



EXPEDITIONARY  
LEARNING

## **Grade 3: Module 4: Unit 2: Lesson 11**

**End of Unit Assessment:** On-Demand Writing to Inform Your Reader about the Challenges to Having Enough Clean Water for Everyone



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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)

- a. I can write an informative/explanatory text that has a clear topic.
- b. I can develop the topic with facts, definitions, and details.
- c. I can use linking words and phrases to connect ideas within categories of information. (e.g., also, another, and, more, but)
- d. I can construct a closure on the topic of an informative/explanatory text.

With support from peers and adults, I can use the writing process to plan, revise, and edit my writing. (W.3.5)

**Supporting Learning Targets**

- I can write a two-paragraph essay to inform my reader about the challenges of having enough clean water for everyone.
- I can use a planning page and my note-catchers to help me organize my information clearly.

**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. Engaging the Writer: Sharing our Informative Paragraphs about Water and Unpacking Learning Targets (10 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit Assessment, Part 1: Planning My Essay (10 minutes)</li><li>B. End of Unit Assessment, Part 2: Writing My Essay (35 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Tracking My Progress (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Share with your family what you know about the challenges to having clean water.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this end of unit assessment, students write a two-paragraph essay. In both Units 1 and 2, students have had the opportunity to practice writing paragraphs to inform their reader what they have learned about water. This assessment requires students to apply their paragraph writing skills more independently as they write two separate paragraphs on-demand.</li><li>• The rubric for this assessment is the same rubric used in Module 3A. Review this rubric in advance. Consider posting the anchor chart with student-friendly language that was created across several lessons in Module 3A, Unit 3. Review with students at the beginning of Work Time A if this anchor chart is used.</li></ul>

