

## Lesson 14: End of Unit 2 Assessment, Part II: Revising an Opinion Essay



### CCS Standards

- **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.
- **L.3.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.3.1b:** Form and use regular and irregular plural nouns.



### Daily Learning Target

- I can revise my opinion essay for linking words and phrases and for correct use of regular and irregular plural nouns. (W.3.1c, L.3.1b)

### Ongoing Assessment

- End of Unit 2 Assessment, Part II: Revising for Linking Words and Regular and Irregular Plural Nouns (W.3.1c, L.3.1b)

### Agenda

#### 1. Opening

- A. Returning Mid-Unit 2 Assessments (5 minutes)
- B. Reviewing Learning Target (5 minutes)

#### 2. Work Time

- A. End of Unit 2 Assessment, Part II: Revising for Linking Words and Regular and Irregular Plural Nouns (20 minutes)
- B. Tracking Progress (15 minutes)

#### 3. Closing and Assessment

- A. Share: Opinion Essays (15 minutes)

#### 4. Homework

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

## Teaching Notes

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### Purpose of lesson and alignment to standards:

- In Opening A, students' Mid-Unit 2 Assessments are returned with feedback. Recall that this gives students 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 this lesson, students revise their opinion essays focused on demand for water for Part II of the End of Unit 2 Assessment (W.3.1c, L.3.1b).
- This assessment is the final major writing assessment in third grade. Because of that, in the Closing, students reflect on their progress toward writing over the course of the entire school year. Because of the overlap among many of the skills required of opinion and informative writing, these writing types have been merged onto one recording form as students reflect.
- In this lesson, students focus on working to become effective learners by persevering through revising their writing for the end of unit assessment.

### How this lesson builds on previous work:

- In the second half of this unit, students have been analyzing opinion writing to draft their own opinion essays. 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.
- Some students may need to hear the text read aloud before they work on the questions. Consider inviting students who require this to sit in a group away from the rest of the class, so as not to be distracting.
- For some students, this assessment may require more than the 20 minutes allotted. Consider providing time over multiple days if necessary.

### Assessment guidance:

- Refer to Lesson 13 for guidance related to the End of Unit 2 Assessment.

### Down the road:

- In the next unit, students will use what they have learned about issues related to water to create a PSA encouraging others to conserve water.

### In advance:

- Prepare the End of Unit 2 Assessment (see Assessment Overview and Resources).
- Provide feedback on students' Mid-Unit 2 Assessments in preparation for returning them in Opening A.
- Pre-determine pairs for work in the Closing.
- 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.C.10, 3.I.C.11, 3.I.C.12, 3.II.A.1, 3.II.A.2, 3.II.B.4, 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 follow the same routines for revising their essays as in Lesson 12, specifically focusing on linking words and phrases as well as regular and irregular plural nouns, which they have practiced throughout the second half of the unit.
- Refer to Lesson 13 for guidance regarding supporting English language learners.

### Universal Design for Learning

- **Multiple Means of Representation (MMR):** When sharing and celebrating culminating work, it is important to also document and review the group's learning processes. Continue to highlight aspects of the learning and writing process that were important in this unit by explaining verbally and/or by displaying photo documentation with captions that describe what students learned during this unit.
- **Multiple Means of Action and Expression (MMAE):** The revision and editing process includes attending to coherence, grammar, and punctuation. Some students may need additional support in self-monitoring each of these areas independently. When preparing for revising and editing, continue to support students' self-monitoring by inviting them to share how they have used a writing checklist in previous lessons to help them in the revision/editing process.
- **Multiple Means of Engagement (MME):** Continue to support sustained engagement and effort for students who benefit from consistent reminders of learning goals and their value or relevance.

## 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: Examining Point of View (from Lesson 4; one per student; returned with feedback during Opening A)
- ✓ End of Unit 2 Assessment, Part II Prompt: Revising for Linking Words and Regular and Irregular Plural Nouns (one per student and one to display; see Assessment Overview and Resources)
- ✓ Opinion Essay: Demand for Water (begun in Lesson 13; revised during Work Time A; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Tracking Progress folders (from Module 1; one per student)
- ✓ Tracking Progress: Writing: Module 4 (one per student)
- ✓ Sticky notes (one per student)
- ✓ Opinion Essay: Water Pollution (completed in Lesson 12; one per student)

## Opening

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

- Return students' **Mid-Unit 2 Assessment: Examining Point of View** with feedback and follow the same routine established in Modules 1–3 for students to review feedback and write their names on the board if they require teacher support.

## Opening

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

- Direct students' attention to the posted learning target and read it aloud:  
***"I can revise my opinion essay for linking words and phrases and for correct use of regular and irregular plural nouns."***
- Remind students that they have seen similar learning targets in previous lessons. In today's assessment, they will apply these skills to revise their opinion essay focused on demand for water.
- Answer clarifying questions.

### Meeting Students' Needs

- For students who may need additional support with sustained effort: Make this lesson relevant by reminding students that real authors revise their work because it improves their writing skills. (MME)
- 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. End of Unit 2 Assessment, Part II: Revising for Linking Words and Regular and Irregular Plural Nouns (20 minutes)

- Distribute the **End of Unit 2 Assessment, Part II Prompt: Revising for Linking Words and Regular and Irregular Plural Nouns** and students' **Opinion Essay: Demand for Water** from the previous lesson.
- Invite students to follow along, reading silently in their heads, while you read the directions for this part of the assessment aloud. Answer clarifying questions.
- 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 students that as they will revise their work independently for the assessment, they may need to practice perseverance.
- Invite students to begin this part of the assessment.
- While they are taking the assessment, circulate to monitor and document their test-taking skills.
- After 20 minutes, refocus whole group. Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.

### Meeting Students' Needs

- For students who may need additional support with strategy development: Invite students to restate the steps for completing Part II of the assessment as they write (or dictate) them on an index card for reference as they work. (MMAE, MME)
- For ELLs: (Assessment Map) While explaining, display a "map" of the assessment.

### Work Time

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#### B. Tracking Progress (15 minutes)

- Give students specific, positive feedback on their completion of the End of Unit 2 Assessment.
- Distribute **Tracking Progress folders**, **Tracking Progress: Writing: Module 4**, and **sticky notes**.

- Point out that this tracking progress form is different from the other writing forms they have completed throughout the year. Tell students that for this form, they are reflecting on fewer criteria and are considering their progress in writing over the entire school year, and not just this particular unit or module.
- Guide students through completing the recording form. Remind them to use evidence from their work over Modules 1, 2, 3, and 4 as they reflect.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: (Highlighting Key Phrases) Consider highlighting key phrases on the Tracking Progress form to lift up the focus for each criterion (e.g., "evidence from the text," "conclusion that restates," "use linking words"). (MMR)
- For students who may need additional support with monitoring their own learning: Self-assessment may be an unfamiliar concept for some students. Tell them that thinking about how well they did will help them do even better next time. (MME)
- For students who may need additional support with motivation and sustained effort: Promote an accepting and supportive environment by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)
- For ELLs (Modeling and Thinking Aloud: Tracking Progress) Consider modeling and thinking aloud the process for tracking progress over the course of the year, focused on a specific criterion, before inviting students to do so on their own.

## Closing and Assessment

### A. Share: Opinion Essays (15 minutes)

- Invite students to retrieve their **Opinion Essay: Water Pollution** and their revised Opinion Essay: Demand for Water.
- Direct students to choose one of their opinion essays to share with their peers and to set up their workspaces so that only that essay is out.
- Move students into pre-determined pairs and label students A and B. Invite A partners to circulate to view the work of B partners.
- Ask A partners to return to their seats.
- Switch roles and repeat this process.
- Turn and Talk:

***"Now that you have developed an opinion about the importance of conserving water, how do you think people can persuade others to take action to contribute to a better world?" (Responses will vary.)***

***Conversation Cue: "How is what \_\_\_\_ said the same as/different from what \_\_\_\_ said? I'll give you time to think and discuss with a partner." (Responses will vary.)***

- Gather students whole group. Use a checking for understanding technique (e.g., Red Light, Green Light or Thumb-O-Meter) for students to self-assess against the learning target.

### Meeting Students' Needs

- For ELLs and students who may need additional support with planning for verbal expression: (Questions in Advance) Give students the questions you will ask in advance so they can be thinking about them before the whole group sharing time. (MMAE, MME)

## 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: (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.