

Lesson 5: Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from *Esperanza Rising*



CCS Standards

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
 - a. Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
 - b. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
 - c. Use a variety of transitional words, phrases, and clauses to manage the sequence of events.
 - d. Use concrete words and phrases and sensory details to convey experiences and events precisely.
 - e. Provide a conclusion that follows from the narrated experiences or events.
- **W.5.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.5.10:** 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.



Daily Learning Target

- I can draft a monologue that establishes the situation and introduces the characters, explains how the narrator responds to the event or situation, and provides a sense of closure. (W.5.3, W.5.4, W.5.10)

Ongoing Assessment

- Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from *Esperanza Rising* (W.5.3, W.5.4, W.5.10)
- Tracking Progress: Narrative Writing (W.5.3)

Agenda

1. Opening

A. Reviewing Learning Target (5 minutes)

2. Work Time

A. Revising Monologue Plan (10 minutes)

B. Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from *Esperanza Rising* (20 minutes)

C. Research Reading Share (10 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 this lesson, students complete the Mid-Unit 3 Assessment. They use their Monologue Planning Graphic Organizer: *Esperanza Rising* to draft their monologues (W.5.3, W.5.3a, W.5.3b, W.5.3e, W.5.4).
- In Work Time C, students are guided through a research reading share. Consider using the Independent Reading: Sample Plan if you do not have your own independent reading review routines. This review is designed to hold students accountable for their research reading completed for homework. This volume of reading promotes students' growing ability to read a variety of literary and informational texts independently and proficiently (RI.5.10, RL.5.10, SL.5.1).
- In the Closing, students reflect on their learning using the Tracking Progress: Narrative Writing recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning. This self-reflection supports metacognition and pride in work and learning.
- In this lesson, the habits of character focus is on working to become an effective learner and working to become ethical people. The characteristics that students are reminded of specifically are perseverance as they work through an assessment independently and taking responsibility as they reflect on their learning about informational writing throughout this unit. They are also reminded of taking initiative before sharing their independent reading.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. 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 describe and make sense of it.

How it builds on previous work:

- Students use their monologue plans developed throughout the first half of the unit to write a draft of their monologues.
- Throughout Unit 1, students were introduced to various total participation techniques (for example, cold calling, equity sticks, Think-Pair-Share, etc.). When following the directive to "Use a total participation technique, invite responses from the group," use one of these techniques or another familiar technique to encourage all students to participate.

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 more than the 20 minutes allocated for this assessment.
- Some students may need additional support to complete the Tracking Progress recording form. For those who might be overwhelmed with the form, consider selecting just one or two criteria for them to focus on. Also consider allowing students to draw a star on a sticky note and place it somewhere on their work where they think they did well and a stop sign on a sticky note for things they could improve. Alternatively, have students copy the standard numbers of the criteria they did well on or need to improve upon in the appropriate space on the form.

Assessment guidance:

- Writing rubrics can be found in the Grade 5 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, sample student responses (see the Assessment Overview and Resources) to help you complete the student Tracking Progress sheet. It is suggested that you make notes in the appropriate column for each criterion and mark evidence with flags/sticky notes on student work in a different color from that used for student responses. There is also space for you to respond to student comments.
- 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.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students' independent reading share in Closing and Assessment A. See Module 1 Appendix.
- Consider using the Reading: Foundational Skills Informal Assessment: Phonics and Word Recognition Checklist (Grade 5) during students' independent reading share in Closing and Assessment A. See Module 1 Appendix.

Down the road:

- Students will revise and edit the draft of their monologues written for the mid-unit assessment throughout the second half of the unit.

In advance:

- Prepare:
 - Mid-Unit 3 Assessment (see Assessment Overview and Resources).
 - Research reading share using Independent Reading: Sample Plan (see Module 1 Appendix), or your own independent reading routine.
- Gather Tracking Progress folders.
- Post: Learning targets and applicable anchor charts.

