

Lesson 15: Unit 2 Assessment, Part I: Drafting the Focus Statement and Detail Sentences



CCSS

- **W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **W.1.7:** Participate in shared research and writing projects (e.g., explore a number of “how-to” books on a given topic and use them to write a sequence of instructions).
- **W.1.8:** With guidance and support from adults, recall information from experiences or gather information from provided sources to answer a question.
- **SL.1.1:** Participate in collaborative conversations with diverse partners about grade 1 topics and texts with peers and adults in small and larger groups.
- **SL.1.1a:** Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).
- **SL.1.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **L.1.1f:** Use frequently occurring adjectives.
- **L.1.5d:** Distinguish shades of meaning among verbs differing in manner (e.g., look, peek, glance, stare, glare, scowl) and adjectives differing in intensity (e.g., large, gigantic) by defining or choosing them or by acting out the meanings.



Daily Learning Targets

- I can participate in a Science Talk to show my learning about how birds’ body parts help them survive. (SL.1.1, SL.1.1a, SL.1.2)
- I can draft the focus statement and detail sentences of my informative paragraph using evidence from my research. (W.1.2, W.1.7, W.1.8)

Ongoing Assessment

- During the Opening, continue to use the Language Checklist to monitor students’ progress toward L.1.1f and L.1.5d (see Assessment Overview and Resources).
- During the Science Talk, circulate and observe as students discuss their notes with a small group. Consider using the Speaking and Listening Checklist to document students’ progress toward SL.1.1 and SL.1.2 (see Assessment Overview and Resources).

Agenda

1. Opening

A. Developing Language: Vocabulary Sorting (10 minutes)

2. Work Time

A. Science Talk Protocol: How Do Birds Use Their Body Parts to Survive? (15 minutes)

B. Unit 2 Assessment, Part I: Writing the Focus Statement and Detail Sentences (30 minutes)

3. Closing and Assessment

A. Sit, Kneel, Stand Protocol: Reflecting on Learning (5 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- In the Opening, students learn a new Vocabulary game: Vocabulary Sorting. Students work in triads using their knowledge about adjectives and verbs from Units 1 and 2 to sort words into groups (L.1.1f, L.1.5d).
- In Work Time A, students participate in a Science Talk to answer the guiding question, “How do birds use their body parts to survive?” using their writing organizers from Lesson 14 to guide their conversation. This oral practice prepares them for their writing in Work Time B (SL.1.1, SL.1.1a, SL.1.2).
- The Unit 2 Assessment begins in Work Time B. Students follow the same pattern of writing an informative paragraph as in previous lessons, focusing on the focus statement and first two detail sentences, using the writing organizer from Lesson 14 (W.1.7, W.1.8).

How this lesson builds on previous work:

- Students use their learning from Units 1–2 to sort word cards into groups of verbs and adjectives.
- Students follow the same routine from Lesson 10 to engage in another Science Talk.
- Students follow the same writing process from Lessons 4, 5, 12, and 13 to complete their informative paragraphs for the Unit 2 Assessment.

Areas in which students may need additional support:

- Consider creating homogeneous groupings for the Opening and giving groups with ELLs fewer cards. Support these students by using their time on strategies to figure out how to sort the cards.
- For students who encounter a very high level of frustration with writing, consider offering support before the assessment or in a private location during the independent writing time of the assessment. Invite struggling writers to orally process each sentence aloud and, if needed, take dictation for all or part of the piece. Although not a valid measure of the student’s ability to write an informative paragraph, this scaffolded assessment will provide valuable evidence of the student’s ability to apply what he or she has learned in this module.

Down the road:

- Students will repeat the Vocabulary Sorting game in Lesson 16 using new words and a new way to sort the words.
- Students will complete their Unit 2 Assessment in Lesson 16 by writing the second set of detailed sentences and conclusion statement. Their writing will be stapled together like a booklet, and sketches will be added in Lesson 17.

In advance:

- Strategically pair students in triads for the Opening and groups of four for the Science Talk protocol.
- Post: Learning targets and applicable anchor charts (see Materials list).

Technology & Multimedia

Consider using an interactive whiteboard or document camera to display lesson materials.

