

## Lesson 6: Mid-Unit 3 Assessment: Informative Paragraph: Describing Freaky Frog Adaptations



### CCS Standards

- **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.3.2d:** Provide a concluding statement or section.
- **W.3.4:** With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose.
- **W.3.7:** Conduct short research projects that build knowledge about a topic.
- **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.
- **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 form and use regular and irregular verbs in the simple tenses. (L.3.1d, L.3.1e)
- I can draft an informative paragraph describing my frog's unique adaptations. (W.3.2a, W.3.2b, W.3.4, W.3.7, W.3.10)
- I can plan a conclusion using my research notes that reminds the reader of the focus of my essay. (W.3.2d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.9)

### Ongoing Assessment

- Mid-Unit 3 Assessment: Parts I and II (W.3.2a, W.3.2b, W.3.4, W.3.7, W.3.10, L.3.1d, L.3.1e)
- Tracking Progress: Informative Writing recording form (W.3.2)
- Informational Writing Planning graphic organizer (W.3.2d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.9)

## Agenda

### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

### 2. Work Time

- A. Mid-Unit 3 Assessment, Part I: Selected Response (10 minutes)
- B. Mid-Unit 3 Assessment, Part II: Informative Paragraph: Describing Freaky Frog Adaptations (20 minutes)
- C. Analyzing a Model (10 minutes)
- D. Guided Practice: Planning a Conclusion Paragraph (10 minutes)

### 3. Closing and Assessment

- A. Tracking Progress (5 minutes)

### 4. Homework

- A. Respond to an Informative QuickWrite prompt using the provided prompts in your Unit 3 homework packet.
- 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 the first half of this lesson, students complete the Mid-Unit 3 Assessment. In Part I of the assessment, they answer selected-response questions targeting language and writing standards. In Part II, they use the plan for their proof paragraphs developed in Lesson 5 to draft a second proof paragraph about their frog's unique adaptations.
- This assessment is designed to address W.3.6. If students are unable to use technology to complete their informative writing, they will need lined paper and should leave a blank line between each line of their writing to make revisions later on.
- In the second half of this lesson, students again use the Poison Dart Frog Model as an example. They study the conclusion paragraph (W.3.2d) and use their observations to plan the conclusion for their freaky frog essay (W.3.2d, W.3.4, W.3.5, W.3.7, W.3.8, W.3.9).
- At the end of the lesson, students reflect on the learning targets on 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.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristic they are reminded of specifically is perseverance, as they will be working independently on their assessments, which may be challenging for some students.
- The research reading that students complete for homework helps them 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 have the opportunity to practice their fluency in this lesson by following along and reading silently as the teacher reads the model essay aloud in Work Time C.

- Students who finish quickly or require an extension can begin to consider other ways to present the information they have been researching. Invite them to brainstorm ways to present (i.e., PowerPoint presentation, create a poster, etc.), choose one, and begin planning this presentation.

### **How it builds on previous work:**

- Students refer to the planning completed in Lesson 5 as they draft the second proof paragraph of their informational essay.
- When analyzing the essay model in Work Time C, students refer to the Informative Writing Checklist that was introduced and used in Unit 2. Throughout this unit, students examine each characteristic and consider how it applies to an essay.
- Students continue to use the Informational Writing Planning graphic organizer, introduced in Lesson 3, to plan the conclusion paragraph of their essays in this lesson.

### **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.
- For some students, this assessment may require more than the 30 minutes allotted. Consider providing time over multiple days if necessary.
- Students may have difficulty determining the most important and relevant research notes to use as they develop their plans. Consider flagging important pages of their research notebooks or having students use sticky notes to mark key pages or notes.
- Some students may require support recording their information in the correct box of their Informational Writing Planning graphic organizers.

### **Assessment Guidance:**

- Writing rubrics can be found in the Grade 3 Writing Rubrics document. 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, sample student responses (see Assessment Overview and Resources), and the Informative Writing: Grade 3 rubric (see Grade 3 Writing Rubrics) to help you complete the student Tracking Progress recording form. Consider making notes in the appropriate column for each criterion and marking evidence with sticky notes on student work in a different color than student responses. There is also space provided to respond to student comments.
- It will be valuable for students to revisit their previous Tracking Progress: Informative Writing sheet before they begin writing, so that they can remember what they would like to improve on from assessments in Module 1.
- In this assessment, students are tracking progress toward anchor standard W.3.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Consider using the Writing Informal Assessment: Observational Checklist for Writing and Language Skills (grade 3) to informally assess the writing process in Work Time D.