- Work Time B: Students complete the Mid-Unit 3 Assessment online with questions set up on a Google Form, for example.
- Work Time B: Digital narrative draft: Students complete the Mid-Unit 3 Assessment using Google Docs or other word-processing software to refer to when working on their writing outside of class.
- Work Time B: Students use speech-to-text facilities activated on devices or use an app or software like Dictation.io (<https://dictation.io/speech>).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.C.10a, 5.I.C.10b, 5.I.C.12a, 5.II.A.1, 5.II.A.2a, 5.II.A.2b, 5.II.B.3, 5.II.B.4, 5.II.B.5, and 5.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 1–4.
- The Mid-Unit 3 Assessment may be challenging for ELLs, as it is a bit further removed from the heavily scaffolded classroom interaction. ELLs will be asked to independently apply not only cognitive skills developed in Lessons 1–4, but also new linguistic knowledge introduced in those lessons. Encourage students to do their best, and assure them that you will continue learning together after the assessment.
- Allow students to review language they’ve written on the Word Wall or in their vocabulary log.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see Meeting Students’ Needs column).
- 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.
- As you give feedback on the monologues written in the Mid-Unit 3 Assessment, you may notice that some ELLs’ writing contains many language errors. Focus on only one or two pervasive errors that interfere with the meaning of the monologue. For example, if the ending lacks a sense of closure, ask the students how the situation was resolved and where that information should be included in the monologue.
- Spend an equal amount of time giving feedback on what the student did well, for example, writing in the first person point of view, or using verb tenses correctly, for example. This will help enable the student to identify and repeat his or her success next time.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To be successful on the mid-unit assessment, students need to generalize learning from previous lessons. Before administering the assessment, activate their prior knowledge by recalling the learning targets from previous lessons and the narrative writing that students have already completed.
- **Multiple Means of Action and Expression (MMAE):** Because this is an assessment, all students need to draft their own monologue. However, consider ways to vary the process. Examples: Break up the 20-minute time block into smaller chunks with breaks in between. Allow students to use high-tech (e.g., word processor to type their narrative text or a dictation device) or low-tech options (e.g., pencil grips or slanted desks to help with fine motor needs).
- **Multiple Means of Engagement (MME):** To get the most informative data from the assessment, ensure all students have access to the assessment directions and feel comfortable with the expectations. Vary the ways in which you convey your expectations (e.g., engage in a clarifying discussion about the directions or create a map of the assessment to preview the tasks on the assessment).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- Do not preview vocabulary for this assessment lesson.

Materials

- ✓ What is a Monologue? handout (from Lesson 1; one per student and one to display)
- ✓ Narrative Writing Checklist (from Lesson 2; one per student and one to display)
- ✓ Monologue Planning Graphic Organizer: *Esperanza Rising* (from Lesson 2; one per student and one to display)
- ✓ Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from *Esperanza Rising* (one per student; see Assessment Overview and Resources)
- ✓ *Esperanza Rising* (from Unit 1, Lesson 2; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 13)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Independent Reading: Sample Plan (see Module 1 Appendix; for teacher reference)
- ✓ Tracking Progress folder (from Unit 1, Lesson 9; one per student)
 - Tracking Progress: Narrative Writing (one per student)
- ✓ Sticky notes (five per student)

Opening

A. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud:
 - *“I can draft a monologue that establishes the situation and introduces the characters, explains how the narrator responds to the event or situation, and provides a sense of closure.”*
- Remind students that they have practiced the skills required by this learning target multiple times over the course of this unit. In today's assessment, they will apply these skills to write their monologues.
- Display and invite students to retrieve their **What is a Monologue? handout** and read each bullet point aloud, as students will be required to do this in the assessment.
- Answer clarifying questions.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Invite students to recall how they have worked toward drafting a monologue in the previous lessons. (Example: “I planned the beginning, middle, and end of my monologue on my graphic organizer and wrote revision notes.”) (MMR)

Work Time

A. Revising Monologue Plan (10 minutes)

- Display and invite students to take out their copy of the **Narrative Writing Checklist** and point out the following characteristics:
 - W.5.9
 - W.5.3a
 - W.5.3b
 - W.5.3e
 - W.5.4
 - L.5.3
- Invite students to take out their **Monologue Planning Graphic Organizer: *Esperanza Rising***. Remind them that in the previous lesson, they gave and received feedback and made notes for revisions on their graphic organizers.
- Tell students that before they draft their monologues, they will revise their plans using the criteria just reviewed from the Narrative Writing Checklist, the feedback from their partners from the previous lesson, and any revision notes they made.
- Invite students to begin revising their plans.
- Circulate to confer and support students as needed.
- After 10 minutes, refocus whole group.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Display the color-coded Miguel's Monologue from Lesson 4. Refer to the model and point out specific examples of how the characteristics on the Narrative Writing Checklist are evident in this piece of writing. (MMR)
- For students who have been sketching as they plan, use this time for them to add some text to their sketches that they can then use in their monologue. (MMAE)

