

Lesson 12: End of Unit 2 Assessment: Narrative Writing: First Person Story Based on *Divided Loyalties*



CCS Standards

- **RL.4.1:** Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.
- **RL.4.3:** Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).
- **RL.4.5:** Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.
- **RL.4.6:** Compare and contrast the point of view from which different stories are narrated, including the difference between first- and third-person narrations.
- **RL.4.9:** Compare and contrast the treatment of similar themes and topics (e.g., opposition of good and evil) and patterns of events (e.g., the quest) in stories, myths, and traditional literature from different cultures.
- **W.4.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.4.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.4.3b:** Use dialogue and description to develop experiences and events or show the responses of characters to situations.
- **W.4.3e:** Provide a conclusion that follows from the narrated experiences or events.
- **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.4.1b:** Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.



Daily Learning Targets

- I can write a first person point of view narrative of a character using details from the text in Act III, Scene 3 of *Divided Loyalties*. (RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, W.4.3, W.4.10)
- I can form and use the progressive verb tenses. (L.4.1b)

Ongoing Assessment

- End of Unit 2 Assessment: Narrative Writing: First Person Story Based on *Divided Loyalties* (RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, W.4.3, W.4.10, L.4.1b)

Agenda

1. Opening

A. Returning Mid-Unit 2 Assessments and Reviewing Learning Targets (5 minutes)

2. Work Time

A. Reading Aloud: *Divided Loyalties*, Act III, Scene 3 (10 minutes)

B. End of Unit 2 Assessment: Narrative Writing: First Person Story Based on *Divided Loyalties* (35 minutes)

3. Closing and Assessment

A. Tracking Progress (10 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 2 Assessments are returned with feedback. The purpose of this 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 Act III, Scene 3 of *Divided Loyalties*, answer selected response and short-constructed response questions, and write a first person narrative (RL.4.1, RL.4.3, RL.4.5, RL.4.6, RL.4.9, W.4.3, L.4.1b).
- In this lesson, students continue working to become effective learners and working to become ethical people by showing perseverance and integrity as they read and answer questions independently for the end of unit assessment.

How it builds on previous work:

- In the second half of the unit, students have been reading scenes of *Divided Loyalties* and analyzing characters and their thoughts, feelings, and actions to write short first person narratives. 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 those 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:

- 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 with sample student responses (see the Assessment Overview and Resources) to help complete the student Tracking Progress recording form.
- 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:

- Students' End of Unit 2 Assessments with feedback will be returned in Unit 3, Lesson 4.

In advance:

- Prepare the End of Unit 2 Assessment (see Assessment Overview and Resources).
- Provide feedback on students' Mid-Unit 2 Assessments in preparation for returning them in the Opening.
- 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 4.1.B.6, 4.I.C.10, 4.II.A.1, 4.II.A.2, and 4.II.B.3

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 9–11.
- 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.
- 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).

- Allow students to review note-catchers, the Word Wall, their Vocabulary log, and other classroom resources.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the assessment, students need to generalize the skills that they learned in previous lessons. Similar to Modules 1–2, before administering the assessment, activate their prior knowledge by recalling learning targets from 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 read and answer questions from *Divided Loyalties* as the end of unit assessment. Similar to the mid-unit assessment, 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 end of unit assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider dividing 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

- first person point of view, progressive verb tenses (L)

Materials

- ✓ Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Parts I and II (from Lessons 7–8; one per student; returned with feedback during the Opening)
- ✓ *Divided Loyalties* (from Lesson 1; one per student)
- ✓ End of Unit 2 Assessment: Narrative Writing: First Person Story Based on *Divided Loyalties* (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)
- ✓ Progressive Verb Tenses handout (from Lesson 11; one per student and one to display)
- ✓ Narrative Writing Checklist (from Lesson 10; one per student)
- ✓ Similarities and Differences T-chart (from Lesson 11; one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Tracking Progress: Narrative Writing (one per student)
- ✓ Sticky notes (one per student)

Opening

A. Returning Mid-Unit 2 Assessments and Reviewing Learning Targets (5 minutes)

- Return students' **Mid-Unit 2 Assessment: Reading and Discussing *Divided Loyalties*, Parts I and II** 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.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - “I can write a first person point of view narrative of a character using details from the text in Act III, Scene 3 of *Divided Loyalties*.”
 - “I can form and use the progressive verb tenses.”
- Remind students that they have seen these learning targets in previous lessons in this unit and review the meaning of *first person point of view* and *progressive verb tenses* as needed.

Meeting Students' Needs

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

Work Time

A. Reading Aloud: *Divided Loyalties*, Act III, Scene 3 (10 minutes)

- Invite students to retrieve their copies of *Divided Loyalties* and guide them through the same reading routine from Work Time B of Lesson 1 to read this scene. Note: Students will not determine the gist or the meaning of unfamiliar Vocabulary at this time.

Meeting Students' Needs

- For students who may need additional support with comprehension: Before reading, provide white boards and dry-erase markers as an option for students to record (in drawing or writing) their ideas. This will also help scaffold active listening for key details. (MMR, MMAE)
- For ELLs: (Summarizing) Before reading, invite students to summarize Act III, Scene 2 of *Divided Loyalties* in 1 minute or less (with feedback) and then again in 30 seconds or less with a partner.

Work Time

B. End of Unit 2 Assessment: Narrative Writing: First Person Story Based on *Divided Loyalties* (35 minutes)

- Distribute the **End of Unit 2 Assessment: Narrative Writing: First Person Story Based on *Divided Loyalties***.
- 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**
 - **Progressive Verb Tenses handout**
 - **Narrative Writing Checklist**
 - **Similarities and Differences T-chart**
- Remind students to refer to these resources as they 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 **Working to Become Ethical People anchor chart**, and review the characteristics of perseverance and integrity as necessary.
- While students are taking the assessment, circulate to monitor and document their test-taking skills.
- Refocus whole group and 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 and against perseverance and integrity.

Meeting Students' Needs

- For students who may need additional support with reading: Read the assessment directions, questions, AND answer options aloud. Rephrase directions for them. Ensure that students clearly understand all assessment directions. Monitor during the assessment to see that students are completing the assessment correctly. (MMR)
- For ELLs: (Assessment Map) While explaining, display a "map" of the assessment.
- For ELLs and students who may need additional support with comprehension: (Reading Aloud and Monitoring Assessment) Read aloud the entire assessment. Rephrase directions. Monitor to see that students correctly complete the assessment. (MMR)
- For ELLs: (Rephrasing Selected Response) Invite students to rephrase selected response questions—and answer them—before they read each answer choice.

Closing and Assessment

A. Tracking Progress (10 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 2 Assessment.
- Distribute **Tracking Progress folders**, **Tracking Progress: Narrative Writing**, and **sticky notes**.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - W.4.9/RI.4.1
 - W.4.3b/L.4.6
- Guide students through completing the recording form.

Meeting Students' Needs

- For students who may need additional support with motivation and sustained effort: 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)
- For ELLs: (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.

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) Students may benefit from discussing and responding to their prompt orally, either with a partner or family member or by recording their response. (MMAE)
- For students who may need additional support with reading: Support students in selecting a prompt to respond to, rephrasing the prompt, and thinking aloud possible responses. (MMR)