**Down the road:**

- Students focus only on planning the conclusion paragraph of their essays in this lesson. They will draft this paragraph in Lesson 7.
- Students will receive feedback on their drafts and revise for specific language standards in the second half of Unit 3.

**In advance:**

- Post: Learning targets.

## Technology &amp; Multimedia

- Work Time B: Students use word-processing tools to write their informative texts. See Module Overview for suggested word-processing tools.
- Work Time C: Allow students to use an online graphic organizer such as Creately or ReadWriteThink's Webbing Tool to brainstorm, record, or share initial ideas about the conclusion paragraph of their essays (<http://creately.com/Free-K12-Education-Templates> or <http://www.readwritethink.org/classroom-resources/student-interactives/readwritethink-webbing-tool-30038.html>).
- Work Time C: Students complete their graphic organizers 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>)

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 3.I.C.10, 3.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 in Lessons 1–5.
- ELLs may find the Mid-Unit 3 Assessment challenging, as it may be a big leap from the heavily scaffolded classroom interaction. ELLs will be asked not only to independently apply cognitive skills developed in Lessons 1–5, but also to independently apply new linguistic knowledge introduced in the previous lessons.
- Allow students to review language they've written on the Word Wall or in their vocabulary log.
- 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.
- Consider explaining the necessity of a conclusion in concrete ways. One useful analogy is a sandwich. The introduction and conclusion are slices of bread. The proof paragraphs are the meat.
- 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.
- During the explanation and analysis of the concluding paragraph in Work Time C, there are references made to prior work, including work completed during previous units. Display examples of this work to give students visual reminders.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the mid-unit assessment, students need to generalize the skills that they learned from the previous sessions. Similar to Modules 1 and 2, before administering the assessment, activate their prior knowledge by recalling the learning targets from the previous lessons. Also present the directions for the assessment both visually and verbally and display a map of the assessment parts.
- **Multiple Means of Action and Expression (MMAE):** Continue to support students in setting appropriate goals for their effort and the level of difficulty expected for the Mid-Unit Assessment. Appropriate goal-setting supports development of executive skills and strategies. Offer scaffolds for students, such as a checklist with three goals or reminders for the mid-unit assessment.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the mid-unit assessment. Also continue to provide variation in time for completing the assessment as appropriate. Consider breaking the assessment into parts and offering breaks at certain times.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- conclusion, focus statement (L)
- physical adaptations, behavioral adaptations, special, unique, survive (W)

### Materials

- ✓ Mid-Unit 3 Assessment: Informative Paragraph: Describing Freaky Frog Adaptations (one per student; see Assessment Overview and Resources)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)
- ✓ Informative Writing Checklist (from Lesson 3; one per student and one to display)
- ✓ Informational Writing Planning graphic organizer (from Lesson 3; one per student and one to display)
- ✓ Informative Essay about a Freaky Frog (begun in Lesson 4; one per student)
- ✓ Computer with word-processing tool (one per student)
- ✓ Freaky Frog essay prompt (from Lesson 1; one to display)
- ✓ Poison Dart Frog Model (from Lesson 2; one per student and one to display)
- ✓ Affix lists (from Module 1; one per student)
- ✓ Vocabulary logs (from Module 1; one per student)

- ✓ Freaky Frog research notebooks (from Unit 2, Lesson 1; one per student and one to display)
  - My Freaky Frog Research note-catcher (page 9 of Freaky Frog research notebook)
  - My Freaky Frog Adaptations Research note-catcher (page 10 of Freaky Frog research notebook)
- ✓ Domain-Specific Word Wall (started in Unit 1, Lesson 1)
- ✓ Tracking Progress: Informative Writing (one per student)
- ✓ Evidence flags or sticky notes (at least 13 per student)

## Opening

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

- Tell students that today they will take the Mid-Unit 3 Assessment. After the assessment, they will work on the conclusion of their essays.
- Focus students on the last learning target. Select a volunteer to read it aloud.

*“I can plan a conclusion using my research notes that reminds the reader of the focus of my essay.”*

- Students should already be familiar with this process. Reassure them that they will use what they know about informational writing when planning the conclusion paragraph of their essays.
- Select a volunteer to read the first two learning targets aloud:

*“I can form and use regular and irregular verbs in the simple tenses.”*

*“I can draft an informative paragraph describing my frog’s unique adaptations.”*

- Remind students that in the previous lessons, they planned and drafted the introduction paragraph, planned the proof paragraphs, and drafted the first proof paragraph. Tell students that before they work on the conclusion paragraph, they will draft the second proof paragraph as part of the Mid-Unit 3 Assessment.
- Display and distribute the **Mid-Unit 3 Assessment: Informative Paragraph: Describing Freaky Frog Adaptations**. Read the prompt aloud as students read along silently in their heads.
- Answer any clarifying questions.

