

Lesson 5: Mid-Unit 3 Assessment: Narrative Writing: First-Person Story Based on *The Most Beautiful Roof in the World*



CCS Standards

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.3a:** Orient the reader by establishing a situation and introducing a narrator and/or characters; organize an event sequence that unfolds naturally.
- **W.5.3e:** 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.5.10:** 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.



Supporting Learning Target

- I can plan and draft a narrative text that has a clear sequence of events. (W.5.3, W.5.4, W.5.10)

Ongoing Assessment

- Mid-Unit 3 Assessment, Parts I and II (W.5.3, W.5.4, W.5.10)
- Tracking Progress: Narrative Writing (W.5.3)

Agenda

1. Opening

- A. Returning End of Unit 2 Assessment (5 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Mid-Unit 3 Assessment, Part I: Planning a First Person Narrative (15 minutes)
- B. Mid-Unit 3 Assessment, Part II: Drafting a First Person Narrative (25 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. In Part I, they plan a new narrative inspired by *The Most Beautiful Roof in the World*. In Part II, they draft the narrative. Both parts of the assessment target writing standards (W.5.3, W.5.3a, W.5.3e, W.5.4).

- In Opening A, students' End of 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.
- After the Mid-Unit 3 Assessment, 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.
- The research reading that students complete for homework helps them to build both their vocabulary and knowledge pertaining to the rainforest. 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.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristic students are reminded of specifically is perseverance, as they will work independently on their assessments, which may be challenging for some.

How it builds on previous work:

- Students demonstrate planning and drafting skills practiced in Lessons 1–4 with a new scenario from *The Most Beautiful Roof in the World*.

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 45 minutes allotted. Consider providing time over multiple days if necessary.

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 Assessment Overview and Resources.
- When assessing and providing feedback to students on this assessment, use the teacher answer key, sample student responses (see Assessment Overview and Resources), and the Narrative Writing: Grade 5 rubric (see Module 1 Appendix) to help you complete the student Tracking Progress recording form. Consider making notes in the appropriate column for each criterion and marking evidence with sticky notes on student work in a different color than that of student responses. There is also space provided to respond to student comments.
- It will be valuable for students to revisit their previous Tracking Progress: Narrative Writing recording forms before they begin the mid-unit assessment, so they can remember what they would like to improve on from assessments in previous units/modules.
- 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 will revise and edit the draft of their new narrative written for the mid-unit assessment as part of the End of Unit 3 Assessment.

In advance:

- Prepare students' End of Unit 2 Assessments with feedback from Lesson 5.
- Prepare the Mid-Unit 3 Assessment (see Assessment Overview and Resources).
- Gather Tracking Progress folders.
- Post: Learning target and Narrative Texts anchor chart.

Technology & Multimedia

- Work Times A and B: Students complete the Mid-Unit 3 Assessment online with questions set up on a Google Form, for example.

Supporting English Language Learners

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

Important points in the lesson itself

- The basic design of this lesson supports ELLs by replicating the tasks completed and materials used with their peers in Lessons 1–4. Students should draw on the skills they've developed in previous lessons to complete this assessment.
- ELLs may find it challenging to make the big leap from the heavily scaffolded classroom interaction of planning and drafting a narrative from a choice of scenarios to planning and drafting a new narrative from a new, prescribed scenario. ELLs will be asked not only to independently apply cognitive skills developed in Lessons 1–4, but also to independently apply new linguistic knowledge introduced in those lessons. Beyond encouraging them to draw on the skills they've developed, tell them to enjoy and do their best, and that you are confident they will be able to produce meaningful work. Remind them that this assessment is simply a chance for you and them to see the exciting progress they've made and to identify next steps.
- Allow students to review language in their homework, note-catchers, the Word Wall, or their vocabulary log.
- 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:** To be successful in the mid-unit assessment, students will need to generalize the skills they learned from the previous sessions. Before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous sessions and the narrative writing that they have already completed. Additionally, make sure that you are presenting the directions for the assessment both visually and verbally. Facilitate comprehension by displaying a map of the assessment parts.
- **Multiple Means of Action and Expression:** Since this is an assessment, all students need to complete the writing assignment. However, consider flexible technologies to support the writing process. (Examples: 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:** Some students may require support with limiting distractions during the assessment (e.g., using sound-canceling headphones or dividers between workspaces). Similarly, some students may require variations in time for the assessment. Consider breaking the assessment into more manageable parts and offering breaks at certain time points. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders, checklists, rubrics, etc.).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Do not preview vocabulary for this assessment lesson.

