

Lesson 3: Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of *More Than Anything Else*



CCS Standards

- **RF.3.4:** Read with sufficient accuracy and fluency to support comprehension.
- **RF.3.4a:** Read grade-level text with purpose and understanding.
- **RF.3.4b:** Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.
- **RF.3.4c:** Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RL.3.2:** Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.
- **RL.3.3:** Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events.
- **RL.3.10:** By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.
- **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.3.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **SL.3.5:** Create engaging audio recordings of stories or poems that demonstrate fluid reading at an understandable pace; add visual displays when appropriate to emphasize or enhance certain facts or details.



Daily Learning Targets

- I can write an informative paragraph that describes the lesson and how it is conveyed in *More Than Anything Else*. (RL.3.1, RL.3.2, RL.3.3, W.3.2)

Ongoing Assessment

- Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of *More Than Anything Else* (RL.3.1, RL.3.2, RL.3.3, W.3.2)

Agenda

1. Opening

- A. Returning End of Unit 2 Assessment (5 minutes)
- B. Reviewing Learning Target (5 minutes)

2. Work Time

- A. Analyzing a Model (15 minutes)
- B. Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of *More Than Anything Else* (25 minutes)

3. Closing and Assessment

- A. Introducing the End of Unit 3 Assessment, Part I Prompt (10 minutes)

4. Homework

- A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook.
- B. 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 this lesson, students write an informative paragraph describing the lesson in the book *More Than Anything Else* for the Mid-Unit 3 Assessment. (RL.3.1, RL.3.2, RL.3.3, W.3.2) This builds on the work students completed in Unit 1 writing short responses and in Unit 2 writing informative paragraphs.
- In Opening A, students' End of Unit 2 Assessments are returned with feedback. The purpose of this is for students to have the opportunity to see how they performed in order to improve in their next assessment, and to ask questions if they don't understand the feedback.
- The color-coding students use in this lesson is the same as the colors they will use in the Painted Essay® later in this unit.
- In the Closing, students are introduced to the End of Unit 3 Assessment, Part I Prompt. They also select the text they would like to read for this assessment and are allocated excerpts according to reading ability. (RF.3.4, SL.3.5)
- In this lesson, the habits of character that are focused on are working to become an effective learner and working to become an ethical person. The characteristics they are reminded of specifically are respect, empathy, and compassion as they continue to work with a story that some students may find upsetting, and perseverance as they work through an assessment independently.

Overcoming Learning Challenges Near and Far

- 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:

- In the previous lessons, students closely read an excerpt of *More Than Anything Else*.

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 30 minutes allocated for this assessment.

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. Use rows A–F on the Grade 3 Informative Writing Rubric (see Grade 3 Writing Rubrics) to assess student work.
- Be prepared to return these assessments with feedback in Lesson 11.

Down the road:

- Students use their learning from *More Than Anything Else* to identify their own reading challenges and strategies to overcome those challenges.

In advance:

- Prepare:
 - End of Unit 2 Assessments with feedback from Unit 2, Lesson 11.
 - Mid-Unit 3 Assessment (see Assessment Overview and Resources).
 - End of Unit 3 Assessment, Part I excerpts based on students' reading levels. In Closing and Assessment, students will choose which book they would like to work with (*Rain School* or *Nasreen's Secret School*). Since you don't know students' choices ahead of time, prepare ample excerpts for both books at all reading levels.
- Review the Thumb-O-Meter protocol. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Post: Learning targets, Working to Become Ethical People anchor chart, and Working to Become Effective Learners anchor chart.

- Work Time A: Students annotate the text on a word processing document—for example, a Google Doc.
- Work Time B: Students complete the Mid-Unit 3 Assessment online on a Google Doc, for example.

Supporting English Language Learners

Supports guided in part by CA ELD Standard 3.I.B.6, 3.I.C.9, and 3.I.C.10.

