

## Lesson 9: Unit 2 Assessment, Part II: Drafting Supporting Details



### CCS Standards

- **RI 2.2:** Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.
- **RI.2.8:** Describe how reasons support specific points the author makes in a text.
- **W.2.1:** Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., *because*, *and*, *also*) to connect opinion and reasons, and provide a concluding statement or section
- **W.2.7:** Participate in shared research and writing projects (e.g., read a number of books on a single topic to produce a report; record science observations).
- **W.2.8:** Recall information from experiences or gather information from provided sources to answer a question.
- **L.2.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.2.1b:** Form and use frequently occurring irregular plural nouns (e.g., *feet*, *children*, *teeth*, *mice*, *fish*)
- **L.2.5:** Demonstrate understanding of word relationships and nuances in word meanings
- **L.2.5b:** Distinguish shades of meaning among closely related verbs (e.g., *toss*, *throw*, *hurl*) and closely related adjectives (e.g., *thin*, *slender*, *skinny*, *scrawny*).



### Daily Learning Targets

- I can demonstrate an understanding of irregular plural nouns and shades of meaning of closely related words. (L.2.1.b, L.2.5.b)
- I can write reasons to support the opinion that people should protect butterflies. (W.2.1, W.2.7, W.2.8)

### Ongoing Assessment

- During Work Times A and B, use the Opinion Writing Checklist to track students' progress toward W.2.1, W.2.7, and W.2.8 (see Assessment Overview and Resources).

### Agenda

#### 1. Opening

A. Entrance Ticket: "The Butterfly Garden" (10 minutes)

#### 2. Work Time

A. Unit 2 Assessment, Part II, Session 3: Drafting Supporting Details (40 minutes)

#### 3. Closing and Assessment

A. Musical Mingle Protocol: Working to Contribute to a Better World (10 minutes)

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In the Opening, students complete an entrance ticket to assess their understanding of irregular plural nouns and different shades of meaning of closely related words (L.2.1b, L.2.5b).
- In Work Time A, students complete Session 3 of the Unit 2 Assessment, Part II to draft supporting reasons about why people should protect butterflies using their Dangers That Butterflies Face and Reasons Butterflies Are Important: Student Notes and *A Place for Butterflies* (RI.2.8, W.2.1, W.2.7, W.2.8).

### How this lesson builds on previous work:

- Students continue to write an opinion piece supported by reasons using their research on butterflies.

### Areas in which students may need additional support:

- In the Opening, some students may need additional time to complete the entrance ticket. Consider working with a small group to provide additional support or allowing students to finish during the Closing.
- As students craft their writing in Work Time B, some may find it difficult to transfer the ideas from their notes to support their opinion with reasons in writing. Consider directing them to underline or circle the reasons they will use from their student notes before they start writing.

### Down the road:

- In Lesson 10, students will draft their conclusion and then edit their Unit 2 Assessment, Part II.

### In advance:

- Pre-distribute Entrance Ticket: “The Butterfly Garden” at student workspaces for the Opening.
- Pre-distribute Protecting Pollinators research notebooks and My Opinion writing booklets at student workspaces for Work Time A.
- Post: Learning targets and all applicable anchor charts (see materials list).

### Consider using an interactive white board or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1–3 to create anchor charts to share with families; to record students as they participate in discussions and protocols to review with students later and to share with families; and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.
- During Work Time A, consider providing computers or tablets for students to type their opinion pieces instead of writing them in their My Opinion writing booklet.

### Supporting English Language Learners

Supports guided by in part by CA ELD Standards 2.I.B.6, 2.I.B.7, 2.I.B.8, 2.I.C.10, and 2.II.A.1

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs by inviting them to complete assessment tasks similar to the classroom tasks completed with more support in Lessons 2–3, and for a task they have prepared for in Lesson 7.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources. Give them specific, positive feedback on the progress they’ve made in learning English.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying content for the writing assignment itself.
- After the assessment, ask students to discuss what was easiest and what was most difficult about writing the opinion paragraph, and why. In future lessons, focus on the language skills that will help students address these assessment challenges.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Continue to support comprehension by providing options for perception, such as visual supports for information presented orally.
- **Multiple Means of Action and Expression (MMAE):** Continue to support a range of fine motor abilities and writing need by offering students options for writing utensils. Also, consider supporting students’ expressive skills by offering partial dictation of student responses.
- **Multiple Means of Engagement (MME):** While holding high expectations is important, recall that sometimes these expectations can raise student anxiety. Continue to emphasize the importance of process and effort by discussing how even when you try your best to write neatly, you can sometimes make a mistake and that is okay.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

#### Review:

- irregular plural nouns, adjectives, verbs, shades of meaning, supporting details (L)

### Materials

- ✓ “The Butterfly Garden” (from Lesson 4; one to display)
- ✓ Entrance Ticket: “The Butterfly Garden” (one per student)
- ✓ Back-to-Back and Face-to-Face Protocol anchor chart (begun in Module 2)

- ✓ Shared Opinion Writing: “People Should Protect Bats” (from Lesson 5; one to display)
- ✓ Dangers That Butterflies Face and Reasons Butterflies Are Important: Class Notes (completed in Lesson 7; one to display)
- ✓ Writing Model: “People Should Protect Butterflies” (from Lesson 8; example, for teacher reference)
- ✓ My Opinion writing booklet (from Lesson 8; added to during Work Time A; one per student)
- ✓ My Opinion writing booklet (from Lesson 8; example, for teacher reference)
- ✓ Protecting Pollinators research notebook (completed in Lesson 7; one per student)
  - Dangers That Butterflies Face and Reasons Butterflies Are Important: Student Notes (from Lesson 7; page 6 of the Protecting Pollinators research notebook)
- ✓ Working to Contribute to a Better World anchor chart (begun in Lesson 2)
- ✓ Musical Mingle Protocol anchor chart (begun in Module 2)

## Opening

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### A. Entrance Ticket: “The Butterfly Garden” (10 minutes)

- Invite students to sit next to their partner in the whole group gathering area.
- Display “**The Butterfly Garden**” and invite students to chorally read it.
- Direct students’ attention to the posted learning targets and read the first one aloud:
 

*“I can demonstrate an understanding of irregular plural nouns and shades of meaning of closely related words.”*
- Turn and Talk:
 

*“What are important words in this target?” (irregular plural nouns, shades of meaning)*
- Remind students that they have been learning about irregular plural nouns and the shades of meaning of closely related adjectives and verbs so they can write about bats and butterflies accurately. Tell them that today they will complete an entrance ticket to check their understanding of shades of meaning of closely related words and irregular plural nouns.
- Follow the same routine from Work Time B in Lesson 5 to guide students through taking butterfly breaths to get their brains ready to show what they have learned on the entrance ticket.
- Transition students back to their workspaces. Point out the pre-distributed Entrance Ticket: “**The Butterfly Garden.**” Review the directions and answer clarifying questions.
- Invite students to complete their entrance ticket, circulating to support them as needed.
- Collect entrance tickets and refocus whole group.

### Meeting Students’ Needs

- For students who may need additional support with managing information: Provide copies of the entrance ticket with bold colored lines to clearly divide each question as a separate item. (MMAE)

## Work Time

### A. Unit 2 Assessment, Part II, Session 3: Drafting Supporting Reasons (40 minutes)

- Gather students whole group.
- Tell students they are going use the Back-to-Back and Face-to-Face protocol to share what they wrote about yesterday in their opinion piece. Remind students that they used this protocol in Module 2 and review as necessary using the **Back-to-Back and Face-to-Face Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following prompt:  
*“What did you write about yesterday for your opinion piece?”*
- Ask students to return to their seats.
- Confirm with students that yesterday, they started writing their opinion piece about why people should protect butterflies.
- Direct students’ attention to the posted learning targets and read the second one aloud:  
*“I can write reasons to support the opinion that people should protect butterflies.”*
- Turn and Talk:  
*“What are the important words in this target?” (reasons, support)*
- Say:  
*“Today your job is to add reasons from your research to support the opinion that people should protect butterflies.”*
- Display the **Shared Opinion Writing: “People Should Protect Bats”** and read aloud the reasons written in yellow and blue.
- Turn and Talk:  
*“What are the reasons why people should protect bats?” (Bats are important to plants, and bats are important to animals.)*  
*Conversation Cue: “Who can tell us what your classmate said in your own words?” (Responses will vary.)*
- Confirm with students that the reasons support the opinion.
- Display the **Dangers That Butterflies Face and Reasons Butterflies Are Important: Class Notes**. Remind students that they know the reasons why butterflies should be protected.
- Follow the same routine from Work Time B of Lesson 4 to guide students through orally “writing” with their partners using their “pencil” (finger) and “paper” (hand):
- Turn and Talk:  
*“What will you write for your first reason to support your opinion that people should protect butterflies?” (Responses will vary, but may include: Butterflies are important to plants because butterflies help spread their seeds.)*  
*“What will you write for your second reason to support your opinion that people should protect butterflies?” (Responses will vary, but may include: Butterflies are important to animals because they help make food by pollinating plants.)*

- Circulate and listen in for examples to highlight with the whole group that align with the supporting reasons in **Writing Model: “People Should Protect Butterflies” (example, for teacher reference)**.
- Remind students that they will write their own supporting reasons about why people should protect butterflies in their **My Opinion writing booklets**. Encourage students to reference **Dangers That Butterflies Face and Reasons Butterflies Are Important: Student Notes** on page 6 of their **Protecting Pollinators research notebooks**.
- Transition students to their workspaces and point out the My Opinion writing booklets and Protecting Pollinators research notebooks already there. Invite students to flap their wings and flutter like butterflies as they go to their workspace.
- Instruct students to complete the reasons section of their My Opinion writing booklet on page 3.
- Circulate and support students by directing them to read over their notes before writing. Consider prompting them with questions like, “What are your reasons to support your opinion?” or “Why should people protect butterflies?” while they write. Refer to **My Opinion writing booklet (example, for teacher reference)** as necessary.
- After 25 minutes, refocus whole group and transition students back to the whole group area. Collect their writing booklets and research notebooks.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Annotating the Model) After writing each part of the opinion paragraph, annotate the margins, naming the relevant part of the paragraph and its function. (MMR)
- For ELLs and students who may need additional support with visual processing: (Reading Aloud and Monitoring Assessment) Read aloud any instructions for the written opinion piece and students' own notes if necessary. Rephrase directions. Monitor to ensure that students correctly complete the assessment. (MMR)
- For ELLs: (Recalling Language Dive) Invite students to use language from the Language Dive in Lesson 7 to write their supporting reasons.
- For students who may need additional support with working memory: During the Turn and Talk, invite students to jot down their reasons to support their opinions on index cards for reference when they write. (MMAE)

## Closing and Assessment

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### A. Musical Mingle Protocol: Working to Contribute to a Better World (10 minutes)

- Give students an air high-five for the perseverance they showed as writers today.
- Direct their attention to the **Working to Contribute to a Better World anchor chart** and review as needed.
- Tell students that they will now use the Musical Mingle protocol to discuss their strengths as learners. Remind students that they used this protocol in Lesson 8, and review as necessary using the **Musical Mingle Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following prompts:
  - “What strengths did you use as a writer today?”*
  - “Who is someone you can learn from to improve your writing?”*
  - “Why do you think that person can help you?”*
- Encourage students to use the following sentence frame when responding to the prompts:
  - “I want to get better at \_\_\_\_.”
  - “I can learn from \_\_\_\_ because I have noticed \_\_\_\_.”
- Refocus whole group and select volunteers to share a few responses with the class.
- Tell students that in the next lesson, they will write the conclusions to their opinion piece.

### Meeting Students' Needs

- For students who may need additional support with organizing ideas for verbal expression: Before the Musical Mingle protocol, invite students to prepare their answers on an index card. (MMAE, MME)