

## Lesson 13: End of Unit 2 Assessment, Part I: Drafting an Opinion Essay



### 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.
- **W.3.1:** Write opinion pieces on topics or texts, supporting a point of view with reasons.
- **W.3.1a:** Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.
- **W.3.1b:** Provide reasons that support the opinion.
- **W.3.1c:** Use linking words and phrases (e.g., *because*, *therefore*, *since*, *for example*) to connect opinion and reasons.
- **W.3.1d:** 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.



### Daily Learning Targets

- I can plan an opinion essay that states an opinion and has reasons that are supported by facts and details. (W.3.1a, W.3.1b)
- I can write an opinion essay stating my opinion on the importance of protecting our water supply. (RI.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4)

### Ongoing Assessment

- End of Unit 2 Assessment, Part I (RI.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4)

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. Independent Practice: Planning an Opinion Essay (15 minutes)
- B. End of Unit 2 Assessment, Part I: Drafting an Opinion Essay (35 minutes)

#### 3. Closing and Assessment

- A. Preparing for End of Unit 2 Assessment, Part II (5 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 this lesson, students plan and draft a new opinion essay about the importance of conserving water, focused on the issue of demand for water (RI.3.1, W.3.1a, W.3.1b, W.3.1c, W.3.1d, W.3.4).
- Students focus on working to become effective learners by persevering through writing independently for the end of unit assessment.

### How this lesson builds on previous work:

- Students draw from the content about issues related to water learned in Units 1–2 to draft their essays.
- In the second half of this unit, students have been analyzing opinion writing to draft their own opinion essay focused on water pollution. This lesson continues those routines in an assessment.

### 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.
- For some students, this assessment may require more than the 35 minutes allotted. Consider providing time over multiple days if necessary.

### Assessment guidance:

- Writing rubrics can be found in the Module 1 Appendix. All other assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- In this assessment, students are tracking progress toward anchor standard W.1: By the end of Grade 12 I will be able to: Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
- When assessing and providing feedback on this assessment, use the teacher answer key with sample student responses (see the Assessment Overview and Resources) and the Opinion Writing Rubric for grade 3 (see Module 1 Appendix) to help complete the student Tracking Progress recording form.
- Collect the Plural Nouns III and IV homework from Lessons 11–12. Refer to Plural Nouns III and IV (answers, for teacher reference) as necessary.

### Down the road:

- Students will revise their essays in the next lesson for Part II of the End of Unit 2 Assessment.
- Students will track progress and reflect on their learning throughout the unit in the next lesson.

### In advance:

- Prepare the End of Unit 2 Assessment (see Assessment Overview and Resources).
- Post: Learning targets and applicable anchor charts (see materials list).

- Continue to use the technology tools recommended throughout Modules 1–3 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.4, 3.I.B.6, 3.I.C.10, 3.I.C.11, 3.I.C.12, 3.II.A.1, 3.II.A.2, 3.II.C.6, 3.II.C.7

#### 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 7–11.
- ELLs may find the assessment challenging. Encourage students to consult classroom resources and give them specific, positive feedback on the progress they’ve made learning English.
- Ensure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves (see the Meeting Students’ Needs).
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, 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 set themselves up for success on the end of unit assessment, students need to generalize the skills that they learned from previous lessons. Similar to Modules 1–2, before administering the assessment, activate their prior knowledge by recalling the learning targets from previous lessons. Also, present the directions for the assessment both visually and verbally.
- **Multiple Means of Action and Expression (MMAE):** In this lesson, students draft their opinion essay during the unit assessment. Continue to support students in setting appropriate goals for their effort and the level of difficulty expected.
- **Multiple Means of Engagement (MME):** Continue to support students in limiting distractions during the 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

- Do not preview vocabulary for this assessment lesson.

### Materials

- ✓ Characteristics of Opinion Essays anchor chart (begun in Lesson 8)
- ✓ End of Unit 2 Assessment, Part I: Drafting an Opinion Piece (one per student and one to display; see Assessment Overview and Resources)
- ✓ Research note-catchers (one per student):
  - Access to Water (from Unit 1, Lesson 7)
  - Demand for Water (from Unit 1, Lesson 9)
  - Water Pollution (from Unit 1, Lesson 11)
- ✓ Colored pencils (red, yellow, blue, green; one of each per student)
- ✓ Model Opinion Essay: Access to Water (from Lesson 5; one per student and one to display)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 1)
- ✓ Opinion Writing Checklist (from Lesson 5; one per student and one to display; see Assessment Overview and Resources)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Plural Nouns III and IV (homework from Lessons 11–12; one per student)
- ✓ Plural Nouns III and IV (answers, for teacher reference)

### Opening

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

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

***"I can plan an opinion essay that states an opinion and has reasons that are supported by facts and details."***

***"I can write an opinion essay stating my opinion on the importance of protecting our water supply."***
- Remind students that they have seen these learning targets in previous lessons. In today's assessment, they will apply these skills to write a new opinion essay focused on demand for water.
- Direct students' attention to the **Characteristics of Opinion Essays anchor chart** and read each bullet point aloud, as students will be required to write an essay following this structure in the assessment.
- Answer clarifying questions.

