



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 2: Lesson 6

Mid-Unit Assessment: Close Reading of “The Spadefoot Toad”



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

- I can determine the main idea of an informational text. (RI.3.2)
- I can retell key ideas from an informational text. (RI.3.2)
- I can use text features to locate information efficiently. (RI 3.5)
- I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)
- I can use information from the words to understand informational texts. (RI.3.7)
- I can answer questions using specific details from the text. (RI.3.1)
- I can determine the meaning of unknown words in an informational text. (L.3.4)

Supporting Learning Targets

- I can identify the main idea of an excerpt from “The Spadefoot Toad” by reading the text closely.
- I can list key details in the text that support the main idea.
- I can explain how information in the illustrations and the words help me understand the main idea.
- I can determine the meaning of new vocabulary using clues in the text around a word.

Ongoing Assessment

- Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad)
- Mid-Unit 2 Tracking My Progress recording form
- Exit ticket



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Reader: Things Close Readers Do (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mid-Unit Assessment: Close Reading on My Own (35 minutes)B. Tracking My Progress (5 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: What Strategies Did You Use to Answer Multiple-Choice Questions? (5 minutes)B. Exit Ticket: What Adaptations Help Frogs Survive? (5 minutes)4. Homework	<ul style="list-style-type: none">• In this lesson, students independently apply the close-reading skills they have been building in Module 1 and in the previous unit.• Because this is a reading assessment, do not read the text aloud (as was done in previous lessons).• Please note that the Spadefoot Toad is actually a frog, despite the misleading name. You may wish to clarify this with your students.• Students may finish the assessment at quite different paces. A natural extension would be for them to read the other page of “The Spadefoot Toad.”• Use 2-Point Rubric: Writing From Sources/Short Response (see Supporting Materials) to score students mid-unit assessments• Review: Helping Students Read Closely (Appendix 1)• Review answer key for mid-unit assessment (see Supporting Materials)• Locate the Things Close Readers Do anchor chart (from Module 1) or prepare a new chart.



Lesson Vocabulary	Materials
<p>burrowing</p> <p>(Additional vocabulary, and students’ ability to figure out words in context, is addressed in the mid-unit assessment. Do not pre-teach).</p>	<ul style="list-style-type: none"> • Things Close Readers Do anchor chart (from Module 1; or prepare a new one; see supporting materials) • Assessment Text: Page 1 of “The Spadefoot Toad) (do not include the second page of this article) (one per student) • Mid-Unit 2 Assessment: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (one per student) • Mid-Unit 2 Tracking My Progress recording form (one per student) • Mid-Unit 2 Assessment: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad) (Answers and Rubric for Teacher Reference) • Exit ticket (one per student) • 2 Point Rubric: Writing From Sources/Short Response (for teacher reference; use to score students’ assessments)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Things Close Readers Do (5 minutes)</p> <ul style="list-style-type: none"> • Gather students in a circle. Tell them that today they are going to “show what they know” about reading closely. Remind them that they have done this kind of assessment before. • Pull out the chart Things Close Readers Do. Ask the students to read the chart aloud with you. Then, have them Think-Pair-Share: “How has that helped you understand what you are reading?” Give students time to talk and then cold call a few students to share out their thinking. 	<ul style="list-style-type: none"> • When introducing new vocabulary, consider presenting the words written on index cards. Show the card to students when talking about the word. Then post the card on a word wall. This helps visual learners.
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Read each of the targets aloud. Ask them to again Think-Pair-Share: “How are these targets connected to the chart we just talked about?” Give students time to talk and then cold call a few students to share. • Then, tell students that these are exactly the skills they will get to demonstrate on their mid-unit assessment. They will read “The Spadefoot Toad” and take the same kind of notes they have done in previous lessons. Explain to students that they should keep thinking about what helps frogs survive as they are doing their assessment. 	



Work Time	Meeting Students’ Needs
<p>A. Mid-Unit Assessment: Close Reading on My Own (35 minutes)</p> <p><i>Note: See teaching note, above. Students read only one page of this longer article for the mid-unit assessment.</i></p> <ul style="list-style-type: none">• Distribute page 1 of the Assessment Text: “The Spadefoot Toad” as well as Mid-Unit 2: Close Reading of an Excerpt about a New Freaky Frog (the Spadefoot Toad).• Remind students that they should read the text multiple times:<ul style="list-style-type: none">– First for gist;– Then to identify unfamiliar words;– Then to think about key information and details; and– One last time to answer the questions.• Answer any clarifying questions.• Give students 30 minutes to complete the assessment.• For students who finish early, possible extensions include the following:<ul style="list-style-type: none">– Read the second page of “The Spadefoot Toad” article.– Continue in their independent reading book for this unit.– Collect students’ mid-unit assessments to formally assess.	<ul style="list-style-type: none">• Consider focusing struggling readers just on the first two paragraphs, which provide information about what the spadefoot toad¹ does.
<p>B. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Tracking My Progress recording form to students. Explain that this is a chance for them to think about how well they are doing meeting two of the main targets they have been working on.• Read through the tracker and provide clarification as necessary for students. Have students independently complete their trackers.	



Closing and Assessment	Meeting Students’ Needs
<p>A. Debrief: What Strategies Did You Use to Answer Multiple-Choice Questions? (5 Minutes)</p> <ul style="list-style-type: none">• Gather students together. Explain that the mid-unit assessment they completed today is a wonderful way to show what they have learned as readers. Congratulate them on their focus and hard work.• Point out that they had to answer several multiple-choice questions on this assessment. Explain that they will continue to practice this all year. Ask: “What strategies did you use as a reader to help you answer the questions?”• Give students time to think about this and then have them share their thinking with a partner. Cold call a few students to share their strategies. Use this information as an informal assessment of the strategies students are using to help them tackle multiple-choice questions.	<ul style="list-style-type: none">• Consider providing sentence stems for ELL students: “I chose _____ because _____.” Post this on an anchor chart.
<p>B. Exit Ticket: What Adaptations Help Frogs Survive? (5 minutes)</p> <ul style="list-style-type: none">• Distribute exit tickets to students. Remind them that one thing they are thinking about throughout this unit is what adaptations help frogs survive. Explain that now that they have read something about a new kind of frog, they should think about how this helps them answer that question.	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none">• Reread “The Spadefoot Toad” aloud to someone at home or to yourself in front of the mirror.• Teach someone at home at least three interesting or important details about the spadefoot toad.	<ul style="list-style-type: none">• Assign struggling readers just the first two paragraphs to reread, and have them read it twice.



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Supporting Materials



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Things Close Readers Do Chart

(In case the Module 1 chart no longer exists, create a new chart with the following, along with any other strategies your students consistently use.)

We reread the text multiple times.

We reread first for gist.

Then we identify unfamiliar words.

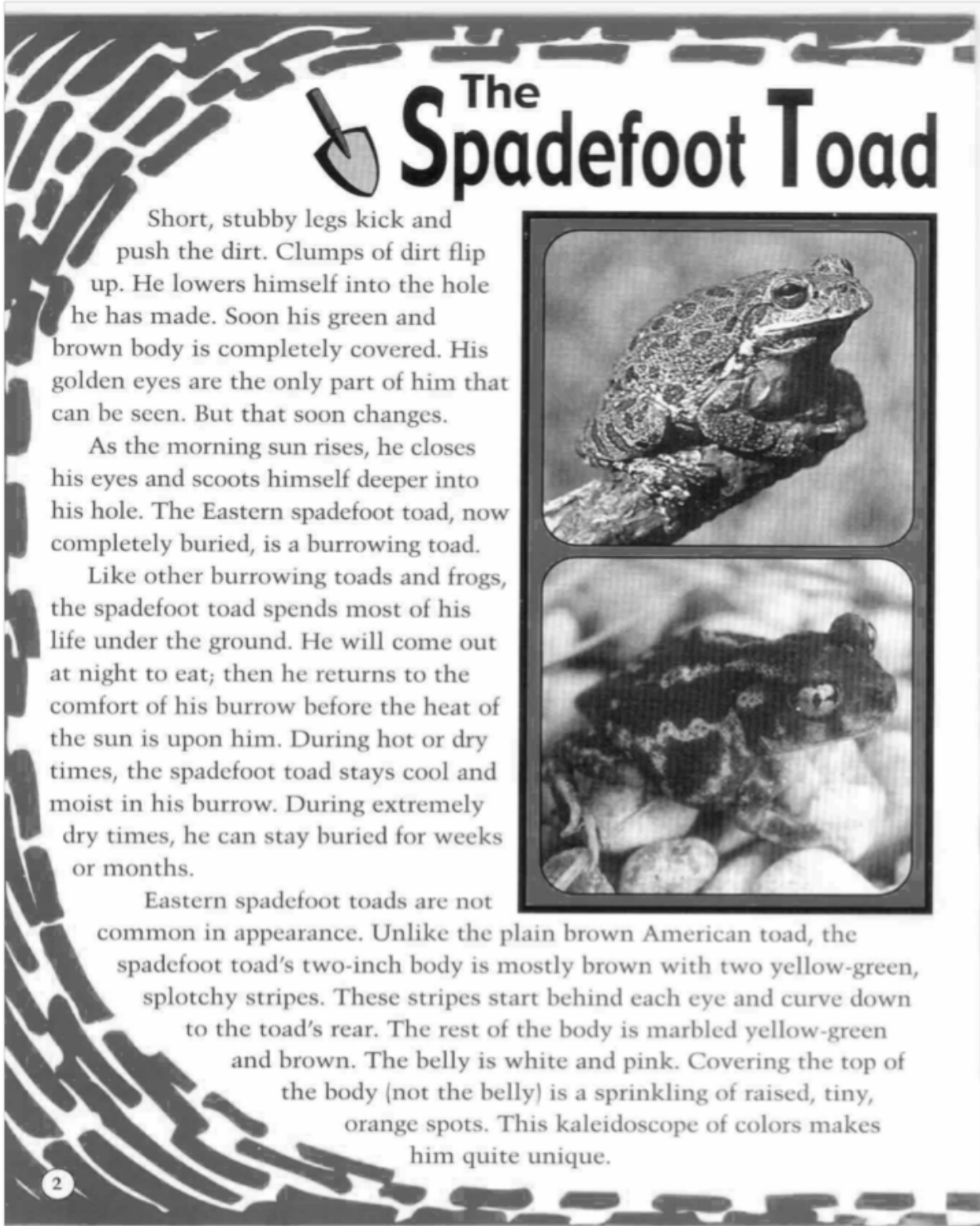
Then we think about the main idea and details.

We read again to answer the questions.

We ask ourselves questions.



Assessment Text:
"The Spadefoot Toad"




The Spadefoot Toad

Short, stubby legs kick and push the dirt. Clumps of dirt flip up. He lowers himself into the hole he has made. Soon his green and brown body is completely covered. His golden eyes are the only part of him that can be seen. But that soon changes.

As the morning sun rises, he closes his eyes and scoots himself deeper into his hole. The Eastern spadefoot toad, now completely buried, is a burrowing toad.

Like other burrowing toads and frogs, the spadefoot toad spends most of his life under the ground. He will come out at night to eat; then he returns to the comfort of his burrow before the heat of the sun is upon him. During hot or dry times, the spadefoot toad stays cool and moist in his burrow. During extremely dry times, he can stay buried for weeks or months.

Eastern spadefoot toads are not common in appearance. Unlike the plain brown American toad, the spadefoot toad's two-inch body is mostly brown with two yellow-green, splotchy stripes. These stripes start behind each eye and curve down to the toad's rear. The rest of the body is marbled yellow-green and brown. The belly is white and pink. Covering the top of the body (not the belly) is a sprinkling of raised, tiny, orange spots. This kaleidoscope of colors makes him quite unique.



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"The Spadefoot Toad" by Melanie Freeman, Boys' Quest Magazine, Feb 2002, Volume 7, Issue 5.



Mid-Unit 2 Assessment:

Close Reading of an Excerpt about a New Freaky Frog
(the Spadefoot Toad)

.....
Name:
.....

.....
Date:
.....

Close Reading as Researchers recording form

Directions: Use this recording form to take notes, just as we have been doing together in class.

Topic:

Main idea of this section of the text
Key details from the text that help me understand the main idea
Key details from the illustrations that help me understand the main idea



Mid-Unit 2 Assessment:

Close Reading of an Excerpt about a New Freaky Frog
(the Spadefoot Toad)

Questions From the Text

1. Part A: How do the spadefoot toad's feet help it?

- a. Its feet help it jump high.
- b. Its feet help it dig holes in the ground.
- c. Its feet help it swim.
- d. Its feet help it to hear.

Part B: What part of the text helped you select your answer?

- a. "morning sun rises"
- b. "kick and push the dirt"
- c. "his green and brown body"
- d. "come out at night"

2. What does the word "burrowing" mean as it is used in the passage?

- a. dirty
- b. hiding
- c. digging
- d. sprinkling

3. Which of these phrases from the passage best helps you understand the meaning of "burrowing"?

- a. "comfort of his burrow"
- b. "now completely buried, is a burrowing toad"
- c. "stays cool and moist in his burrow"
- d. "scoots himself deeper into the hole"

4. How does the spadefoot toad survive? Give two details to support your answer.



Mid-Unit 2 Tracking My Progress
Recording Form

Name: _____

Date: _____

Learning Target: I can determine the main idea of an informational text.

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Mid-Unit 2 Tracking My Progress
recording form

Learning target: I can use information from illustrations (maps, photographs) to understand informational texts. (RI.3.7)

I can use information from the words to understand informational texts. (RI.3.7)

1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this



I understand some of this



I am on my way!



3. The evidence to support my self-assessment is:



Exit Ticket

What adaptations help frogs survive? Use specific details from your reading to support your answer.



Mid-Unit 2 Assessment:

Close Reading of an Excerpt about a New Freaky Frog
(the Spadefoot Toad)
(Answers, for Teacher Reference)

Note: There is no single “right answer” to the main idea of this passage. Focus on whether the main idea students identify is reasonable, and whether the key details they list support the main idea they identified. Below is merely a single example of one such “reasonable response.”

Main idea of this section of the text
The spadefoot toad digs a hole in the ground to cover up and stay cool. The spadefoot toad can stay underground for months.
Key details from the text that help me understand the main idea
The spadefoot toad has short, stubby legs to help dig in the dirt. Only the spadefoot toad’s eyes are out from underground. Most of its life is spent underground. The spadefoot toad comes out to eat at night.
Key details from the illustrations that help me understand the main idea
The shovel next to the title hints that the spadefoot toad digs. The spadefoot toad has short, thick legs.



Mid-Unit 2 Assessment:

Close Reading of an Excerpt about a New Freaky Frog
(the Spadefoot Toad)
(Answers, for Teacher Reference)

Questions From the Text

1. Part A: How do the spadefoot toad's feet help it?

- a. Its feet help it jump high.
- b. Its feet help it dig holes in the ground.**
- c. Its feet help it swim.
- d. Its feet help it to hear.

Part B: What part of the text helped you select your answer?

- a. "morning sun rises"
- b. "kick and push the dirt"**
- c. "his green and brown body"
- d. "come out at night"

2. What does the word "burrowing" mean as it is used in the passage?

- a. dirty
- b. hiding
- c. digging**
- d. sprinkling

3. Which of these phrases from the passage best helps you understand the meaning of "burrowing"?

- a. "comfort of his burrow"
- b. "now completely buried, is a burrowing toad"**
- c. "stays cool and moist in his burrow"
- d. "scoots himself deeper into the hole"

4. How does the spadefoot toad survive? Give two details to support your answer.

It survives by digging a hole in the ground and covering itself up in the heat of the day. It stays moist and cool in its burrow. It stays hidden from predators.



2-point Rubric—Writing from Sources/Short Response¹

2-Point Response	The features of a 2-point response are:
	<ul style="list-style-type: none">• Valid inferences and/or claims from the text where required by the prompt• Evidence of analysis of the text where required by the prompt• Relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Sufficient number of facts, definitions, concrete details, and/or other information from the text as required by the prompt• Complete sentences where errors do not impact readability
1-Point Response	The features of a 1-point response are:
	<ul style="list-style-type: none">• A mostly literal recounting of events or details from the text as required by the prompt• Some relevant facts, definitions, concrete details, and/or other information from the text to develop response according to the requirements of the prompt• Incomplete sentences or bullets
0-Point Response	The features of a 0-point response are:
	<ul style="list-style-type: none">• A response that does not address any of the requirements of the prompt or is totally inaccurate• No response (blank answer)• A response that is not written in English• A response that is unintelligible or indecipherable

¹ From New York State Department of Education, October 6, 2012.