



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 2A: Unit 2: Lesson 13**

### **End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives**



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

- I can write an informative/explanatory text that has a clear topic. (W.3.2)
- I can develop the topic with facts, definitions, and details. (W.3.2)
- I can construct a closure on the topic of an informative/explanatory text. (W.3.2)
- I can express ideas using carefully chosen words. (L.3.3)
- I can write routinely for a variety of reasons. (W.3.10)
- I can read third-grade-level texts accurately and fluently to make meaning. (RF.3.4)
  - A. I can read third-grade-level texts with fluency.

Supporting Learning Targets

- I can create a plan for my poison dart frog informational paragraph.
- I can write an informative paragraph to explain the adaptations that help poison dart frogs survive.
- I can support my topic with details from *Deadly Poison Dart Frogs* and *Poison Dart Frogs Up Close*.
- I can write a sentence to close my paragraph.
- I can use words and phrases for effect to help my reader learn about the poison dart frog.
- I can read a freaky frog poem fluently.

Ongoing Assessment

- Students' Accordion graphic organizers
- End of Unit 2 Assessment: On-demand paragraph
- Completed Fluent Reader Criteria checklists



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Engaging the Writer: Vocabulary Share and Poison Dart Frog Fact Frenzy (8 minutes)</li> <li>Unpacking the Learning Targets (2 minutes)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>Planning Poison Dart Frog Informational Paragraphs (15 minutes)</li> <li>End of Unit Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives (25 minutes)</li> <li>Freaky Frog Poem Presentations (5 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Student Shares and Learning Target Check (5 minutes)</li> </ol> </li> <li>Homework</li> </ol>	<ul style="list-style-type: none"> <li>Students plan their paragraphs using the graphic organizer, as they have done before. Emphasize the new box regarding vivid and precise language.</li> <li>Use this writing assessment to get a sense of students' writing paragraphs skills. This will inform instruction throughout Unit 3.</li> <li>Review the model on-demand response for this assessment (see Supporting Materials)</li> <li>Prepare a chart with the directions for the Poison Dart Frog Fact Frenzy (Opening, Part A).</li> <li>In this lesson, students practice their fluency skills by performing their freaky frog poem aloud to a peer. Students use the Fluent Reader Criteria checklist (which they are familiar with from Module 1) to give each other feedback. Should you want to make this a formal fluency assessment, consider pulling students during another part of the day to assess individually.</li> <li>To support assessment of students' informational paragraphs, the End of Unit 2 Assessment: Criteria for End of Unit 2 Assessment: Criteria for Quality Informational Paragraph about the Poison Dart Frog (for teacher reference) is included in the supporting materials</li> </ul>

