



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 1: Lesson 5

Mid-Unit Assessment: Writing an On-Demand Informational Paragraph about Where Water Is on Earth



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write informative/explanatory texts that convey ideas and information clearly. (W.3.2)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can create a plan for my on-demand informational paragraph about where water is on earth.• I can write an on-demand informational paragraph to explain where water is on earth.	<ul style="list-style-type: none">• Mid-Unit 1 Assessment: Where in the World is Water? (paragraph)• Mid-Unit 1 Assessment: Organizing Ideas recording form• Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer• Tracking My Progress, Mid-Unit 1 recording form



Writing an On-Demand Informational Paragraph about Where Water Is on Earth

Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Engaging the Writer (5 minutes)B. Unpacking the Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Planning the Paragraph: Organizing Ideas (15 minutes)B. Planning the Paragraph: Completing the Paragraph Writing Accordion Graphic Organizer (10 minutes)C. Mid-Unit Assessment: On-Demand Writing of Informational Paragraph About Where Water Is on Earth (20 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Tracking My Progress (5 minutes)4. Homework<ol style="list-style-type: none">A. Continue to read your independent reading book for this unit at home. Remember to complete your Independent Reading recording form.	<ul style="list-style-type: none">• This assessment is designed to mirror the kind of writing assessments students will see in the NY State assessments; namely, writing to a prompt. Though the planning page itself is not formally assessed, students should be able to read a prompt and then plan and write to that prompt independently.• This lesson follows the same basic format as Lessons 10 and 11 from Module 2A. It condenses the planning and on-demand writing into one lesson instead of two.• Students will plan for their paragraphs in two ways: First, they will synthesize their knowledge about where water is on earth and then they will plan the actual paragraph using the Paragraph Writing Accordion graphic organizer.• In advance: Be prepared to return the students' paragraphs and their Three Column Criteria feedback forms from Lesson 2.• Identify important information that answers the question "Where is water on earth?" to use to model for students how to complete the Organizing Ideas recording form.• Review: Summary Writing rubric.



Lesson Vocabulary	Materials
plan, on-demand, informational, paragraph, explain, topic sentence, logically, support, variety, concluding	<ul style="list-style-type: none">• Students' revised paragraphs and Three Column Criteria feedback forms (from Lesson 2)• Mid-Unit 1 Assessment rubric (one for display, and one per student for teacher to use to assess students' paragraphs)• Document camera or projector• Three Column Criteria feedback form (one for display)• Mid-Unit 1 Assessment: Where in the World Is Water? Writing Prompt (one per student)• Mid-Unit 1 Assessment: Where in the World Is Water? Organizing Ideas recording form (one per student)• Mid-Unit 1 Assessment: Where in the World Is Water? Paragraph Writing Accordion graphic organizer (one per student)• <i>One Well: The Story of Water on Earth</i> (one per student)• Students' folders• If available, Paragraph Writing Accordion graphic organizer anchor chart from a previous module• Tracking My Progress, Mid-Unit 1 recording form (one per student)• Independent Reading recording form (from previous lessons)• Sample Informational Paragraph: Where is water on earth? (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer (5 minutes)</p> <ul style="list-style-type: none"> Gather students in the whole group area. Hand out their revised paragraphs and Three Column Criteria feedback forms from Lesson 2. Ask them to read the feedback you provided, and then turn and talk to a partner about one area that was a success and one area they need to work on. Collect the documents after students are finished discussing. 	
<p>B. Unpacking the Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Begin by acknowledging students' hard work understanding where water is on earth. They have closely read texts and maps, taken notes, and explored new vocabulary about water. Explain that today they will answer the question "Where is water on earth?" by writing an on-demand informational paragraph. Say: "Remember when you wrote an on-demand informational paragraph about how bullfrogs survive? Well, today you are going to do the same thing, but this time you are writing about where water is on earth. <i>On-demand</i> means you are doing the best writing you can do in a limited time." Display the first learning target: "I can create a plan for my on-demand informational paragraph about where water is on earth." Circle and discuss the words <i>plan</i>, <i>informational</i>, and <i>paragraph</i> and add visuals as necessary to ensure that students understand the target. Briefly discuss why thoughtful writers plan before they begin writing. Cold call students and guide them toward understanding that planning is essential so that writers know what they are going to write about and can organize their ideas before they begin. Remind students of the planning they have done in previous modules. Read aloud the next learning target: "I can write an on-demand informational paragraph to explain where water is on earth." Display the Mid-Unit 1 Assessment rubric on a document camera or projector. Explain that this is the rubric used to assess their on-demand informational paragraph. Remind them that the same criteria were used when they wrote their summaries of <i>Peter Pan</i> in Module 3. Tell them that their goal is to earn a score of 3 on the rubric. Display the Three Column Criteria feedback form and point out that the learning targets are the criteria from Column 3 on the Mid-Unit Assessment rubric. Say: "This looks familiar because it is the list I used to give you feedback on your practice paragraph." Read the learning targets aloud and answer any clarifying questions. 	



