

## Lesson 14: End of Unit 2 Assessment: Revising a Book Review and Participating in a Text-Based Discussion



### CCS Standards

- **RL.3.1:** Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1c:** Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.
- **W.3.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.
- **SL.3.1:** Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
- **SL.3.1a:** Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
- **SL.3.1b:** Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.3.1c:** Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
- **SL.3.1d:** Explain their own ideas and understanding in light of the discussion.
- **L.3.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **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.
- **L.3.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.3.3b:** Recognize and observe differences between the conventions of spoken and written standard English.



### Daily Learning Targets

- I can follow discussion norms to participate in a productive discussion about my opinion of *Peter Pan*. (SL.3.1)
- I can revise my book review for linking words and phrases. (W.3.1c, W.3.5)
- I can use Vocabulary strategies to revise spelling errors. (L.3.2e, L.3.2f, L.3.2g)

### Ongoing Assessment

- End of Unit 2 Assessment: Revising a Book Review and Taking Part in a Text-Based Discussion (RL.3.1, W.3.1c, W.3.5, SL.3.1a, SL.3.1d, L.3.2e, L.3.2f, L.3.2g, L.3.3b)
- Tracking Progress: Collaborative Discussion (SL.3.1)

### Agenda

#### 1. Opening

- A. Returning Mid-Unit 2 Assessment (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Mini Lesson Review: Linking Words and Phrases (5 minutes)
- B. End of Unit 2 Assessment: Revising a Book Review and Participating in a Text-Based Discussion (30 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 Opening A, students' Mid-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.
- In Work Time A, they participate in a mini lesson review of linking words and phrases. As students have added linking words and phrases to a number of their written pieces now, this is not covered in great detail. If you feel your students need more practice in this area, consider spending additional time on this skill (**W.3.1c**).
- In Work Time B, students complete the end of unit assessment, in which they complete two tasks: revising their book review in Part I (**W.3.1c, L.3.2e, L.3.2f, L.3.2g**) and having a group discussion about their opinion of *Peter Pan* in Part II (**SL.3.1a, SL.3.1b, SL.3.1c, SL.3.1d**).
- To hear each group's discussion, arrange students into groups of four or five and provide 5 minutes for each group's discussion. When students are not involved in the discussion, they should independently complete Part I of the assessment.
- After the end of unit assessment, students use the Tracking Progress: Collaborative Discussion recording form to formally keep track of and reflect on their own learning.
- In this lesson, the habit of character focus is working to become ethical people. The characteristics students are reminded of specifically are respect, compassion, and empathy, as they participate in collaborative discussions.

**How it builds on previous work:**

- In the previous lesson, students prepared for the discussion by completing the Preparing for a Text-Based Discussion: *Peter Pan* note-catcher. In this lesson, they participate in the discussion.

**Areas in which 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 require longer than the time allocated to complete the assessment.

**Assessment guidance:**

- Assessment Materials (student copy, answer key, student exemplar, teacher checklist) are included in the Assessment Overview and Resources.
- When assessing and providing feedback on this assessment, use the teacher answer key, sample student responses (see Assessment Overview and Resources), and Narrative Writing rubric for grade 3 (see Module 1 Appendix) to help complete the student Tracking Progress recording form.
- In this assessment, students are tracking progress toward anchor standard SL.1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing my own clearly and persuasively.

**Down the road:**

- In Unit 3, students revise a scene of *Peter Pan* and create a presentation in which they read their revised scene and explain how and why they revised it.

**In advance:**

- Prepare the Discussion Notes: Assessment and Collaborative Discussion Checklist (see Assessment Overview and Resources).
- Provide feedback on students':
  - Mid-Unit 2 Assessments in preparation for returning them in Opening A.
  - Discussion Notes in preparation for returning them in Work Time B.
- Strategically group students in heterogeneous groups of four or five for the discussions and determine the order in which groups will discuss. Consider posting this.
- Gather Tracking Progress folders.
- Post: Learning targets.

- Continue to use the technology tools recommended throughout Modules 1–2 to create anchor charts to share with families, to record students as they participate in discussions and protocols to review with students later and to share with families, and for students to listen to and annotate text, record ideas on note-catchers, and word-process writing.