### 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)

## Work Time

### A. Mid-Unit 3 Assessment, Part I: Selected Response (10 minutes)

- Tell students that this assessment focuses on the informational writing techniques they have been working on in class.
- Explain that the assessment has two parts: In Part I, they answer several selected-response questions. In Part II, they write their second proof paragraph.



- Focus students on the **Working to Become Effective Learners anchor chart**, specifically perseverance. Remind students that as they will be working independently in this lesson for an assessment, they may find it challenging, so they will need to persevere.
- Ask students to begin Part I. While they 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 that they use during the assessment.
- After 10 minutes, bring students back together whole group.

### Meeting Students' Needs

- For ELLs and students who may need additional support with planning: As you explain, write a "map" of the assessment on the board. Example:

Two parts:

1. Answer Selected Response Questions (10 minutes)
2. Write your Informational Proof Paragraph (20 minutes)
  - A. Use Informative Writing Checklist
  - B. Use Informational Writing Planning graphic organizer (MMR, MMAE)

## Work Time

### B. Mid-Unit 3 Assessment, Part II: Informative Paragraph: Describing Freaky Frog Adaptations (20 minutes)

- Invite students to take out their **Informative Writing Checklist**. Focus them on the criteria for W.3.2a and W.3.2b and select volunteers to read them aloud.
- Although unlikely, ask students whether there is anything specific to the informative text about the frog they would like to add to the checklist for those two criteria. If students suggest worthy criteria, add them to the displayed list and invite students to add them to their copy.
- Invite students to take out their **Informational Writing Planning graphic organizer** and access their Informative Essay about a Freaky Frog using a word-processing tool on their **computer**. Remind them that they have been using the computer to draft and publish their writing.
- Remind students that they must work silently and independently during the assessment.
- Circulate to support those who may require additional support during the assessment.

### Meeting Students' Needs

- For students who may need additional support with reading fluency: Invite them to practice reading the bullet points on the Informative Writing Checklist in advance and then call on them to read aloud to the class during this lesson. Giving these students an opportunity for public success will build their confidence and internal motivation. (MMAE, MME)
- For ELLs and students who may need additional support with visual processing: Read the test directions AND answers aloud. (MMR)

- For ELLs and students who may need additional support with sustained effort: Ensure that students are clear about all test directions. Rephrase test 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. (MME)

## Work Time

### C. Analyzing a Model (10 minutes)

- Refocus whole group and ask:  
*“What have we planned and drafted so far for our informational essays?” (the introduction and proof paragraphs)*
- Display the **Freaky Frog essay prompt** and draw students’ attention to the second paragraph of the prompt. Ask:  
*“What information did we include in our introduction paragraph?” (a description of our frog)*  
*“What information did we include in the proof paragraphs of our essays?” (a description of two adaptations that help our frog to survive)*  
*“Based on the prompt, what should we include in the conclusion paragraph?” (wrap up the essay)*
- Display and invite students to take out the **Poison Dart Frog Model** and remind them that this is an example of a response to the prompt. Read the text aloud or cold call a student to read it aloud, inviting students to follow along silently.
- Ask:  
*“Which paragraph is the conclusion paragraph in this essay? What in the paragraph makes you think so?” (the last paragraph, because it reminds the reader of the focus of the piece and wraps up the essay)*
- If necessary, point out that the essay has information grouped together into paragraphs, each explaining an idea. The first paragraph introduces the reader to the frog by describing it, the second and third paragraphs build on that by explaining the frog’s adaptations, and the last paragraph reminds the reader of the focus of the piece.
- Point out the last paragraph of the model essay. Using a total participation technique, invite responses from the group:  
*“How is the conclusion paragraph of this essay similar to the conclusion sentences we wrote in Unit 2?” (It restates the focus statement; it reminds the reader of the main idea of the writing; it wraps up the writing.)*  
*“How is the conclusion paragraph of this essay different from the conclusion sentences we wrote in Unit 2?” (It is longer; it restates the focus of the whole essay, not just one of the paragraphs.)*
- Point out that, just as in the paragraphs they wrote in Unit 2, their conclusion paragraph will include a restated *focus statement*.
- Write the word *restate* on the board and point to the prefix *re-*. Ask students to popcorn out any other words with this prefix (reread, rewrite, return). Record the words on the board.



