



EXPEDITIONARY  
LEARNING

# **Grade 4: Module 2B: Unit 2: Lesson 12**

## **End of Unit 2 Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms**



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

I can accurately synthesize information from two texts on the same topic. (RI.4.9)  
I can write informative/explanatory texts that convey ideas and information clearly. (W.4.2)  
I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)  
I can conduct a research project to become knowledgeable about a topic. (W.4.7)  
I can document what I learn about a topic by taking notes. (W.4.8)  
I can sort my notes into categories. (W.4.8)

**Supporting Learning Target**

- I can synthesize information from my research notes onto a planning graphic organizer.
- I can group together facts from my research with related evidence in my informative piece.
- I can plan and write a draft of an informative piece describing the pufferfish and its defense mechanisms.

**Ongoing Assessment**

- End of Unit 2 Assessment
- Tracking My Progress, End of Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 2 Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms (50 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue reading your independent reading book for this unit.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Students complete the End of Unit 2 Assessment during this lesson. For this assessment, they plan and write an informative piece about the pufferfish. They will use the texts read for the Mid-Unit 2 Assessment as well as the notes taken during that assessment. Since students are already familiar with the texts, a large part of their focus can rest on planning and writing. With this added emphasis on writing time, it's possible that your assessment of students' progress toward mastering the Writing Standards addressed by this assessment will be more accurate.</li><li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.</li><li>• For some students, this assessment may require more than the 50 minutes allotted. Consider providing time over multiple days if necessary.</li><li>• After the End of Unit 2 Assessment, students reflect on the learning targets on the Tracking My Progress, End of Unit 2 recording form. This exercise is meant to provide them with time to formally keep track of and reflect on their own learning.</li><li>• In advance: Gather students' Mid-Unit 2 Assessments and notes.</li><li>• Post: Guiding Questions anchor chart; learning targets.</li></ul>

Lesson Vocabulary	Materials
Do not preview vocabulary for this assessment lesson.	<ul style="list-style-type: none"><li>• Guiding Questions anchor chart (begun in Unit 1, Lesson 1)</li><li>• Equity sticks</li><li>• End of Unit 2 Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms (one per student)</li><li>• Mid-Unit 2 Assessment texts and research notes (students' copies; from Lesson 6)</li><li>• End of Unit 2 Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms (answers, for teacher reference)</li><li>• Tracking My Progress, End of Unit 2 recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Guiding Questions anchor chart</b>. Use <b>equity sticks</b> to call on a student to read the questions aloud:<ul style="list-style-type: none"><li>* “How do animals’ bodies and behaviors help them survive?”</li><li>* “How can a writer use knowledge from their research to inform and entertain?”</li></ul></li><li>• Tell students that today they will complete a formal assessment in which they will do on their own much of what they have been practicing, to demonstrate whether they are able to:<ul style="list-style-type: none"><li>– Synthesize information from informational texts.</li><li>– Plan for and write an introduction paragraph, including a focus statement, about an animal.</li><li>– Plan for and write body paragraphs, including a conclusion statement, about that animal’s defense mechanisms.</li><li>– Revise and edit the writing.</li></ul></li><li>• Remind them that they will need to refer to the text to respond to the prompt thoroughly. Encourage students to do their best. Let them know that this is a chance to show what they know and how much effort they are making to read carefully and identify important details in an informational text. This also is an opportunity to discover even more about animal defense mechanisms.</li><li>• Direct students’ attention to the learning targets and ask them to read the targets silently to themselves:<ul style="list-style-type: none"><li>* “I can synthesize information from my research notes onto a planning graphic organizer.”</li><li>* “I can group together facts from my research with related evidence in my informative piece.”</li><li>* “I can plan and write a draft of an informative piece describing the pufferfish and its defense mechanisms.”</li></ul></li><li>• Have students give a thumbs-up if they are clear on what they will be expected to do, a thumbs-sideways if they understand part but not all of what to do, and a thumbs-down if they are very unsure about what they should do. Address any clarifying questions before beginning the assessment.</li></ul>	<ul style="list-style-type: none"><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 2 Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms (50 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>End of Unit 2 Assessment: Writing an Informative Text about Pufferfish Defense Mechanisms</b> and <b>Mid-Unit 2 Assessment texts and research notes</b>.</li><li>• Tell students that they will use the texts read for the Mid-Unit 2 Assessment and their notes taken during that assessment on today's end of unit assessment.</li><li>• While students are taking the assessment, circulate to monitor their test-taking skills. Prompt them throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students' behaviors while taking an assessment. Document strategies students are using during the assessment. For example, look for those who are annotating their text, using their graphic organizers to plan and revise their writing, and referring to the text as they respond to the prompt.</li></ul>	<ul style="list-style-type: none"><li>• If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.</li><li>• For some students, this assessment may require more than the 50 minutes allotted. Consider providing time over multiple days if necessary.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on Learning Targets—Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Congratulate students on their hard work on the end of unit assessment.</li><li>• Distribute the <b>Tracking My Progress, End of Unit 2 recording form</b>.</li><li>• Remind students that successful learners keep <i>track</i> and <i>reflect</i> on their own learning. Point out that they have been doing this informally all year during debriefs, when they consider how well they are progressing toward the learning targets.</li><li>• Review Step 1 in the self-assessment and remind students that this is where you would like them to explain what the target means to them. For example, the first target uses the phrase “synthesize information from my research notes.” They should write what this means in their own words, by explaining what it means to synthesize and how it is done.</li><li>• Point out the second step and explain that this is similar to the thumbs-up, -sideways, or -down that they have used in previous lessons. They should also explain why they think they “need more help,” “understand some,” or are “on the way,” and give examples. Consider giving students an example such as: “I circled that I need understand some because I don’t think I use enough facts from my research.”</li><li>• Collect students’ Track My Progress, End of Unit 2 recording forms to use as a formative assessment to guide instructional decisions during Unit 3.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all students, but research shows it supports struggling learners the most.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue reading your independent reading book for this unit.</li></ul>	



