



EXPEDITIONARY
LEARNING

Grade 4: Module 2B: Unit 3: Lesson 7

Mid-Unit Assessment: Planning for and Drafting a Narrative Introduction



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can establish a situation. (W.4.3a) I can introduce the narrator and/or characters of my narrative. (W.4.3a)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none">I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.	<ul style="list-style-type: none">Mid-Unit 3 Assessment: Planning for and Drafting a Narrative IntroductionTracking My Progress, Mid-Unit 3 recording form

Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer: Popcorn Read (5 minutes) B. Reviewing Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Mid-Unit 3 Assessment, Part 1: Planning the Expert Group Animal Narrative Introduction (15 minutes) B. Mid-Unit 3 Assessment, Part 2: Drafting the Introduction for the Expert Group Animal Narrative (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Reflecting on Learning Targets: Tracking My Progress (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue reading from your independent reading book for this unit. 	<ul style="list-style-type: none"> • In this assessment, students plan for and draft their introductions to their expert group animal choose-your-own-adventure narratives. • This assessment is broken into two parts, to help pace students. Both parts occur during this lesson. The first part is the planning of narrative introductions and the second part is the drafting of the narrative introductions. structure can also allow the assessment to be completed over two days if students need more time. • Be sure students have access to their research journals and planning graphic organizers. • Read students' drafts and Tracking My Progress reflections side by side to determine next steps for instruction for individual students during the second half of this unit. Have feedback to students on these drafts completed for Lesson 9 so students can begin making revisions. • When assessing and providing feedback to students on their drafts, use only the two rows on the rubric that have been reviewed with students thus far. Note that there is no answer key for this assessment, since students' planning and drafts will vary widely. Use the following criteria from the rubric to evaluate their work: <ul style="list-style-type: none"> – I can create a narrative based on facts and details from my research about how my animal defends itself. (W.4.2a, W.4.2b, W.4.3a, W.4.3b) – I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative. (W.4.3a) • In advance: <ul style="list-style-type: none"> – Display the Performance Task, Characteristics of Narratives, and Steps for Planning and Drafting My Narrative anchor charts so students can refer to them. – Review Popcorn Read protocol (see Appendix).



Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none">• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)• Characteristics of Narratives anchor chart (begun in Lesson 4)• Performance Task anchor chart (from Unit 1, Lesson 1)• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)• Mid-Unit 3 Assessment: Planning for and Drafting a Narrative Introduction (one per student)• Character Profile graphic organizer (from Lesson 3; one per student)• Narrative Planning graphic organizer (from Lesson 5; one per student)• Tracking My Progress, Mid-Unit 3 recording form (one per student)

Opening	Meeting Students' Needs
<p>A. Engaging the Reader: Popcorn Read (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out their Choose-Your-Own-Adventure Narrative Rubrics. Explain to students that they will use the Popcorn Read protocol to help synthesize their understanding of the rubric discussed thus far. • Before students begin their Popcorn Read, post and discuss the criteria: <ul style="list-style-type: none"> – Read short phrases or words only (not sentences). – Give no commentary or opinions. – Try to connect with what was just read (listen carefully to others). – Give all voices a chance. – Pauses can be powerful. – Repeating phrases is allowed (shows where a group collectively agrees). • Invite students to form a circle. Explain that they should only be reading from the criteria in the first Ideas row and second Organization row: <ul style="list-style-type: none"> * “I can create a narrative based on facts and details from my research about how my animal defends itself.” * “I can write an introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.” • Give students a minute to reread these rows on the rubric and underline a word or phrase that stands out to them. • Invite students to begin the protocol. Remind students that when one person reads a word or phrase, the other students should look for a phrase they’ve underlined that matches or connects in some way with the phrase they’ve just heard. This process continues until there are no more phrases students want to share aloud (until there are no more “kernels left to pop.”). 	<ul style="list-style-type: none"> • Reviewing the rubric based on the learning targets outlined from the standards allows students to get a clear picture of how they can meet these targets as they write their narratives.



