



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2A: Unit 3: Lesson 6**

## **Mid-Unit 3 Assessment: Drafting a Historical Fiction Narrative based on Expert Trades**



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)	
<p>I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)</p> <p>I can introduce the narrator and/or characters of my narrative. (W.4.3a)</p> <p>I can organize events in an order that makes sense in my narrative. (W.4.3a)</p> <p>I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can write a draft of my narrative with historically accurate characters, events, and description in an order that makes sense to my reader.</li></ul>	<ul style="list-style-type: none"><li>Historical Fiction Narrative drafts</li><li>Tracking My Progress, Mid-Unit 3</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Sharing Homework (5 minutes)</li><li>B. Reviewing Learning Target (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Preparing to Draft: Rubric and Resource Reminder (10 minutes)</li><li>B. Mid-Unit 3 Assessment: Drafting (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Self-Assessment (5 minutes)</li></ol></li><li>4. Homework</li></ol>	<ul style="list-style-type: none"><li>• In advance: Display the Characteristics of Historical Fiction anchor chart and the Historical Fiction Narrative Rubric anchor chart where all students can see.</li><li>• Be sure students have access to their research folders and Narrative Four-Square graphic organizers (from Lesson 5).</li><li>• It is important that students skip lines while writing their drafts. This will make revising in upcoming lessons easier.</li></ul>

Lesson Vocabulary	Materials
draft, historically accurate, characters, events, description, order	<ul style="list-style-type: none"><li>• Historical Fiction Narrative Rubric anchor chart (from Lesson 2)</li><li>• Mid-Unit 3 Assessment: Best First Draft of Historical Fiction Narrative (based on Performance Task Prompt) (one per student)</li><li>• Narrative Four-Square graphic organizers (from Lesson 5)</li><li>• Tracking My Progress, Mid-Unit 3 recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Sharing Homework (5 minutes)</b></p> <ul style="list-style-type: none"><li>Ask students to share their Lesson 5 homework: comic strips. Have them explain their story to a partner. Tell students that telling their story out loud is one good way to help them prepare for writing their drafts.</li></ul>	
<p><b>B. Reviewing Learning Target (5 minutes)</b></p> <ul style="list-style-type: none"><li>Post the learning target: "I can write a draft of my narrative with historically accurate characters, events, and description in an order that makes sense to my reader." Circle the words <i>draft</i>, <i>historically accurate</i>, <i>characters</i>, <i>events</i>, <i>description</i>, and <i>order</i>. Explain that this learning target connects directly to the rubric they have created so far.</li></ul>	

Work Time	Meeting Students' Needs
<p><b>A. Preparing to Draft: Rubric and Resource Reminder (10 minutes)</b></p> <ul style="list-style-type: none"><li>Direct students' attention to the posted <b>Historical Fiction Narrative Rubric anchor chart</b> at the front of the room. Tell them that their mid-unit assessment focuses only on the parts of the rubric that are complete. Tell students to try their best on spelling and handwriting, but that these will not be assessed on their draft writing. Therefore they should focus on their ideas and the story. They will have time to revise for conventions in future lessons.</li><li>Distribute the <b>Mid-Unit 3 Assessment: Best First Draft of Historical Fiction Narrative</b> (based on Performance Task Prompt). Ask students to get out their <b>Narrative Four-Square graphic organizers</b> (from Lesson 5). Remind students to use their plans, the prompt, and the anchor charts at the front of the classroom as resources while they write their drafts.</li><li>Tell students it is important to skip lines as they write their drafts so they have space to make revisions later on.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mid-Unit 3 Assessment: Drafting (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they have 35 minutes to draft.</li><li>• Circulate to supervise, but since this is an assessment, provide minimal support.</li><li>• After 30 minutes, give students a reminder that they have 5 minutes left. Have students who finish early reread their narratives before they turn them in. On a separate piece of paper these students can illustrate characters or the setting and list details they may add in a second draft.</li></ul>	<ul style="list-style-type: none"><li>• Providing paragraph frames and word banks so students can write about what they know will support all learners who struggle with language.</li><li>• To further support some students, consider typing up a copy of the completed sections of the rubric and making a copy for their desks.</li><li>• Depending on the availability of technology and your students' abilities to type, you may wish to have some or all students complete their drafts on the computer. If you choose to do this, ensure that their work is double-spaced and printed so they can make annotations in the following lessons.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Self Assessment (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Tracking My Progress, Mid-Unit 3 recording form</b> and remind students that they have practiced self-assessment in various ways: using thumbs, exit tickets, conversations with a partner, and on paper at the end of the last unit.</li><li>• Give students the remaining time to complete the self-assessment. Then collect to review, focusing on which students either are assessing themselves differently than you would, or are clear they need additional support.</li></ul>	
Homework	Meeting Students' Needs
<p>Continue reading in your independent reading book for this unit at home.</p> <p><i>Note: Make copies of each student's draft for assessment purposes. They will need their originals back in Lesson 7 in order to revise.</i></p> <p><i>Read students' drafts and their Tracking My Progress reflections side by side in order to determine next steps for instruction for individual students during the second half of this unit.</i></p>	



EXPEDITIONARY  
LEARNING

# Grade 4: Module 2A: Unit 3: Lesson 6

## 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.



### Best First Draft of Historical Fiction Narrative (based on Performance Task Prompt)

Name:

**Date:**

After researching informational texts on trades in Colonial America, write a historical fiction narrative that describes how a craftsperson in your trade helps a family newly arrived from England to adjust to life in a colonial New York town. The family has a mother, father, 5-year old girl, and a 12-year old boy.





Tracking My Progress, Mid-Unit 3

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Learning Target: I can write a draft of my narrative with historically accurate characters, events, and description in an order that makes sense to my reader.

1. The target in my own words is:

---

---

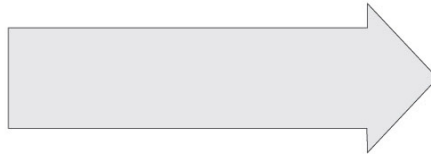
---

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:

---

---

---