

## Lesson 3: Writing Informational Texts: Why Do Polliwogs Wiggle?



### CCS Standards

- **RI.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **RI.3.3:** Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- **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.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **W.3.8:** Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.1d:** Form and use regular and irregular verbs.
- **L.3.1e:** Form and use the simple (e.g., *I walked*; *I walk*; *I will walk*) verb tenses.



### Daily Learning Targets

- I can plan and draft an informational paragraph that has a clearly stated focus and uses facts, definitions, and details from the text to explain my ideas. (W.3.2, W.3.4, W.3.5)
- I can form and use regular verbs in the present tense. (L.3.1d, L.3.1e)

### Ongoing Assessment

- Polliwogs Research note-catcher (RI.3.3, W.3.2, W.3.4, W.4.5, W.3.7, W.3.8)
- Participation in shared writing of “Why Do Polliwogs Wiggle?” (W.3.2, W.3.4, W.3.5)

## Agenda

### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

- A. Shared Writing: Planning an Informational Paragraph (15 minutes)
- B. Mini Lesson: Forming and Using Regular Verbs (15 minutes)
- C. Shared Writing: Drafting an Informational Paragraph (20 minutes)

### 3. Closing and Assessment

- A. Debrief: Informative Writing Checklist (5 minutes)

### 3. Homework

- A. Choose a Regular Verb practice from your Homework Resources to complete.
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal

## Teaching Notes

### Purpose of lesson and alignment to standards:

- In this lesson, students circle back to the “why” question from Unit 1: Why do polliwogs wiggle? They use evidence from pages 6–7 of *Everything You Need to Know about Frogs and Other Slippery Creatures* to take notes on this topic (RI.3.3, W.3.2, W.3.4, W.4.5, W.3.7, W.3.8) and then use their notes to draft an informational paragraph (W.3.2, W.3.4, W.3.5).
- In Work Time A, the teacher and students compose text together, both contributing their thoughts and ideas to the process while the teacher acts as scribe. Shared writing enables teachers to make the writing process concrete and visible to students. This allows students to focus exclusively on the thinking involved in writing, not the process.
- Shared writing is also a powerful way to model and guide key skills and concepts related to the writing process (e.g., organizing, drafting, revision, mechanics, and conventions). Students gain competence and confidence in their writing skills as the teacher models and guides the thinking process writers go through. Consider modeling, revising, or editing the completed answer to “Why do polliwogs wiggle?” based on students’ identified areas for improvement.
- As an extension, students can write their own paragraph answering a new research question, using *Everything You Need to Know about Frogs and Other Slippery Creatures* as a model.
- In this unit, the habit of character focus is working to contribute to a better world. The characteristics they are reminded of in this lesson are: apply my learning when they discuss how the class informational paragraph will fit into the final performance task and use my strengths as they work as a class to plan and draft the class informational paragraph.
- This lesson is the third in a series of three that include built-out instruction for the use of Goal 3 Conversation Cues to promote productive and equitable conversation (adapted from Michaels, Sarah and O’Connor, Cathy. *Talk Science Primer*. Cambridge, MA: TERC, 2012. [http://inquiryproject.terc.edu/shared/pd/TalkScience\\_Primer.pdf](http://inquiryproject.terc.edu/shared/pd/TalkScience_Primer.pdf). Based on Chapin, S., O’Connor, C., and Anderson, N. [2009]. *Classroom Discussions: Using Math Talk to Help*

*Students Learn, Grades K-6*. Second Edition. Sausalito, CA: Math Solutions Publications).

Goal 3 Conversation Cues encourage students to deepen their thinking. Continue drawing on Goals 1 and 2 Conversation Cues, introduced in Module 1, and add Goal 3 Conversation Cues to more strategically promote productive and equitable conversation. In Module 3, Goal 4 Conversation Cues are also introduced. Refer to the Module 1 Appendix for additional information on Conversation Cues. Consider providing students with a thinking journal or scrap paper.

- The research reading students complete for homework helps to build both their vocabulary and knowledge pertaining to frogs and specifically frog adaptations. 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.
- Students practice their fluency in this lesson by chorally reading the “Why Do Polliwogs Wiggle?” class draft at the end of Work Time C.
- In this lesson, there is a mini lesson on regular verbs. If students have been working on the Reading Fluency/GUM component of the Additional Language and Literacy block, they will be familiar with this and will need only a quick review.

### How it builds on previous work:

- Students continue to research and write the answer to one of the “why” questions developed in Unit 1.
- The paragraph students write in this lesson follows a similar structure as the informational writing done in Module 1—a shortened version of the Painted Essay® format. Note that sentence frames are not provided for all students to use when writing in this module. Refer back to the writing lessons in Module 1 if students need this additional support.

### Areas where students may need additional support:

- Some students may require support recording their information in the correct category on the Polliwogs Research note-catcher.
- Students who struggle with oral language and/or auditory processing may need additional support, such as providing sentence frames for them to refer to during discussions.

### Assessment Guidance:

- The Informative Writing Checklist is introduced in Closing A. Students work with this checklist throughout this unit and Unit 3. Refer to the characteristics related to RI.3.1, W.3.2a, and W.3.2b of the checklist when assessing students’ work in this lesson.
- Consider using the Writing Informal Assessment: Observational Checklist for Writing and Language Skills (grade 3) during the shared writing in Work Times A and C.
- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students’ reading of the “Why Do Polliwogs Wiggle?” class draft at the end of Work Time C.

### Down the road:

- Students will repeat this cycle of reading for gist, then closely reading the text, and then writing about it in Lessons 4–6.
- Students will have to answer questions about forming and using regular and irregular verbs in the Mid-Unit 2 Assessment.
- Note that students will need their Regular Verbs handout in Unit 3.

**In advance:**

- Post: Learning targets.

## Technology &amp; Multimedia

- Work Time A: Students complete their note-catchers in 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>)
- Work Time C: Digital draft: Instead of using chart paper, record shared writing on a class Google Doc for students to refer to when working on their writing outside of class.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 3.I.A.4, 3.I.C.10, 3.II.A.1, 3.II.A.2, 3.II.B.3.

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs by explicitly discussing forming and using regular verbs, an ability that might be supported in some ways by their home language system and at times might be different.
- ELLs may find it challenging to relate to the verb Mini Lesson in the same way as native speakers. Proficient speakers have mostly already acquired the present simple structure and understand it intuitively. These students may struggle to remember and apply rules and explanations to the structure. Students who need heavier support, on the other hand, may not have the same intuitive grasp of the structure and its meaning. Therefore, the lesson will prove more challenging for these students, as they have more limited frames of reference. Provide extra wait time for students who struggle with this lesson. Students may also need additional clarification and explanation of the structure's meaning. Finally, most ELLs will not master this by the end of this lesson. Present simple tense in third person singular is typically one of the final tenses for ELLs, at any age, to acquire; it can take years. So commend students as they try their best.

**Levels of support**

*For lighter support:*

- During the Mini Lesson, invite students to compare and contrast the English regular verb system with the verb system of their home language.

*For heavier support:*

- Differentiating the meanings of facts, details, and definitions may prove difficult for some students. To clarify, use a concrete example: "If our focus statement is 'School is a place where children learn,' what are some facts? Perhaps a fact could be 'Students practice reading in school.' What are some details or examples of that fact? Maybe a detail could be

‘Students participate in close read-alouds’ or ‘Students have independent reading time every day.’ If our readers don’t know what independent reading time means, we have to provide a *definition*. What is a good *definition* of independent reading time?”

- There are many concepts referenced from previous lessons, such as text features and pronouns. Check for comprehension and prior knowledge. If necessary, briefly review prerequisite concepts using examples and any useful charts available.
- In Work Time A, write some sample definitions, facts, and details from pages 6–7 on separate strips of paper. Invite students to post them to the proper category on chart paper around the room.
- In preparation for the mid-unit assessment, review the exit ticket from the Lesson 2. For selected response questions, discuss the reasons each distractor item is incorrect and think aloud the process of choosing the correct response. Make sure students read and understand all of the options before choosing a response.
- In preparation for the mid-unit assessment, review or generate strategies for answering selected response questions.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** Throughout this lesson, embed support for unfamiliar vocabulary by providing explanation and visual examples. This will help students make connections and support comprehension.
- **Multiple Means of Action and Expression (MMAE):** Many students will benefit from further practice writing focus statements. Consider providing additional opportunities to identify focus statements in previously written paragraphs as well as opportunities to practice answering the “why” questions from Unit 1 with quality focus statements. Ensure that students pay close attention to correct verb tenses, as well.
- **Multiple Means of Engagement (MME):** During the Closing and Assessment, some students may need additional support working with the Informative Writing Checklist. Reflection and self-assessment are high-level thinking skills that students will need modeled. Consider completing this portion of the lesson as more of a think-aloud until students are familiar and comfortable with reflecting on their work and using the Informative Writing Checklist.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- purpose, explicitly, focus statement, verb tense, present tense, base form (L)
- tadpole, gills (W)

## Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Working to Contribute to a Better World anchor chart (from Unit 1, Lesson 1)
- ✓ Freaky Frog research notebooks (from Lesson 1; one per student and one to display)
  - Close Reading: “Amphibians” note-catcher (pages 2–3 of Freaky Frog research notebook)
  - Polliwogs Research note-catcher (page 4 of Freaky Frog research notebook)
- ✓ *Everything You Need to Know about Frogs and Other Slippery Creatures* (from Lesson 1; one per student and one to display)
- ✓ Polliwogs Research note-catcher (answers, for teacher reference)
- ✓ Domain-Specific Word Wall (started in Unit 1, Lesson 1)
- ✓ Parts of Speech anchor chart (begun in Unit 1, Lesson 11)
- ✓ Regular Verbs handout (one per student and one to display)
- ✓ Regular Verbs handout (example, for teacher reference)
- ✓ Chart paper (one for display; to co-create “Why Do Polliwogs Wiggle?” class draft during Work Time C)
- ✓ “Why Do Polliwogs Wiggle?” class draft (example, for teacher reference)
- ✓ Informative Writing Checklist (one to display)

## Opening

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

- Direct students’ attention to the posted learning targets and ask for volunteers to read them aloud:

*“I can refer explicitly to the text when answering questions about the text.”*

*“I can plan and draft an informational paragraph that has a clearly stated focus and uses facts, definitions, and details from the text to explain my ideas.”*

*“I can form and use regular verbs.”*

- Remind students that they have been working with pages 6–7 of *Everything You Need to Know about Frogs and Other Slippery Creatures*, researching to find the answer to one of the questions they asked in Unit 1: Why do polliwogs wiggle? Explain that today they will plan and draft an answer to this question as a class.
- Invite students to turn to and reread pages 6–7 of *Everything You Need to Know about Frogs and Other Slippery Creatures*.
- Remind students of the informational writing they did throughout Module 1. Tell students the informational pieces they will write in this module will follow the same structure as the writing they did in Module 1: an introduction with a focus statement followed by proof supported with evidence, and ending with a conclusion that restates the focus.
- Display the **Performance Task anchor chart** and tell students that this will be the first informational piece included in the book they are creating as part of the performance task.



- Focus students on the **Working to Contribute to a Better World anchor chart** and remind them of the habits of character already recorded, applying my learning and using my strengths. Remind students that the books they create are one way they are applying their learning. Remind students that like in Unit 1 when they wrote the class *pourquoi* tale, they will all bring different strengths to the group as they plan and write the class informational paragraph.
- Point to the second paragraph of the prompt and ask for a volunteer to read it aloud, beginning with “You will also need....”
- Using a total participation technique, invite responses from the group:
  - “Who will be reading our books?” (other students)
  - “Why will others be reading our books?” (to learn about frogs)
- Tell students that why others read our books is called the *purpose*, the point or the reason for our writing.
- Point out the word *explicitly* in the first learning target and use a total participation technique to invite responses from the group:
  - “Why is it important to explicitly refer to the text when answering questions about the text?” (When you use evidence, it makes your answer stronger and people are more likely to trust and believe it.)
- Tell students that when answering the question “Why do polliwogs wiggle?” they will need to explicitly refer to the text.