Opening (continued)	Meeting Students' Needs
<p>B. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the learning target: “I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.”• Circle the words <i>plan</i>, <i>draft</i>, <i>introduction</i>, <i>characters</i>, <i>events</i>, <i>setting</i>, and <i>plot</i>. Explain that this learning target connects the directions to the criteria on the rubric they have reviewed thus far.• Post the Characteristics of Narratives anchor chart (from Lesson 4), Performance Task anchor chart (from Unit 1, Lesson 1) and the Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4) and clarify the learning targets further as needed.	<ul style="list-style-type: none">• Discussing and clarifying the language of learning targets helps build academic vocabulary.
Work Time	Meeting Students' Needs
<p>A. Mid-Unit 3 Assessment, Part 1: Planning the Expert Group Animal Narrative Introduction (15 minutes)</p> <ul style="list-style-type: none">• Tell students that in a moment, they will begin the Mid-Unit 3 Assessment. Tell them that this assessment focuses only on the parts of the rubric that they have reviewed so far. 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.• Distribute the Mid-Unit 3 Assessment: Planning for and Drafting a Narrative Introduction. Explain to students that this assessment is broken up into two parts: First, they must complete a graphic organizer to plan their introduction paragraphs, and then they will use this plan to write a draft of the introduction and problem paragraphs.• Invite students to take out their expert group animal Character Profile and Narrative Planning graphic organizers. Remind them to use their plans, the prompt, and the anchor charts at the front of the classroom as resources while they plan and write their drafts.• Tell students to begin Part 1 of the assessment. While students are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies class members use during the assessment. For example, look for students annotating their text, using their graphic organizer to take notes before answering questions, and students going back to the text as they answer questions.• After 15 minutes, bring students back together whole group.	<ul style="list-style-type: none">• If students receive accommodations for assessment, communicate with the cooperating service providers about the practices of instruction in use during this study as well as the goals of the assessment.• For some students, this assessment might require more than the 45 minutes allotted. Consider giving students time over multiple days if necessary.



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 3 Assessment, Part 2: Drafting the Introduction for the Expert Group Animal Narrative (30 minutes)</p> <ul style="list-style-type: none">• Explain to students that now, they should begin drafting their introduction and problem paragraphs of their narratives. Remind them that it is important to skip lines as they write their drafts so they have space to make revisions later on. Continue circulating to monitor and support students as necessary. Provide minimal support because this is an assessment.• After 25 minutes, remind class members 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 revise their sketches or list details they may add in a second draft.	<ul style="list-style-type: none">• Providing paragraph frames and word banks that allow students to write about what they know will support learners who struggle with language.• Depending on the availability of technology and your students' ability to type, you might wish to have some or all students complete their drafts on the computer. If you choose to do this, make sure their work is double-spaced and printed so they can make annotations in the following lessons.

Closing and Assessment	Meeting Students' Needs
<p>A. Reflecting on Learning Targets: Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their hard work on the mid-unit assessment. Distribute Tracking My Progress, Mid-Unit 3 recording forms to students. Remind students that successful learners keep track and reflect on their own learning. Point out that students have been doing this informally all year, during debriefs when they consider how well they are making progress toward the learning targets. • Review Step 1 in the self-assessment and remind students that this is where you would like them to explain what the target means to them. For example, the target uses the phrase “establishes a situation.” They should write what the target means “in their own words” by explaining what it means to set the stage of their narrative. • Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down method that they have used in previous lessons. Students should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need more help, because I don’t remember what the setting of a narrative is, so I don’t know how to introduce it in my own writing.” • Collect students’ self-assessments to use as formative assessment to guide instructional decisions during the remainder of this unit. 	<ul style="list-style-type: none"> • Developing self-assessment and reflection supports all students, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading from your independent reading book for this unit. <p><i>Note: Make copies of each student’s draft introductions for assessment purposes. They will need their originals back in Lesson 8 to revise.</i></p>	



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Supporting Materials



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Mid-Unit 3 Assessment:
Planning for and Drafting a Narrative Introduction

Name: _____

Date: _____

Part 1: Introduction Expansion

Directions: Use your Expert Group Animal character profile and Narrative Planning graphic organizer to complete the graphic organizer below.

The diagram is a narrative planning graphic organizer. It consists of five rectangular boxes arranged in a diamond shape, connected by lines. On the left is a box labeled 'Setting the Stage: Engaging Way to Start Your Narrative'. On the right is a box labeled 'Leading the Reader On: Engaging Way to Lead into the Rest of the Story'. In the center, there are three boxes stacked vertically: 'Introducing the Character:' at the top, 'Introducing the Setting:' in the middle, and 'Introducing the Problem:' at the bottom. Lines connect the left box to each of the three central boxes, and each of the three central boxes to the right box. Below this entire structure is a wide rectangular box labeled 'Important Words to Use:'.

Setting the Stage:
Engaging Way to Start
Your Narrative

Introducing the Character:

Introducing the Setting:

Introducing the Problem:

Leading the Reader On:
Engaging Way to Lead
into the Rest of the
Story

Important Words to Use:



Mid-Unit 3 Assessment:

Planning for and Drafting a Narrative Introduction

Part 2: Drafting

Directions: Use the lines below to write a draft of the Introductory and Problem paragraphs of your expert group animal choose-your-own-adventure narrative.





Tracking My Progress, Mid-Unit 3

Name: _____

Date: _____

Learning Target: I can plan and draft a compelling introduction that establishes a situation by introducing the characters, setting, and plot of my narrative.

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:
