



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 2: Lesson 16

Planning and Performing: Beginning the End of Unit 2 Assessment



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can describe the characters in a story (traits, motivations, feelings). (RL.3.3) I can read third-grade level texts accurately and fluently to make meaning. (RF.3.4)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can describe how to bring the characters in the <i>Come to Neverland!</i> Readers Theater script to life based on their feelings and actions.• I can read the <i>Come to Neverland!</i> Readers Theater script with fluency.	<ul style="list-style-type: none">• End of Unit 2 Assessment, Part 1: Planning for Fluent Reading• End of Unit 2 Assessment, Part 2: Fluent Reading of the <i>Come to Neverland!</i> Script (based on the Fluent Reading Criteria checklist)• Tracking My Progress, End of Unit 2



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Introducing the Assessment (5 minutes)Unpacking the Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 2 Assessment, Part 1: Planning for My Fluent Reading of a Readers Theater Script (15 minutes)Beginning End of Unit 2 Assessment, Part 2: Reading the <i>Come to Neverland!</i> Script (25 Minutes)Closing and Assessment<ol style="list-style-type: none">Reflection: Tracking My Progress (10 minutes)Homework<ol style="list-style-type: none">Continue your independent reading for this unit.	<ul style="list-style-type: none">This lesson introduces the End of Unit 2 Assessment. This assessment has two parts. It is designed to mirror the work that students have done reading their scenes for Readers Theater. In Part 1, students read the script and prepare for their read-aloud. They circle or underline words that describe the character's feelings and then consider how they will bring their character's feelings to life. In Part 2, students read aloud a portion of the <i>Come to Neverland!</i> script. They read the lines for one character. (You will read aloud the lines for the other character and the stage directions.)Part 2 of this assessment must be done individually with each student. It may be completed within or outside the ELA period of the day. If you choose to complete the assessment outside of the ELA period, you may omit this lesson. If you choose to use the ELA period, please select an activity for students to work on independently during Work Time as you are circulating to assess. Options include:<ul style="list-style-type: none">Reading in an independent book for the unitVocabulary review activityReading aloud favorite parts of the Classic Starts: <i>Peter Pan</i> text to promote fluencyIn advance: Review the End of Unit 2 Assessment, Part 1 Rubric (in supporting materials) and the Fluent Reading Criteria checklist from Lesson 13); familiarize yourself with the <i>Come to Neverland!</i> script.Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Document camera• End of Unit 2 Assessment, Part 1: Planning for My Fluent Reading of a Readers Theater Script recording form (one per student and one to display)• End of Unit 2 Assessment, Part 2: Fluent Reading of the <i>Come to Neverland!</i> Script (one per student)• Fluent Reading Criteria checklist (from Lesson 13; use to assess students)• Tracking My Progress, End of Unit 2 (one per student)• End of Unit 2 Assessment, Part 1 Sample Response (for teacher reference)• End of Unit 2 Assessment, Part 1 Rubric (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Introducing the Assessment (5 minutes)</p> <ul style="list-style-type: none">• Gather students together and congratulate them on all of their hard work with Readers Theater in the previous lessons. Tell them that for their assessment today, they will read a new Readers Theater script.• Briefly provide the context of the script. Tell students that they will read a Readers Theater about when Peter Pan is trying to convince Wendy to join him in Neverland.	<ul style="list-style-type: none">• To support all learners, use vocabulary learning strategies: prefixes, root words, suffixes, cognates, and context.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud:<ul style="list-style-type: none">* "I can describe how to bring the characters in the <i>Come to Neverland!</i> Readers Theater script to life based on their feelings and actions."* "I can read the <i>Come to Neverland!</i> Readers Theater script with fluency."• Invite students to share with a partner what they are going to do today, based on the targets.• Tell them that today they will get to show how they have built their reading fluency through a final assessment. Explain that each of them will individually read the <i>Come to Neverland!</i> script to you for the assessment.	



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Part 1: Planning for My Fluent Reading of a Readers Theater Script (15 minutes)</p> <ul style="list-style-type: none">Using a document camera, project the End of Unit 2 Assessment, Part 1: Planning for My Fluent Reading of a Readers Theater Script recording form. Tell students that before they complete their assessment, they will have some time to read through the script for two purposes:<ul style="list-style-type: none">To decide which character's part they want to read for the assessment (Peter or Wendy)To think about how they might bring the character to life as they read that part of the scriptRemind students that this task is similar to the work they did before reading the other two scripts. Briefly explain the process to students:<ol style="list-style-type: none">Read through the script once.Decide which character's part you'd like to read.Reread that character's lines and underline words/phrases that help you understand the character's feelings.Write down how you might bring that character to life based on his/her feelings.Answer any clarifying questions.Distribute the Planning for My Fluent Reading of a Readers Theater Script recording form and End of Unit 2 Assessment, Part 2: Fluent Reading of the <i>Come to Neverland!</i> Script to each student.	<ul style="list-style-type: none">Consider reading the script aloud to struggling learners as they make their annotations. Then, scribe their response to the question.
<p>B. Beginning End of Unit 2 Assessment, Part 2: Reading the <i>Come to Neverland!</i> script (25 Minutes)</p> <ul style="list-style-type: none">Invite students individually to read one part (either Peter or Wendy) of the <i>Peter Pan</i> script as you read the other part and the stage directions. As students read, assess their fluency on the Fluent Reading Criteria checklist.	



