



EXPEDITIONARY
LEARNING

Grade 3: Module 4: Unit 2: Lesson 7

Mid-Unit Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone



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

I can ask questions to deepen my understanding of an informational text. (RI.3.1)
I can answer questions using specific details from an informational text. (RI.3.1)
I can document what I learn about a topic by taking notes. (W.3.8)

Supporting Learning Targets

- I can ask questions to deepen my understanding of “Demands on the Well.”
- I can answer questions using specific details from “Demands on the Well.”
- I can document my learning by taking notes about demands on water.

Ongoing Assessment

- Homework A: Questions about “Pollution in the Well”
- Homework B: Visual of one thing to do about water pollution
- Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone
- Tracking My Progress, Mid-Unit 2 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Engaging the Reader: Preventing Water Pollution (5 minutes)Unpacking Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">Mid-Unit 2 Assessment: Asking and Answering Questions about “Demands on the Well” (40 minutes)Closing and Assessment<ol style="list-style-type: none">Sharing New Words (5 minutes)Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">In the first half of this unit we have studied the challenges of access, pollution, and demands on water. Which challenge are you most interested in? Why? What questions do you have about this challenge?	<ul style="list-style-type: none">Because this is a reading assessment, do not read the text aloud.



Lesson Vocabulary	Materials
<p>dam</p> <p>Do not pre-teach assessment vocabulary.</p>	<ul style="list-style-type: none"> • Water Challenges anchor chart (from Lesson 6) • <i>One Well</i> “Demands on the Well” (pages 22 and 23) • Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone (one per student) • Document camera • Power Words/Water Words anchor chart • Tracking My Progress, Mid-Unit 2 recording form (one per student)

Opening	Meeting Students’ Needs
<p>A. Engaging the Reader: Preventing Water Pollution (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to put the visual from their homework on their desks. Tell them that in a moment they are going to have a silent Gallery Walk to look at these visuals and then share what they represent about ways we can address the challenge of water pollution. • Remind students that during a Gallery Walk they should look, but they should not talk or touch. Tell students they will have about 2 minutes to look closely at four or five visual representations of their choice. • Call students together. Ask: <ul style="list-style-type: none"> * “What are some of the things we can do to prevent water pollution?” • Ask students to share out. Add new ideas to the Water Challenges: Pollution anchor chart. 	<ul style="list-style-type: none"> • If students are accustomed to activities like the Gallery Walk, let them view objects in their own order, at their own pace. If students need more structure, consider having students share with a small group or “snake” slowly through the classroom in line to view the visual representations.
<p>B. Unpacking Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Refer students to the learning targets. Tell students that today they will read a new text, “Demands on the Well,” and complete the mid-unit assessment by asking and answering questions. • Emphasize that there is no “trick” to this assessment. Students will simply be doing the same kind of thinking they have been doing, asking and answering questions throughout this part of the unit. 	



Work Time	Meeting Students' Needs
<p>A. Mid-Unit 2 Assessment: Asking and Answering Questions about “Demands on the Well” (40 minutes)</p> <ul style="list-style-type: none">• Distribute the Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone.• Point out the directions at the top of the assessment:<ol style="list-style-type: none">1. Complete Part 1 of the recording form by asking your own initial questions about “Demands on the Well.” Draw a line under your last question.2. Read the text: <i>One Well</i>, “Demands on the Well” (pages 22 and 23).3. Reread the text. Complete Part 2 with details from the text, text location, and any new questions or thinking.4. Complete Part 3 of the recording form: Answer the two questions.• Briefly display pages 22 and 23 of <i>One Well</i> on the document camera and read the title. Turn off the camera and ask students to complete Part 1.• As students complete Part 1, pass out the <i>One Well</i> books. Make sure that students have written questions and have drawn a line under their last questions before giving them a book. This will help you to assess which questions students generated before reading.• Give students 35 minutes to complete the remainder of the assessment. Circulate to observe test-taking strategies and record observations for future instruction. For example, are students going back to the text to look for answers? Do they appear to be reading the text completely before beginning the assessment? This information can be helpful in preparing students for future assessments and standardized tests.• For students who finish early, possible extensions include rereading the text, reading their independent reading book, or illustrating another fact box from page 22 of <i>One Well</i>.• Collect students’ mid-unit assessments to formally assess.	<ul style="list-style-type: none">• Consider focusing struggling readers on a limited amount of text.• Consider setting a time limit for these students or asking them to read only the second paragraph, “Rivers often start in the mountains ...”• Provide extra time for ELLs and other students to complete this assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Sharing New Words (5 minutes)</p> <ul style="list-style-type: none">Gather students together. Project Question 2a of Part 3 on the document camera. Read this question aloud, then tell students:<ul style="list-style-type: none">* “Put up a finger for the answer you chose: 1 for a, 2 for b, etc.”Call on a student who had the correct answer (c) and ask how he or she figured out the answer. Add this word to the Water Words section of the Power Words/Water Words anchor chart.Ask students to share any other words that they figured out by reading this text. Add any new words to the correct section of the anchor chart.	
<p>B. Tracking My Progress (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.Distribute the Tracking My Progress, Mid-Unit 2 recording form to students. Explain that this is a chance for them to think about how well they are doing meeting the target of asking and answering questions about text.Give students a few minutes to complete the Tracking my Progress form and then collect these forms.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">In the first half of this unit we have studied the challenges of access, pollution, and demands on water. Which challenge are you most interested in? Why? What questions do you have about this challenge? <p><i>Note: Hold on to students' Tracking My Progress forms. They will share them during the Opening of Lesson 8.</i></p>	