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 Unit 2, using content from Lessons 1 and 2 of Unit 3.
- The Mid-Unit 3 Assessment may be challenging for ELLs as it is a big leap from the heavily scaffolded classroom interaction. ELLs will be asked not only to independently apply cognitive skills developed in Lessons 1 and 2, but also to independently apply new linguistic knowledge introduced in Lessons 1 and 2.
- Allow students to review language they've written on the Word Wall or in their vocabulary logs.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- 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 this lesson, students analyze a model informative paragraph. This activity relates back to the informative paragraph criteria from Unit 2. In the basic form of this lesson, the teacher explicitly instructs on all of the criteria and then students identify examples within the paragraph.
- **Multiple Means of Action and Expression:** It is important to provide all students access to the assessment so that they have the best chance of demonstrating their knowledge and skills. Some students may need additional support with fine motors skills. Consider offering tools that will support writing (e.g., pencil grips, slanted desks, use of a word processor).

- **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, provide 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

- effectively (L)

Materials

- ✓ End of Unit 2 Assessments with Feedback (one per student; completed in Unit 2, Lesson 11)
- ✓ Mid-Unit 3 Assessment Prompt (one per student and one to display; see Assessment Overview and Resources)
- ✓ Red, green, blue, yellow, and a different shade of green markers (one of each per student and for the teacher)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Informative Paragraph: Teacher Model (one per student and one to display)
- ✓ Informative Paragraph: Teacher Model (example, for teacher reference)
- ✓ Close Read Note-catcher: *More Than Anything Else*, Pages 20–21 (from Lesson 2; one per student)
- ✓ Reading for Gist and Recounting the Story: *More Than Anything Else* (from Lesson 1; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Lesson 2)
- ✓ End of Unit 3 Assessment, Part I Prompt (one per student and one to display; see Assessment Overview and Resources)
- ✓ End of Unit 3 Assessment excerpts (one per student; see Assessment Overview and Resources)

Opening

A. Returning End of Unit 2 Assessment (5 minutes)

- Return students' **End of Unit 2 Assessments with Feedback**.
- Invite students to spend a few minutes reading the feedback. If they require teacher support to understand the feedback, encourage them to write their names on the board so you can visit with them in this lesson.

Meeting Students' Needs

- For ELLs and students who need support with reading: Reassure them that if they don't understand or cannot read the feedback, they will have an opportunity to review it with you during the lesson. (MME)
- Build an accepting and supportive by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

Opening

B. Reviewing Learning Target (5 minutes)

- Direct students' attention to the posted learning target and select a volunteer to read it aloud: ***"I can write an informative paragraph that describes the lesson and how it is conveyed in More Than Anything Else."***
- Remind students that in the previous lessons they listened to *More Than Anything Else* being read aloud, determined the gist, identified the lesson or message, and also closely read an excerpt from the text.

Meeting Students' Needs

- For ELLs and students who may need additional support with memory: To activate background knowledge, display a student-written informative paragraph from Unit 2. As you refer to the model, discuss the learning targets from Unit 2 and how they are evident in this piece of writing. This provides a familiar reference point while preparing them for the assessment task. (MMR)

Work Time

A. Analyzing a Model (15 minutes)

- Distribute and display the **Mid-Unit 3 Assessment Prompt**, along with **red, green, blue, yellow, and a different shade of green markers**.
- Invite students to follow along, reading silently in their heads as you read the directions aloud. Answer clarifying questions.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of respect, empathy, and compassion. Remind students that sometimes people make connections between stories and things from their own lives, or stories they have heard from their families and that this can be upsetting, so they need to remember to practice respect, empathy, and compassion.
- Distribute and display the **Informative Paragraph: Teacher Model**. Invite students to follow along, reading silently in their heads as you read aloud the paragraph.

- Direct students back to the Mid-Unit 3 Assessment Prompt and focus them on the first criterion:
 - “Introduce the book and the author.”
- Invite students to work with an elbow partner to identify evidence of this criterion in the model paragraph and to underline it in red marker.
- Select volunteers to share their response with the whole group and underline it in red marker on the displayed Informative Paragraph: Teacher Model. Refer to the **Informative Paragraph: Teacher Model (example, for teacher reference)**.
- Invite students to retrieve and review their **Close Read Note-catcher: *More Than Anything Else*, Pages 20–21** and their **Reading for Gist and Recounting the Story: *More Than Anything Else***. Tell students that all the information they need to write their paragraphs is included on these two note-catchers.
- Invite students to underline in red marker the information on their note-catchers pertaining to the first criterion.
- Repeat this process with each criterion and green, blue, and yellow markers. Refer to the Informative Paragraph: Teacher Model (example, for teacher reference) as necessary.