Materials

- ✓ End of Unit 2 Assessments with Feedback (one per student; completed in Unit 2, Lessons 12 and 13)
- ✓ Narrative Texts anchor chart (begun in Lesson 2)
- ✓ Mid-Unit 3 Assessment: Narrative Writing: First-Person Story Based on *The Most Beautiful Roof in the World* (one per student; see Assessment Overview and Resources)
- ✓ *The Most Beautiful Roof in the World* (one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress folder (from Module 1; one per student)
- ✓ Tracking Progress: Narrative Writing (one per student)
- ✓ Sticky notes (at least three per student)

Opening

A. Returning End of Unit 2 Assessment (5 minutes)

- Return students' **End of Unit 2 Assessments with Feedback**.
- Invite students to spend a few minutes reading the feedback. If they require teacher support to understand the feedback, encourage them to write their names on the board so you can visit with them in this lesson.

Meeting Students' Needs

- For ELLs and students who need support with reading: Reassure them that if they don't understand or cannot read the feedback, they will have an opportunity to review it with you during the lesson. (MME)
- Build an accepting and supportive by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

Opening

B. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and read it aloud:
"I can plan and draft a narrative text that has a clear sequence of events."
- 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 read and research using a new excerpt of text.
- Direct students' attention to the **Narrative Texts anchor chart**, specifically to the structure of narrative texts, as students will be required to do this in the assessment.
- Answer any clarifying questions.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: To help students generalize skills across sessions, ask them to recall and describe one example of how they worked to meet this learning target in the past four lessons. (MMR)

Work Time

A. Mid-Unit 3 Assessment, Part I: Planning a First Person Narrative (15 minutes)

- Distribute the **Mid-Unit 3 Assessment: Narrative Writing: First-Person Story Based on *The Most Beautiful Roof in the World*** and invite students to take out their copy of ***The Most Beautiful Roof in the World***.
- Tell students that this assessment focuses on writing a narrative inspired by *The Most Beautiful Roof in the World*.

- Explain that it is divided into two parts: In Part I, they will plan a new narrative inspired by a scenario from *The Most Beautiful Roof in the World*. In Part II, they will use their plan to write a first draft of the new narrative.
- Remind students that since 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.
- Ask students to begin Part I.
- 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 annotating their texts, using their graphic organizers to plan their writing, and returning to the text as they plan.
- After 15 minutes, refocus students whole group.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension or self-regulation: As you explain, display a "map" of the assessment on the board. (MMR, MME)

Example:

Write a narrative inspired by *The Most Beautiful Roof in the World*.

1. Two parts:

A. Part I. Plan a new narrative using graphic organizer.

B. Part II. Write first draft of new narrative.

- For ELLs and students who may need additional support with comprehension: Ensure that students are clear about all assessment directions. Rephrase the directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop those who are on the wrong track and make sure they understand the directions. (MMR)

Work Time

B. Mid-Unit 3 Assessment, Part II: Drafting a First Person Narrative (25 minutes)

- Tell students to turn to Part II of the assessment. Explain that as they finish their assessment, they should check over their work.
- Remind students that since this is an assessment, they must work silently and independently.
- Ask students to begin Part II of the assessment. Circulate to monitor their test-taking skills. Document strategies they use during the assessment, such as annotating their text, using their graphic organizer to plan their writing, and going back to the prompt as they draft.
- After 30 minutes, refocus students whole group and collect their assessments.

Closing and Assessment

A. Tracking Progress (10 minutes)

- Give students specific positive feedback on their completion of the Mid-Unit 3 Assessment. (Example: “I admire your perseverance in planning and drafting a new narrative to complete your assessment.”)
- Distribute **Tracking Progress folders** and **Tracking Progress: Narrative Writing**. Remind students that successful learners keep track of and reflect on their own learning. Remind them that they have done this after every assessment.
- Tell students the sticky notes are for them to find evidence of the following criteria:
 - W.5.9/RI.5.1
 - W.5.4/L.5.3
- Distribute **sticky notes** so students can mark up their work with evidence. Guide them through completing the form.
- If students have time, invite them to revisit their previous Tracking Progress: Narrative Writing recording forms in their Tracking Progress folders to discuss in pairs how they think they have progressed.

Meeting Students' Needs

- Developing self-assessment and reflection supports all students, but research shows it supports struggling students most. Examples: Having visible prompts, reminders, rubrics, or checklists that support students to self-regulate their goals. (MME)
- For students who have been sketching definitions of key words in learning targets throughout this unit: Allow them to refer to those sketches as they explain each learning target on the Tracking Progress: Narrative Writing recording form. (MME)
- 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. (MME)

Homework

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)