- Ask and use a total participation technique to invite responses from the group. Invite students to retrieve their **affix lists** if they need to:

*“What do you think re- means based on how it is used in each of these words?” (again, back)*

- Record on a table drawn on the board as follows:

Prefix	Root
re- (again, back)	state (to say or write something)

- Invite students to say in their own words what they think restate means to their elbow partner and cold call students to share with the group (to write or say something again)
- Add restate to the academic word wall.
- Invite students to also add the word to their **vocabulary logs**.
- Ask:

*“Put your finger by the sentence of the conclusion paragraph in the Poison Dart Frog Model that restates the focus statement.” (“The poison dart frog has the same predators and prey as other kinds of frogs, but it has special physical features and behaviors that help it survive.”).*

- Invite the class to chorally read the sentence.

- Ask:

*“What is the purpose of including this sentence?” (to remind the reader of the focus of the essay)*

- Point out the following criterion on the Informative Writing Checklist:

– **W.3.2d**

- Ask:

*“Are there any specific criteria about the conclusion paragraph that you should be aware of and list in that column on the checklist?”*

- Record students’ suggestions in the Characteristics of My Frog Informative Piece column as needed.

### Meeting Students’ Needs

- For students who may need additional support with writing fluency: Invite a student from the pre-teaching group to identify the conclusion paragraph and share with the rest of the class what he or she has learned about conclusions. (MMAE)
- For students who may need additional support with reading fluency: Highlight or underline the sentence that restates the focus statement so they can locate and read along when the class reads it chorally. (MMAE)
- For ELLs: Discuss the meaning of restate. “To state something is to give information or an opinion. When we give a piece of information or an opinion, it is called making a statement. What does the prefix re- mean?” (again) “So if to state is to give information and re- means again, what do you think restate means?” (to give information again).

## Work Time

### D. Guided Practice: Planning a Conclusion Paragraph (10 minutes)

- Tell students they are ready to begin planning the conclusion paragraph for their essays. Display and invite students to take out the Informational Writing Planning graphic organizer. Cold call a student to read the focus question at the top of the organizer.
- Invite students to silently reread the focus statements they wrote in Lesson 3 and their planning for the introduction and proof paragraphs.
- Cold call a student to read the heading and questions in the Conclusion Paragraph box on the graphic organizer. Explain that they will focus only on the Conclusion Paragraph box today.
- Ask:

*“Where can we find this information about our frogs?” (in the research texts, in our research notes)*

- Invite students to take out their **Freaky Frog research notebooks** and find the **My Freaky Frog Research note-catcher** on page 9 and the **My Freaky Frog Adaptations Research note-catcher** on page 10.
- Invite them to independently plan the conclusion paragraph of their essays, completing the corresponding box on their Informational Writing Planning graphic organizer as they work. Circulate to support students as needed, reminding them to work only on planning the conclusion paragraph and to refer to the Informative Writing Checklist and **domain-specific word wall** as needed.

### Meeting Students' Needs

- For ELLs and students who may need additional support with strategy development: Invite students to underline their focus statement in their introduction. Have them orally rephrase it to their partner and then write the new version on their graphic organizer. (MMAE)
- For ELLs: To prepare for writing, invite students to verbally share their conclusion with their partners.

## Closing and Assessment

### A. Tracking Progress (5 minutes)

- Distribute **Tracking Progress: Informative Writing**. Remind students that successful learners keep track of and reflect on their own learning. Point out that they have been doing this informally all year during debriefs, when they consider how well they are progressing toward the learning targets.
- Distribute **evidence flags** or **sticky notes** so students can mark up their work with evidence. Guide them through completing the form.
- Tell students the sticky notes are for them to find evidence of the following criteria:
  - **W.3.2**
- If students have time, invite them to revisit their previous Tracking Progress: Informative Writing to discuss in pairs how they think they have progressed.

- Use a checking for understanding protocol (for example Red Light, Green Light or Thumb-O-Meter) for students to self-assess against how well they persevered in this lesson.

### Meeting Students' Needs

- For ELLs: Make sure students know that "I am on my way!" means "I feel I am doing well with all of the learning targets, and I understand the new language clearly."
- For ELLs: Allow students to orally paraphrase the meaning of the targets with a partner before they begin writing.
- For students who may need additional support with monitoring their own learning: Invite students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. (MME)
- For students who may need additional support with comprehension: Consider highlighting key phrases on the Tracking Progress sheet to lift up the focus for each criterion. (MMR)

## Homework

- A. Respond to an Informative QuickWrite prompt using the provided prompts in your Unit 3 homework packet.**
- B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.**

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Refer to the suggested homework support in Lesson 1. (MMAE)