



EXPEDITIONARY  
LEARNING

## **Grade 4: Module 2B: Unit 3: Lesson 13**

**End of Unit Assessment:** Writing Choice #2 of the  
Choose-Your-Own-Adventure Narrative



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write narrative text about real or imagined experiences or events. (W.4.3)</p> <p>I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)</p> <p>I can use conventions to send a clear message to my reader. (L.4.1g, L.4.2a, b, and d, and L.4.3b)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative.</li></ul>	<ul style="list-style-type: none"><li>End of Unit 3 Assessment: Writing Choice #2 of the choose-your-own-adventure animal defense mechanisms narrative</li><li>Tracking My Progress, End of Unit 3 recording form</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Popcorn Read (5 minutes)</li><li>B. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 3 Assessment: Writing Choice #2 of the Choose-Your-Own-Adventure Narrative (45 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading in your independent reading book for this unit at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this assessment students have 45 minutes to plan and write Choice #2 of their choose-your-own-adventure animal defense mechanisms narratives based on the assessment prompt.</li><li>• However, keep in mind that 45 minutes may not be enough time for some students to edit and revise for conventions. Consider providing additional time in the beginning of the following lesson, before publication, for these students to edit and revise their work.</li><li>• They will use the Chose-Your-Own-Adventure Narrative Rubric to guide their work and will be assessed based on that rubric.</li><li>• In advance:<ul style="list-style-type: none"><li>– Ensure that students have all of their writing materials (organized before the beginning of this assessment). This will give students more time to focus on their planning and writing.</li></ul></li></ul>



Lesson Vocabulary	Materials
encounter, outcome	<ul style="list-style-type: none"><li>• Choose-Your-Own-Adventure Narrative Rubric (from Lesson 3; one per student and one to display)</li><li>• Characteristics of Narratives anchor chart (from Lesson 4)</li><li>• Performance Task anchor chart (from Unit 1, Lesson 1)</li><li>• Steps for Planning and Drafting My Narrative anchor chart (from Lesson 4)</li><li>• Expert Group Animal Narrative Planning graphic organizer (from Lesson 5; added to in Lesson 12; one per student)</li><li>• Lined paper</li><li>• End of Unit 3 Assessment: Writing Choice #2 of Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative (one per student)</li><li>• Tracking My Progress, End of Unit 3 recording form (one per student)</li><li>• Performance Task template (students' copies from previous lessons, for homework)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Popcorn Read (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to take out their <b>Choose-Your-Own-Adventure Narrative Rubrics</b>. Explain to students that they will use the Popcorn Read protocol to help synthesize their understanding the rubric and prepare for their End-of-Unit 3 Assessment.</li><li>• Post and discuss the criteria for a good Spirit Read ahead of time:<ul style="list-style-type: none"><li>– Read short phrases or words only, not sentences.</li><li>– Give no commentary or opinions.</li><li>– Try to connect with what was just read (listen carefully to others).</li><li>– Give all voices a chance.</li><li>– Pauses can be powerful.</li><li>– Repeating phrases is allowed (shows where a group collectively agrees).</li></ul></li><li>• Invite students to form a circle.</li><li>• Have students count off one to four. Tell students that ones will focus on the “Ideas” portion of the rubric, twos “Word Choice,” threes “Organization,” and fours “Conventions.”</li><li>• Give students a minute to reread their assigned rows of the rubric and underline a word or phrase that stands out to them.</li><li>• 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.”)</li></ul>	<ul style="list-style-type: none"><li>• Reviewing the rubric based on the learning targets outlined from the standards allows students to envision a clear picture of what meeting these targets will look like as they write their narratives.</li></ul>
<p><b>B. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Introduce the learning target for this lesson:<ul style="list-style-type: none"><li>* “I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative.”</li></ul></li><li>• Remind students that they have learned much about animal defense mechanisms, researched their own animal, studied the structure of good narratives, and practiced writing their own narratives, so they are well prepared for today’s assessment.</li></ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to Think-Pair-Share for a moment about the steps they took in crafting the first choice of their narrative. Call on a few students to share the steps they took. Listen for students to recall the following steps:<ul style="list-style-type: none"><li>– Planning based on research</li><li>– Drafting</li><li>– Critique and feedback</li><li>– Revising</li><li>– Editing</li></ul></li><li>• Tell students that they will complete these steps again in one sitting for this assessment, but they will not receive critique and feedback this time around. Explain that they should instead review the feedback given by you and their partners on the drafts of Choice #1 of their narratives.</li></ul>	

Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment: Writing Choice #2 of the Choose-Your-Own-Adventure Narrative (45 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students gather their materials:<ul style="list-style-type: none"><li>– Choose-Your-Own-Adventure Narrative Rubric</li><li>– <b>Expert Group Animal Narrative Planning graphic organizer</b> (added to in Lesson 12)</li><li>– <b>Lined paper</b></li></ul></li><li>• Explain that they should also use the Choose-Your-Own-Adventure Narrative Rubric as a guide for their writing.</li><li>• Distribute the <b>End of Unit 3 Assessment: Writing Choice #2 of the Choose-Your-Own-Adventure Animal Defense Mechanisms Narrative</b>. Read it aloud to the class as students read along in on their copy. Address any clarifying questions (you may wish to confirm that students know the meaning of the word <i>encounter</i> and <i>outcome</i> in the prompt).</li><li>• Prompt students to begin by reviewing or adding to their Expert Group Animal Narrative Planning graphic organizers.</li><li>• After 15 minutes, remind them to reread their drafts and check them against the rubrics as they continue to write.</li></ul>	<ul style="list-style-type: none"><li>• Forty-five minutes might not be enough time for some students to edit and revise for conventions. Consider providing additional time in the beginning of the following lesson before publication for these students to edit and revise their work.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute <b>Tracking My Progress, End of Unit 3 recording form</b>. 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 animal defense mechanisms.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Add sketches for both Choice #1 and Choice #2 of your narrative to your <b>Performance Task template</b> showing the defense mechanism your animal uses in each choice. In your captions, describe the defense mechanism your animal uses and how it can help your animal to survive.</li></ul> <p><i>Note: Make photocopies of students' End of Unit 3 Assessment writing so that you can score them. Then in Lesson 14 give students back their original writing from this assessment. This will allow students to publish the entire narrative for their performance task while you continue to read and score this assessment.</i></p> <p><i>The PARCC Draft of Extended Rubric for Analytic and Narrative Writing is included in the supporting materials for this lesson for your reference. It has 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:**

Writing Choice #2 of the Choose-Your-Own-Adventure Narrative

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**Name:**

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**Date:**

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**Directions:**

1. Read the prompt below.
2. Review your research.
3. Review the Choose-Your-Own-Adventure Narrative Rubric.
4. Plan Choice #2 of your narrative using the graphic organizer.
5. Write Choice #2 of your narrative on a separate sheet of lined paper.
6. Reread your narrative and make any needed revisions based on the rubric.

**Prompt:**

Write Choice #2 for your choose-your-own-adventure animal defense mechanisms narrative. Describe how your animal uses another defense mechanism (different from Choice #1) during an encounter with a predator and the outcome. Use details and examples from your research to develop your narrative, including concrete words, phrases, and sensory details to convey your animal's experiences.



Tracking My Progress, End of Unit 3

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

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

**Learning Target:** I can write Choice #2 for my choose-your-own-adventure animal defense mechanisms narrative.

1. The target in my own words is:

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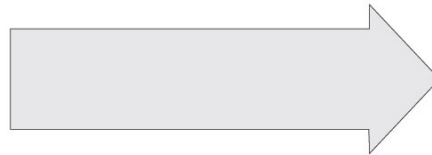
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2. How am I doing? Circle one.

**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:

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