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 3.I.A.1, 3.I.A.4, 3.I.B.5, 3.I.C.10, 3.I.C.11, 3.II.A.1, 3.II.A.2, 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 8–13. They participate in a text-based discussion built on their preparation and practice in previous lessons. They self-assess at the end of the lesson to celebrate their successes and chart a course for the future.
- ELLs may find the end of unit assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made learning English.
- Allow students to review note-catchers, the Word Wall, and their Vocabulary log.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see Meeting Students’ Needs column).
- 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 (MMR):** To get the most informative data from the assessment, ensure all students have access to the assessment directions and feel comfortable with the expectations. Continue to vary the ways in which you convey your expectations.
- **Multiple Means of Action and Expression (MMAE):** If students have been using supports during the text-based discussion in this unit, consider allowing them to access these during the discussion.
- **Multiple Means of Engagement (MME):** Assessments can be overwhelming to some students. Continue to provide tools that minimize distractions during the assessment and supply tools to support self-monitoring.

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- Do not preview Vocabulary for this assessment lesson.

## Materials

- ✓ Mid-Unit 2 Assessment: Comparing Two Peter Pan Stories (from Lesson 7; one per student; returned with feedback during Opening A)
- ✓ End of Unit 2 Assessment, Part II Prompt (from Lesson 8; one per student)
- ✓ Book review (completed in Lesson 12; one per student; returned with feedback during Work Time A)
- ✓ Opinion Writing Checklist (from Lesson 9; one per student and one to display)
- ✓ Linking Words and Phrases (from Module 1; one per student)
- ✓ End of Unit 2 Assessment, Part I Prompt (from Lesson 12; one per student)
- ✓ Preparing for a Text-Based Discussion: *Peter Pan* note-catcher (from Lesson 13; one per student)
- ✓ Discussion Norms anchor chart (begun in Module 1)
- ✓ Discussion Notes (from Lesson 13; one per student)
- ✓ Spoken Compared to Written English (from Lesson 13; one per student)
- ✓ Working to Become Ethical People anchor chart (begun in Module 1)
- ✓ Discussion Notes: Assessment (one per student; see Assessment Overview and Resources)
- ✓ Collaborative Discussion Checklist (one per class; for teacher reference; see Assessment Overview and Resources)
- ✓ Tracking Progress: Collaborative Discussion (one per student)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Sticky notes (one per student)

## Opening

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### A. Returning Mid-Unit 2 Assessment (5 minutes)

- Return students' **Mid-Unit 2 Assessments** with feedback and follow the same routine established in Modules 1–2 for students to review feedback and write their name on the board if they require teacher support.

## Opening

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

- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

*"I can follow discussion norms to participate in a productive discussion about my opinion of Peter Pan."*

*"I can revise my book review for linking words and phrases."*

*"I can use Vocabulary strategies to revise spelling errors."*

- Tell students that for the end of unit assessment in this lesson, they will have a discussion about *Peter Pan* and will also revise their book reviews for spelling and linking words and phrases.

### Meeting Students' Needs

- For students who may benefit from visual supports: Provide the opportunity to draw or sketch definitions, act them out, or list synonyms for key terms in learning targets (e.g., *productive discussion*, *linking words and phrases*, *Vocabulary strategies*, and *revise*.) (MMR)
- For ELLs and students who may need additional support with comprehension and engagement: (Working on the Same Learning Target) Students can discuss one way they've worked toward the second learning target in previous units and lessons. (MMR, MME)

## Work Time

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### A. Mini Lesson Review: Linking Words and Phrases (5 minutes)

- Invite students to retrieve their **End of Unit 2 Assessment, Part II Prompt** and briefly review it. Share with students that when they are discussing, they will revise their book reviews independently. Answer clarifying questions.
- Distribute **book reviews** and provide time for students to review the feedback.
- Display the **Opinion Writing Checklist** and ask students to retrieve theirs.



