and students who may need additional support with comprehension: Ensure that students are clear about all test directions. Rephrase the directions for them. Monitor during the assessment to see that students are completing it correctly. Stop students 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: As you explain, display a “map” of the assessment:

Two parts:

1. Punctuation and word choice
  - A. Correct the punctuation in sentences.
  - B. Answer multiple choice questions about punctuation and word choice.
  - C. Choose the best narrative plan and explain why.
2. Write Choice #2
  - A. Look at the graphic organizer for Choice #2.
  - B. Begin writing Choice #2. (MMR)

## Closing and Assessment

### A. Tracking Progress (5 minutes)

- Distribute **Tracking Progress: Narrative Writing**. Remind students that successful learners keep track and reflect on their own learning. Remind students that they have done this after every assessment.
- Focus students on the Working to Become Effective Learners anchor chart again, specifically taking responsibility. Remind students that as they will be reflecting on their learning and setting goals, so they will be taking responsibility of their own learning.
- Ensure students have access to **evidence flags or sticky notes** to mark up their work with evidence.
- Tell students the sticky notes are for them to find evidence of the following criteria:
  - **W.4.3c**
  - **W.4.3e**
- Guide students through completing the form.
- If students have time, invite them to revisit their previous Tracking Progress: Narrative Writing (from Lesson 8) to discuss in pairs how they think they have progressed.
- Collect students’ self-assessments to use as a formative assessment to guide instructional decisions during the remainder of this unit.
- Use a checking for understanding protocol (for example Red Light, Green Light or Thumb-O-Meter) for students to self-assess how well they persevered and took responsibility in this lesson.

### Meeting Students’ Needs

- For ELLs: Allow students to orally paraphrase the meaning of the targets with a partner before they begin writing.

## Homework

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**A. 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)