- Continue to use the technology tools recommended throughout Modules 1 and 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 1.I.A.1, 1.I.B.8 and 1.I.C.10

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 12–13 (drafting focus statement, Details #1 and #2, and the conclusion statement).
- ELLs may find the assessment challenging, because it is a big leap from the heavily scaffolded classroom interaction. ELLs will be asked not only to independently apply cognitive skills developed throughout the unit, but also to independently apply new linguistic knowledge.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supporting them with the skill being assessed. See additional support in the lesson.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why. In future lessons, focus on the language skills that will help students address these assessment challenges.
- Allow time for students to grapple with completing this assessment independently before providing support. Grappling helps students build independence and offers an opportunity to assess what they are able to do independently.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** To set themselves up for success for the Unit 2 Assessment, students need to generalize the skills that they learned from the previous sessions. Similar to Modules 1–2, 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 & Expression (MMAE):** In this lesson, students write the focus statement and detail sentences for an informational paragraph during Part I of the Unit 2 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 2 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

Review:

- adjective, verb (L)

Materials

- ✓ Parts of Speech sorting cards (one set per group)
- ✓ Language Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Science Talk Protocol anchor chart (begun in Module 2)
- ✓ Science Talk sentence starters (from Unit 1, Lesson 10; to display)
- ✓ Writing organizers (from Lesson 14; one per student)
- ✓ Speaking and Listening Checklist (See Assessment Overview and Resources)
- ✓ Unit 2 Assessment: Focus Statement sheet (one per student; Assessment Overview and Resources)
- ✓ Parts of an Informative Paragraph anchor chart (begun in Lesson 4)
- ✓ Unit 2 Assessment: Detail Sentences #1 sheet (one per student; Assessment Overview and Resources)
- ✓ Sit, Kneel, Stand Protocol anchor chart (begun in Module 1)

Opening

A. Developing Language: Vocabulary Sorting (10 minutes)

- Gather students whole group.
- Tell them they will play a new game to practice Vocabulary.
- Remind students of the definitions for *adjective* (a word describing a person, place, or thing) and *verb* (a word showing an action) as needed.
- Tell students that they will get into groups of three and will be given a stack of cards. When the teacher reads the first two words, they will work as a team to sort the words into two piles. One pile will be adjectives and the other pile will be verbs.
- Display each of the **Parts of Speech sorting cards** and read each word aloud. Invite students to repeat the word after you.
- Move students into pre-determined triads and assign them a space with a set of cards.
- Hold up the first set of cards and invite the groups to hold up their matching word cards. Read the words aloud.
- Invite students to work with their triads to separate the cards into one pile for adjectives and another pile for verbs.
- Circulate to reread words when needed. Support students in figuring out the words by asking them to act the word out, reminding them of the definitions of adjectives and verbs, or having the students use the word in a sentence.
- Consider using the **Language Checklist** to collect data on students' progress toward L.1.5d.
- Repeat the process with all sets of words.
- Share with students that they will now check their work.
- Tell students you will start by reading the words that should be in the verb pile. Invite students to show the action as you read each word aloud.
- After the verbs are all read aloud, read through the adjective word pile.
- Invite students to give their group members a high-five or a handshake for their job well done.
- Invite students to place all their cards into one pile and place the paper clip or rubber band around them to be collected.

Meeting Students' Needs

- For ELLs and students who may need additional support in activating prior knowledge: (Reviewing) Invite students to give examples of words that are adjectives and words that are verbs. (MMR)
- For ELLs: (Strategic Grouping: Similar Proficiency) To encourage students to develop independence and take responsibility for their learning, create groups with similar levels of language proficiency. This can allow more accurate data on ELLs' progress.
- For students who may need additional support with comprehension: Some students may benefit from reviewing the pronunciation of words on the Parts of Speech sorting cards. (MMR)

Work Time

A. Science Talk Protocol: How Do Birds Use Their Body Parts to Survive? (15 minutes)

- Gather students back to the whole group area.
- Direct students' attention to the posted learning targets and read the first one aloud:
"I can participate in a Science Talk to show my learning about how birds' body parts help them survive."
- Tell students that today they will use the Science Talk protocol to discuss how a bird's body part helps it survive. Remind them that they used this protocol in Lesson 10, and review as necessary using the **Science Talk Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Turn and Talk:
"What does it mean to add onto someone's ideas?" (listen to what they say; add new or different details)
"Which discussion norm do you want to work on today?" (Responses will vary.)
- Invite one or two students to share.
- Remind students that during previous Science Talks, they used sentence frames to help them add onto what a classmate said. Display and review the **Science Talk sentence starters**.
- Distribute students' **writing organizers** and move students into pre-determined groups of four.
- Invite groups of four to begin the Science Talk protocol about the word:
 - "How do birds use their body parts to survive?"
- Circulate as students discuss. Observe students sharing information about the purpose for birds' beaks or feathers, using sentence frames to add onto the discussion, and using their notes as a resource as they share and discuss. Consider using the **Speaking and Listening Checklist** to make note of observations and progress toward SL.1.1a, SL.1.1b, and SL.1.2.
- Allow students to complete the protocol independently, providing reminders about directions only when necessary.
- After 10 minutes, signal all students to finish up their discussion.
- Invite students to place their writing organizer at their workspace before moving back to the whole group gathering area.
- Offer students specific, positive feedback on their work discussing their learning with others and adding onto the group discussion during the Science Talk protocol.

Meeting Students' Needs

- For ELLs: (Strategic Grouping) Create small groups or pairs with varying levels of language proficiency. Alternatively, group students according to home language.
- For ELLs: (Rereading) Allow time for students to read and process the information on their writing organizers.
- For ELLs: (Modeling: Science Talk Sentence Starters) To prepare for Science Talk protocol, invite a group of students to model for the class using the Science Talk sentence starters.

- For ELLs: (Pacing Prompts) Encourage students to speak up when they would like to hear something repeated. Empower them with questions they can ask to regulate the pace of the conversation. (Examples: "Can you please repeat what you said?" "Can you please speak more slowly?")
- For students who may need additional support with self-regulation: Before students begin the Science Talk protocol, model what to do if they get stuck on building onto others' ideas. Consider providing index cards of previously taught sentence frames as support for communication and frustration. (MMR, MMAE, MME)

Work Time

B. Unit 2 Assessment, Part I: Writing the Focus Statement and Detail Sentences (30 minutes)

- Direct students' attention to the second posted learning target and read it aloud:
"I can draft the focus statement and detail sentences of my informative paragraph using evidence from my research."
- Share with students that they will use their writing organizer to write an informative paragraph about how a bird's body part helps it to survive.
- Remind students that all informative paragraphs have several important parts, but that today they will focus only on writing the focus statement and the first set of detail sentences.
- Transition students back to their workspace using the Bird Boogie transition routine.
- Tell students they will begin by writing the focus statement.
- Invite students to read over their writing organizer to remember what their paragraph will be about.
- After 1–2 minutes of independent reading time, distribute **Unit 2 Assessment: Focus Statement sheets**.
- Direct students' attention to the **Parts of an Informative Paragraph anchor chart** and briefly review the focus statement's job.
- Turn and Talk:
"What is the big idea of YOUR paragraph?" (A bird's body part helps it to survive.)
"Say the sentence you will write as your focus statement."
- Invite students to use the Unit 2 Assessment: Focus Statement sheet to write their focus statement.
- Circulate to support students as they write.
- After a few minutes, refocus whole group. Follow the same process for students to write their first set of detail sentences.
 - Briefly review the job of the detail sentence on the Parts of an Informative Paragraph anchor chart.
 - Invite students to read their notes in the first box under "Describe the Beak" on their writing organizer.
 - Invite students to orally process their first detail sentence with a partner.
 - Distribute the **Unit 2 Assessment: Detail Sentences #1 sheet**.

- Invite students to write their first evidence sentence.
- Circulate to support students as they write.
- After a few minutes, refocus whole group and follow the same process for students to write their second detail sentence.
- Invite students to place their Unit 2 Assessment sheets in a pile. Collect and save them for Lesson 16.

Meeting Students' Needs

- For ELLs: (Owning Learning Targets) Invite students to give specific examples of how they will work toward meeting the learning targets in this lesson.
- For ELLs and students who may need additional support with comprehension: (Giving Directions) Ensure that ELLs clearly understand all assessment directions. Rephrase directions as needed. Monitor during the assessment to see that students are completing the assessment correctly and stay on task. Stop students who are on the wrong track and make sure they understand the directions. (MMR, MME)
- For ELLs: (Supporting Writing) Provide help for students by pointing them to resources around the room that will help them write, or by taking dictation on what they want to write.

Closing and Assessment

A. Sit, Kneel, Stand Protocol: Reflecting on Learning (5 minutes)

- Transition students to the whole group area.
- Tell them they are going to use the Sit, Kneel, Stand protocol to reflect on the second learner target. Remind them that they used this protocol in Module 2 and review as necessary using the **Sit, Kneel, Stand Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol by asking them to reflect on the second learning target.

Meeting Students' Needs

- For ELLs: (Using Charts: Reflecting on Learning) Guide students to reflect on the learning target by looking closely at their work on Unit 2 Assessment sheet and assessing it using the Parts of an Informative Paragraph anchor chart.