- Focus students on the criteria:
  - “W.3.1c: I use linking words to connect my opinion and reasons.”
  - “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.
- Turn and Talk:
 

*“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.
- Invite students to retrieve their **Linking Words and Phrases** handout. Remind them that they have used this handout many times for writing informational essays and narrative texts.
- Think-Pair-Share:
 

*“What is the purpose of linking words and phrases?” (to connect ideas to show the relationship between the ideas and also to help the writing flow smoothly)*
- If productive, cue students to compare ideas:
 

*“How is what \_\_\_\_ said the same as/different from what \_\_\_\_ said? I’ll give you time to think and write.” (Responses will vary.)*
- Tell students that in the assessment, they will need to reread their book reviews and add appropriate linking words and phrases to connect ideas and make the writing flow more smoothly.

### Meeting Students’ Needs

- For students who may need additional support with oral language and processing: Continue to strategically pair students with strategic elbow partners to ensure that they have a strong, politely helpful partner. (MMAE)
- For ELLs and students who may need additional support with writing: (Generate Sentences with Linking Words) 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 *in addition*, in this sentence? The story really captures your imagination. In addition, \_\_\_\_.”) (MMR)

## Work Time

### B. End of Unit 2 Assessment: Revising a Book Review and Participating in a Text-Based Discussion (30 minutes)

- Move students into pre-determined groups and reveal the order groups will discuss in, if not already posted.
- Invite students to retrieve the **End of Unit 2 Assessment, Part I Prompt** and reread it aloud for the whole group. Answer any final clarifying questions.
- Invite students to retrieve their **Preparing for a Text-Based Discussion: Peter Pan note-catcher** and read through the notes they prepared.

- Focus students on the **Discussion Norms anchor chart**, specifically on the cues and responses. Remind students that a discussion is not just about saying what they want to say and then they are done. Effective participation is about listening to others and asking and answering questions to be completely clear about what others are saying and to clarify their own points.
- Distribute students' **Discussion Notes** from the previous lesson and give them 30 seconds to review the goal they set.
- Invite students to retrieve their **Spoken Compared to Written English handouts** and review how the two are different.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them that ethical people treat others well and stand up for what is right. Remind them specifically of respect, compassion, and empathy and of what those habits of character look and sound like in preparation for their discussions.
- One by one, call groups over to discuss *Peter Pan*. As each group settles in, distribute a **Discussion Notes: Assessment** handout for students to use (the top box) during the discussion.
  - Allocate each group 5 minutes for discussion. Use the **Collaborative Discussion Checklist** to assess students.
  - Once they have finished their discussion, invite students to independently reflect on their learning in the “My learning about the text from this discussion” box before revising their book review.
- Once all groups have discussed, collect their Discussion Notes: Assessment handouts and completed book reviews.

### Meeting Students' Needs

- For ELLs and students who may need additional support with executive function skills: (Assessment Map) When explaining, display a “map” of the assessment. (MMR)
- For ELLs: and students who may need additional support with comprehension: (Reading Aloud and Monitoring) Read aloud entire assessment. Rephrase directions. Monitor to see that students correctly complete the assessment. (MMR)
- Allow students who have been using sentence frames throughout this unit to reference them during the discussion portion of the assessment. (MMAE)
- If students have been using nonverbal hand signals in addition to speaking, allow them to use them during the discussion portion of the assessment. (MMAE)
- For students who may need additional support with fine motor skills: Consider offering supportive tools. (MMAE)
- For students who may need additional support in building writing stamina: Continue to build in breaks, where students can choose an activity. Reduce the number of these breaks over time as students increase their stamina. (MME)



## Closing and Assessment

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### A. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 2 Assessment.
- Distribute **Tracking Progress: Collaborative Discussion, Tracking Progress folders,** and **sticky notes.**
- Tell students the sticky notes are for them to find evidence of the following criteria:
  - SL.3.1a
  - SL.3.1b
- Guide students through completing the form.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against how well they showed respect, empathy, and compassion in this lesson.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Orally Paraphrase) Allow students to orally paraphrase the meaning of the Tracking Progress criteria, self-assess, and discuss the evidence with a partner before they begin writing. (MMAE)

## Homework

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**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: (Oral Response) Read aloud, discuss, and respond to your prompt orally, either with a partner, family member, or student from Grades 2 or 4, or record an audio response.