

Lesson 16: Unit 2 Assessment, Part II: Drafting Detail Sentences and Conclusion Statement



- **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.
- **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 Target

- I can draft detail sentences and a conclusion statement 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).

Agenda

1. **Opening**
 - A. Developing Language: Vocabulary Sorting (5 minutes)
2. **Work Time**
 - A. Unit 2 Assessment, Part II: Drafting Detail Sentences and Concluding Statement (30 minutes)
 - B. Independent Writing: Revising Our Work (15 minutes)
3. **Closing and Assessment**
 - A. Musical Circles Protocol: Revisiting Our Class Goals (10 minutes)

Teaching Notes

Purpose of lesson and alignment to standards:

- The Opening contains a routine from Lesson 15. Refer to that lesson for more detail (L.1.5d).
- Part II of the Unit 2 Assessment is completed in Work Time A. Students follow the same pattern of writing an informative paragraph as in previous lessons, focusing on the final two detail sentences and conclusion statement, using their writing organizer (W.1.7, W.1.8).

How this lesson builds on previous work:

- In Lesson 15, students used the learning from Units 1–2 to sort word cards into groups of verbs and adjectives. In this lesson, they will sort new words into “weak” and “strong” categories.
- 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:

- 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 complete their work with shades of meaning among verbs in Lesson 17.
- Students will add sketches to their Unit 2 Assessment writing in Lesson 17 and share their writing with partners.

In advance:

- Pre-determine triads for the Vocabulary Sorting in the Opening.
- Prepare one set of Shades of Meaning word cards for each triad, ensuring that the cards are in the same order for each group.
- 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.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 (i.e., drafting detail sentences and the conclusion statement).

- Ensure ELLs understand the assessment directions. Answer their questions, refraining from supporting them with the skill being assessed. See additional support in the lesson.
- 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.
- 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 in the second part of the unit assessment, students need to generalize the skills that they learned from previous lessons in Unit 2. As in Lesson 15, before administering the assessment, activate prior knowledge by recalling the learning targets from previous lessons. Again present the directions for the assessment both visually and verbally.
- **Multiple Means of Action & Expression (MMAE):** In this lesson, students write the detail sentences and concluding statement for an informational paragraph during Part II 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

- N/A

Materials

- ✓ Shades of Meaning sorting cards (one set per group)
- ✓ Language Checklist (for teacher reference; see Assessment Overview and Resources)
- ✓ Writing organizers (from Lesson 14; one per student)
- ✓ Parts of an Informative Paragraph anchor chart (begun in Lesson 4)
- ✓ Unit 2 Assessment: Detail Sentences #2 sheet (one per student; Assessment Overview and Resources)

- ✓ Unit 2 Assessment: Conclusion Statement sheet (one per student; Assessment Overview and Resources)
- ✓ Unit 2 Assessment: Focus Statement sheet (from Lesson 15; one per student)
- ✓ Unit 2 Assessment: Detail Sentences #1 sheet (from Lesson 15; one per student)
- ✓ Unit 2 Assessment: Revision Checklist (one to display)
- ✓ Unit 2 Learning Plan anchor chart (begun in Lesson 2)
- ✓ Musical Circles Protocol anchor chart (begun in Lesson 2)

Opening

A. Developing Language: Vocabulary Sorting (5 minutes)

- Gather students whole group.
- Follow the routine from the Opening of Lesson 15 to play the sorting game. Tell students that today, they will sort new words into “weak” and “strong” categories by looking at two sorting cards with the same shape and deciding which pile each word should go in.
 - Display and read aloud each **Shades of Meaning sorting card**. Invite students to repeat the word after you.
 - Move students into pre-determined triads and assign them a space with a set of cards.
 - Invite students to hold up the first set of cards and read them aloud.
 - Invite students to sort the words into two groups: weak or strong.
 - Repeat the process with each set of sorting cards.
 - Circulate and use the **Language Checklist** to collect data on students’ progress toward L.1.5d.
 - After the cards have been sorted, invite students to check their work with you as you read the words in each group.

Meeting Students' Needs

- For ELLs and students who may need additional support with activating prior knowledge: (Reviewing: Game Rules) Invite a student to remind the class how to play Vocabulary Sorting. (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 ELLs: (Adapting Game) Consider playing the game again without timing to more accurately assess students’ understanding of verbs and adjectives.
- For students who may need additional support with comprehension: Some students may benefit from reviewing the pronunciation of all words on the Shades of Meaning sorting cards. (MMR)

Work Time

A. Unit 2 Assessment, Part II: Drafting Detail Sentences and Conclusion Statement (30 minutes)

- Direct students' attention to the posted learning target and read it aloud:
"I can draft the detail sentences and conclusion statement of my informative paragraph using evidence from my research."
- Tell students that they will use their **writing organizer** to finish their informative paragraph about how a bird's body part helps it to survive.
- Remind students that today, they will focus only on writing the second set of detail sentences and conclusion statement.
- Transition students to their workspaces using the Bird Boogie transition routine.
- Tell students they will begin by writing the detail sentences.
- Invite students to review their pre-distributed writing organizer to remember what their paragraph is about.
- After 1–2 minutes, direct students' attention to the **Parts of an Informative Paragraph anchor chart** and follow the same process from Work Time B of Lesson 15 for students to write their detail sentences and conclusion statement using the **Unit 2 Assessment: Detail Sentences #2 sheet** and **Unit 2 Assessment: Conclusion Statement sheet**.
- While students finish up their writing, circulate with students' **Unit 2 Assessment: Focus Statement sheets**, **Unit 2 Assessment: Detail Sentences #1 sheets**, and a stapler to make their writing into a booklet.

Work Time

B. Independent Writing: Revising Our Work (15 minutes)

- Invite students to participate in a quick game of Bird Simon Says.
- Display the **Unit 2 Assessment: Revision Checklist**.
- Tell students that they will take time to revise their writing on each page using the checklist to remind them of what to do.
- Share with students that revising their work makes it easier for readers to understand the writing.
- Remind students that published authors even do this because it makes their writing better.
- Read through the checklist to remind students what to revise.
- Invite students to turn to their Unit 2 Assessment: Focus Statement sheet and revise their sentence.
- Repeat this process with each page of their Unit 2 Assessment writing.

Meeting Students' Needs

- For ELLs: (Using Checklists) Ensure students understand what the Unit 2 Assessment: Revision Checklist says and how to use it to revise their work.

- For ELLs and students who may need additional support with planning: (Rereading) Allow time for students to read their Unit 2 Assessment: Focus Statement sheet before they begin revising their work. (MMAE, MME)

Closing and Assessment

A. Musical Circles Protocol: Revisiting Our Class Goals (10 minutes)

- Transition students to the whole group area.
- Direct their attention to the **Unit 2 Learning Plan anchor chart** and briefly review the class goals.
- Share with students that they will now reflect on how they have done with reaching their learning goals.
- Tell students they are going to use the Musical Circles protocol. Remind them that they used this protocol earlier in the unit, and review as necessary using the **Musical Circles Protocol anchor chart**. (Refer to the Classroom Protocols document for the full version of the protocol.)
- Guide students through the protocol using the following prompt:

“Which learning goals have we reached? How did we accomplish our goals?”

Meeting Students' Needs

- For ELLs: (Using Charts: Reflecting on Learning) Review the Unit 2 Learning Plan anchor chart and guide students to reflect on the learning target of the day by looking closely at the chart.