



EXPEDITIONARY
LEARNING

Grade 4: Module 2A: Unit 3: Lesson 16

Writer's Gallery and End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative



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

I can develop the topic with facts, definitions, details, and quotations. (W.4.2b)

I can write narrative text about real or imagined experiences or events. (W.4.3)

I can choose evidence from literary or informational texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets

- I can write a historical fiction narrative set in Colonial America.
- I can write a positive comment after reading a classmate's writing.

Ongoing Assessment

- Students' completed historical fiction narratives (performance tasks)
- End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Writer's Gallery (15 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Self-Assessment (5 minutes)4. Homework	<ul style="list-style-type: none">• In this assessment students have 40 minutes to plan and write a historical fiction narrative based on the assessment prompt. They will use the Historical Fiction Narrative rubric to guide their work and will be assessed based on that rubric.• However, keep in mind that 40 minutes is not likely enough time for students to revise and correct their conventions. Consider choosing one convention (e.g., capitalization) that you would like to formally assess students on during this particular assessment.• In advance: To celebrate students' learning, consider creating a festive mood in the classroom for the Writer's Gallery. Soft music, maybe some sparkling cider, perhaps a banner congratulating the writers on their publication. You may consider inviting parents or other adults from the school to share in the celebration of students' learning.

Lesson Vocabulary	Materials
Positive, comment	<ul style="list-style-type: none">• Students' writing folders• Vocabulary notebooks• Sticky notes (three per student)• Lined paper• Historical Fiction Narrative rubric (completed in Lesson 14) (one per student)• End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative (one per student)• Tracking My Progress, End of Unit 3 recording form (one per student)



Opening	Meeting Students' Needs
<p>A. Writer's Gallery (15 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will celebrate their work as writers of historical fiction with a Writer's Gallery. Remark on all the reading, research, and writing they have done to learn about Colonial America and publish their historical fiction narratives. Congratulate them on their perseverance and creativity.• Explain to students that during the Writer's Gallery, they will have an opportunity to read another classmate's piece and leave a positive comment about that work. Share the first learning target: "I can write a positive comment after reading a classmate's writing." Remind students that they have been practicing giving kind and helpful feedback to their writing partners, but today they will only focus on what they think the writer did well in the work they read. Explain the meaning of the phrase <i>positive comment</i> and remind them that comments that are specific and kind will be more meaningful than comments such as "This is good." Tell students that once they have read another's work they will write the positive comment on a sticky note and leave it on their desk.• Assign each student another student's work to read. Post the following directions for students to follow for the Writer's Gallery:<ol style="list-style-type: none">1. Clear your desk and put your narrative on top.2. Go to your assigned author's desk.3. Read his or her narrative.4. Leave a positive comment.5. Go to an open desk and repeat Steps 3 to 5.• Explain that they will not get to read all the stories in the class, but should have time to read at least one if not two or three.• Let them know that the Writer's Gallery is silent so that everyone can read without distraction.• Once time is up, ask students to go back to their desks and read their positive comment(s).	<ul style="list-style-type: none">• A more time-consuming variation on this type of sharing is to have students form small groups and take turns reading their work out loud. The group can record one comment after each reading and feedback can be given once all students have shared. Then students can read the comments written for them by their group members. This variation gives students an opportunity to practice reading their own writing aloud but is not as efficient.



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative (40 minutes)</p> <ul style="list-style-type: none">• Have students gather their materials:<ul style="list-style-type: none">* writing folders* vocabulary notebooks* Historical Fiction Narrative rubrics* pencil and lined paper• Share the second learning target: "I can write a historical fiction narrative set in Colonial America." Remind them that they have become experts on writing historical fiction narratives and this assessment will give them the opportunity to share what they have learned as writers.• Ask students to think for a moment about the steps they took in crafting their first narrative. Explain that they will not have time to create an entire character profile, but they will have time to plan for their narratives using another Narrative Four-Square graphic organizer and their research.• Distribute the End of Unit 3 Assessment: On-Demand New Historical Fiction Narrative. Give students time to read it silently. Address any clarifying questions.• Ask students to begin. Help students keep pace:<ul style="list-style-type: none">* Give students about 5 minutes to read the directions and the prompt.* Give them about 5 minutes to review their research.* Give students about 10 minutes to plan with their graphic organizer.* Give students the remaining 20 minutes to write. After 15 minutes, remind them to reread their drafts and check them against the rubrics.	



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">Distribute Tracking My Progress, End of Unit 3 recording form. Explain to students that, as usual after assessments, they will reflect on their learning. Remind them that they have lots to reflect on: They have spent several weeks reading, researching, and writing about Colonial America!	<ul style="list-style-type: none">You may decide to do this at the end of the day to give students a break after their writing or to give more time for the assessment above.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">None <p><i>Note: The PARCC Draft of Extended Rubric for Analytic and Narrative Writing is included in the supporting materials for this lesson for your reference. The learning targets on the Historical Fiction Narrative Rubric are aligned with the PARCC rubric, but have been modified to fit this module's specific content focus and to be in more student-friendly language.</i></p>	



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Supporting Materials



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End of Unit 3 Assessment:
On-Demand New Historical Fiction Narrative

.....
Name:

.....
Date:

Directions:

5. 1. Read the prompt below.
6. 2. Review your research.
7. 3. Review the Historical Fiction Narrative rubric.
8. 4. Plan a short historical fiction narrative for the prompt using the graphic organizer.
9. 5. Write your narrative on a separate sheet of lined paper.
10. 6. Reread your narrative and make any needed revisions based on the rubric.

Prompt:

After researching informational texts on Colonial America, write a historical fiction narrative that describes how a young boy or girl decides to become an apprentice for a specific trade.



Writer's Gallery and End of Unit 3 Assessment:
On-Demand New Historical Fiction Narrative

Name:

Date:

Introductory Paragraph		Detail Paragraph 1	
Introducing the character, setting, and major event (rising action): Details: <ul style="list-style-type: none">• Who is the character?• When is it set?• Where is it set?• What is happening?		What problem arises? Details: <ul style="list-style-type: none">•••	
Vocabulary from my research to be used:			
Detail Paragraph 2		Conclusion Paragraph	
How does my character help solve the problem? Details: <ul style="list-style-type: none">••••		What is the result of the character's actions? How does the story end?	



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning Target: I can write a historical fiction narrative set in Colonial America.

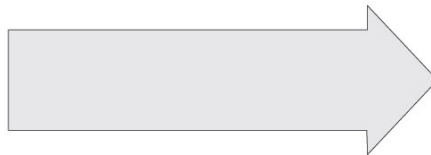
1. The target in my own words is:

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:
