



EXPEDITIONARY
LEARNING

Grade 3: Module 2A: Unit 3: Lesson 7

Mid-Unit 3 Assessment: Writing a First-Draft Freaky Frog Trading Card Narrative Paragraph



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an informative/explanatory text. (W.3.2)</p> <p>I can craft narrative texts about real or imagined experiences or events. (W.3.3)</p> <p>I can use the writing process to plan, revise, and edit my writing (with support). (W.3.5)</p> <p>I can conduct a research project to become knowledgeable about a topic. (W.3.7)</p> <p>I can express ideas using carefully chosen words. (L.3.3)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a first draft of my Freaky Frog Trading Card paragraph in first person, so it sounds like a story from the point of view of my frog.• I can use vivid and precise words and phrases in my writing.	<ul style="list-style-type: none">• Students' first-draft writing



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer: Read-aloud of Model Freaky Frog Trading Card (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mini Lesson: Moving from Plan to First Draft (15 minutes)B. Mid-Unit 3 Assessment: Writing a First Draft (25 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Debrief: Success and Challenge Exit Ticket (10 minutes)4. Homework	<ul style="list-style-type: none">• This lesson involves modeling for students, based on teacher writing of a Freaky Frog Trading Card narrative paragraph about the spadefoot toad. Be sure to use the same model paragraph throughout Lessons 8 and 9.• In Work Time Part A, the teacher provides a think-aloud and creates a first-draft paragraph. The steps are outlined in the lesson description. The most important aspect of the teacher modeling and think-aloud is to show students the thinking process that writers take as they begin writing their first draft. What is most essential is to SHOW students the steps a writer takes to craft a coherent draft. Students need to see the teacher writing and see the decisions the teacher makes along the way. Students also need to be able to name the steps a teacher made at the end of the think-aloud so that they can apply those steps to their own writing.• When using the Model Freaky Frog Paragraph first-draft document, be sure to leave space for revisions above the writing. Skip every other line to support this. In Lesson 8, you will use this model and add vivid and precise language to your writing. It is important to leave room when writing the draft so that the revisions are clearly visible for students.• The mid-unit assessment involves students writing a first full draft. However, they are only formally assessed on two aspects of their writing which have been the focus of instruction: the use of first person, and the use of vivid and precise words and phrases. See the Sample Student First Draft in supporting materials for an idea of what to expect from students.• Review the Teacher Model Draft Paragraph (see supporting materials) for guidance on how to model writing the draft paragraph with students.• Note, after this Mid-Unit 3 Assessment, students do not use the Tracking My Progress form as they have done in past units. Rather, since this is draft writing, students name successes and challenges, to inform their revisions.



Lesson Vocabulary	Materials
criteria, success, narrative, point of view	<ul style="list-style-type: none">• Model Freaky Frog Trading Card: Paragraph Side (from Lesson 5)• Teacher Model Draft Paragraph (To be handwritten by teacher with the class)• Freaky Frog Research-Based Narrative rubric (from Lesson 5; one for display)• Teacher Model Freaky Frog Paragraph First Draft (one for display)• Sample student first draft (for Teacher Reference)• Document camera• Accordion Paragraph graphic organizer (completed by students in Lesson 5)• Vivid and Precise Word Sentences (completed by students in Lesson 6)• Mid-Unit 3 Assessment: Writing Prompt (one per student)• Exit Ticket: Success and Challenge (one per student)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer: Read-aloud of Model Freaky Frog Trading Card (5 minutes)</p> <ul style="list-style-type: none">• Gather students. Explain that they have been thinking about vivid and precise words and phrases in order for them to share their information in a way that engages the reader. Tell them that today, they are going to listen to the model paragraph again, but they are going to listen to how it sounds like a <i>narrative</i>. Remind students that a narrative means a story.• Display the Model Freaky Frog Trading Card: Paragraph Side on the document camera. Read aloud the model paragraph to students. Tell students:<ul style="list-style-type: none">* “Turn to a partner and tell them how this paragraph sounds like a story.”• Give students time to share and then cold call a few responses.• Tell them that today they are going to write the first draft of their narrative paragraph. Remind them of the planning work they did in Lesson 5 and the sentences that they crafted during Lesson 6. Explain to students that they are now going to use their planning work and the sentences that they wrote to help them write their first draft of their narrative paragraph.	<ul style="list-style-type: none">• Clarify vocabulary with ELLs. They can record new terms in their vocabulary notebooks.• Because this is an assessment, all learners should complete this first draft independently. Display the model writing for all students to refer to in this lesson.• Consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.
<p>B: Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Read the learning targets aloud. Reread: “So that it sounds like a story from the point of view of my frog.” Ask students:<ul style="list-style-type: none">* “Talk to your partner. What does it mean for your writing to sound like a story from the point of view of my frog? What will you need to do as a writer today?”• Give students a minute to share their thinking. Then cold call a few students for responses.	



Work Time	Meeting Students' Needs
<p>A. Generating Criteria for a Research-Based Narrative Paragraph (10 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on the good planning they have already done for their paragraph. Tell them that their sentence writing from the previous lesson is going to help them. • Display the Freaky Frog Research-Based Narrative rubric and focus on the Organization section of the criteria. Explain that today as they begin their first draft, they should think about how they are going to use their plan and their sentences to help create the whole paragraph. Tell them that what they want to think about today is making their paragraph sound like a story. • Read aloud the three criteria in the Organization section as students follow along. Focus on the words: “introduces my reader,” “use important facts,” and “wraps up the paragraph for my reader.” Say: “That’s what is going to help us make our narrative paragraph sound like a story. It means that our paragraph needs to have a beginning, middle, and end.” • Explain to students that before they get started on their own first draft, you are going to write your first draft and model your thinking as a writer as you do that. Explain to them that their job is to listen closely and watch the decisions you make as a writer. Display the Model Freaky Frog Paragraph first draft document. Read the vivid and precise word sentences aloud to students: <ul style="list-style-type: none"> * “I have miniature shovels on my short and stubby back legs.” * “My fingernail-like spades help me burrow beneath the moist earth.” • Say: “Those sentences are great on their own. They have vivid and precise words and phrases that will help my reader know about the spadefoot toad. But, when I look at the criteria, I know I have to make my writing sound like a story. That means I need to introduce my topic to my reader, use my facts to give my reader information, and then wrap it up for my reader. To put my sentences together, I have to think about how they make a narrative, or story.” • Think aloud: “I know that my first sentence shouldn’t be one of these sentences. None of those sentences sounds like a beginning. I need to introduce my reader to my spadefoot toad. I need to tell my reader who I am.” • For the rest of this think-aloud, model writing the first draft on the next part of the document entitled: My First-Draft Paragraph. Write as you think aloud. Write this as a paragraph. • Write: I am the spadefoot toad, and I have a special tool that helps me survive. • Say: “That sounds more like a beginning of a story.” “I think now I have to tell my reader about what my special tool is. Now I think I will use one of my sentences.” 	<ul style="list-style-type: none"> • Consider providing nonlinguistic symbols for the paragraph criteria on the anchor chart to assist ELLs in making connections with vocabulary. • When ELLs are asked to produce language, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required. • For students needing additional support, consider providing a word bank developed to work with the specific student’s writing plan. • For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs. • For struggling learners, consider providing a sentence frame or starter, or a cloze sentence to assist with language production and the structure required.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Check off the first sentence at the top of the document.• Write: I have miniature shovels on my short and stubby back legs.• Think aloud: "I like that sentence as my next sentence because it describes the one attribute of my frog that I chose from my matrix. It also gives a picture to my reader because of my vivid and precise words and phrases."• Read aloud sentence 2 on the top of the Model Freaky Frog Paragraph first draft.• Think aloud: "That's a good sentence, but I don't think my writing will sound like a story if I just put it next. I think I have to tell my reader what I do with my shovels."• Write: I use my feet to dig in the ground during the day and stay out of the heat. I sleep in the day. I go out at night.• Think aloud: "That helps my reader know what I do and it sounds like a story."• Continue to think aloud: "I think the next thing I need to do is make an ending sentence. I have a sentence that I wrote the other day that I think would be a great last sentence."• Write: My spade feet are my special physical adaptations that help me to survive!• Pause and ask students: "Now that you have watched me write my first-draft paragraph, what did you see me do as a writer? Turn and talk to a partner about what I did and what I thought about as a writer."• Give students a minute or two to talk to their partner. Then cold call a few. Listen for: "You thought about how your paragraph would sound like a story," "You didn't just put your sentences together," and "You thought about beginning, middle, and end."• Explain to students that their job today will be to use their sentences and their plan for their writing, but they will need to think about how to organize their writing into a story. Explain that they won't be able to just put their sentences together in a row. They are going to have to think about the beginning, middle, and end of their writing.	



Work Time (continued)	Meeting Students' Needs
<p>B. Mid-Unit 3 Assessment: Writing a First Draft (25 minutes)</p> <ul style="list-style-type: none">• Be sure that students have their materials: pencils, Accordion graphic organizer (from Lesson 5), and their Vivid and Precise Word Sentences (from Lesson 6).• Remind students that they will have time in future lessons to make their writing stronger. Today they should focus their efforts on two things:<ul style="list-style-type: none">– Make your paragraph sound like a first-person narrative.– Use vivid and precise words and phrases.• Distribute the Mid-Unit 3 Assessment: Writing Prompt and the rubric to students. Address any clarifying questions.• Give students approximately 20 minutes to draft. Circulate to answer clarifying questions. Because this is an assessment, students need to write independently. Remind students to use their planning tools to help them with their first draft.	



Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Success and Challenge Exit Ticket (10 minutes)</p> <ul style="list-style-type: none">• Ask students to bring their first drafts and gather whole group. Ask them to reread their paragraph slowly at least twice.• Distribute the exit ticket: Success and Challenge. Tell students that as writers, they will often find that when they write, they will experience success with parts of their writing and challenges with other parts. Explain that successes might be things that they felt were easy for them. They will also find that some things are a challenge for them. Explain that it is helpful to identify what was successful and what was challenging because it helps us grow as writers.• Display the exit ticket: Success and Challenge. Briefly model something that was successful for your first draft and something that was a challenge. This could look like: "A success for me was using my sentences. I liked the sentences I had written the other day and it was easy to use them. A challenge for me was adding more sentences so it sounds like a story."• Ask students to think for a minute and reread their paragraph if they need to. Then, have them complete their exit ticket.• If time permits, invite students who are willing to share with the whole group what they named as their success and challenge.	<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">• Continue with your independent reading book. <p><i>Note: In Lesson 8, students will need their first drafts in order to begin revising. If possible, review students' Mid-Unit Assessment: First-Draft Writing before Lesson 8. Use the rubric in the supporting documents to assess students' drafts. Focus on students' use of first person and vivid and precise language.</i></p> <p><i>If this is not possible, then photocopy students' first drafts; keep the copy to assess, and return students' original for them to use during Lesson 8. Be sure, however, to assess students' first drafts (using the rubric) before Lesson 9. In that lesson, students will use this rubric to make a plan for their next steps in revision. They will need your comments.</i></p> <p><i>The model that you created as a first draft will be used again for Lesson 8, in order to model how to revise first-draft writing to add even more vivid and precise language.</i></p>	



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Supporting Materials



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Mid-Unit 3 Assessment:
Writing Prompt

Imagine that you are your freaky frog. After researching informational texts on your freaky frog, write a descriptive paragraph that describes how you survive. Choose one category from your freaky frog research matrix to focus on. Use specific details from the texts you used to gather your information about your freaky frog. Be sure to include lots of the specific vocabulary and vivid words and phrases you have been gathering.



*I have miniature shovels on my short and stubby back legs.
My fingernail-like spades help me burrow beneath the moist earth.
My spade feet are my special physical adaptations that help me to survive!*

My First-Draft Paragraph

[illegible]



Exit Ticket:
Success and Challenge

I can write a first draft of my Freaky Frog Trading Card so that it sounds like a story from the point of view of my frog.

I can use vivid and precise words and phrases in my writing.

1. Success—One success that I had writing my paragraph was:

2. Challenge—One challenge that I had writing my paragraph was:



Sample Student First Draft
For Teacher Reference

I am a amazon horned Frog. I have horns on the top of my hed. They help me hid under leaves I have a very big mouth. I gulp my food in one big bite. I am a very big frog. I can be as big as a pie plate. I jump out from hiding and cach my food with my big mouth. My big mouth helps me survive becuase I can cach my prey and eat it hole

Corrected Draft:

I am an Amazon horned frog. I have horns on the top of my head. They help me hide under leaves. I have a very big mouth. I gulp my food in one big bite. I am a very big frog. I can be as big as a pie plate. I jump out from hiding and catch my food with my big mouth. My big mouth helps me survive because I can catch my prey and eat it whole.



Teacher Model Draft Paragraph
To Be Handwritten By Teacher

The Spadefoot Toad

I am the strange but amazing Spade Foot 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 spads, 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!