



EXPEDITIONARY
LEARNING

Grade 3: Module 3B: Unit 3: Lesson 8

Mid-Unit Assessment: Revising Wolf Narrative Plans



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)	
Supporting Learning Target	Ongoing Assessment
<ul style="list-style-type: none">I can use teacher feedback to revise my Wolf Narrative plan.	<ul style="list-style-type: none">Mid-Unit 3 Assessment: Revising Wolf Narrative Plans



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets and Sharing Homework (10 minutes)2. Work Time<ol style="list-style-type: none">A. Revising Wolf Narrative Plans (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Partner Share (10 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading your independent reading book.	<ul style="list-style-type: none">• In this lesson, students revise the plans for their Wolf Narratives based on the feedback you provide. As this is an assessment, students will be doing this independently.• If students finish the assessment early, they should read their independent reading books.• At the end of the lesson students discuss how their work is better after revising it based on feedback. Use this as an opportunity to remind students that receiving feedback on writing is something that happens in real life too, and is a valuable process. Emphasize that it is very rare for writing to be perfect the first time and that the revision process is very important in making writing better.• At the end of the lesson, collect students' Mid-Unit 3 Assessments and Narrative Elements graphic organizers with your comments to determine whether students have used your feedback to improve their work. Anything students have revised should be highlighted on the assessment. Use the Mid-Unit 3 Assessment Rubric (for teacher reference) to assess student revisions.• Note that in the next lesson students will need their plans to prepare to draft their narratives. You can either return the assessments (without feedback) for the duration of the next lesson or copy the completed assessments for students to work from until you have assessed their work.• In advance:<ul style="list-style-type: none">– Ensure you have provided feedback on students' Narrative Elements graphic organizers against the following two sections of the Narrative Writing Rubric (from Unit 1):<ul style="list-style-type: none">• I can create a wolf character using facts and details from my research. (W.3.2b, W.3.3a)• I can organize events in an order that makes sense in my narrative. (W.3.3a)– Review Concentric Circles protocol (see Appendix).• Post: Directions for Mid-Unit 3 Assessment; learning target.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Narrative Elements graphic organizer (from Lesson 5; returned in this lesson with teacher feedback) • Mid-Unit 3 Assessment: Revising Wolf Narrative plans (one per student) • Illustration Planning graphic organizer (from Lesson 7 one per student) • Mid-Unit 3 Assessment Rubric (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Unpacking Learning Targets and Sharing Homework (10 minutes)</p> <ul style="list-style-type: none"> • Tell students they will use Concentric Circles protocol to share their illustration plans: <ol style="list-style-type: none"> 1. Split the group in half. Invite one half to make a circle, and the other half to make a circle around them. All students should have their completed Illustration Planning graphic organizers. 2. Ask the inner circle to face out and the outer circle to face in, so that each student is facing someone. 3. Invite students in the inner circle to describe their illustrations and how they will support the meaning of their narratives to their partners in the outer circle. 4. After a couple of minutes, invite students in the outer circle to do the same. 5. Invite students in the inside circle to move two people to the left. 6. Repeat until students have shared their plans with at least three people. • Direct students' attention to the posted learning target and read it aloud: <ul style="list-style-type: none"> * "I can use teacher feedback to revise my Wolf Narrative plan." • Explain to students that in this lesson they will revise their Wolf Narrative plans. 	<ul style="list-style-type: none"> • Asking students to share their homework makes them accountable for doing it and gives you the opportunity to determine who is not completing their homework. It also helps to set up the thinking for the rest of the lesson. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Work Time	Meeting Students' Needs
<p>A. Revising Wolf Narrative Plans (40 minutes)</p> <ul style="list-style-type: none">• Return students' Narrative Elements graphic organizers with teacher feedback.• Give students 3 or 4 minutes to look over their feedback in silence. Invite students to write their names on the board if they are unsure about some of the feedback and would like to talk you about it.• Display and distribute the Mid-Unit 3 Assessment: Revising Wolf Narrative plans.• Read the directions aloud and invite students to follow along silently.• Also refer students to the posted list of instructions:<ol style="list-style-type: none">1. Use the feedback to revise your plan on the new organizer.2. Highlight the things that are different about this plan.3. When you have finished, check that the illustrations you planned in the previous lesson still work for your new plan.4. If not, use the new Illustration Planning graphic organizer to revise your illustration plans.5. If your illustration plans work for the new plan, read your independent reading book.• Invite students to ask any clarifying questions regarding what they are being asked to do.• Make it clear that since this is an assessment, they are going to working independently.• Distribute a new Illustration Planning graphic organizer.• As students begin working, circulate to speak to students who needed clarification on your feedback.	<ul style="list-style-type: none">• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Partner Share (10 minutes)</p> <ul style="list-style-type: none">• Pair students up.• Invite students to share their work with their partners and respond to the following question:<ul style="list-style-type: none">* “How is your plan better now after revising it based on feedback?”• Refocus whole group. Select volunteers to share out their responses whole group.• Remind students that nobody is perfect and that feedback helps us to make our work better. Tell students that this happens in real life too—authors send their books to editors for feedback and may revise their work over and over again until a publisher is happy enough with it to print it.• Collect students' Mid-Unit 3 Assessments and Narrative Elements graphic organizers with your feedback to assess students' revisions.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue reading your independent reading book.	



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Mid-Unit 3 Assessment:
Revising Wolf Narrative Plans

Long-Term Learning Targets Assessed:

- With support from peers and adults, I can use the writing process to plan, revise, and edit my writing (W.3.5)

Directions:

In Lesson 5 you planned the setting, main character, problem, events leading up to the problem, and the solution for your Wolf Narrative on a Narrative Elements graphic organizer.

In this lesson you will receive feedback on your plan from the teacher and use that feedback to revise your Wolf Narrative plan to make it better. Use the clean organizer below to revise your plan.

1. Use the feedback to revise your plan on the new organizer.
2. Highlight the things that are different about this plan.
3. When you have finished, check that the illustrations you planned in the previous lesson still work for your new plan.
4. If not, use the new Illustration Planning graphic organizer to revise your illustration plans.
5. If your illustration plans work for the new plan, read your independent reading book



Illustration Planning Graphic Organizer

.....
Name:
.....

.....
Date:
.....

Introduction (setting and/or main character)	Problem (main event)	Solution (end of the narrative)



Mid-Unit 3 Assessment Rubric

Criteria	Meets	Partially Meets	Does Not Meet
With support from peers and adults, I can use the writing process to plan, revise, and edit my writing (W.3.5)	The student has clearly revised the plan based on the feedback given.	The student has made some revisions based on feedback given, but some of the feedback has been ignored.	The student has not used the feedback at all to revise the plan.