

## Lesson 12: End of Unit 3 Assessment, Part II: Revising a Reading Contract



### CCS Standards

- **RF.3.3:** Know and apply grade-level phonics and word analysis skills in decoding words.
- **RF.3.3a:** Identify and know the meaning of the most common prefixes and derivational suffixes.
- **RF.3.3b:** Decode words with common Latin suffixes.
- **RF.3.3c:** Decode multisyllable words.
- **RF.3.3d:** Read grade-appropriate irregularly spelled words.
- **W.3.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.3.2a:** Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.
- **W.3.2b:** Develop the topic with facts, definitions, and details.
- **W.3.2c:** Use linking words and phrases (e.g., *also*, *another*, *and*, *more*, *but*) to connect ideas within categories of information.
- **W.3.2d:** Provide a concluding statement or section.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.3.2a:** Capitalize appropriate words in titles.
- **L.3.2b:** Use commas in addresses.
- **L.3.2b:** Use commas and quotation marks in dialogue.
- **L.3.2d:** Form and use possessives.
- **L.3.2e:** Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., *sitting*, *smiled*, *cries*, *happiness*).
- **L.3.2f:** Use spelling patterns and generalizations (e.g., *word families*, *position-based spellings*, *syllable patterns*, *ending rules*, *meaningful word parts*) in writing words.
- **L.3.2g:** Consult reference materials, including beginning dictionaries, as needed to check and correct spellings.



### Daily Learning Targets

- I can critique my partner's reading contract and provide kind, helpful, and specific feedback. (W.3.5)
- I can revise my reading contract based on teacher and peer feedback. (W.3.2c, W.3.5, L.3.2)

### Ongoing Assessment

- End of Unit 3 Assessment, Part II: Revising a Reading Contract (W.3.2c, W.3.5, L.3.2)
- Tracking Progress: Informative Writing (W.3.2)

### Agenda

1. **Opening**
  - A. Reviewing Learning Targets (5 minutes)
2. **Work Time**
  - A. Mini Lesson: Linking Words and Phrases (10 minutes)
  - B. Peer Critique: Reading Contracts (10 minutes)
  - C. End of Unit 3 Assessment, Part II: Revising Reading Contracts (20 minutes)
3. **Closing and Assessment**
  - A. Tracking Progress (15 minutes)
4. **Homework**
  - A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

## Teaching Notes

---

### Purpose of lesson and alignment to standards:

- In Work Time A, students participate in a mini lesson about linking words and phrases. Students then use this knowledge to participate in a peer review where they provide a partner with feedback on the use of linking words and phrases and proper spelling, capitalization, and punctuation in their reading contracts. (L.3.2)
- Following this, students complete Part II of the End of Unit 3 Assessment, where they revise their reading contracts based on peer and teacher feedback. (W.3.5)
- After the assessment, students reflect on their learning using the Tracking Progress: Informative Writing recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning. Students used a similar form to track their reading progress in the Mid-Unit 2 Assessment, so they should be familiar with the layout and the scale, but as this is a new set of criteria, students may need considerable support completing this form for the first time.
- In this unit, the habit of character focus is on working to become an effective learner. The characteristic they collect in this lesson is initiative, based on their initiative during the revision process to determine which revisions to make.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to overcoming challenges in access to education, books, and reading near and far. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

### How it builds on previous work:

- Students have already drafted reading contracts, so in this lesson they write a final contract.

**Areas where students may need additional support:**

- 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.
- Some students may need more than the 20 minutes allocated for this assessment.
- Some students may need additional support completing the Tracking Progress form. For those who might be overwhelmed by the form, consider selecting just one or two criteria for them to focus on. For the things they did well, if students will struggle to write this on the form they could draw a star on a sticky note and place it somewhere on their work they think they did well. For the things they could improve upon, they could do the same by drawing steps on the sticky note. Another option is that students could copy the standard number(s) of the criteria they did well/need to improve upon in the appropriate space on the form.

**Assessment guidance:**

- Writing rubrics can be found in the Grade 3 Writing Rubrics document in the Module 1 Appendix. All other assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback to students on this assessment, use the teacher answer key with sample student responses (see the Assessment Overview and Resources) to help you complete the student Tracking Progress sheet. We suggest making notes in the appropriate column for each criterion and marking evidence with sticky notes on student work in a different color from that used for student responses. There is also space to respond to students' comments.
- In this assessment, students are tracking progress toward anchor standard W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- As students take Part II of the assessment, consider meeting with individual students and using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist to gather phonics and word analysis data (see Module 1 Appendix).