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Supporting Materials



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Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone

Directions:

1. Complete Part 1 of the recording form by asking your own initial questions about “Demands on the Well.” Draw a line under your last question.
2. Read the text: *One Well*, “Demands on the Well” (pages 22 and 23).
3. Reread the text. Complete Part 2 with details from the text, text location, and any new questions or thinking.
4. Complete Part 3 of the recording form: Answer the two questions.

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking



Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone

Part 3: Text-Dependent Questions

1. (a) What is the main idea of this text?
 - A. There are a growing number of people on earth.
 - B. We need to balance our need for water and how much water there is.
 - C. Animals like pigs, sheep, and goats use a lot of water.
 - D. Cities are getting bigger and bigger to fit all the people.

1. (b) Which detail best supports the main idea?
 - A. “A growing population means we need more space.”
 - B. “While *dams* make more water available, they also change the flow of rivers and damage habitats.”
 - C. “Pavement and concrete block rainwater from refilling underground water supplies.”
 - D. “By 2025, many experts predict that one out of every four people will likely live in a country that is short of water.”

2. (a) The blue fact box on page 23 reads, “While *dams* make water available, they also change the flow of rivers and damage habitats.” What word or phrase could best replace *dams* in this sentence?
 - A. Wells
 - B. Pipes
 - C. Reservoirs (man-made lakes that hold water for drinking)
 - D. Buckets

2. (b) Which paragraph does this caption best support?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. Paragraph 3
 - D. Paragraph 4



Tracking My Progress

Mid-Unit 2

Name: _____

Date: _____

Learning target: I can identify the evidence the author uses to support an opinion.

1. Target in my own words:

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. Evidence to support my self-assessment:



Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean Water for Everyone
(Answers, for Teacher Reference)

Directions:

1. Complete Part 1 of the recording form by asking your own initial questions about “Demands on the Well.” Draw a line under your last question.
2. Read the text: *One Well*, “Demands on the Well” (pages 22 and 23).
3. Reread the text. Complete Part 2 with details from the text, text location, and any new questions or thinking.
4. Complete Part 3 of the recording form: Answer the two questions.

Part 1	Part 2		
My Initial Question	Key Details from the Text	Text Location	New Questions or Thinking
What are the demands on the well?	More people; everyone is using more water Animals	Paragraph 1/picture Green fact box	How could people use less water?
Why does the picture show so many people?	To remind us that ALL the people on earth are sharing the same well	Paragraph 3 and picture	Could we run out of water here?
	With more people, we need more land.	Paragraph 2	What was here before my city?
	People, industry, and agriculture all use the same water. With more people, we need more businesses and farms.	Paragraph 3	How can we use less water?

Note: Questions and answers are likely to vary greatly. Keep the standards in mind as you assess. These answers are provided only as an example. If a student has a reasonable question the text did not address, this is not a problem. In that case, the student should not write anything in the boxes for Part 2.



Mid-Unit 2 Assessment: Asking and Answering Questions about Having Enough Clean
Water for Everyone
(Answers, for Teacher Reference)

Part 3: Text-Dependent Questions

1. (a) What is the main idea of this text?
 - A. There are a growing number of people on earth.
 - B. **We need to balance our need for water and how much water there is.**
 - C. Animals like pigs, sheep, and goats use a lot of water.
 - D. Cities are getting bigger and bigger to fit all the people.

1. (b) Which detail best supports the main idea?
 - A. “A growing population means we need more space.”
 - B. “While dams make more water available, they also change the flow of rivers and damage habitats.”
 - C. “Pavement and concrete block rainwater from refilling underground water supplies.”
 - D. **“By 2025, many experts predict that one out of every four people will likely live in a country that is short of water.”**

2. (a) The blue fact box on page 23 reads, “While *dams* make water available, they also change the flow of rivers and damage habitats.” What word or phrase could best replace *dams* in this sentence?
 - A. Wells
 - B. Pipes
 - C. **Reservoirs (man-made lakes that hold water for drinking)**
 - D. Buckets

2. (b) Which paragraph does this caption best support?
 - A. Paragraph 1
 - B. Paragraph 2
 - C. **Paragraph 3**
 - D. Paragraph 4