

## Lesson 12: End of Unit 2 Assessment: Informative Essay: Pufferfish Defense Mechanisms



### CCS Standards

- **RI.4.9:** Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- **W.4.2a:** Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.
- **W.4.2b:** Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- **W.4.2d:** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.4.2e:** Provide a concluding statement or section related to the information or explanation presented.
- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **W.4.7:** Conduct short research projects that build knowledge through investigation of different aspects of a topic.
- **W.4.8:** Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.
- **W.4.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research.
- **W.4.9b:** Apply *grade 4 Reading standards* to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").
- **W.4.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.4.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- **L.4.2a:** Use correct capitalization.
- **L.4.2c:** Use a comma before a coordinating conjunction in a compound sentence.
- **L.4.2d:** Spell grade-appropriate words correctly, consulting references as needed.
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.4.3a:** Choose words and phrases to convey ideas precisely.



### Daily Learning Targets

- I can analyze writing and answer language questions about it. (W.4.2, W.4.4, W.4.10, L.4.2, L.4.3a)

- I can synthesize information from my research to plan and write a draft of an informative piece describing the pufferfish and its defense mechanisms. (RI.4.9, W.4.2, W.4.4, W.4.9b, W.4.10, L.4.2, L.4.3a)

### Ongoing Assessment

- End of Unit 2 Assessment: Parts I, II, and III (RI.4.9, W.4.2, W.4.4, W.4.9b, W.4.10, L.4.2, L.4.3a)
- Tracking Progress: Informative Writing

### Agenda

#### 1. Opening

- A. Reviewing Learning Targets (5 minutes)

#### 2. Work Time

- A. End of Unit 2 Assessment, Part I: Multiple Choice (10 minutes)
- B. End of Unit 2 Assessment, Part II: Planning (10 minutes)
- C. End of Unit 2 Assessment, Part III: Drafting (30 minutes)

#### 3. Closing and Assessment

- A. Tracking Progress (5 minutes)

#### 4. Homework

- A. Complete Coordinating Conjunctions II in your Unit 2 homework resources.
- B. 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 complete the End of Unit 2 Assessment. In Part I of the assessment, they answer selected response questions targeting assessment of language, reading, and writing standards. In Parts II and III, they plan and write an informative piece about the pufferfish. To do this, they use the texts read and notes taken during the Mid-Unit 2 Assessment, in addition to reading a new text about the pufferfish. Because students are already familiar with most of the texts, a large part of their focus can rest on planning and writing. With this added emphasis on writing rather than reading comprehension, it is possible that assessing students' progress toward mastering the CCSS writing standards addressed by this assessment will be more accurate.
- After the End of Unit 2 Assessment, students reflect on the learning targets on the Tracking Progress, End of Unit 2 recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning.
- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to animals and specifically animal defense mechanisms. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

- In this lesson, the habit of character focus is working to become an effective learner. The characteristics they are reminded of specifically are perseverance and taking responsibility, as they will be working independently on their assessments, which may be challenging for some students, and then reflecting on their learning after the assessment.

**How it builds on previous work:**

- Students use the same texts and research note-catchers used on the Mid-Unit 2 Assessment to plan and write an informative piece.
- In previous lessons, students practiced planning, drafting, and revising informative writing using the millipede informative piece and their own informative piece.

**Areas where students may need additional support:**

- For some students, this assessment may require more than the 50 minutes allotted. Consider providing time over multiple days if necessary.

**Assessment guidance:**

- Writing rubrics can be found in the Grade 4 Writing Rubrics document (see Module 1 Appendix). All other assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- When assessing and providing feedback to students on this assessment, use the teacher answer key, rubrics, and sample student responses (see the Assessment Overview and Resources and Module 1 Appendix) to help you complete the student Tracking Progress sheet. It is suggested that you make notes in the appropriate column for each criteria and mark evidence with flags/sticky notes on student work in a different color to student responses. There is also space for you to respond to student comments.
- It will be valuable for students to revisit their previous Tracking Progress: Informative Writing sheet before they begin, so they can remember what they would like to improve on from assessments in previous units/modules.
- In this assessment students are tracking progress towards anchor standards W.2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
- Collect in Coordinating Conjunctions I homework (Lesson 11). See Coordinating Conjunctions I (answers, for teacher reference).

**Down the road:**

- Students will publish their expert group animal informative drafts from this unit to introduce their expert group animal in their choose-your-own-adventure narrative in Unit 3.

**In advance:**

- Gather students' Mid-Unit 2 Assessment texts and research notes.
- Post: Guiding Questions anchor chart; learning targets.