Meeting Students' Needs

- For ELLs and students who may need additional support with executive function skills: On the displayed copy of the Informative Paragraph: Teacher Model, color-code each sentence according to the colors that students have learned: red (introductory sentence), green (focus statement), yellow (stating the challenge), blue (body sentences), and green (conclusion). Annotate, illustrate, and label the model paragraph. Invite students to make similar notes in the margins of their own copies. (Example: Write “Intro: Who, what, where?” next to the introduction sentence.) (MMR)
- For ELLs and students who may need additional support with writing: Think aloud while reading the model paragraph to highlight the purpose of each component. (Example: “I wonder where this challenge takes place. Oh, it is Afghanistan!”) (MMR)
- Consider chunking the tasks to minimize the complexity. For instance, discuss the first criterion and have students identify it in the model. Then, discuss the second criterion, etc. (MMR)

Work Time

B. Mid-Unit 3 Assessment: Informative Paragraph: The Lesson of *More Than Anything Else* (25 minutes)

- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of perseverance, as they will be working independently on their mid-unit assessment, which may be challenging.
- Remind students that all of the information they need to write their paragraphs is included on the Reading for Gist note-catcher and close read note-catcher.

- Invite students to turn and talk with an elbow partner:
“What will your informative paragraph sound like based on the criteria on the assessment prompt and the information on your close read note-catcher?”
- Refocus whole group.
- Tell students they will now begin the assessment. Remind them that they should work silently and independently since this is an assessment.
- While students are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze students’ behaviors while taking an assessment. Document strategies you observe them use, such as referring to the text as they write their paragraphs.
- After 30 minutes, refocus whole group.
- Tell students they are going to use the Thumb-O-Meter protocol to reflect on their progress toward the learning target. Remind them that they participated in this protocol in the previous lesson and review as necessary. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the Thumb-O-Meter protocol using the learning target. Note students showing a thumb-sideways or thumb-down so you can check in with them. Repeat, inviting students to self-assess against how well they persevered.

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. Write an informative paragraph about *More Than Anything Else*.
 - A. Review the Close Read Note-catcher: *More Than Anything Else*, Pages 20–21 and Reading for Gist and Recounting the Story: *More Than Anything Else*.
 - B. Using your note-catchers, write an informative paragraph about the lesson in *More Than Anything Else*.
- For ELLs and students who may need additional support with reading: Read the prompts aloud. For students who have trouble reading, consider reading aloud parts of their note-catchers. (MMR, MMAE)
- For ELLs and students who may need additional support with comprehension: Ensure that everyone is clear about the assessment directions. Rephrase the directions for these students. Monitor during the assessment to see that students are completing the assessment correctly. Stop students 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. Introducing the End of Unit 3 Assessment, Part I Prompt (10 minutes)

- Distribute and display the **End of Unit 3 Assessment, Part I Prompt**. Select a volunteer to read it aloud.
- Invite students to silently think about whether they would like to work with *Rain School* or *Nasreen's Secret School* for the end of unit assessment. Remind students about each book as necessary.
- After 2 minutes, refocus whole group.
- Invite students who chose *Rain School* to raise their hand.
- Allocate the **End of Unit 3 Assessment excerpts** for *Rain School* according to the reading ability of each child, and ask students with the same excerpts to sit together at a table or in a specific area of the room.
- Repeat this process with the excerpts from *Nasreen's Secret School*.
- Invite students in the same area to partner up to practice reading their excerpt aloud.
- Circulate to read aloud the excerpt to each group. Begin with the students reading below grade level to help them get started. Depending on the ability of the groups, consider staying with the below grade level group as they practice to help reread the text aloud for them where necessary and to help correct any mistakes.

Meeting Students' Needs

- For ELLs: Consider playing 1–2 minutes of an audiobook to provide context for the assessment. If possible, play audio in students' home languages. This will help students comprehend the task before them and imagine the end product.
- For ELLs: If a group consists of predominantly beginning proficiency ELLs, assign a native language or advanced proficiency student to the group. This student can serve as a model and a mentor.
- If the selected excerpts are above students' independent reading level, consider selecting an alternative excerpt that is at the appropriate level. Additionally, consider providing an audio recording of the text for students to listen to. (MMR, MMAE)

Homework

A. Practice reading your excerpt aloud for the End of Unit 3 Assessment audiobook.

B. 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.