



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 5

Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card



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Planning Writing: Generating Criteria and Making a Plan for the Paragraph Side of the Freaky Frog Trading Card

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can produce writing that is appropriate to task and purpose (with support). (W.3.4) I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5) I can sort evidence into provided categories. (W.3.8)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can identify the criteria for a strong research-based narrative paragraph.• I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog's adaptations.	<ul style="list-style-type: none">• Accordion Paragraph graphic organizer• Criteria anchor chart (whole class)



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer and Unpacking Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes) B. Mini Lesson: Planning a Paragraph Using an Accordion Graphic Organizer (15 minutes) C. Planning Research-Based Narratives Using the Accordion Paragraph Graphic Organizer (25 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes) 4. Homework 	<ul style="list-style-type: none"> • The research-based narrative paragraph that students write for the back of their Freaky Frog Trading Card deliberately blends narrative and informational writing. Students will imagine they are a freaky frog and write in the first person about one category from their Freaky Frog Research matrix. The text <i>Bullfrog at Magnolia Circle</i> is one example of this type of writing. Students will revisit this material as a “mentor text” throughout upcoming lessons as they plan, draft, and revise their own paragraphs. • Note: In this lesson, students co-construct a rubric specific to this performance task. Helping students construct the rubric allows them both to understand and “own” the criteria for quality. A partially completed rubric has been provided in the supporting materials. This is just for your reference to guide students in how the ‘Meet’s’ column could be filled out. In this lesson students will help you determine the criteria and complete the first column. Ensure you complete the rest of the rows of the rubric before Lesson 7. • Review the Freaky Frog Research matrix for the spadefoot toad. • Review Model Freaky Frog Trading Card: Paragraph Side (back). • Review Freaky Frog Research-Based Narrative rubric and the Grade 3 ELA Expanded Rubric for Analytic and Narrative (PARCC draft) (see supporting materials). • Create a model Spadefoot Toad Accordion Paragraph graphic organizer to use during Part B of Work Time. • Create an anchor chart: Rubric for a Research-Based Narrative Paragraph (see supporting materials). • Review: Back-to-Back, Face-to Face protocol (see Appendix 1). • Use the language from the rubric (created during Part A of Work Time) to reinforce strong student planning in the second part of the lesson (e.g., strong examples of using facts and details).



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Lesson Vocabulary	Materials
criteria, research-based, narrative, first person	<ul style="list-style-type: none">• Model Freaky Frog Trading Card: Paragraph Side (one per student and one to display)• Rubric for a Research-Based Narrative Paragraph anchor chart (new; teacher-created; see Supporting Materials and Teaching Note)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (one per student)• Rubric for Writing a Freaky Frog Research-Based Narrative Paragraph (for Teacher Reference only)• Model Freaky Frog Matrix: Spadefoot Toad (one per student)• Accordion Paragraph graphic organizer (one per student and one to display)• Freaky Frog Research Matrix recording form (from Lesson 2; students' completed copies)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Project and read aloud the Model Freaky Frog Trading Card: Paragraph Side with fluency and expression.• Invite students to Pair-Share something they noticed about the writing. Cold call a few to share their thoughts with the class.• Tell students that they are going to get to write amazing paragraphs like that about their own freaky frogs! These will become the paragraph side of their Freaky Frog Trading Card.• Tell the class that the process of writing these special paragraphs will begin today. Refer to the first learning target: “I can identify the criteria for a strong research-based narrative paragraph.” Explain that the first part of the lesson will help them identify <i>criteria</i> for the paragraph. Criteria are the reasons why something is good. Ask students to turn and tell a partner in their own words what the word <i>criteria</i> means. Cold call a student to share his or her definition and write it above the word <i>criteria</i> in the target.• Explain that <i>research-based</i> means that they will use all the information from their reading and research to help them write. They will go back to all the notes they’ve collected while reading about freaky frogs in the text <i>Everything You Need to Know about Frogs and Other Slippery Creatures</i> and the poison dart frog texts. They will use these facts from their research in their writing. It’s important that their facts and details are true. Again, ask students to partner share what the phrase <i>research-based</i> means in their own words. Call on a student to share what they heard their partner say and write the simple definition about the words <i>research-based</i> in the target.• Help students understand that the word <i>narrative</i> is another word for story. Ask students to repeat the word <i>narrative</i> and tell a partner about a <i>narrative</i>, or story, they love. Explain to students that this means the paragraph will sound a lot like a story, because they will pretend they are their freaky frogs when they write. If students are confused, tell them that they will look more closely at the paragraphs in just a few minutes.• Focus students on the second learning target: “I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog’s adaptations.” Tell them that this will be the first step they take to create the paragraph that will go on the back side of their trading cards.• Briefly review the writing process (i.e., planning, drafting, revising, editing, publishing). The work today will help them plan their writing.	<ul style="list-style-type: none">• All students developing language will benefit from direct instruction of academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes)</p> <ul style="list-style-type: none"> Remind students that they are writing a new type of paragraph for the back of the trading card. It is called a research-based narrative. Remind students that they have done lots of informational writing before, so they are now ready for a new challenge as writers! Display the Model Freaking Frog Trading Card: Paragraph Side again. Share with students that they will look at a strong model to determine the criteria for quality. They will then build a criteria list. Read the paragraph aloud and ask: <ul style="list-style-type: none"> * “What makes this paragraph a strong example of a research-based narrative?” Use a sentence starter to model briefly for students: “I notice the author said in the text, so I think informational writing has .” (For example: “I notice the author said, ‘I am the strange, but amazing, Spadefoot Toad who has a special tool that helps me survive,’ so I think a research-based narrative has a topic sentence that tells the reader what adaptation is the focus of the writing.”) Tell students they will read the model paragraph with a partner and identify criteria for quality they notice. They should give a thumbs-up when they have identified at least three criteria. Give students 3 minutes to read the model paragraph and discuss with a partner what they notice. Then focus students whole group. Remind them of the sentence starter to use when they share out: “I notice the author said in the text, so I think a strong research-based narrative has .” Cold call on students to share out what they noticed. Post the Rubric for a Research-Based Narrative Paragraph. Invite students to share their criteria and refer to the targets on the Writing a Freaky Frog Research-Based Narrative as a guide in recording a set of criteria in the ‘Targets’ column. Linger for a moment. Students may need support understanding <i>first-person</i> writing. Clarify with an explanation that might sound like: “When writers use the first person, they write with the words ‘I, me, or my.’ You will write your paragraphs in the first person because you are going to imagine being your frog! Won’t that be fun?” Answer any clarifying questions about writing in the first person. Continue reading through the criteria and answer questions as needed. Invite students to assist you in filling out the first column ‘Meets’ with a description of what students need to do to meet that target. Use the Research-Based Narrative Paragraph (for Teacher Reference) in the supporting materials as a guide. 	<ul style="list-style-type: none"> For students needing additional support producing language, consider offering a sentence frame or starter, or a cloze sentence to assist with language production and provide the structure required. Use Thoughtful Grouping: ELL language acquisition is facilitated by interacting with native speakers of English who provide models of language. Consider writing and breaking down multistep directions into numbered elements. ELLs and other students who might struggle can return to these guidelines to make sure they are on track. Consider allowing students to draw their observations, ideas, or notes when appropriate. This allows ELLs and others who find this task challenging to participate in a meaningful way.