**Down the road:**

- In the next lesson, students will finish creating their reading strategy bookmarks.

**In advance:**

- Pre-determine pairs for Work Time B.
- Provide feedback on students' reading contracts in preparation for returning them in Work Time C. Use the Grade 3 Informative Writing Rubric, specifically rows B, C, D, and F, to assess work and provide students with feedback (see Grade 3 Writing Rubrics in the Module 1 Appendix).
- Post: Learning targets and Working to Become Effective Learners anchor chart.

- Work Time C: Students revise their reading contracts on a word processing document—for example, a Google Doc.
- Work Time C: Students revise their reading contracts on a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>)

### Supporting English Language Learners

Supports Guided in Part by CA ELD Standards 3.I.C.10 and 3.II.C.6.

#### 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 in Lessons 4–11. Students have worked with the informative essay structure throughout the unit, which by now they should be very comfortable with.
- The End of Unit 3 Assessment may be challenging for ELLs as it is a big leap from the heavily scaffolded classroom interaction. Calm their nerves by expressing confidence in their abilities and commending their progress.
- Allow students to review language they’ve written on the Academic Word Wall or in their vocabulary logs.
- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.

### Universal Design for Learning

- **Multiple Means of Representation:** In order to get the most informative data from the assessment, ensure that all students have access to the assessment directions and feel comfortable with the expectations. Vary the ways in which you convey your expectations. Consider engaging in a clarifying discussion about the directions or creating a map of the assessment to preview the tasks on the assessment.
- **Multiple Means of Action and Expression:** During the mini lesson on linking words and phrases, some students may benefit from additional practice. Consider creating a worksheet that includes a word bank with sample linking words and sentences with blanks. Have students match the linking word to the appropriate sentence.

- **Multiple Means of Engagement:** Assessments can be overwhelming to some students. Supply students with tools to support self-monitoring during the assessment (e.g., checklists or visual timers for each portion of the assessment). Also, consider providing tools that minimize distractions during the assessment (e.g., sound-canceling headphones or dividers).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

Do not preview vocabulary for this assessment lesson.

## Materials

- ✓ End of Unit 3 Assessment, Part II Prompt (from Lesson 3; one per student)
- ✓ Informative Writing Checklist (from Lesson 6; one per student and one to display)
- ✓ Linking Words and Phrases: Teacher Model (one per student and one to display)
- ✓ Linking Words and Phrases (one per student and one to display)
- ✓ Reading contracts (copies; from Lesson 9; one per student)
- ✓ Blue and orange highlighters (one of each per pair)
- ✓ Reading contracts with teacher feedback (from Lesson 9; one per student; returned during Work Time C)
- ✓ Lined paper (one piece per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 2; added to during Work Time C; see supporting materials)
- ✓ Working to Become Effective Learners anchor chart (example, for teacher reference)
- ✓ Tracking Progress: Informative Writing (one per student)
- ✓ Sticky notes (six per student)

## Opening

---

### A. Reviewing Learning Targets (5 minutes)

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
  - “I can critique my partner’s reading contract and provide kind, helpful, and specific feedback.”*
  - “I can revise my reading contract based on teacher and peer feedback.”*
- Invite students to retrieve their **End of Unit 3 Assessment, Part II Prompt**. Ask them to follow along, reading silently in their heads as you read it aloud.

### Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Ask students to recall and describe one time that they practiced working on each of the learning targets in the past five lessons. (MMR)
- Build a supportive and inclusive classroom environment by reminding students that all of them are building their writing skills and have something that they need to work on. Emphasize that they will have an opportunity to incorporate feedback into their final drafts. (MME)

### Work Time

#### A. Mini Lesson: Linking Words and Phrases (10 minutes)

- Display the **Informative Writing Checklist** and ask students to retrieve theirs.
- Focus students on the criteria:
  - “W.3.2c: I use linking words to connect ideas.”
  - “L.3.2: My spelling, capitalization, and punctuation are correct.”
- Invite students to mark these criteria, as they will be focusing on them throughout the lesson.
- Invite students to turn and talk with an elbow partner:
  - “Put each of these criteria into your own words.”**
- Inform students that since these criteria are already specific, there isn’t anything relevant to this piece of writing that they could add in the second column.
- Distribute and display the **Linking Words and Phrases: Teacher Model**. Tell students that Example 1 is before the author revised his or her work for linking words and phrases and Example 2 is after the revision.
- Focus students on Example 2 and read the first two sentences aloud. Then read the first three sentences of Example 1 aloud. Then reread both again.
- Using a total participation technique, invite responses from the group:
  - “What are the differences between the two examples?” (The second sentence in Example 2 begins with *For example* and *there is an and* rather than a period.)**
- Invite students to underline the differences in Example 2. Model this on the displayed copy by underlining *For example* and *and*.
- Using a total participation technique, invite responses from the group:
  - “What does adding the words *For example* to the beginning of the second sentence help us to understand?” (The ideas in the second sentence are connected to the ideas in the first sentence. *For example* shows us that the items in the second sentence are examples of ways that we use writing to communicate with others.)**
  - “What does adding the word *and* rather than a period help us to understand?” (Writing to communicate research and learning is another example of writing to communicate.)**
- Explain that these are both examples of linking words and phrases that connect ideas.
- Focus students on Example 2 and read the sentence beginning “In this writing contract . . .” Then read the same two sentences in Example 1.

- Using a total participation technique, invite responses from the group:  
*“What are the differences between the two examples?” (In Example 2, it is one sentence connected by the word and, and in Example 1, it is two sentences.)*
- Invite students to underline the differences in Example 2. Model this on the displayed copy by underlining the *and*.
- Using a total participation technique, invite responses from the group:  
*“What does adding the word and instead of the period do to the writing?” (It helps it flow better rather than repeating the words in this writing contract twice.)*
- Point out that this is an example of a linking word that makes the writing flow better.
- Distribute and display **Linking Words and Phrases**.
- Explain that the words in the first column are more for writing stories or when recounting something that happened to show the order or time it happened in. The second column is for connecting ideas, which is what they will be doing today.
- Select students to read the words and phrases in the second column aloud and briefly discuss the meaning of each one.

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Create sentence strips to visually represent the differences between the first two sentences in the Linking Words and Phrases: Teacher Model. Write the sentences in blue marker on sentence strips. On smaller strips or on index cards, write the linking words and phrases in red marker. Display the sentences on a pocket chart and invite students to add the linking words and phrases to the original sentences while discussing how each linking word affects the meaning. This will provide students with a tactile experience to help them understand meaning and syntax. (MMR)
- For ELLs and students who may need additional support with writing: Some students may need additional practice using linking words to be able to understand and apply them in their writing. Provide opportunities to generate several sentences using linking words and phrases. (Example: “How can we use *for example* in this sentence? We read many books about access to education during this unit. *For example, ...*”) (MMR)
- For students who may need additional practice with linking words, consider creating a practice worksheet that has sentences with blanks for linking words. Provide a word bank with several options and have students match the appropriate linking word to the sentence. (MMR, MMAE)

## Work Time

---

### B. Peer Critique: Reading Contracts (10 minutes)

- Move students into pairs and invite them to label themselves A and B.
- Distribute students' **reading contracts** and **blue and orange highlighters**.

- Post these directions on the board and review with students:
  1. Partner B reads aloud his or her reading contract. Partner A listens for places where it doesn't sound very smooth and linking words and phrases might help.
  2. Together, discuss and highlight in blue any places where linking words and phrases would improve the flow of the writing and would help to connect sentences or paragraphs.
  3. Together, discuss and highlight in orange any places where spelling, punctuation, or capitalization is incorrect.
  4. Switch roles and repeat steps 1–3.
- Answer clarifying questions.
- Invite pairs to begin working.
- Circulate to support students as they work together to revise and edit their reading contracts. Emphasize that students are not to make revisions yet, as they will be doing this in the next part of the lesson.
- Invite students to record 'Y' for 'Yes' and the date in the final column of their Informative Writing Checklist if they feel the criteria marked on their checklists have been achieved in their writing in this lesson.

### Meeting Students' Needs

- For ELLs: As groups of students interact, jot down some verb tense errors that are impeding communication. Briefly review the verb tense for the whole class. Encourage the group to identify the verb that communicates the message clearly and accurately.
- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to share their thought process with their partner. (MMAE)

## Work Time

---

### C. End of Unit 3 Assessment, Part II: Revising Reading Contracts (20 minutes)

- Distribute **reading contracts with teacher feedback**.
- Invite students to read the feedback and to write their names on the board if they need help understanding it.
- Tell students they are now going to revise their reading contract to write a final draft incorporating teacher feedback and what they learned about linking words and phrases, and spelling, punctuation, and capitalization during the peer review.
- Distribute **lined paper**.
- Answer clarifying questions.
- Explain that since this is an assessment, students should work silently and independently, unless they are speaking to you about their feedback.
- Invite students to begin working.
- Circulate to support students who require assistance understanding their teacher feedback.