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# Grade 4: Module 2B: Unit 2: Lesson 12

## Supporting Materials



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**End of Unit 2 Assessment:**

Writing an Informative Text about Pufferfish Defense Mechanisms

**Part 1 directions:**

- 1.) Read the prompt below.
- 2.) Using the texts and your research notes from the Mid-Unit 2 Assessment, plan an informative written piece for the prompt. (*RI.4.9, W.4.2, W.4.4, W.4.7*)

**Prompt:**

Review your research from the Mid-Unit 2 Assessment about the pufferfish's defense mechanisms. Then, use the evidence you have gathered to write an informative piece that describes two defense mechanisms of the pufferfish. Be sure to do the following in your piece:

\_\_\_\_\_ Introduce the pufferfish, including a focus statement that states the main idea of the piece.  
(*W.4.2a*)

\_\_\_\_\_ Use paragraphs to group related facts and evidence. (*W.4.2a*)

\_\_\_\_\_ Use facts and details to describe two of the pufferfish's defense mechanisms. (*W.4.2b, W.4.8*)

\_\_\_\_\_ Use precise vocabulary to inform about the pufferfish. (*W.4.2d*)

\_\_\_\_\_ Provide a concluding statement that restates the focus statement. (*W.4.2e*)

\_\_\_\_\_ Synthesize information from at least two research sources. (*RI.4.9, W.4.7, W.4.8*)

\_\_\_\_\_ Use vocabulary from your research on animal defense mechanisms to accurate descriptions throughout the piece. (*W.4.2d, L.4.3a, L.4.6*)

\_\_\_\_\_ Use correct capitalization and spell fourth-grade words correctly.

Use the following planning graphic organizer to plan your informative piece before writing your draft.





Informative Page Planning Graphic Organizer

**Focus Question:** How does the pufferfish use its body and behaviors to help it survive?

**Focus Statement:**

**Name:**

**Date:**

<b>Introduction Paragraph</b> Describe the pufferfish.	<b>Detail Paragraph 1</b> Describe one defense mechanism the pufferfish uses.
<b>Detail Paragraph 2</b> Describe one defense mechanism the pufferfish uses.	<b>Concluding Statement</b> Restate your focus statement.
<b>My Sources:</b> List any sources you used in planning your informative piece.	<b>Vocabulary from my research to be used:</b>



Informative Page Planning Graphic Organizer

**Part 2 directions:** Write your informative piece on a separate sheet of lined paper.

**Part 3 directions:** Reread your informative piece and make any needed revisions or edits based on the directions in Part 1.



**End of Unit 2 Assessment:**

Writing an Informative Text about Pufferfish Defense Mechanisms  
(Answers, for Teacher Reference)

**Part 1 directions:**

1. Read the prompt below.
2. Using the texts and your research notes from the Mid-Unit 2 Assessment, plan an informative written piece for the prompt. (*RI.4.9, W.4.2, W.4.4, W.4.7*)

**Prompt:**

Review your research from the Mid-Unit 2 Assessment about the pufferfish's defense mechanisms. Then, use the evidence you have gathered to write an informative piece that describes two defense mechanisms of the pufferfish. Be sure to do the following in your piece:

\_\_\_\_\_ Introduce the pufferfish, including a focus statement that states the main idea of the piece.  
(*W.4.2a*)

\_\_\_\_\_ Use paragraphs to group related facts and evidence. (*W.4.2a*)