Work Time (continued)	Meeting Students' Needs
<p>B. Mini Lesson: Planning a Paragraph Using an Accordion Graphic Organizer (15 minutes)</p> <ul style="list-style-type: none">• Remind students of the second learning target: “I can plan my writing by completing an accordion paragraph organizer about one of my freaky frog’s adaptations.”• Tell students they will use information from their Freaky Frog Research Matrix recording form to focus in on a single category that shows a unique adaptation of their freaky frog. For example, they might choose to write about how their frog adapts to its habitat or how it protects itself from predators. Students should consider which category would be most interesting for their reader to learn about.• Project the Model Freaky Frog Matrix: Spadefoot Toad and the blank Accordion Paragraph graphic organizer. Remind students that in Unit 3, Lesson 2, they completed their own Freaky Frog matrix. Tell them that today’s focus is to find one category that describes an important adaptation of their frog.• Use the spadefoot toad matrix to point out one category that tells about a unique adaptation of the spadefoot toad. For example: “I think the most unique adaptation of the spadefoot toad is the little shovel on its back foot. I think it would be interesting to tell readers about how that helps the spadefoot toad survive.” Identify this as the <i>physical characteristics category</i> from the matrix.• Show students how to begin to complete the Accordion Paragraph graphic organizer. At the top of the <i>Topic</i> box, write down “spadefoot on back legs.” Think aloud about the next two boxes, inviting students to join in if they are ready. The think-aloud may be: “The <i>detail</i> is the spadefoot toad has a miniature, shovel-like tool on its back leg. I used the vivid and precise words ‘miniature’ and ‘shovel-like’ to describe it. Now I need to explain that it uses the shovel to burrow into the earth. I will write that in the <i>Explain</i> box on the graphic organizer.”• Continue to model how to complete the remainder of the Accordion Paragraph for the spadefoot toad.• Emphasize for students that they should just focus on a single adaptation as they work. This will help them write with many details about one of their frog’s adaptations instead of having to write a little detail about a lot of adaptations. Remind student that as growing experts, their job is to capture as many details and specific evidence. This will help them when they draft their paragraph in later lessons.	



Work Time (continued)	Meeting Students' Needs
<p>C. Planning Research-Based Narratives Using the Accordion Paragraph Graphic Organizer (25 minutes)</p> <ul style="list-style-type: none">Recap the steps in the planning process for students:<ol style="list-style-type: none">Select just one category from your Freaky Frog Research matrix.Use your Accordion graphic organizer to plan out what you want to tell your reader about how this category relates to the frog's adaptations.Remember to think about vivid and precise words you can use to paint a picture in your reader's mind.Distribute students' Freaky Frog Research matrix from Lesson 2, as well as blank Accordion Paragraph graphic organizers. Ask students to begin the planning steps (above).Circulate to check students' details and vivid and precise words in their Accordion paragraph organizer. Consider pulling small groups of students who may need additional support. If students struggle with the first person, remind them that they should imagine being that frog. Take one of the students' sentences and briefly model how to change it to the first person.	