Work Time	Meeting Students' Needs
<p>A. Planning the Paragraph: Organizing Ideas (15 minutes)</p> <ul style="list-style-type: none">Using a document camera or projector, display and read aloud the Mid-Unit 1 Assessment: Where in the World Is Water? writing prompt:<ul style="list-style-type: none">“Write an informational paragraph that explains where water is on earth. Use specific facts, definitions, and details from the texts to support your writing.”Explain that great writers do not just start writing. Writers make sure they have good information about their topic. Students’ first step in planning their paragraph will be to read over their recording forms and texts, including <i>One Well: The Story of Water on Earth</i>, in order to complete the Mid-Unit 1 Assessment: Organizing Ideas recording form.Display the Organizing Ideas recording form. Model for students how to carefully read over their recording forms and texts to identify and record the information that answers the question: “Where is water on earth?” Think aloud: “What key details help me answer this question?”Then explain that they also need to identify a main idea that brings all of the information together. Think aloud: “What is the main idea that brings my key details together?” Point out where to record this main idea at the top of the recording form. Share with students that this is one way to record this information. They may identify a main idea that answer the questions while closely reading the texts and recording forms, and then record the key details, and that is fine.Distribute the Organizing Ideas recording form, <i>One Well</i>, and students’ folders. Allow 10 minutes to work on this task. Confer with students and provide guidance as needed.	<ul style="list-style-type: none">Consider allowing students to work with a partner while planning. Students should complete their own organizer and write their own paragraph, but the thinking work can be done in pairs.



Work Time (continued)	Meeting Students' Needs
<p>B. Planning the Paragraph: Completing the Paragraph Writing Accordion Graphic Organizer (10 minutes)</p> <ul style="list-style-type: none"> • After 10 minutes, have students stop and move on to the next step. As they have done before, students will make a plan and organize their thoughts before they start writing. • Display and distribute the Mid-Unit 1 Assessment: Paragraph Writing Accordion graphic organizer. Use the Paragraph Writing Accordion graphic organizer anchor chart from a previous module if available. • Remind students that they have worked with this organizer many times. Invite them to turn and talk about how to use the graphic organizer. Review what information goes in the different boxes. Ask: <ul style="list-style-type: none"> * “What information goes in this box? In that box?” • Finally, briefly discuss how the graphic organizer helps you as a writer. • Tell students they will have time now to plan their paragraph about where water is on earth using the graphic organizer. Circulate as the class works, supporting as needed. 	<ul style="list-style-type: none"> • Use professional judgment whether some students need support with the planning in order to respond to the prompt at all. If there are students for whom this is the case, consider using the planning portion of the assessment to support struggling learners to get their thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions. If students were supported with the planning, note this on the rubric for reference. • For ELLs and others who need additional support, create a bank of words and phrases to use while planning and writing.
<p>C. Mid-Unit Assessment: On-Demand Writing of Informational Paragraph about Where Water Is on Earth (20 minutes)</p> <ul style="list-style-type: none"> • Display the Mid-Unit 1 Assessment: Where in the World Is Water? writing prompt again. Reread the prompt aloud for students and briefly review the learning targets from the Three Column Criteria feedback form. Answer any clarifying questions students have. • Remind them that this writing is “on-demand,” meaning the best writing you can do in a limited time. Hand out the Writing Prompt recording form and give students 20 minutes to write their individual paragraph. • If students finish early, invite them to choose a text from the Recommended Reading list to read and enjoy while classmates finish their writing. • Circulate and support students by reminding them of the criteria only. Students should complete the writing independently. 	<ul style="list-style-type: none"> • Allow ELLs additional time to complete the paragraph. They will receive extra time on New York State assessments.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Praise students for their effort in writing an on-demand informational paragraph. Display the learning targets from the Three Column Criteria feedback form again. Go through them one by one, asking students to engage in a quick “target check.” Tell them that after you read the target, they should give it a thumbs-up if they think they really understand it, a thumb-sideways if they think they need to practice it a few more times, or a thumbs-down if they feel really confused by this. Assess student confidence based on these responses.• Collect students' Mid-Unit 1 Assessment and recording forms.• Have students complete the Tracking My Progress, Mid-Unit 1 recording form.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to read your independent reading book for this unit at home. Remember to complete your Independent Reading recording form.	



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Supporting Materials



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Three-Column Criteria Feedback Form

Name: _____

Date: _____

Learning target: I can write an on-demand informational paragraph to explain where water is on earth.

Criteria	Supporting Learning Targets	Teacher Feedback
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS): the extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE): the extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, two categories were merged.</i></p>	<ul style="list-style-type: none">• I can clearly explain where water is on earth.• I can use specific facts, definitions, and details from the texts to support where water is on earth.	



