



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 2: Lesson 11

Mid-Unit Assessment: On-Demand Writing: Crafting a New Scene



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can craft narrative texts about real or imagined experiences or events. (W.3.3)

- a. I can establish a situation.
- a. I can introduce the narrator and/or characters of my narrative.
- a. I can organize events in an order that makes sense in my narrative.
- a. I can use dialogue to show the actions, thoughts, and feelings of my characters.
- b. I can use descriptive words to show the actions, thoughts, and feelings of my characters.
- b. I can use transitional words and expressions to show passage of time in a narrative text.
- c. I can write a conclusion to my narrative.

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

Supporting Learning Targets

- I can write a new imagined scene in *Peter Pan*.
- I can use dialogue in my scene.
- I can describe my characters' feelings and actions with vivid and precise words.

Ongoing Assessment

- Mid-Unit 2 Assessment: Part A: Planning Page
- Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook
- Tracking My Progress, Mid-Unit 2



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Writer and Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Modeling: Analyzing a Writing Prompt (5 minutes)Mid-Unit 2 Assessment Part A: Planning an Imagined Scene (10 minutes)Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook (25 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking My Progress (5 minutes)Celebration of Authors: Sharing Scenes (10 minutes)Homework<ol style="list-style-type: none">Continue reading in your independent reading book for this unit.	<ul style="list-style-type: none">In this lesson, students watch you model how to unpack the writing prompt before their assessment. This is designed to briefly show students how to read and unpack a prompt. This models a process that they can use in future NYS assessments. It is not part of the assessment.The mid-unit assessment addresses students' ability to craft a narrative scene. It mirrors the writing instruction they have experienced in this unit and asks them to apply those skills independently. Students must draw on their experience reading <i>Peter Pan</i> and apply their knowledge of the characters' motivations, feelings, and actions to help them imagine and write their scene. However, this is a writing assessment; it is not designed to assess students' <u>reading</u> of <i>Peter Pan</i>.For this on-demand assessment, the target for dialogue is more general than in previous lessons. This is because on-demand writing is more like first-draft writing.It is fine if students' narratives for this assessment veer from the familiar parts of the story of Peter Pan (e.g., if they introduce a new character or a new kind of event). The only requirement is that they align their scenes to the criteria described in the prompt.This lesson includes two different pieces of student writing. During Work Time, they write their on-demand narrative. Collect this. Then, during the Closing, students share their more fully developed scenes that they have been drafting and revising throughout the unit.In the Closing, students share their writing with classmates. But consider also creating an opportunity for them to share their writing with an authentic audience (students from other classes, families, etc.). This more formal celebration, such as an "author's tea," will help students feel more pride in their work. Depending on the audience, the share may happen within this lesson or during some other block of time.



Lesson Vocabulary	Materials
none (do not pre-teach vocabulary for the assessment)	<ul style="list-style-type: none">• Equity sticks• Mid-Unit 2 Assessment: Part A: Planning Page (one per student)• Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook (one per student)• Tracking My Progress, Mid-Unit 2 Self-Assessment• Students' final draft scenes (from Lessons 3–10)• Mid-Unit 2 Assessment sample student response (for teacher reference)• Mid-Unit 2 Assessment rubric (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students in the whole group area. Tell them that today they are going to get to show what they know about crafting scenes by writing a brand-new imagined scene based on a writing prompt about some of the characters in <i>Peter Pan</i>.• Review the learning targets with students, pointing out that these are things they have done while writing an imaginary <i>Peter Pan</i> scene throughout this unit. Ask students to think about the <i>Peter Pan</i> scene they have been revising and turn and talk to a partner:<ul style="list-style-type: none">* “What are you especially proud of about your scene?”• Pull equity sticks and have three or four students share out. Connect what they are proud of to the learning targets. For example, if a student shares that he is proud of the action in his scene, follow up with how the vivid and precise words made the action imaginable for the reader. Remind students that because of all the practice they have had writing and revising these scenes, they will now be able to apply it to something new in their mid-unit assessment.	<ul style="list-style-type: none">• Provide extended time for this assessment for struggling learners. ELL students and students with IEPs receive extended time as an accommodation on NYS assessments.• Focus struggling learners on writing a smaller chunk of a scene. For example, support them to think about one exchange between Peter and Hook.



Work Time	Meeting Students' Needs
<p>A. Modeling: Analyzing a Writing Prompt (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Part A: Planning Page. Display the prompt and read it out loud to students.• Model how to unpack the writing prompt. Tell them that this is a skill they will need to develop as readers and writers; today, they will only see how it is done.• Think aloud for students as you annotate the prompt and circle key words. A think-aloud might sound like:<ul style="list-style-type: none">* “Okay, so I am going to write about Hook and Peter Pan. They are my characters. Let me look back again and see where this takes place.... Okay, they are on the pirate ship. Now, let’s see what the action is going to be.... Ah, yes, battling for the treasure. Peter wants his treasure back, so that’s his motivation. That’s going to be really fun to write about. I can imagine a battle scene in my head.”	
<p>B. Mid-Unit 2 Assessment: Part A: Planning an Imagined Scene (10 minutes)</p> <ul style="list-style-type: none">• Release students to complete Part A of their Imaged Scene Assessment.	
<p>C. Mid-Unit 2 Assessment: Part B: Writing an Imagined Scene between Peter and Hook (25 minutes)</p> <ul style="list-style-type: none">• After students have had 10 minutes to plan their writing, distribute the Mid-Unit Assessment: Part B: Writing an Imagined Scene between Peter and Hook. Express confidence in their ability to craft a wonderful scene between Peter and Hook.• Give students 30 minutes to work on their scenes.• As in previous assessments, students may finish their scenes at different times. Encourage them to either go back to their <i>Peter Pan</i> book and reread a favorite passage or read their independent reading book.• Collect students' writing. Invite them back to the whole group area.	



