



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 1: Unit 2: Lesson 7**

## **Mid-Unit 2 Assessment: On-Demand Informational Writing**



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**Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)**

I can write an informative/explanatory text. (W.3.2)  
I can accurately use third-grade academic vocabulary to express my ideas. (L.3.6)

**Supporting Learning Targets**

- I can write an informative letter that explains my goals for becoming an independent and proficient reader and supports them with facts and details.
- I can use third-grade vocabulary.

**Ongoing Assessment**

- Teacher observation
- Mid-Unit 2 Assessment

**Agenda**

1. Opening
  - A. Engaging the Reader (5 minutes)
2. Work Time
  - A. Mid-Unit 2 Assessment: Letter about my Reading Goals (30 minutes)
  - B. Vocabulary: ABC Brainstorming (20 minutes)
3. Closing and Assessment
  - A. Debrief (5 minutes)
4. Homework
  - A. Tonight for homework, continue to read independently. Practice ways to build your reading power.

**Teaching Notes**

- Copy the Mid-Unit 2 Assessment writing prompt for each student.
- Students will need their completed Accordion graphic organizers (from Lesson 6).



Lesson Vocabulary	Materials
proficient/proficiently, independent/independently, record, reflect, identify, evidence, data, sort, strengths, challenges, goals	<ul style="list-style-type: none"><li>• <i>Thank You, Mr. Falker</i> by Patricia Polacco (book; one text for teacher)</li><li>• Students' Completed Accordion graphic organizers on My Reading Goals (from Lesson 6)</li><li>• Anchor charts of Reading Superpowers (from previous lessons)</li><li>• Mid-Unit 2 Assessment: How Can You Become a Powerful Reader?</li><li>• ABC Brainstorming chart (one per student)</li><li>• Interactive white board or document camera</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Reader (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind the members of the class about the reading information they collected and sorted yesterday in preparation for writing a letter to a special person in their life. Explain again to students that they will be using their Accordion graphic organizers to communicate their goals as a reader to a special person in their life.</li><li>• Display the sample <b>Accordion graphic organizer</b> created yesterday as a model. Review each of the parts with the students: The box at the top is the main idea of their letter, the three middle boxes explain a reading strength with evidence and two areas they need to work on with evidence, and the box at the bottom explains ways the students will build their reading power.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing nonlinguistic symbols with learning targets to assist ELLs in making connections.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 2 Assessment: Letter about my Reading Goals (30 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display the <b>anchor charts of Reading Superpowers</b> (from previous lessons) and distribute the <b>Mid-Unit 2 Assessment: How Can You Become a Powerful Reader?</b> to each student.</li> <li>• After analyzing their strengths and needs and then setting goals about how to become more proficient and independent readers, students will write an informative paragraph in which they describe their reading goals and develop those goals by providing facts, definitions, and examples. Students will also use specific evidence from texts in this unit to connect their own strengths, challenges, and goals to those of the characters in books they have read. Students will write this paragraph in the format of a letter to an important person in their life and then share the letter.</li> <li>• Students who finish early may read their independent reading book, review vocabulary, or reread one of the texts they have previously read in this module.</li> </ul>	<ul style="list-style-type: none"> <li>• For ELLs, consider providing extra time for tasks and answering questions in class discussions.</li> </ul>
<p><b>B. Vocabulary: ABC Brainstorming (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• After the students have completed their mid-unit assessment, gather them together whole group. Explain to the students that they will be brainstorming vocabulary related to reading, being a reader, and ways we become better readers.</li> <li>• Display the <b>ABC Brainstorming chart</b> on the <b>interactive white board or document camera</b>. Ask the students what they notice about the chart. Students should observe that there are many boxes, each with a letter of the alphabet in it. Explain to the students that they will brainstorm words related to reading and the work they have done so far to become a more proficient and independent reader, then sort the words they brainstorm by their beginning letters.</li> <li>• Model this for the students. Say: “Recently we have been working on increasing our reading stamina. <i>Stamina</i> is a word related to reading, so I will record <i>stamina</i> in the S box.” Invite the students to brainstorm a few more words related to reading and record them on the ABC Brainstorming chart. Explain to the students that they can record a word or phrases related to reading. For example, the phrase “independent reading books” could be recorded in box for the letter “I.”</li> <li>• Hand the students each an ABC Brainstorming chart. Allow the students to brainstorm and record words or phrases for 10 minutes. Then invite students to partner up to check each other’s words and phrases. Ask the students to circle words and phrases both partners recorded and add words or phrases that were different to their ABC Brainstorming charts.</li> <li>• Invite several students to share words or phrases that they brainstormed.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing a clear model supports students in understanding the thinking and the work they are expected to do.</li> <li>• Reviewing academic vocabulary assists all students developing academic language.</li> <li>• Providing a moment to think before sharing allows individuals to process independently.</li> <li>• Sharing with a partner helps students develop confidence before sharing with the whole class.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Debrief (5 minutes)</b></p> <ul style="list-style-type: none"><li>As a Think-Pair-Share, ask: "Was it easy or challenging to write your letters today? Why?" As individuals share, acknowledge their response and invite other students to comment or ask questions based on the individual share.</li></ul> <p><i>Note: Review students' informative letters to assess their progress toward the targets. Make copies of students' completed letters so they may share them with the person to whom they wrote them.</i></p>	<ul style="list-style-type: none"><li>ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language.</li><li>Sharing with a partner helps students develop confidence before sharing with the whole class.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Tonight for homework, continue to read independently. Practice ways to build your reading power.</li></ul>	



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## Supporting Materials



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