Lesson Vocabulary	Materials
essay	<ul style="list-style-type: none"><li>• Students' Water on Earth paragraph (from Lesson 2)</li><li>• Equity sticks</li><li>• Water journals</li><li>• End of Unit 2 Assessment: Writing to Inform Your Reader (one per student)</li><li>• Water Challenges anchor chart(s) (from Lessons 6-9)</li><li>• End of Unit 2 Assessment rubric (one for display)</li><li>• Document camera</li><li>• Tracking My Progress, End of Unit 2 recording form (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Sharing our Informative Paragraphs about Water and Unpacking Learning Targets (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students in the whole group area. Distribute students' work from Lesson 2, their <b>Water on Earth paragraph</b>, and the accompanying feedback. Tell students that when they wrote this paragraph, their job was to try and teach their reader something about water. Point out that since that lesson, students have learned a lot about this topic.</li><li>• Give students a few moments to review their feedback and reread their writing with the following question in mind:<ul style="list-style-type: none"><li>* "As a writer, what did you do to teach your reader?"</li></ul></li><li>• Invite students to share their writing with their partner. Ask students to:<ol style="list-style-type: none"><li>1. Read their reading aloud to their partner.</li><li>2. Share how they tried to teach their reader by showing their partner a specific passage or sentence.</li></ol></li><li>• Then, using <b>equity sticks</b>, call on 3 or 4 students to share with the class. Listen for students to say things like: "My partner and I both gave important facts about water," or "I tried to make my writing interesting so my reader would want to learn about water."</li><li>• Tell students that today they will get to teach their reader all the important information they have learned about the challenges to water. Explain to students that this short essay is going to require them to think about the most important things they have learned about their water challenge. They will need to choose from all the information they have gathered about their water challenge to find the best way to inform their reader about the challenges to clean water.</li><li>• Tell students that just like other end of unit assessments, they are going to show what they can do on their own. Give students a specific piece of praise about their writing from Lesson 2. This could sound like: "In your initial water paragraph, I noticed many of you using the most important facts and details that we learned about water. You put those facts together in an interesting way."</li><li>• Then, direct students' attention to the learning targets. Invite two students to read aloud the two targets. Ask students to think and then talk with a partner:<ul style="list-style-type: none"><li>* "Based on what you have already done as writers this year, what's familiar about these targets?"</li></ul></li></ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Then, using equity sticks, call on a few students to share their responses. Listen for students to say things like: “We have written lots of paragraphs this year,” or “We always use a planning page to help us with our writing.”</li><li>• Focus students’ attention on the word <i>essay</i>. Ask:<ul style="list-style-type: none"><li>* “What do you already know about that word?”</li></ul></li><li>• Give students a minute to think and talk together. Then invite someone to share what that word means. Guide students to the definition that an essay is a piece of writing that is usually more than one paragraph about a certain topic. The word <i>essay</i> actually comes from French, and literally means “to try.” Tell students that is what they are going to be doing today: “trying” out their ideas in more detail.</li><li>• Tell students that the difference with this end of unit assessment is that instead of writing just one paragraph, they will write two. Express confidence in students’ ability to do this much writing by reminding them of how much they have written throughout the year.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Planning: On-Demand End of Unit 2 Assessment (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure that students have their <b>water journals</b> containing their recording forms and the texts they have read. Distribute and display the <b>End of Unit 2 Assessment: Writing to Inform Your Reader</b>.</li><li>• Focus students on the planning page. Ask students to take a minute to talk with a new partner (on their other side) about this question:<ul style="list-style-type: none"><li>* “What is the prompt for this assessment asking you to do?”</li></ul></li><li>• Then, using equity sticks, select 3 or 4 students to share out. Listen and guide students, to notice that their first paragraph should include information about all three challenges to water, and their second paragraph should include more detailed information about the one water challenge that they researched.</li><li>• Help students think about what resources might support them in each paragraph:<ul style="list-style-type: none"><li>* Direct students’ attention to the <b>Water Challenges anchor chart(s)</b>. Remind students that these charts will help them choose the most important details they want to share in their first paragraph about all three challenges.</li><li>* Remind students that the details for their second paragraph will come from their research.</li></ul></li><li>• Ask students to take a few minutes with their partner to look at the charts and their planning page. Have students also scan through their research recording forms and the texts they read about their water challenge. Circulate among the whole group and answer any clarifying questions that arise.</li><li>• Then, release students to do their planning for this assessment. Remind students to use their texts and research recording forms to support their planning. Explain to students that their planning page is a quick place to organize their thinking. Say to students that they don’t need to spend a lot of time writing out their plan, but instead, they should put just enough down to help them remember what they want to write. Remember that this planning is part of the assessment and that students should do this independently.</li></ul>	<ul style="list-style-type: none"><li>• This assessment is designed to mirror the kind of writing assessments students will see in the NY State assessments—namely, writing to a prompt. While 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. However, some struggling learners might need more support. Use teacher judgment to determine whether there are some students who need support with the planning to be able 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 own thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions, such as: “What details might be important to inform your reader about the challenges to water?” and “What did you find out in your research about your challenge?”</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Writing: On-Demand End of Unit 2 Assessment (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Briefly refocus students whole group. Focus their attention on the <b>End of Unit Assessment rubric</b> displayed on the <b>document camera</b>. This rubric is the same rubric used throughout Module 3A and should be familiar to students. Give students a moment with a partner to review the rubric.</li><li>• Then, ask students to call out a few things they need to remember when they begin writing, based on the rubric.</li><li>• Transition students to writing. As students are writing, circulate around the room. Because this is an assessment, students need to work independently. However, continue to give students encouragement and answer any clarifying questions. Refer students back to their planning page if they get stuck on the writing. As with previous assessments, their writing should be done independently, so provide encouragement, but ensure that students do the writing on their own.</li><li>• Give students 35 minutes to complete their writing. Then, collect their work and invite them to come to the whole group area.</li></ul>	<ul style="list-style-type: none"><li>• ELLs receive extended time as an accommodation on NY State assessments.</li><li>• The Research Topic anchor charts were designed with the charts being made of taped sentence strips on index cards to support students' writing by allowing them opportunities to physically manipulate the information into a paragraph. Students will do this activity more in Unit 3. However, for students who struggle with writing, consider supporting them by having them select the sentence strips from the chart that they would want to use for their writing, and develop their planning sheet with these sentence strips. This supports their thinking and organization.</li><li>• Once students have developed their planning with these facts, have them use their planning sheet for their writing and not the sentence strips. Ensure that they do the actual writing on their own.</li></ul>



Work Time (continued)	Meeting Students' Needs
	<ul style="list-style-type: none"><li>• During the actual writing process, provide encouragement and focus, but give them the opportunity to do the writing on their own. If students were supported with the planning, note this on the rubric for reference.</li><li>• For struggling learners, consider asking them to focus their independent writing on only the second paragraph, which requires them to use their research. Assess their writing on the same rubric, but note that they wrote only one paragraph. At another time, confer with those students and support them to develop a second paragraph, either scribing for them or giving them the sentence strips from the Water Challenges anchor charts.</li></ul>