### Meeting Students' Needs

- For students who may need additional support understanding the terms in the learning targets: Write synonyms or descriptions above key terms. (MMR)
- For students who may need additional support with working memory: Provide copies of the anchor charts in advance so they can maintain focus, sketch or take notes about their thinking, and access important information as they work independently. (MMAE)
- For ELLs: Review the meaning and pronunciation of *explicitly*. Example: “In the last lesson, we learned the word *explicitly*. Can someone remind us what it means?” (very clearly) “Now let’s practice the pronunciation as a class.”
- For ELLs and students who may need additional support with motivation: Display an example or a mock-up of the performance task book. Consider reading a page from the book. This will foster motivation by providing students with a tangible goal. (MME)
- For ELLs and students who may need additional support with language: Compare the words *refer* and *reference*. Ask: “What is similar about the words *refer* and *reference*?” (They both contain the word *refer*.) “What is different?” (One is a verb, and one is an adjective to describe a kind of text or material.) Clarify: “When we *refer to a text* in our writing, we tell exactly where we found our information, such as the name of the book where we found it, so that the reader can go and find it. The book where we found our information is our *reference text*.” (MMR)

## Work Time

### A. Shared Writing: Planning an Informational Paragraph (15 minutes)

- Invite students to take out their **Freaky Frog research notebooks** and open to the **Close Reading: “Amphibians” note-catcher** on pages 2–3.
- Invite students to think to themselves and review their note-catcher and pages 6–7 of *Everything You Need to Know about Frogs and Other Slippery Creatures*, then turn to a partner to share their thinking. Using a total participation technique, invite responses from the group:  
*“Why do polliwogs wiggle?” (They wiggle their tails to swim.)*
- If productive, use a Goal 3 Conversation Cue to challenge students:  
*“What if polliwogs were born with legs?” I’ll give you time to think and discuss with a partner.” (Responses will vary but could include: they might walk along the bottom; they might swim with their legs.)*
- Display the **Polliwogs Research note-catcher** and invite students to turn to their copy on page 4 of their Freaky Frog research notebook.
- Explain that students will use this note-catcher to record information from their source, *Everything You Need to Know about Frogs and Other Slippery Creatures*, that answers their research question: “Why do polliwogs wiggle?” Invite students to write the title of the text and the page numbers by “Source” at the top of their note-catcher.
- Direct students’ attention to the words “Focus Statement” at the top of the note-catcher. Remind them that as they learned in Module 1, informational writing always includes a sentence in the beginning that states or tells the focus, or main idea, of the writing. This is called a *focus statement*.
- Explain that the focus statement usually answers the research or focus question, and the rest of the paragraph gives evidence and explains the focus statement.
- Model saying a focus statement that answers the question “Why do polliwogs wiggle?” and write it by the words “Focus Statement” at the top of the note-catcher.
- Invite students to think to themselves, then turn to a partner to share their thinking. Cold call students to share their responses, writing them by the words “Focus Statement” at the top of the note-catcher:  
*“Think of another way to answer the question “Why do polliwogs wiggle?”” (Possible responses include: Polliwogs move by wiggling because they have no legs; to move, polliwogs wiggle their powerful tails.)*
- Point out that these example focus statements answer the research question without going into detail about polliwogs.
- Select a volunteer to read the headings of the table on the Polliwogs Research note-catcher. Explain that students will record evidence that supports, or explains, their focus statement in these boxes.



- Using a total participation technique, invite responses from the group:
  - “What kind of information would we record in the Definitions part of the table?” (the meaning of important words that are related to the research question)*
  - “What kind of information would we record in the Facts part of the table?” (information explicitly from the text related to the research question)*
  - “What kind of information would we record in the Details part of the table?” (descriptions or explanations about the facts)*
- Using the **Polliwogs Research note-catcher (answers, for teacher reference)**, model writing a definition, fact, and detail that answer or explain the research question, referring back to the Close Reading: “Amphibians” note-catcher, pages 6–7 of *Everything You Need to Know about Frogs and Other Slippery Creatures*, and the **domain-specific word wall** as necessary. For each, point out how the evidence supports, or explains, the focus statement.
- Give students 5 minutes to work with a partner and continue adding to their Polliwogs Research note-catcher.
- Cold call students to share with the group, adding to the displayed Polliwogs Research note-catcher as appropriate.