- Refocus whole group.
- Focus students on the **Working to Become Effective Learners anchor chart**.
- Using a total participation technique, invite responses from the group:
 

*“What did you do today to become effective learners?” (Responses will vary, but may include: took initiative—made decisions about which revisions to make, based on peer and teacher feedback.)*
- Tell students you want to focus on one of those strategies for being an effective learner.
- Record on the anchor chart:
  - “I take initiative.”
  - “This means I see what needs to be done and take the lead on making responsible decisions.”
- Refer to the **Working to Become Effective Learners anchor chart (example, for teacher reference)** as necessary.
- Using a total participation technique, invite responses from the group:
 

*“What does it look like to show initiative? If you were watching a group working together, what would you see?” (Responses will vary, but may include: When the group members aren’t talking to one another or working well together, one person steps forward to make a decision to help move the group forward, or someone becomes a facilitator and allocates roles, or does things without being asked.)*

*“What does it sound like to show initiative? If you were watching a group working together, what would you hear?” (Responses will vary, but may include: “How about we try this?” “I have an idea. Perhaps we could ...”)*
- As students share out, capture their responses in the “What does it look like?” and “What does it sound like?” columns.
- Underline the word *initiative*.
- Record this word on the Academic Word Wall and invite students to record it in the front of their vocabulary log.
- Use a checking for understanding protocol for students to reflect on how well they took initiative in this lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with executive function skills: As you explain, write a “map” of the assessment on the board. (MME, MMAE)  
Example:  
One part:
  1. Revise Reading Contracts.
    - A. Review feedback of the first draft of your reading contracts. Write name on the board for help.
    - B. Revise your draft to include linking words and phrases. Edit your draft for spelling, punctuation, and capitalization.
- For ELLs and students who may need additional support with comprehension: Ensure that all students are clear about the assessment directions. Rephrase the

directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop those who are on the wrong track and make sure they understand the directions. (MMR)

- Minimize distractions during the assessment by providing tools such as sound-canceling headphones or individual dividers. (MME)
- Since this is a long assessment, consider offering built-in breaks, where students can choose an activity such as getting water or stretching. Reduce the number of these breaks over time as students increase their stamina. (MME)
- For students who may need additional support with fine motor skills: Consider providing tools to support their writing (e.g., pencil grips, slanted desk, or word processor). (MMAE)

## Closing and Assessment

### A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 3 Assessment (Example: “I noticed a lot of you were using linking words and phrases to connect ideas and to make your writing read more smoothly.”)
- Distribute **Tracking Progress: Informative Writing**. Explain that successful learners keep track of and reflect on their own learning. Remind students that they did this after the Mid-Unit 2 Assessment. Explain that this form is similar, but this is about informative writing, so the criteria on this progress sheet are very similar to those on the Informative Writing Checklist.
- Select volunteers to read aloud each criterion for the whole group. After hearing it read aloud, invite students to turn and talk with an elbow partner:  
*“What does this criterion mean in your own words?”*
- Read the directions aloud for students and remind them of the scale and what each number represents. They should score themselves a 3 if they think they have achieved that criterion in their writing, a 4 if they think they have done even more than the criterion asks, 2 if they think they are nearly there but not quite, and 1 if they think they still have a lot of work to do.
- Focus students on the criteria with asterisks and explain that they are only going to focus on those criteria today.
- Distribute **sticky notes**. Remind students that they will use these to identify evidence in their work from the unit of their progress toward each criterion.
- Guide students through completing the recording form.

### Meeting Students' Needs

- Developing self-assessment and reflection supports all students, but research shows it supports those needing additional support the most. (MME)
- For ELLs: Self-assessment may be an unfamiliar concept for some students. Tell students that thinking about how well they did will help them do even better next time.

- For ELLs and students who may need additional support with comprehension: Ask them to orally paraphrase the meaning of the Tracking Progress criteria with a partner before they begin their work. (MMAE)
- When completing the teacher response on the reflection form, provide feedback that emphasizes individual effort, improvement, and achieving a standard rather than performance relative to other students. (MME)

## Homework

---

**A. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Discuss and respond to your prompts orally, either with a partner, family member, or student from grades 1 or 2, or record a response. (MMAE)