Lesson Vocabulary	Materials
<p>topic, detail, explain, conclusion, effect; bromeliad (James, 10), hatch, watch over (James, 11); lays eggs (Bredeson, 16), backs up (Bredeson, 18)</p>	<ul style="list-style-type: none"> <li>Chart paper (1 blank sheet per group of four)</li> <li>Markers</li> <li>Close Reading as Researchers: Main Ideas and Details recording forms (from Lessons 10, 11 and 12; students' own.)</li> <li>Paragraph Writing Accordion graphic organizer (one per student)</li> <li>End of Unit 2 Assessment: Writing Prompt (one per student)</li> <li>Blank paper and pencils for On-Demand Assessment: Writing an Informational Paragraph about the Poison Dart Frog</li> <li>Fluent Reader Criteria checklist (one per student)</li> <li>End of Unit 2 Assessment: Criteria for Quality Informational Paragraph about the Poison Dart Frog (for teacher reference)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Vocabulary Share and Poison Dart Frog Fact Frenzy (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in a circle. Remind them that have been learning about the poison dart frog. In the last lesson, they learned about the poison dart frog's eggs and tadpoles. Ask students to get out their and share their homework with a partner: what three words they chose and why.</li><li>• Listen for students to mention key words: <i>bromeliad</i>, <i>hatch</i>, <i>watch over</i>, <i>lays eggs</i>, <i>backs up</i>. Review as needed. Point out to students how hard they are working to figure out words in context, and also using text features such as bold text to help them figure out what words are most important.</li><li>• Congratulate them on all of the careful reading they have done in the last few lessons to learn about how poison dart frogs survive. Remind them that, in addition to reading and talking with others, another important thing that experts do is write to show what they know and teach other people. All the authors whose texts they have read did this: Deborah Dennard, Lincoln James, and Carmen Bredeson. Tell students that today they get to teach others by writing an informational paragraph to show what they know about poison dart frogs.</li><li>• Tell students that first they will do a fun activity called Fact Frenzy, to remind them of all the facts they know. Explain the process and refer to the written directions on the Place the in the middle of the group so everyone can reach it.<ol style="list-style-type: none"><li>1. Choose one person to be the first writer/drawer.</li><li>2. When the timer starts, the first person will write/draw one fact about how the poison dart frog survives. You do not have to use complete sentences (for example, you could write "poison skin").</li><li>3. The first writer passes the to the next person, who then writes/draws a new fact.</li><li>4. Keep passing the marker around and adding facts until the timer runs out!</li></ol></li><li>• Answer any clarifying questions.</li><li>• Place students into groups of four. Be sure each group has piece of chart paper and a marker.</li><li>• Set the timer for 3 or 4 minutes and tell students to begin.</li><li>• Once the timer is up, invite each group to share a fact from their chart. Tell students that these fact charts will help them plan and write their informational paragraphs in this lesson.</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking the Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>Based on the opening, above, students should already be fairly clear on today's targets. Read them aloud briefly, and unpack with one general question:</li><li>"Based on these learning targets, what do you think we will be doing today?" Have all students think and then a few share out. Make sure that students understand that first they will make a plan for their informational paragraphs and then they will have a chance to write them. Underline and discuss these words/phrases in the learning targets: <i>detail, explain, conclusion, and effect</i>.</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. Planning Poison Dart Frog Informational Paragraphs (15 minutes)</b></p> <ul style="list-style-type: none"><li>Remind students that as they have done before, they will use the information from their Poison Dart Frog recording forms to make a plan for their paragraph before they actually start writing. Emphasize that writers work hard to build knowledge about their topic, and often revisit or even add to that knowledge as they begin to write.</li><li>Display the chart: Paragraph Writing Accordion graphic organizer. Quickly review how to use it. Ask:<ul style="list-style-type: none"><li>* "How have we used this accordion graphic organizer before?" Invite students to turn and talk.</li></ul></li><li>Point out the new box for vivid and precise words. Model an example to complete that box, such as: "The poison dart frog has colored skin to warn predators. I could add the words 'bright, blazing colors' so my reader knows what its skin looks like."</li><li>Tell students that they now get to plan and write a paragraph to teach others about the poison dart frog: "What are the special adaptations of the poison dart frog?" As they plan, they may talk with a partner to help each other to think about what details to include and how to explain those details. In a little while, each of them will write their own paragraph.</li><li>Ask students to locate their <b>Close Reading as Researchers: Main Ideas and Details recording forms from lessons 10, 11 and 12</b>. These notes will be their main source of information as they plan their paragraphs. (They of course may also reread the texts to find new information or clarify any notes that are incomplete or unclear.)</li><li>Distribute a <b>Paragraph Writing Accordion graphic organizer</b> to each student. Remind students that they can keep talking to help each other, but that each student needs to complete his or her own graphic organizer.</li></ul>	<ul style="list-style-type: none"><li>For students needing additional support, considering providing a word bank developed to work with the specific student's writing plan.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. End of Unit 2 Assessment: On-Demand Informational Paragraph about How the Poison Dart Frog Survives (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Display and/or distribute the End of Unit 2 Assessment: Writing Prompt.</li><li>• Answer any clarifying questions students have. Review the criteria for a quality paragraph. Students should be familiar with all four criteria:<ol style="list-style-type: none"><li>1. Topic sentence</li><li>2. Supporting details and facts</li><li>3. Conclusion sentence</li><li>4. Uses words and phrases for effect</li></ol></li><li>• Remind students that they have had lots of practice writing paragraphs this year. Today, their writing is “on-demand”: the best writing you can do in a limited time.</li><li>• Give students about 20 minutes to write their individual paragraph.</li><li>• If students finish early, invite them to choose another freaky frog text from the recommended reading list to read and enjoy while other students finish their writing. Students may also practice the poem they will present to a peer at the end of the lesson.</li><li>• Circulate and support students just by reminding them of the criteria. Students should complete the writing independently.</li></ul>	<ul style="list-style-type: none"><li>• Allow ELLs and students with Individual Education Programs (IEPs) additional time to complete their paragraphs. They will receive extra time on the New York State assessment.</li></ul>
<p><b>C. Freaky Frog Poem Presentations (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their hard work planning and writing their paragraphs today. Tell them that for the remainder of class they will work in groups of two to read their specific freaky frog poem aloud.</li><li>• Each person will take a turn reading aloud their poem while the other partner fills out the <b>Fluent Reader Criteria checklist</b>. Project and briefly review the checklist, and answer any questions students may have about the process of sharing and giving feedback.</li><li>• Divide students into pairs. Invite students to begin sharing and completing the Fluent Reader Criteria checklist.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Student Shares and Learning Targets Check (5 minutes)</b></p> <ul style="list-style-type: none"><li>• For the learning target check, post the learning targets again. Go through them one by one, asking students to engage in a quick “target check.” Tell them that after they read the target, they should give a thumbs-up if they feel they really got it, a thumbs-sideways if they think they need to practice it a few more times, and a thumbs-down if they feel really confused by this. Assess student confidence based on their responses.</li><li>• Celebrate with the class the good work done learning about freaky frogs. Tell students that in Unit 3, they will get to create Freaky Frog Trading Cards to teach others how freaky frogs adapt to their environment. They will begin working on their trading cards in the next lesson.</li></ul>	<ul style="list-style-type: none"><li>• Posting sentence frames can assist ELLs and other students needing additional support in contributing to classroom discussions.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue with your independent reading book for this unit at home. □</li></ul> <p><i>Note: Review students' on-demand writing to assess their ability to meet the criteria for a quality paragraph. See criteria list and model paragraph in supporting materials.</i></p>	