### Meeting Students' Needs

- For ELLs and students who may need additional support with organization: To minimize confusion during transition time, display a copy of each item that students need to locate. (MMAE, MME)
- For students who may need additional support writing a focus statement: Consider drawing a simple diagram or using color coding that explains how to write an informational paragraph (for example, the focus statement could be orange, one piece of evidence could be yellow, and another piece of evidence could be red; or use an analogy for the informational paragraph like a sandwich, in which the focus statement is the top slice of bread and the evidence is the fillings.) (MMR, MMAE)

## Work Time

### B. Mini Lesson: Forming and Using Regular Verbs (15 minutes)

- Tell students that before they write their paragraphs, they will learn more about the *verb tense* they should use in their writing.
- Focus students on the **Parts of Speech anchor chart**.
- Ask:
  - “What is a verb?” (a word that describes an action or state of being)*
  - “What are some examples of verbs? Act out the meaning of them.” (hop, jump, eat, drink, bounce)*
- Display and distribute the **Regular Verbs handout** and ask:
  - “What is verb tense?” (the different forms of a verb to show when an action happened)*
- Invite students to read the past, present, and future column headings and descriptions on the first table on the handout and check their understanding of what each of the verb tenses means.

- Tell students that there are different types of regular verbs and that they are called regular verbs because they follow rules.
- Focus students' attention on the first chart and point out that the verbs in the present tense column all end in *e*. Tell students that the present tense form of the verb is what we call the base form of the verb.
- Invite students to discuss with an elbow partner and use a total participation technique to collect responses:

***“What do you notice about how the verb has changed from the present to the past in each of these examples?” (D was added.)***

- Record this in the What Do You Notice? row for the past tense, inviting students to do the same on their copy. Refer to the **Regular Verbs handout (example, for teacher reference)**.
- Invite students to follow this pattern to help you fill in the spaces for the verbs where there is no past tense form recorded. Refer to the Regular Verbs handout (example, for teacher reference).
- If productive, use a Goal 3 Conversation Cue to challenge students. Use a total participation technique to collect responses:

***“Can you figure out why will is added before the present tense form of the verb in each of these examples? I’ll give you time to think and discuss with a partner.” (Will changes the present tense verb to the future.)***

- Record this in the What Do You Notice? row for the future tense, inviting students to do the same on their copy. Refer to the Regular Verbs handout (example, for teacher reference).
- Repeat with each of the other charts.
- Tell students that informational writing tends to use the *present tense*, so as they write their informational paragraphs, they should use the present tense. Explain that writers use present tense to talk about information that is always true or routine.

### Meeting Students' Needs

- For students who may need additional support with parts of speech: Provide a “cheat sheet” for students to reference that efficiently explains each part of speech and goes into more detail with verb tenses, listing examples of past, present, and future tense. (MMR, MMAE)
- For ELLs: Remind students that it is appropriate to use more formal language in informational pieces. This makes it even more important to use proper *verb tense*. Readers will be more likely to feel that pieces with proper *verb tense* and more formal language are credible.
- For ELLs: To facilitate the transfer of grammar skills across languages, point out that all other languages also have verbs and verb tenses. Example: To work in Spanish is *trabajar*. To say that Julio worked (past) is Julio *trabajó*. To say Julio will work (future) is *trabajará*.
- For ELLs: When writing the sentences on the board, consider color coding the verbs and writing the third person singular -s in a different color to draw attention to the form.

- For ELLs: To further illustrate the meaning of verb tenses, use hand gestures to signal future, past, and present tenses. Example: Wave your hand behind to signal past tense, ahead to signal future tense, and point a finger toward the floor for present tense. Use adverbs such as *yesterday*, *today*, and *tomorrow* to further clarify the meanings of the tenses.
- For ELLs: To provide heavier support, consider providing three illustrated cards with different verbs. As their partners act out the verbs, students can match their actions to the illustrated cards. Their partners or teacher can help them read the cards.
- For ELLs: To clarify meaning, use hand gestures when discussing pronouns. Example: Point to self when saying *I*, point to a student while making eye contact when saying *you*, point to a different student without making eye contact while saying *he/she*.
- For ELLs: When a student makes an error using third person singular in present simple, ask him or her to say the sentence again and to notice the verb in the sentence. If the student does not self-correct, recast the sentence, drawing attention to the *-s* in the verb. Remind the student of the rule and have him or her repeat the sentence correctly.