- Work Time C: Allow students to type their drafts using Google Docs or other word processing software.
- Work Time C: Students complete their drafts in a word processing document, for example a Google Doc using Speech to Text facilities activated on devices, or using an app or software like Dictation.io (<https://dictation.io/speech>).

### Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.B.6, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, 4.II.B.3, 4.II.C.6

#### Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to demonstrate their content and language knowledge in an informative text built on their preparation and practice in previous lessons. They self-assess at the end of the lesson in order to celebrate their successes and chart a course for the future.
- The End of Unit 2 Assessment may be a big leap from the heavily scaffolded classroom interaction for some ELLs. ELLs will be asked not only to independently apply cognitive skills developed in Lessons 1–11, but also to independently apply new linguistic knowledge introduced in Lessons 1–11.
- Make sure ELLs understand the assessment directions. See additional supports in the lesson.
- Make time to show and discuss a pufferfish video or several pufferfish images to help build background knowledge and language skills specific to the assessment.
- Point to and review charts posted around the classroom to set context for the assessment. In particular, remind students of the Informative Writing Checklist and the Informational Writing Planning graphic organizer.
- After the assessment, ask students to discuss what was easiest and what was most difficult, and why. To facilitate this discussion, prepare a concise rubric of the elements of the assessment and allow students to rank the difficulty level of these elements on a Likert scale. Example:
  - *The multiple choice questions were easy to answer. 1 2 3 4 5*
- 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):** In order to get the most informative data from the assessment, ensure that all students have access to the assessment directions and feel comfortable with the expectations. Vary the ways in which you convey your expectations.

Consider engaging in a clarifying discussion about the directions or creating a map of the assessment to preview the tasks on the assessment.

- **Multiple Means of Action & Expression (MMAE):** Because this is an assessment, all students need to complete the writing assignment. However, consider flexible technologies to support the writing process. Examples: Allow students to use high-tech or (e.g., word processor to type their narrative text or a dictation device) low-tech options (e.g., pencil grips or slanted desks to help with fine motor needs).
- **Multiple Means of Engagement:** Some students may require support with limiting distractions during the assessment (e.g., using sound-cancelling headphones or dividers between workspaces). Similarly, some students may require variations in time for the assessment. Consider breaking the assessment into more manageable parts and offering breaks at certain times. During the assessment, provide scaffolds that support executive function skills, self-regulation, and students' abilities to monitor progress before and after the assessment (e.g., visual prompts, reminders checklists, rubrics, etc.).

## Vocabulary

### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary used in writing

- Do not preview vocabulary for this assessment lesson.

## Materials

- ✓ Coordinating Conjunctions I (answers, for teacher reference)
- ✓ Guiding Questions anchor chart (begun in Unit 1, Lesson 1)
- ✓ Equity sticks
- ✓ End of Unit 2 Assessment: Informative Essay: Pufferfish Defense Mechanisms (see Assessment Overview and Resources; one per student)
- ✓ Working to Become Effective Learners anchor chart (from Module 1)
- ✓ Mid-Unit 2 Assessment texts and research notes (from Lesson 6; students' copies)
- ✓ Tracking Progress: Informative Writing (one per student)
- ✓ Evidence flags or sticky notes (fourteen per student)

## Opening

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

- Collect in Coordinating Conjunctions I homework. See **Coordinating Conjunctions I (answers, for teacher reference)**.
- Display the **Guiding Questions anchor chart**. Use **equity sticks** to call on a student to read the questions aloud.

- Tell students that today they will complete the End of Unit 2 Assessment, in which they will demonstrate many of the skills they have been practicing:
  - Synthesize information from informational texts.
  - Plan for and write an introduction paragraph, including a focus statement, about an animal.
  - Plan for and write body paragraphs, including a conclusion statement, about that animal’s defense mechanisms.
  - Revise and edit the writing.
- Remind students that they will need to refer to the text to respond to the prompt thoroughly. Encourage them to do their best. Let them know that this is a chance to show how well they can read carefully and identify important details in an informational text. This also is an opportunity to discover even more about animal defense mechanisms.
- Direct students’ attention to the posted learning targets. Ask students to follow along and read silently as you read them aloud:
  - “*I can analyze writing and answer language questions about it.*”
  - “*I can synthesize information from my research notes to plan and write a draft of an informative piece describing the pufferfish and its defense mechanisms.*”
- Have students give a thumbs-up if they are clear on what they are expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what to do. Clarify any misconceptions.

### Meeting Students’ Needs

- For ELLs: Ask students comprehension questions about these targets. Examples:
  - “What does ‘synthesize information’ mean?” (bring together information from different places)
  - “What is the focus statement of your gazelle information piece?”
- Students who have been sketching definitions of key words in learning targets throughout the first half of this unit should refer to those sketches to help them remember the meanings of these words. (MMAE)

## Work Time

### A. End of Unit 2 Assessment, Part I: Multiple Choice (10 minutes)

- Distribute the **End of Unit 2 Assessment: Informative Essay: Pufferfish Defense Mechanisms**.
- Tell students that in a moment, they will begin the End of Unit 2 Assessment. Tell them that this assessment focuses on the informative writing techniques they have been working on in class.
- Explain that this assessment is divided into three parts: In Part I, they answer several selected response questions. In Part II, they complete a graphic organizer to plan an informative piece about the pufferfish. In Part III, they use their planning to write a draft informative piece about the pufferfish.

- Focus students on the **Working to Become Effective Learners anchor chart**, specifically perseverance. Remind students that as they will be working independently in this lesson for an assessment, they may find it challenging, so they will need to persevere.
- Tell students to begin Part I. While they are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies that they use during the assessment. For example, look for students annotating their text, using their graphic organizer to take notes before answering questions, and going back to the text as they answer questions.
- After 10 minutes, bring students back together whole group.

### Meeting Students' Needs

- For ELLs: Write a "map" of the assessment on the board:
  1. Quickly read the list of standards you will be tested on.
  2. Read three texts about the pufferfish.
  3. Answer essay and multiple choice questions about the ideas, words, and punctuation in the three texts.
  4. Read the directions to write a new informative piece about the animal.
  5. Read the Informative Writing Checklist and complete it as you write.
  6. Complete an Informational Writing Planning graphic organizer for your new informative piece.
  7. Write your best draft of the new informative piece.

## Work Time

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### B. End of Unit 2 Assessment, Part II: Planning (10 minutes)

- Distribute students' **Mid-Unit 2 Assessment texts and research notes**.
- Tell students they will use these on Part II of the End of Unit 2 Assessment as they plan an informative piece about the pufferfish. Remind them to use their research notes, the prompt, and the anchor charts in the classroom as resources while they plan and write their drafts.
- Tell students to begin Part II of the assessment. While they are taking the assessment, circulate to monitor their test-taking skills. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies that they use during the assessment.
- After 10 minutes, bring students back together whole group.

### Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Ensure that students are clear about all test directions. Rephrase the directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop those who are on the wrong track. (MMR, MME)

### Work Time

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#### C. End of Unit 2 Assessment, Part III: Drafting (30 minutes)

- Tell students they should now begin drafting and then revising their informative pieces. Remind them that it is important to skip lines as they write so they have space to make revisions later. Continue circulating to monitor and support students as necessary. Provide minimal support because this is an assessment.
- After 20 minutes, let students know that they have 5 minutes left. Invite those who finish early to reread their writing before turning it in.

#### Meeting Students' Needs

- For students who may need additional support with writing fluency: Any modifications made to students' Informational Writing Planning graphic organizer during this unit should also be made to the blank planning page to be used for the assessment. (MMAE)

### Closing and Assessment

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#### A. Tracking Progress (5 minutes)

- Congratulate students on their hard work on the End of Unit 2 Assessment.
- Distribute **Tracking Progress: Informative Writing**. Remind students that successful learners keep track and reflect on their own learning. Remind students that they have done this after every assessment.
- Focus students on the Working to Become Effective Learners anchor chart again, specifically taking responsibility. Remind students that as they will be reflecting on their learning and setting goals, so they will be taking responsibility of their own learning.
- Ensure students have access to **evidence flags or sticky notes** to mark up their work with evidence.
- Tell students the sticky notes are for them to find evidence of the following criteria:
  - **W.4.2e**
  - **W.4.2d, L.4.6**
- Guide students through completing the form.
- If students have time, invite them to revisit their previous Tracking Progress for informative writing to discuss in pairs how they think they have progressed.
- Use a checking for understanding protocol (for example Red Light, Green Light or Thumb-O-Meter) for students to self-assess how well they persevered and took responsibility in this lesson.

#### Meeting Students' Needs

- 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: Ask students to orally paraphrase the meaning of the targets with a partner before they begin writing.

## Homework

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**A. Complete Coordinating Conjunctions II in your Unit 2 homework resources.**

**B. 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 reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)