\_\_\_\_\_ Use facts and details to describe two of the pufferfish's defense mechanisms. (*W.4.2b, W.4.8*)

\_\_\_\_\_ Use precise vocabulary to inform about the pufferfish. (*W.4.2d*)

\_\_\_\_\_ Provide a concluding statement that restates the focus statement. (*W.4.2e*)

\_\_\_\_\_ Synthesize information from at least two research sources. (*RI.4.9, W.4.7, W.4.8*)

\_\_\_\_\_ Use vocabulary from your research on animal defense mechanisms to accurate descriptions throughout the piece. (*W.4.2d, L.4.3a, L.4.6*)

\_\_\_\_\_ Use correct capitalization and spell fourth-grade words correctly.

Use the following planning graphic organizer to plan your informative piece before writing your draft.



Informative Page Planning Graphic Organizer  
(For Teacher Reference)

**Focus Question:** How does the pufferfish use its body and behaviors to help it survive?

**Focus Statement:**

**The pufferfish protects itself in several ways.**

**Name: Pufferfish answer key**

**Date:**

<p><b>Introduction Paragraph</b> Describe the pufferfish.</p> <ul style="list-style-type: none"> <li>▪ round body</li> <li>▪ small fins</li> <li>▪ spines all over its body</li> <li>▪ lives in coral reefs in warm, tropical oceans</li> <li>▪ predator: tiger shark or barracuda</li> </ul>	<p><b>Detail Paragraph 1</b> Describe one defense mechanism the pufferfish uses.</p> <ul style="list-style-type: none"> <li>▪ inflates its body when a predator comes near or eats it</li> <li>▪ inflates to three times its normal size</li> <li>▪ swallows water until its stomach is completely full</li> <li>▪ skin and stomach are stretchy and it doesn't have a rib cage, which allows the fish to inflate</li> <li>▪ can kill its predator if it inflates in the predator's throat</li> <li>▪ becomes too large for an enemy to swallow</li> </ul>
<p><b>Detail Paragraph 2</b> Describe one defense mechanism the pufferfish uses.</p> <ul style="list-style-type: none"> <li>▪ It threatens its predator with spines.</li> <li>▪ The spines are prickly.</li> <li>▪ When it's inflated, the spines make the pufferfish look intimidating and scares the predator away.</li> <li>▪ The spines hurt the predator when it tries to eat the pufferfish.</li> </ul>	<p><b>Concluding Statement</b> Restate your focus statement.</p> <p>The pufferfish protects itself with its prickly spines and by inflating.</p>
<p><b>My Sources:</b> List any sources you used in planning your informative piece. "Award-Winning Survival Skills" "All Puffed Up"</p>	<p><b>Vocabulary from my research to be used:</b> inflate spines prickly</p>



Informative Page Planning Graphic Organizer  
(For Teacher Reference)

**Part 2 directions:** Write your informative piece on a separate sheet of lined paper.

The round, spiny pufferfish uses its small fins to swim in the coral reef of a warm, tropical ocean. Its main predators, the tiger shark and the barracuda, think it's a harmless and easy prey. But the pufferfish protects itself in several ways.

The pufferfish's main defense mechanism is inflating its body when a predator comes near or tries to eat it. It can inflate to three times its normal size. It inflates by swallowing water until its stretchy stomach is completely full. Since it doesn't have a rib cage, the pufferfish can inflate easily. The pufferfish can kill its predator if it inflates in the predator's throat. If it inflates before the predator catches it, it is too big for the enemy to swallow.

Another way the pufferfish protects itself is by threatening its predator with its prickly spines. When it's inflated, the spines make the pufferfish look intimidating and scare the predator away. The spines also hurt the predator if it tries to eat the puffer. The pufferfish protects itself with its prickly spines and by inflating.

**Part 3 directions:** Reread your informative piece and make any needed revisions or edits based on the directions in Part 1.

Look for students to have revised their work for details that are scientifically accurate and develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic, as well as revising for word choice.

Look for students to have edited their work for appropriate spelling and capitalization.



Tracking My Progress, End of Unit 2

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Learning target:** I can synthesize information from my research notes onto a planning graphic organizer.

1. The target in my own words is:

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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:

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Tracking My Progress, End of Unit 2

**Learning target:** I can group together facts from my research with related evidence in my informative piece.

1. The target in my own words is:

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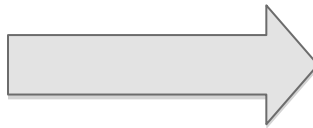
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2. How am I doing? Circle one.

**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:

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Tracking My Progress, End of Unit 2

**Learning target:** I can plan and write a draft of an informative piece describing an animal and its defense mechanisms.

1. The target in my own words is:

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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:

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