### Work Time

#### C. Shared Writing: Drafting an Informational Paragraph (20 minutes)

- Begin a shared writing experience to answer the question “Why do polliwogs wiggle?” Ask students to bring their Polliwogs Research note-catcher and gather where they can see the posted **chart paper**.
- Ask:
  - “Who is the audience of this paragraph?” (other students)*
  - “What is the purpose of the informative page?” (to teach our readers about frogs)*
- Say something like: “We will now begin writing a paragraph answering the question ‘Why do polliwogs wiggle?’”
- Explain that in this paragraph, students will start by giving readers important information they will need to understand the paragraph. Ask:
  - “What kind of information do readers need to know before we explain why polliwogs wiggle?” (They need to know what polliwogs are.)*
  - “What are polliwogs?” (tadpoles, baby frogs)*
- Model writing a sentence that explains what a polliwog is, pointing out the use of the present verb tense. Refer to **“Why Do Polliwogs Wiggle?” class draft (example, for teacher reference)**.
- Explain that next, they will write the focus statement. Drawing from the ideas the students shared in Work Time A, craft and write a focus statement that answers the research question and tells the focus of the writing. Refer to “Why Do Polliwogs Wiggle?” class draft (example, for teacher reference).

- Using a total participation technique, invite responses from the group:  
*“What information should we write next if we are answering the question ‘Why do polliwogs wiggle?’ and using evidence from the text to support our answer?”*
- Drawing from the ideas the class shared, craft and write a sentence that explains the focus statement and gives evidence from the text (see the example in the supporting materials).
- Remind students that they should elaborate on the evidence they are including, or explain how the evidence they have chosen supports the focus statement.
- Using a total participation technique, invite responses from the group:  
*“How can we elaborate on the evidence we just included? How does it support the focus question: ‘Why do polliwogs wiggle?’”*
- Drawing from the ideas the class shared, craft and write a sentence that elaborates on the evidence (see the example in the supporting materials). Continue this process to write the rest of the paragraph, pointing out the use of the present tense with regular verbs as appropriate, using the domain-specific word wall, and referring to the “Why Do Polliwogs Wiggle?” class draft (example, for teacher reference) as needed.
- Invite students to chorally read the finished “Why Do Polliwogs Wiggle?” class draft.
- Ask:  
*“Is our ‘Why Do Polliwogs Wiggle?’ class draft appropriate for the task and purpose?” (Yes.)*
- If productive, use a Goal 3 Conversation Cue to encourage students to provide reasoning:  
*“Why do you think that?” (Because it answers the research question using evidence from what we read.)*
- Focus students on the learning targets. Read each one aloud, pausing after each to use a checking for understanding protocol for students to reflect on their comfort level with or show how close they are to meeting each target. Make note of students who may need additional support with each of the learning targets moving forward.
- Repeat, inviting students to self-assess against how well they applied their learning in this lesson.

### Meeting Students’ Needs

- For students with auditory processing needs: Consider posting discussion questions or giving them to these students before the discussion. (MMR)
- For ELLs: To reinforce adapting language to task and purpose, suggest a sentence in conversational language so that the class can discuss the reasons it is inappropriate. Example: “Okay, how about if I start my paragraph with, ‘Oh my gosh! Polliwogs are totes cool.’ No? Well, why not?”

## Closing and Assessment

### A. Debrief: Informative Writing Checklist (5 minutes)

- Congratulate students on their hard work researching and writing a paragraph answering one of their “why” questions from Unit 1.
- Display the **Informative Writing Checklist** and explain that students will work with this checklist throughout Units 2 and 3. Read it aloud as students follow along, reading silently in their heads.
- Direct students’ attention to the following criteria:
  - **RI.3.1**
  - **W.3.2a**
  - **W.3.2b**
- For each criterion, invite students to reread the “Why Do Polliwogs Wiggle?” class draft and show a thumbs-up, -sideways, or -down to indicate whether the class draft meets the characteristic. Cold call students to explain their thinking.
- If productive, use a Goal 3 Conversation Cue to encourage students to provide evidence, being sure they reference the checklist and evidence from the class draft:
 

*“What, in the draft, makes you think so?” (Responses will vary.)*
- Tell students they will have many other opportunities during this module to work with this checklist.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with vocabulary: Review the meanings of *facts*, *definitions*, and *details* to reinforce the concepts and to assess comprehension. Read a sentence from the paragraph such as “Polliwogs move by wiggling ...” and ask whether it is a fact, definition, or detail. Have students explain their answers. (MMR)

## Homework

### A. Choose a Regular Verb practice from your Homework Resources to complete.

### B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

### Meeting Students’ Needs

- For ELLs: To prepare for the mid-unit assessment, underline three sentences from your research reading that you think are focus statements.
- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE)