Part 1: Learning Targets and Test Items

Learning Target	Test Items (at least 2 for each learning target)	Prerequisite, Intended Learning, or Advanced Skill (all three must be present)
Story structure and components	• Identify basic story components: matching definitions for character, setting, and plot	• Prerequisite
	• Describe how setting influences story components	• Intended learning
Plot progression	• Identify beginning, middle, and end	• Prerequisite
	• Place events on timeline • Make a prediction on what would happen next	• Intended learning
	• Analyze author's use of foreshadowing, suspense, and conflict	• Advanced
Character traits	• Describe physical traits	• Prerequisite
	• Describe personality traits including motivation	• Intended learning
Plot and character interaction	• Identify specific plot events that changed a character's traits	• Intended learning
	• Identify specific character traits that influenced plot events	• Intended learning
	• Analyze how the author's own life experiences may have shaped his/her perspective	• Advanced

Part 2: Pre-Assessment (10 points)

Story Structure and Components

1. Can a historical fiction setting take place in the present? (1 pt.)

    A. Yes
    B. No

2. In a story, how a person acts and what a person looks like is: (1 pt.)

    A. A description of the setting
    B. A plot of the story
    C. An action in the story
    D. A description of a character

3. The setting of a story that takes place during the Civil War would be similar to: (1 pt.)

    A. A southern plantation with slaves in the 1860s
    B. A southern plantation with paid laborers in the 1900s
    C. A northern factory with slaves in the 1860s
    D. A northern factory with paid laborers in the 1900s

Plot Progression

4. Match by drawing lines to the Beginning, Middle, and End of a story (3 pts.)

Characters are introduced along with the setting.   Middle

A problem grows bigger between characters.   End

The problem is solved and a lesson is learned.   Beginning

Character Traits

5. Susan has brown hair with a red bow that matches her red dress. This sentence describes a: (1 pt.)

    A. Susan on the inside
    B. Susan on the outside
    C. Susan's emotions
    D. Susan's character traits

6. Susan was angry because her brother hid her doll. "Angry" describes Susan's: (1 pt.)

    A. Character Trait
    B. Emotion
    C. Looks/Image
    D. Brother

Plot and Character Interaction

7. Characters in historical fiction: (1 pt.)

    A. Are living in the present
    B. Are from the future
    C. Are from the past
    D. Are always old in age

8. A complete fictional story needs: (1 pt.)

    A. A plot, a setting, and characters
    B. A plot, characters, and pictures
    C. A plot, pictures, and a time line
    D. A setting, characters, and a map

Part 3: Where am I now? Student self-assessment and goal setting.

Learning Target	Pre-Unit Rating	Mid-Unit Rating	Post-Unit Rating
Story structure and components			
Plot progression			
Character traits			
Plot and character interaction			

Pre-Unit Rating Reflection Questions

- What are you excited about learning in this unit?
- What do you feel is your biggest strength and weakness for this unit is?
- What points in history do you want to read about in this unit?
- What type of resources do you have at home that can help you with this unit? Do you need resources to take home?

Name: _____   Date: _____

Status: Right now I can _____

Target: My goal is to _____ by _____

Plan: To reach my goal I will _____

_____

_____

_____

I will get help from _____

Mid-Unit Rating Reflection Questions

- How do you feel about historical fiction at this point in the unit?
- Have you been able to relate things you learn to your life during this unit?
- How do you feel about making predictions while reading? Are you usually correct?
- What type of resources do you have at home that can help you with this unit? Do you need resources to take home?

Name: _____   Date: _____

Status: Right now I can _____

Target: My goal is to _____ by _____

Plan: To reach my goal I will _____

_____

_____

_____

I will get help from _____

Post-Unit Rating Reflection Questions

- Did you enjoy historical fiction or do you think you would prefer historical fiction?
- What did you learn and like about this unit?
- Did you find this unit hard? How did you seek help?
- Did the resources you had at home help you with this unit?

Name: _____   Date: _____

Status: Can I apply Historical Fiction to my life? _____

Target: How did you reach your goals for this unit? _____

Recommendation for Mr. Binder:

How would you change this unit? What different books would you enjoy with this unit? _____

_____

_____

_____

Who did you get help from during this unit? _____

Part Four: Effective Feedback

Sandy: You use complete sentences, proper punctuation, and appropriate capitalization for your food review! I see that you included an introduction to your food and described it using adjectives. In your conclusion, you told the reader the food again and where to buy it. I'd like you to work on giving your reader more reason why he or she should try Spaetzle.

Danny: You completed all four parts of the food review: an introduction, a description of Jelly Belly's, reasons why Jelly Belly's are delicious ("...they make your taste buds tingle." is very descriptive), and a conclusion where you told your reader the food and where to buy it. Your sentences are complete. I'd like you to pay attention when you revise your work to proper sentence punctuation at the end of the sentence and your commas. I also would like you to reread your writing and check for capitalization at the beginning of your sentences and proper nouns.

Grant: All the parts (introduction, description, reasons, and conclusion) of your food review are written and you use wonderful adjectives to describe Skittles (I didn't know there was a purple Skittle!). You tell your reader about your food item again in the conclusion and where to buy them. I'd like you to reread your writing using a whisper phone to make sure you are using complete sentences. When you reread, ask yourself if your sentences sound right. This will help you with your punctuation and complete sentences. As you reread your writing, pay close attention to your capital letters at the beginning of your sentences and capitalize your food, Skittles, because it is a proper noun (a brand name).

Characteristics of the Writing Piece	Sandy	Danny	Grant
Introduction: Did you introduce your food item?	+	+	+
Description: Did you describe your food item using at least two adjectives?	+	+	+
Reasons? Did you give at least two opinions about your food item?	X	+	+
Conclusion? Did you restate your food item and tell your reader where to find it?	+	+	+
Complete Sentences were used.	+	+	X
Proper sentence punctuation was used.	+	X	X
You capitalized correct words (at the beginning of your sentences and proper nouns).	+	X	X

Part Five: How am I doing? Formal Assessments

Constructed Response (6 pts.)

Students will be read aloud with the book projected, the story titled <u>Tree of Hope</u> by Amy Littlesugar. After a discussion of the story, students will be prompted to answer the following questions in writing:

   A. **What two details from the story helped you understand that this was historical fiction? Write one complete sentence using connecting words. (2 pts)**
   B. **Write two complete sentences about two things in the story that were different from the way they are today. (2 pts)**
   C. **Use proper punctuation and capital letters in your response. (2 pts)**

This will assess the students' (1) ability to identify the characteristics of historical fiction, (2) describe how the author shows the reader that the story is taking place in a different time, and (3) the students use of punctuation and capital letters.

RL 2.5: Describe the overall structure of a story, including describing how the beginning introduces the story and the ending concludes the action.

RL 2.7: Use information gained from the illustrations and words in a print or digital text to demonstrate understanding of its characters, setting, or plot.

Rubric:

	Unsatisfactory (2-0 pts)	**Developing (3-4 pts)**	**Proficient (5-6 pts)**
Did you answer the question with details about the historical fiction genre using a connecting word?	You did not write what the question asked for. (0 pts)	You answered only part of the question with one detail. You did not use a connecting word. (1 pt)	You got it! You answered the whole question using connecting words with one complete sentence. (2 pts)
Did you complete two sentences using text evidence to describe how things are different today?	You included 0 or 1 detail(s) and did not use text evidence. (0 pts).	You included 2 details but did not use text evidence. (1 pt)	You included 2 or more of the most important details using text evidence. (2 pts)
Did you use capital letters, proper punctuation, and correct spelling?	4+ errors. (0 pts)	2-3 errors. (1 pt)	0-1 errors. (2 pts)

Selected Response (12 pts.)

Story Structure and Components

1. <u>Tree of Hope</u> takes place in which city? (1 pt.)

   A. Chicago
   B. Harlem
   C. Boston
   D. Los Angeles

2. The setting of <u>Tree of Hope</u> takes place during which historical time? (1 pt.)

   A. World War II
   B. The Civil War
   C. The Great Depression
   D. The Civil Rights Act of 1960

3. Is the following statement True or False: (1pt.)

The Harlem Renaissance represents a culture of black writers, poets, actors, and artists during the Great Depression in the 1920s and 1930s in Harlem, New York.

   A. True
   B. False

Plot Progression

4. Why did Florrie wish upon the Tree of Hope at the beginning of the story? (1 pt.)

   A. To help her daddy become an actor again.
   B. To help her daddy find a job at the Bakery.
   C. To help her family find a place to live.
   D. To help her family get food.

5. Why were the black people of Harlem angry about the play *Macbeth* being performed at the Lafayette Theatre? (1 pt.)

   A. *Macbeth* was written by a rich man.
   B. *Macbeth* was too violent.
   C. *Macbeth* was too difficult to understand.
   D. *Macbeth* was written by a white man.

6. At the end of the story, the audience at *Macbeth* cheered, clapped, and yelled, "ENCORE!"

What does ENCORE mean? (1 pt.)

    A. To request an additional performance.
    B. To request a meeting with the actors of the play.
    C. To say "Hooray" in French.
    D. To say "Repeat" in French.

7. Match the following events in the order that they happened in <u>Tree of Hope</u>. (3 pts.)

Daddy met Mama at the Lafayette Theatre.   Middle

Florrie wished upon the Tree of Hope.   End

Mr. Welles and the cast of *Macbeth* bowed on stage.   Beginning

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Character Traits

8. Florrie wished for her Daddy to be happy as an actor, Florrie's character trait in the story is: (1 pt.)

    A. Selfish
    B. Caring
    C. Angry
    D. Hard-Working

Plot and Character Interaction

9. Daddy did not give up auditioning for *Macbeth*, even though *Macbeth* was written by William Shakespeare—Daddy's character traits at this point of the story are: (1 pt.)

    A. Irresponsible and Foolish
    B. Brave and Hard-Working
    C. Polite and Helpful
    D. Foolish and Selfish

Character Interaction

10. Is the following statement True or False: (1 pt.)

<u>Tree of Hope</u> is a true story because Orson Welles was a real-life director in U.S. history and he was the director for *Macbeth* in <u>Tree of Hope</u>.

    A. True
    B. False