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## Supporting Materials



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Paragraph Writing Accordion Graphic Organizer

.....  
**Name:**

.....  
**Date:**

**Topic:**

**Detail/vivid and precise word** to describe the detail:

**Explain:**

**Detail/vivid and precise word** to describe the detail:

**Explain:**

**Conclusion:**



Be sure to use your notes from your recording forms and your Accordion graphic organizer. Use vivid and precise words to teach your reader all the amazing things you have learned about this incredible frog.

This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Fluent Reader Criteria Checklist

Speaker:

Date:

Critique Partner:

Target	Not Yet	Almost There	Excellent!	Comments
<b>Phrasing</b> (I can group many words together as I read.)				
<b>Rate</b> (I can read like I talk, and I only stop when it makes sense in the text.)				
<b>Punctuation</b> (I can pay attention to the punctuation, and I use it to help me know how to read the text.)				
<b>Expression</b> (I can use expression to read, and it helps me understand the story.)				



Fluent Reader Criteria Checklist

**Comments:**

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**End of Unit 2 Assessment:**

Criteria for Quality Informational Paragraph about the Poison Dart Frog  
(for teacher reference)

1. Topic sentence
2. Supporting details and facts
3. Conclusion sentence
4. Uses words and phrases for effect



**Model Informational Paragraph about the Poison Dart Frog**  
(Sample Answer, for Teacher Reference)

The poison dart frog has amazing and strange adaptations that help it survive!

This frog has bright and blazing skin colors that warn predators, “Stay away from me! I’m very poisonous.” The poison oozes out of the frog’s skin. If a predator takes a bite of the poison dart frog, it will die from this poison. Poison dart frogs are known as some of the most amazing parents in the frog world, too. They carefully carry their babies on their back and place them in their very own cup of water in the bromeliad plant. This helps the young poison dart frogs survive. These are some of the incredible adaptations of the poison dart frog.