Closing and Assessment	Meeting Students' Needs
<p><b>A. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Tracking My Progress, End of Unit 2 recording form</b>. Remind students that this is a very familiar form for them. Tell them that it is important for them to have the opportunity to reflect on their learning and think about what they have done well. Tell them that this time, they are going to talk to each other as they complete their form.</li><li>• Using equity sticks, select random pairs of students. Tell students that they should share with their partner where they think they are in terms of meeting the target and how they know. Students should write their own Tracking My Progress form, but have the opportunity to share their thinking about it, since this is something they do frequently throughout the year.</li><li>• Give students a few minutes to complete the Tracking My Progress form.</li><li>• Collect students' completed Tracking My Progress forms. Congratulate students on their hard work writing. Tell students that this writing will help them in the next unit when they think hard about what should be done to help solve all the challenges of making sure everyone has enough clean water.</li></ul>	<ul style="list-style-type: none"><li>• Some students might benefit from a visual display, on a chart paper or the document camera, of sentence starters, such as: "I think I am accomplished at this target because ..." "I know I am at ... because ..."</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Share with your family what you know about the challenges to having clean water. You won't have your writing, but share what you wrote about with your family.</li></ul> <p><i>Note: Assess students' end of unit writing using the rubric provided in the supporting materials. Students will review their writing for the opening of Unit 3, Lesson 1. Be sure to assess their writing before the start of that lesson.</i></p>	



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# Grade 3: Module 4: Unit 2: Lesson 11

## Supporting Materials



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End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay

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

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

**Prompt:** What are the challenges to having enough clean water for everyone? After researching all the challenges that people face to having clean water, write a two-paragraph essay informing your reader about these challenges.

- Your first paragraph should inform your reader about each of the three challenges of water that we have researched together: access, pollution, and water usage.
- Your second paragraph should inform your reader with more details about the one challenge you researched in more detail.
- Be sure to use key facts and details from your research for each of these paragraphs.
- Remember to use linking words and phrases to connect your ideas together.
- Use your note-catchers to support your writing.

**Paragraph 1: Inform your reader what the three water challenges are. Use the Water Challenge anchor charts to support your thinking.**

<b>Topic Sentence</b>	
<b>Detail</b>	



End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay

<b>Detail</b>	
<b>Detail</b>	
<b>Conclusion Sentence</b>	



End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay

Paragraph 2: More Detail about the One Challenge You Researched

<b>Topic Sentence</b>	
<b>Detail/Reason</b>	
<b>Detail/Reason</b>	
<b>Detail/Reason</b>	
<b>Conclusion Sentence</b>	

End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 2: Writing Your Essay

**Prompt:** What are the challenges to having enough clean water for everyone? After researching all the challenges that people face to having clean water, write a two-paragraph essay informing your reader about these challenges.

Remember the criteria you thought about as you planned your paragraph:

- Your first paragraph should inform your reader about each of the three challenges of water that we have researched together: access, pollution, and water usage.
- Your second paragraph should inform your reader with more details about the one challenge you researched in more detail.
- Be sure to use key facts and details from your research for each of these paragraphs.
- Remember to use linking words and phrases to connect your ideas together.
- Use your note-catchers to support your writing.

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This image shows a blank sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



Tracking My Progress

End of Unit 2

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

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

**Learning Target:** I can conduct a research project to become knowledgeable about a topic. (W.3.7)

1. Target in my own words:

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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. Evidence to support my self-assessment:

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End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay  
Sample Student Response

**Paragraph 1: Inform your reader what the three water challenges are. Use the Water Challenge anchor charts to support your thinking.**

<b>Topic Sentence</b>	Three big challenges to keeping water safe and clean
<b>Detail</b>	Traveling far to get water - Uganda
<b>Detail</b>	Pollution in our water – fertilizer from crops
<b>Detail</b>	Using water—and wasting it.
<b>Conclusion Sentence</b>	These challenges make it hard to keep our water clean and safe for everyone.



End of Unit 2 Assessment: Writing to Inform Your Reader  
Part 1: Planning Your Informative Essay  
Sample Student Response

Paragraph 2: More Detail about the One Challenge You Researched

Topic Sentence	Access to water is a very big challenge for many people
Detail/Reason	Traveling distances is hard for moms, too
Detail/Reason	Not having clean water makes it hard to grow crops
Detail/Reason	Not having clean water makes people sick—washing hands
Conclusion Sentence	Accessing clean water is one of the biggest challenges for people.