Three-Column Criteria Feedback Form

Criteria	Supporting Learning Targets	Teacher Feedback
ORGANIZATION (COHERENCE, ORGANIZATION and STYLE): the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.	<ul style="list-style-type: none">• I can use a topic sentence to clearly explain where water is on earth.• I can organize my ideas logically to explain where water is on earth clearly to my reader.• I can use a variety of sentences to make my writing interesting.• I can use a concluding sentence to wrap up my writing.•	
CONVENTIONS (CONTROL of CONVENTIONS): the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.	<ul style="list-style-type: none">• I can use conventions to send a clear message to my reader.• I can use beginning and ending punctuation.• I can capitalize names of water and land forms.	



Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
<p>IDEAS</p> <p>(CONTENT AND ANALYSIS) The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text</p> <p>(COMMAND OF EVIDENCE) The extent to which the essay presents evidence from the provided text to support analysis and reflection</p> <p><i>*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged together.</i></p>	<p>W.2 R.1-9 W.2 R.1-8</p>	<ul style="list-style-type: none"> Clearly introduce topic in a manner that follows logically from the task and purpose Demonstrate comprehension and analysis of the text Develop the topic with relevant, well-chosen facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> Clearly introduce a topic in a manner that follows from the task and purpose Demonstrate grade-appropriate comprehension of the text Develop the topic with relevant facts, definitions, and details throughout the essay 	<ul style="list-style-type: none"> Introduce a topic in a manner that follows generally from the task and purpose Demonstrate a confused comprehension of the text Partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant 	<ul style="list-style-type: none"> Introduce a topic in a manner that does not logically follow from the task and purpose Demonstrate little understanding of the text Demonstrate an attempt to use evidence, but develop ideas only with minimal, occasional evidence, which is generally invalid or irrelevant 	<ul style="list-style-type: none"> Demonstrate a lack of comprehension of the text or task Provide no evidence or provide evidence that is completely irrelevant



Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
ORGANIZATION And STYLE (COHERENCE, ORGANIZATION and STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	<ul style="list-style-type: none"> Clearly and consistently group related information together Skillfully connect ideas within categories of information using linking words and phrases Provide a concluding statement that follows clearly from the topic and information presented 	<ul style="list-style-type: none"> Generally group related information together Connect ideas within categories of information using linking words and phrases Provide a concluding statement that follows from the topic and information presented 	<ul style="list-style-type: none"> Exhibit some attempt to group related information together Inconsistently connect ideas using some linking words and phrases Provide a concluding statement that follows generally from the topic and information presented 	<ul style="list-style-type: none"> Exhibit little attempt at organization Lack the use of linking words and phrases Provide a concluding statement that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> Exhibit no evidence of organization Lack a concluding statement



Mid-Unit 1 Assessment Rubric

Criteria	CCLS	4	3	2	1	0
CONVENTIONS (CONTROL of CONVENTIONS): The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	<ul style="list-style-type: none"> Demonstrate grade-appropriate command of conventions, with few errors 	<ul style="list-style-type: none"> Demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension 	<ul style="list-style-type: none"> Demonstrate emerging command of conventions, with some errors that may hinder comprehension 	<ul style="list-style-type: none"> Demonstrate a lack of command of conventions, with frequent errors that hinder comprehension 	<ul style="list-style-type: none"> Minimal, making assessment of conventions unreliable

If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.

Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.

A response copied from the text(s) with no original student writing should be scored a 0.



**Mid-Unit 1 Assessment: Where in the World Is Water?
Writing Prompt**

Writing Prompt: Where is water on earth?

Write an informational paragraph that explains where water is on earth. Use specific facts, definitions, and details from the texts to support your writing.



Mid-Unit 1 Assessment: Where in the World Is Water?
Organizing Ideas Recording Form

Name: _____

Date: _____

Question: Where is water on earth?

MAIN IDEA that answers the question “Where is water on earth?”:

KEY DETAILS from the texts that help me understand where water is on earth:



**Mid-Unit 1 Assessment: Where in the World Is Water?
Paragraph Writing Accordion Graphic Organizer**

Name:

Date:

Topic:

Detail:

Explain:

Detail:

Explain:



Tracking My Progress
Mid-Unit 1

Name: _____

Date: _____

Learning Target: I can write an on-demand informational paragraph to explain where water is on earth.

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:



Sample Informational Paragraph: *Where is water on earth?*
(For Teacher Reference)

Water is everywhere on earth. Did you know that the amount of water on earth has stayed the same for billions of years? Almost 70 percent of our planet is covered in water. Water can be found in lakes, seas, and rivers. One important lake is Lake Superior. It provides 10 percent of the cleanest freshwater in the world. Even though 97 percent of the water is found in the oceans, we can't drink it because it is saltwater. Water is also in places on earth where you would not think to look for it! It is in our atmosphere, and it rises into the air to form clouds. It is frozen in polar icecaps. It is even under the ground we walk on! All water on earth is connected and comes from one well.