Closing and Assessment	Meeting Students' Needs
<p>A. Reflection: Tracking My Progress (10 minutes)</p> <ul style="list-style-type: none">• Distribute Tracking My Progress, End of Unit 2. Tell students they have used this form many times before. Today they will reflect on their progress on the learning target: "I can read third-grade texts with fluency."• Ask students to think, then talk with a partner:<ul style="list-style-type: none">* "What is one thing you notice about this reflection sheet? What is it asking you to do?"• Cold call one or two students for their responses.• Give students time to complete their Tracking My Progress recording form. Collect the recording forms to review along with the Fluent Reading Criteria checklist, to see how accurate their self-assessments are.	<ul style="list-style-type: none">• Provide struggling learners with an opportunity to practice reading their scene aloud to themselves before they share.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue your independent reading for this unit.	



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Supporting Materials



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End of Unit 2 Assessment, Part 1:
Planning for My Fluent Reading of a Readers Theater Script

Name: _____

Date: _____

Learning target: I can read the *Come to Neverland!* Readers Theater script with fluency.

Directions:

1. Read through the script once.
2. Decide which character's part you'd like to read.
3. Reread that character's lines and underline words/phrases that help you understand the character's feelings.
4. Write down how you might bring that character to life based on his/her feelings.

As you read this script, think about two things:

- The characters' feelings
- Ways to bring those feelings to life when reading the Readers Theater script

I am choosing to be: _____ Wendy _____ Peter

What is something you will do to bring your character and his or her feelings to life?



End of Unit 2 Assessment, Part 2:
Fluent Reading of the *Come to Neverland!* Script

Learning Target: I can read the *Come to Neverland!* Readers Theater script with fluency.

(PETER PAN and Wendy sit close together on the floor of the children's bedroom, looking out the window. The boys sleep in their beds.)

WENDY (*worriedly*): Peter, why should I come to this place Neverland? I mean, I have my mother and father and Nana to think about here. I know they would be sad if I went away.

(Peter huffs.)

PETER (*angrily*): I don't understand why that would make you not want to come to Neverland, Wendy. I don't have a mother and I do just fine with my lost boys. You would too.

WENDY (*slightly annoyed*): Peter! You didn't answer my question. Why should I come to Neverland?

(Peter sits deep in thought.)

PETER (*proudly*): Well, because Neverland is the most amazing place in the world. You can only get there by flying.

WENDY (*shouting with excitement*): Flying?

PETER: Yes! Flying! It's the most amazing thing in the world to fly!

WENDY (*curious*): And once you get to Neverland?

PETER (*filled with joy and excitement*): Oh, once you get to Neverland, well then you can swim in the lagoon—only you need to be careful about the crocodile. You can fight with pirates! There is a real Indian princess named Tiger Lily! Oh, Wendy, Neverland is a magical place. You could come and be the lost boys' mother!



End of Unit 2 Assessment, Part 2:
Fluent Reading of the *Come to Neverland!* Script

WENDY (*mirroring Peter's enthusiasm*): Mother? Oh, I do love to take care of little boys. I wonder if Tiger Lily would be my friend. I think that the pirates sound awfully mean, but it does sound exciting! I would like to see this Neverland. Yes, I want to come to Neverland with you!

PETER (*confidently*): You are going to love Neverland!

WENDY (*cheerfully*): Yes, I think I am!



Tracking My Progress:

End of Unit 2

Name: _____

Date: _____

Learning target: I can read third-grade texts with fluency. (RF.3.4b)

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:



End of Unit 2 Assessment, Part 1 Sample Response
(For Teacher Reference)

As you read this script, think about two things:

- The characters' feelings
- Ways to bring those feelings to life when reading the Readers Theater script

I am choosing to be: X Wendy Peter

What is something you will do to bring your character and his or her feelings to life?

I think that Wendy is really excited about Neverland. I want to make my voice excited when I read it.



End of Unit 2 Assessment, Part 1 Rubric
(For Teacher Reference)

3	2	1	0
<p>The student circles or underlines key words that describe the character's emotions.</p> <p>The student's answer demonstrates understanding of the character's feelings.</p>	<p>The student has some key words underlined that describe the character's emotions.</p> <p>The student's answer demonstrates some understanding of the character's feelings.</p>	<p>The student underlines one or two key words that describe the character's emotions.</p> <p>The student's answer demonstrates limited understanding of the character's feelings.</p>	<p>The student has no annotations.</p> <p>The student demonstrates no understanding of the character.</p>