**End of Unit 2 Assessment: Writing to Inform Your Reader**  
**Part 2: Writing Your Essay**  
**Sample Student Response**

There are three big challenges to keeping our water safe and clean. First, not everyone can easily get to clean water to drink and use. In Uganda, for example, people sometimes had to walk as much as twelve miles. For some kids, this means they couldn't even go to school because just getting water took so much time. Another challenge to our water resource is pollution. Fertilizer that runs off the soil and pollution from factories can make our water polluted. Finally, the demand on water is another big challenge. We use a lot of water in America. We waste water in lots of ways: letting the faucets run all the time, watering our lawns too much, and just not thinking about how much water we use. These challenges make it hard to keep our water clean and safe for everyone.

Access to water is a very big challenge for many people in the world. Traveling a great distance to get water makes people's lives very hard. Mothers also have to travel distances to get water, which means that they can't do other things in their villages or towns. People often can't grow their crops because they are spending so much time gathering water. Not having access to clean water also makes people sick. People get sick not just from drinking dirty water, but from not being able to wash their hands and not having clean bathrooms. Accessing clean water is one of the biggest challenges for people.



End of Unit 2 Assessment Rubric

Criteria	CCCS	4	3
<p><b>IDEAS</b> (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"> <li>clearly introduces topic in a manner that follows logically from the task and purpose</li> <li>demonstrates comprehension and analysis of the text</li> <li>develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay</li> </ul>	<ul style="list-style-type: none"> <li>clearly introduces a topic in a manner that follows from the task and purpose</li> <li>demonstrates grade-appropriate comprehensions of the text</li> <li>develops the topic with relevant facts, definitions, and details throughout the essay</li> </ul>
<p><b>ORGANIZATION</b> (COHERENCE, ORGANIZATION, AND STYLE): The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.</p>	<p>W.2 L.3 L.6</p>	<ul style="list-style-type: none"> <li>clearly and consistently groups related information together</li> <li>skillfully connects ideas within categories of information using linking words and phrases</li> <li>-provides a concluding statement that follows clearly from the topic and information presented</li> </ul>	<ul style="list-style-type: none"> <li>generally groups related information together</li> <li>-connects ideas within categories of information using linking words and phrases</li> <li>provides a concluding statement that follows form the topic and information presented</li> </ul>



End of Unit Assessment Rubric

Criteria	CCCS	4	3
<b>CONVENTIONS (CONTROL OF CONVENTIONS):</b>  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"><li>demonstrates grade-appropriate command of conventions, with few errors</li></ul>	<ul style="list-style-type: none"><li>demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</li></ul>



End of Unit Assessment Rubric

Criteria	CCCS	2	1	0
<p><b>IDEAS (CONTENT AND ANALYSIS)</b> The extent to which the essay conveys ideas and information clearly and accurately in order to support analysis of topics or text.</p> <p><b>(COMMAND OF EVIDENCE)</b> 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"> <li>introduces a topic in a manner that follows generally from the task and purpose</li> <li>demonstrates a confused comprehension of the text</li> <li>partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>introduces a topic in a manner that does not logically follow from the task and purpose</li> <li>demonstrates little understanding of the text</li> <li>demonstrates an attempt to use evidence, but only develops ideas with minimal, occasional evidence, which is generally invalid or irrelevant</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a lack of comprehension of the text or task</li> <li>provides no evidence or provide evidence that is completely irrelevant</li> <li></li> </ul>



End of Unit Assessment Rubric

Criteria	CCCS	2	1	0
<p><b>ORGANIZATION (COHERENCE, ORGANIZATION, AND STYLE):</b></p> <p>The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.</p>	<p>W.2 L.3 L.6</p>	<p>exhibits some attempt to group related information together inconsistently connects ideas using some linking words and phrases provides a concluding statement that follows generally from the topic and information presented</p>	<p>exhibits little attempt at organization lacks the use of linking words and phrases provides a concluding statement that is illogical or unrelated to the topic and information presented</p>	<p>exhibits no evidence of organization -does not provide a concluding statement</p>
<p><b>CONVENTIONS (CONTROL OF CONVENTIONS):</b></p> <p>The extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation and spelling.</p>	<p>W.2 L.1 L.2</p>	<ul style="list-style-type: none"> <li>demonstrates emerging command of conventions, with some errors that may hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>demonstrates a lack of command of conventions, with frequent errors that hinder comprehension</li> </ul>	<ul style="list-style-type: none"> <li>minimal, making assessment of conventions unreliable</li> </ul>



**End of Unit Assessment Rubric**

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