Work Time

B. Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from *Esperanza Rising* (20 minutes)

- Distribute the **Mid-Unit 3 Assessment: Narrative Monologue: Describing an Event from *Esperanza Rising*** and invite students to take out their copy of ***Esperanza Rising***.
- Tell students that this assessment focuses on writing a monologue from a character's perspective, based on an event during which his or her human rights were threatened in *Esperanza Rising*.
- Remind students that because this is an assessment, they must work silently and independently.
- Focus students on the **Working to Become Effective Learners anchor chart**, specifically perseverance. Remind students that because they will work independently in this assessment, they may find it challenging, so they will need to persevere.
- Tell students that they should refer to *Esperanza Rising* and their Monologue Planning Graphic Organizer: *Esperanza Rising* as they work.
- Ask students to begin.
- Circulate to monitor students' test-taking skills. This is an opportunity to analyze their behaviors while taking an assessment. Document strategies that they use during the assessment. Examples: Look for students to annotate their texts, use their graphic organizers to draft their writing, and return to the text as they write.
- After 20 minutes, refocus students whole group and collect their assessments.

Meeting Students' Needs

- For ELLs and students who may need additional support with executive function skills: As you explain, display a "map" of the assessment on the board. (MMR, MMAE) Provide timers to increase predictability for the assessment process.

One part:

1. Draft a monologue paragraph from the point of view of the character you chose in *Esperanza Rising*.
 - A. Step 1. Reread your group's excerpt from *Esperanza Rising*.
 - B. Step 2. Review your Monologue Planning Graphic Organizer: *Esperanza Rising*.

C. Step 3. Draft your monologue.

D. Step 4. Revise and edit your monologue to be sure it meets all the criteria in the Narrative Writing Checklist.

- For ELLs and students who may need additional support with comprehension: Read the assessment directions aloud. Ensure students clearly understand all assessment directions. Rephrase directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions. (MMR)
- Minimize distractions during the assessment by providing tools such as sound-canceling headphones or individual dividers. (MME)
- Allow students to use tools that will support their fine motor skills, such as pencil grip, slanted desk, or the use of a word processor. (MMAE)
- For students who may need additional support with writing stamina: Provide opportunities to take breaks at pre-determined points during the assessment. Let them choose from a list of appropriate break activities (e.g., getting a drink of water, stretching, etc.) (MME)

Work Time

C. Research Reading Share (10 minutes)

- Focus students on the **Working to Become Ethical People anchor chart**. Remind students of: I behave with integrity. This means I am honest and do the right thing, even when it's difficult, because it is the right thing to do.
- Remind them that this includes doing homework even when there may be other things they want to do after school. Remind them that the purpose of research reading is to build background knowledge and vocabulary on a topic so that they can gradually read more and more complex texts on that topic.
- Refer to the **Independent Reading: Sample Plan** to guide students through a research reading review, or use your own routine.

Closing and Assessment

A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the Mid-Unit 3 Assessment. (Example: "I admire your perseverance in drafting a monologue to complete your assessment.")
- Distribute **Tracking Progress folders**, **Tracking Progress: Narrative Writing**, and **sticky notes**. Remind students that successful learners keep track of and reflect on their own learning. Tell them that they will do this after most assessments this school year. Explain that this form is about narrative writing, so the criteria on this progress sheet are very similar to the Narrative Writing Checklist.

- Focus students on the Working to Become Effective Learners anchor chart and remind them of taking responsibility, because they will be taking ownership of their goals by self-assessing and setting new goals based on their work in this unit.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - W.5.9
 - RL.5.1
 - W.5.3a
 - W.5.3e
- Guide students through completing the recording form.
- Invite them to place the form in their Tracking Progress folder and collect students' folders.
- Invite students to give a thumbs-up, thumbs-down, or thumbs-sideways to indicate how well they persevered and took initiative in this lesson.

Meeting Students' Needs

- For ELLs: Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time.
- For ELLs and students who may need additional support with comprehension: 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)
- Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better writer. Be sure to highlight and praise growth and development rather than relative performance. (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 reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)