



EXPEDITIONARY
LEARNING

Grade 8: Module 3A: Unit 3: Lesson 6

Mid-Unit Assessment: Single Draft Narrative



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Mid-Unit Assessment:
Single Draft Narrative

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

I can write narrative texts about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)
 I can use correct grammar and usage when writing or speaking. (L.8.1)
 I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood. (L.8.1c)
 I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)

Supporting Learning Targets

- I can write a narrative text about Miné Okubo using relevant details and event sequences that make sense.
- I can use correct grammar and usage in my narrative.
- I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in my narrative.
- I can use correct capitalization, punctuation, and spelling in my narrative.

Ongoing Assessment

- Narrative and Language Techniques: Becoming Visible Again after Internment planner (from homework)
- Mid-Unit 3 Assessment: Single Draft Narrative



Mid-Unit Assessment:
Single Draft Narrative

Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing Learning Targets (3 minutes)</p> <p>2. Work Time</p> <p>A. Mid-Unit Assessment: Single-Draft Narrative (40 minutes)</p> <p>3. Closing and Assessment</p> <p>B. Previewing Homework (2 minutes)</p> <p>4. Homework</p> <p>A. Be sure to have completed your independent reading in order to write a book review in the next lesson.</p>	<ul style="list-style-type: none">• In this lesson, students write an on-demand, single-draft narrative based on a moment in Miné Okubo's life. In the previous five lessons, students have researched Okubo and planned their narratives. At this point, they need time to craft their best draft.• Consider posting a list of the resources students may use as they write their narratives. The list includes:<ul style="list-style-type: none">– Becoming Visible Again anchor chart (Unit 2, Lesson 17)– Narrative Writing: Becoming Visible Again after Internment story map (from Unit 3, Lesson 4)– Things Good Writers Do Note-catcher– Narrative and Language Techniques: Becoming Visible Again after Internment Planner (from Lesson 5)• Since students will produce this narrative draft independently, this writing is used as an assessment for W.8.3, L.8.1, L.8.1c, and L.8. Use the Narrative Writing: Becoming Visible Again after Internment rubric (see Lesson 2 supporting materials) to assess students' writing.• Consider reviewing the Narrative Writing: Becoming Visible Again After Internment model narrative (from Lesson 2) before you assess your students' work.• Post: Learning targets.



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Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Becoming Visible Again anchor chart (Unit 2, Lesson 17)• Narrative Writing: Becoming Visible Again after Internment story map (from Unit 3, Lesson 4)• Things Good Writers Do note-catcher• Narrative and Language Techniques: Becoming Visible Again after Internment Planner (from Unit 3, Lesson 5)• Mid-Unit 3 Single Draft Narrative Assessment Prompt (one per student)• Narrative Writing: Becoming Visible Again after Internment rubric (from Lesson 2; use this to assess students' single-draft narrative)



Mid-Unit Assessment:
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Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Read the learning targets:<ul style="list-style-type: none">* “I can write a narrative text about Miné Okubo using relevant details and event sequences that make sense.”* “I can use correct grammar and usage in my narrative.”* “I can form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood in my narrative.”* “I can use correct capitalization, punctuation, and spelling in my narrative.”• Remind students that these learning targets build on the work they have been doing in the past few lessons.	



Mid-Unit Assessment:
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Work Time	Meeting Students' Needs
<p>A. Mid-Unit Assessment: Single-Draft Narrative (40 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their relevant materials: <ul style="list-style-type: none"> – Becoming Visible Again anchor chart (Unit 2, Lesson 17) – Narrative Writing: Becoming Visible Again after Internment story map (from Unit 3, Lesson 4) – Things Good Writers Do note-catcher – Narrative and Language Techniques: Becoming Visible Again after Internment Planner (from Unit 3, Lesson 5) • Distribute the Mid-Unit 3: Single Draft Narrative Assessment Prompt. • Remind students: <ol style="list-style-type: none"> 1. Use the ideas in your story map to write your narratives. 2. Use the language techniques you have been learning in your writing; be sure your spelling, grammar, and usage are correct. 3. You will turn in your narratives at the end of the class. • As students are working, circulate around the room. Since this is an assessment, they should work independently. • When it is time, refocus the students whole class. Collect student narratives and their associated planning work: Narrative Writing: Becoming Visible Again after Internment story map and Narrative and Language Techniques: Becoming Visible Again after Internment Planner. Tell students you look forward to reading their narratives. Give them specific positive praise for behaviors or thinking you noticed during class. Emphasize ways in which they are showing stamina as writers and offer specific examples of students who are having strong insights about the thematic concepts of the unit. 	<ul style="list-style-type: none"> • Some students may need more time to complete their narratives. Consider allowing them to finish at home or take time during the next lesson. • If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment.



Mid-Unit Assessment:
Single Draft Narrative

Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Homework (3 minutes)</p> <ul style="list-style-type: none">Let students know that in the next lesson, they will be taking the End of Unit 3 Assessment on language techniques, as well as writing a review of the independent reading book that they began in Module 2. Remind them that they need to have completed their independent reading in order to do so.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Be sure to have completed your independent reading in order to write a book review in the next lesson. <p><i>Note: Review and assess students' narratives. Be prepared to return the narrative in Lesson 8.</i></p>	



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Supporting Materials



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Mid-Unit 3: Single Draft Narrative Assessment Prompt
Becoming Visible Again after Internment

Name:

Date:

Prompt: “Writing from Miné Okubo’s perspective, tell the story of one episode in her struggle to become visible again after leaving the internment camp. Use narrative techniques and incorporate information from sources about Okubo’s life to write an original narrative to answer the question, ‘How did Okubo become visible again after her life in the internment camp?’ The narrative must end with the sentence, ‘I was visible again.’”