Closing and Assessment	Meeting Students' Needs
<p>A. Share: Back-to-Back, Face-to-Face Protocol (5 minutes)</p> <ul style="list-style-type: none">• Invite students to bring their Accordion Paragraph graphic organizers back to a circle and find a partner to share.• Briefly explain the Back-to-Back, Face-to-Face protocol: Students will pair up with one person and stand back-to-back. They should decide who will speak first when they turn around and face one another. On the count of three, students turn around, face their partner, and share the following:<ul style="list-style-type: none">* The category that they are focusing on* One important detail they plan to teach their reader about their frog's adaptations• Give students a moment to think. Use the sentence frames: "I chose the category _____. One important detail I will teach my reader is _____."	<ul style="list-style-type: none">• For students needing additional support producing language, consider offering a sentence frame and starter, or a cloze sentence to assist with language production and provide the structure required.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish your Accordion Paragraph graphic organizer if you did not do so during class. <p><i>Note: Prepare sentence strips from Bullfrog at Magnolia Circle (see Lesson 6 supporting materials) and complete the final two columns of the rubric so that it is ready to give to students in Lesson 7.</i></p>	



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Supporting Materials



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Model Freaky Frog Trading Card:
Paragraph Side

I am the strange, but amazing, Spadefoot Toad who has a special tool that helps me survive. I have miniature shovels attached to my feet on my short and stubby back legs. These spades, which are kind of like fingernails, help me burrow beneath the earth's surface when I need to escape the scorching heat. I kick and dig, flipping clumps of dirt into the air. I excavate a perfect hole to keep me cool and safe from lurking predators. I absorb water through my skin, so the moisture from the damp earth also quenches my thirst. Because I am a nocturnal hunter, I climb out at night to stalk my prey. Before the sun rises, I use my special shovels to bury myself once again. My spade feet are my special physical adaptations that help me to survive!



Model Freaky Frog Matrix:
Spadefoot Toad

Category	My freaky frog is the: <i>Spadefoot Toad</i>	Vivid Words and Phrases
Habitat	<i>Lives underground</i> <i>Lives in the forests of North America</i>	<i>earth dweller</i> <i>leaves of the forest floor</i> <i>towering trees</i>
Life Cycle	<i>Same as other frogs (egg-tadpole-frog)</i>	
Predators and Prey	<i>Digs backwards into the hole so it can keep an eye out for predators</i> <i>Hunts at night</i>	<i>nocturnal hunter</i>
Behaviors	<i>Buries itself to avoid the heat of the day and to stay moist</i> <i>Drinks moisture through its skin</i> <i>Nocturnal—comes out at night to eat</i> <i>Sleeps during the day</i>	<i>excavates the soil</i> <i>burrows beneath the moist earth</i> <i>nocturnal hunter</i>
Food	<i>Eats insects</i>	<i>gulps down miniature six-legged critters</i>
Physical Attributes	<i>Marbled yellow, green, and brown</i> <i>Mostly brown</i> <i>Belly is pink and white</i> <i>Has raised orange spots on his body</i> <i>Black and gold eyes</i> <i>Vertical pupil</i> <i>Shovel-like foot on its back feet—uses it to dig backwards and bury itself inside a hole</i>	<i>Blend in with the earthy colors of the forest</i> <i>Tiny fingernail-like shovel on back feet</i> <i>Uses to bury itself</i>



Accordion Paragraph 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:



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)			
I can use accurate and important facts from my research to support my topic. (W.3.2 b)			
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)			
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)			
I can use accurate and important facts from my research to support my topic. (W.3.2b)			
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)			



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)			



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Ideas			
I can write a research-based narrative paragraph that describes how I, acting as the freaky frog, survive. (W.3.2, W.3.3)	My narrative paragraph is written in the first person, is clearly research-based and includes at least three facts describing how I, acting as the freaky frog, survive.		
I can use accurate and important facts from my research to support my topic. (W.3.2 b)	All of the facts I have chosen to support my topic are accurate and important.		
Word Choice			
I can use vivid and precise words to teach my reader about my freaky frog's adaptations. (L.3.3)	All of the words I have chosen are vivid and precise.		
Organization			
I can write a clear topic sentence that introduces my reader to my freaky frog adaptation. (W.3.2a)	I have an opening sentence that clearly introduces the topic.		
I can write a conclusion that wraps up the paragraph for my reader. (W.3.2b)	My conclusion clearly follows on from the rest of the narrative and wraps up the paragraph for the reader.		



Rubric for Writing a Freaky Frog
Research-Based Narrative Paragraph For Teacher Reference

Criteria	Meets	Partially Meets	Does Not Meet
Conventions			
I can use conventions to send a clear message to my reader. (L.3.2)	I have used the correct grammar, capitalization, punctuation and spelling throughout my writing.		