## Meeting Students' Needs

- For ELLs: (Working Toward Same Learning Target) Invite students to discuss how they previously worked toward each learning target.

## Work Time

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### A. Independent Practice: Planning an Opinion Essay (15 minutes)

- Distribute and display the **End of Unit 2 Assessment, Part I: Drafting an Opinion Piece** and read it aloud.
- Remind students that they have been writing an opinion essay about how water conservation affects us all and why we must protect our water supply, with a focus on water pollution.
- Tell students that for the end of unit assessment, they will write a new essay about the same topic, with a focus on the issue of demand for water.
- Invite students to retrieve their **Research Note-catcher: Demand for Water**.
- Review the steps they took to plan their opinion essays focused on water pollution:
  1. Wrote a focus statement that answers the research question, focused on the water issue.
  2. Color-coded their notes on their research note-catcher for each part of their essay.
- Tell students that when they plan this new essay, they will take these same steps. Distribute **colored pencils**. Remind students which part of the Painted Essay® goes with each color by writing the following on the board:
  - Red: Introduction
  - Green: Focus statement and conclusion paragraph
  - Yellow: Reason 1: describe the problem and how the problem affects everyone
  - Blue: Reason 2: how we can work to solve the problem
- Invite students to write a focus statement for this issue with their green colored pencil below the research question on their note-catcher.
- Tell students that they will now use their colored pencils to color-code their notes and plan their opinion essay focused on how the increasing demand for water affects us and offer some things the reader can do to help.
- Share that their end of unit assessment will be an assessed piece of work, so they should work on their planning independently.
- Circulate to support students as they work, reminding them to look at the **Model Opinion Essay: Access to Water** and how they color-coded their notes on the **Research Note-catcher: Access to Water** and **Research Note-catcher: Water Pollution**. Refer students to the **Domain-Specific Word Wall** as necessary.

### Meeting Students' Needs

- For students who may need additional support in sustaining effort: Consider offering a built-in break halfway through the work time, during which students can choose an activity such as getting water or stretching. (MME)
- For ELLs: (Assessment Map) While explaining, display a "map" of the assessment.
- For ELLs: (Oral Processing: Repeating Steps) Invite students to repeat the steps for planning an opinion essay to a partner, orally processing the steps they will take before beginning to plan.

## Work Time

### B. End of Unit 2 Assessment, Part I: Drafting an Opinion Essay (35 minutes)

- Tell students that for this part of the assessment, they will use their planning to write a new opinion essay and will revise it in the next lesson.
- Refocus students on their End of Unit 2 Assessment, Part I Prompt and read it aloud, inviting students to follow along, reading silently in their heads. Answer clarifying questions.
- Invite students to retrieve their **Opinion Writing Checklist** and remind them to refer to this checklist as they work.
- Remind students that since this is an assessment, they should complete it independently in silence. Focus students on the **Working to Become Effective Learners anchor chart**, specifically on perseverance and what it looks and sounds like. Remind them that as they write an opinion piece independently for the assessment, they may need to practice perseverance.
- Invite students to begin working.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- After 30 minutes, refocus whole group and collect students' assessment materials.
- Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning targets.
- As time permits, focus students on the Working to Become Effective Learners anchor chart and invite them to self-assess how well they persevered during the assessment.

### Meeting Students' Needs

- For ELLs and students who may need additional support with self-regulation: (Encouragement) Support students' expectations for meeting their learning goals by reducing possible anxiety about the assessment. Say: "You have been working very hard in this unit. Today you will continue to show how much you have learned using the knowledge and skills we have been working on in previous lessons." (MME)

## Closing and Assessment

### A. Preparing for End of Unit 2 Assessment, Part II (5 minutes)

- Gather students whole group and use a total participation technique to invite responses from the group:

*“As a writer, what is going well for you so far in this assessment?” (Responses will vary, but may include: I came up with convincing reasons and evidence, and next I have to revise for linking words.)*

*Conversation Cue: “What strategies/habits helped you succeed? I’ll give you time to think and discuss with a partner.” (Responses will vary.)*

*“What are your next steps?” (Responses will vary, but may include: I finished my draft, and now I have to revise for conventions.)*

- Collect the Plural Nouns III and IV homework from Lessons 11–12. Refer to **Plural Nouns III and IV (answers, for teacher reference)** as necessary.

### Meeting Students’ Needs

- For ELLs and students who may need additional support with planning for verbal expression: (Questions in Advance) Provide the questions you will ask to students in advance so they can be thinking about them before the whole group sharing time. (MMAE, MME)
- For ELLs: (Sentence Frames) Provide sentence frames to support students as they share. Examples:
  - “As a writer, something that is going well for me is \_\_\_\_\_.”
  - “Some strategies that helped me succeed are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.”
  - “My next steps are \_\_\_\_\_, \_\_\_\_\_, and \_\_\_\_\_.”

## Homework

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

### Meeting Students’ Needs

- For ELLs: (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.