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their work as writers today. Distribute the Tracking My Progress, Mid-Unit 2 Self-Assessment. Review the form and remind students that they use these to help them think about their learning. Give students 5 minutes to complete their Tracking My Progress form.	<ul style="list-style-type: none">• Provide struggling learners with an opportunity to practice reading their scene aloud to themselves before they share.
<p>B. Celebration of Authors: Sharing Scenes (10 minutes)</p> <ul style="list-style-type: none">• Say:<ul style="list-style-type: none">* “You certainly have accomplished a lot as writers in this unit. You just finished your mid-unit assessment, writing a whole new scene, and I can’t wait to read all of your great writing. Now I want us to go back to the prompts that you responded to throughout the unit. We want to celebrate the completion of these scenes today by having a chance to read your scene aloud to two other people. It’s almost as if we have a whole new <i>Peter Pan</i> book!”• Distribute students’ final draft scenes. Pull three equity sticks at a time to form triads. Then, direct students to do the following:<ol style="list-style-type: none">1. Sit together in a small circle.2. Decide who will go first.3. First reader, tell the two listeners what you are proud of about your final draft.4. Then read your scene.5. Listeners, give the reader one piece of positive praise.6. Repeat this process until all three people in your group have shared.	



Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading in your independent reading book for this unit. <p><i>Note: The next sequence of lessons shifts the focus from writing scenes to bringing Peter Pan to life through Readers Theater. Students will apply their understanding of characters' motivations, feelings, and actions to help them read with expression. This is an opportunity for them to build on their reading fluency skills with greater sophistication. Review Lessons 12–16 to have a sense of their purpose and flow.</i></p>	



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 2: Lesson 11

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



Mid-Unit Assessment Part A:
Planning Page

Name: _____

Date: _____

Learning targets:

I can write a new imagined scene in *Peter Pan*.

I can use dialogue in my scene.

I can describe my characters' feelings and actions with vivid and precise words.

Imagine a scene in which Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back, and Captain Hook doesn't want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook.

Event 1:
Introduce the
characters.

Event 2:
Establish a situation.



Mid-Unit Assessment Part A:
Planning Page

Event 3: Add action and dialogue.	
Event 4: Create closure by giving the reader an ending that makes sense.	



Mid-Unit Assessment Part B:

Writing an Imagined Scene between Peter and Hook

Imagine a scene where Captain Hook and Peter are on the pirate ship. They are battling for some treasure that the lost boys found on Neverland. Peter wants his treasure back and Captain Hook doesn't want to give it to him. What would happen? Describe what Peter would do to get back his treasure from Captain Hook.

In your writing, be sure do the following:

1. Establish a situation for your scene
2. Use dialogue in your scene
3. Have a logical sequence of events
4. Describe the action, or what's happening in your scene
5. Use vivid words that describe your characters' feelings, thinking, and actions
6. Have an end to your scene that makes sense to your reader



Tracking My Progress

Mid-Unit 2

Name: _____

Date: _____

Learning target: I can craft narrative texts about real or imagined experiences or events. (W.3.3)

1. The target in my own words is:

2. How am I doing? Circle one.

**I need more help to
learn this**



**I understand some
of this**



I am on my way!



3. The evidence to support my self-assessment is:



Mid-Unit 2 Assessment:
Sample Student Response
(For Teacher Reference)

The pirate ship was floating in the Mermaid lagoon. The mermaids were swimming around the ship watching Peter and Hook on the ship.

“Hand over that treasure!” Peter demanded.

“Why, I’d sooner hand over my other hand to you, you awful boy!” shouted Hook.

“But it’s not yours!” Peter cried. “That treasure belongs to Tiger Lily!”

Their swords clanked together. Peter and Hook’s feet went back and forth across the boat as they fought with their swords.

Hook’s sword slashed at Peter. Peter dodged the sword and jumped in the air. He hopped up on the rail of the ship to get away from Hook’s sword. Peter had great balance. He was graceful on the rail and plunged his sword toward Hook. Hook dodged it, and then he jumped on the rail to be as tall as Peter. Suddenly Hook started to lose his balance. He slipped off the rail and landed in the sea.

The mermaids shouted. Hook started swimming to the shore. As he was swimming, he heard the crocodile’s tail splashing in the water behind him. He swam faster and faster to the shore.



Mid-Unit 2 Assessment Rubric:
(For Teacher Reference)

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can introduce the character and setting of my scene. (W.3.3a)			
I can use dialogue to show the actions, thoughts, and feelings of my characters. (W.3.3b)			
Word Choice			
I can use vivid and precise words to show my characters' thoughts, feelings, and actions. (W.3.3b)			
Organization			
I can organize events in an order that makes sense to my reader. (W.3.3b)			
Conventions			
I can use quotation marks accurately in my dialogue. (L.3.2)			