



EXPEDITIONARY  
LEARNING

# **Grade 3: Module 4: Unit 3: Lesson 6**

## **Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?**



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

I can write an opinion piece that supports a point of view with reasons. (W.3.1)

- a. I can introduce the topic of my opinion piece.
- b. I can create an organizational structure that lists reasons for my opinion.
- c. I can identify reasons that support my opinion.
- d. I can use linking words to connect my opinion and reasons.
- e. I can construct a concluding statement or section for my opinion piece.

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 an opinion piece that tells my reader one thing we should do to ensure everyone has clean water.

**Ongoing Assessment**

- Mid-Unit 3 Assessment
- Tracking My Progress, Mid-Unit 3 recording form



**Mid-Unit 3 Assessment: On-Demand Opinion Writing:**  
What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?

Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Engaging the Writer: Reviewing What We Have Learned about Becoming “Well Aware” (5 minutes)</li><li>B. Unpacking Learning Targets (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment, Part 1: Planning (15 minutes)</li><li>B. Mid-Unit 3 Assessment, Part 2: Opinion Writing (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Sharing Our Opinions (5 minutes)</li><li>B. 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.</li><li>B. Continue completing your Independent Reading recording form.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students complete the Mid-Unit 3 Assessment. This on-demand writing assessment serves as the writing for the third part of their VoiceThread presentation, in which students will state their opinion about what should be done to help people become more well aware.</li><li>• Completing the Mid-Unit 3 Assessment occurs in phases. In the first phase, students unpack the assessment prompt with a partner to ensure they understand what the prompt is asking of them. Following this, students plan their writing using various materials including their water journals, One Well, “Tackling the Trash,” “Ryan Hreljac: The Boy Who Built a Well,” and their Discussion Circle recording form. Finally, they complete the writing assignment. During the writing phase, students may use the above resources as well as their planning sheets from the first phase.</li><li>• Remind students of the differences between planning and writing. Encourage them to use the planning time to get their ideas on paper. They can do this in the form of notes; it shouldn’t be formal or something they put effort into polishing. Rather, the bulk of their efforts should be placed on the actual writing, where they transform their ideas into more formal prose.</li><li>• See an important teaching note at the end of this lesson regarding preparations for the second half of Unit 3.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
opinion (review)	<ul style="list-style-type: none"><li>• Water journals (one per student)</li><li>• One Well, The Story of Water on Earth (book; one per student)</li><li>• Becoming Well Aware anchor chart (begun in Lesson 2)</li><li>• Equity sticks</li><li>• Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone? (one per student and one to display)</li><li>• Document camera</li><li>• "Tackling the Trash" (from Lesson 3; one per student)</li><li>• "Ryan Hreljac: The Boy Who Built a Well" (from Lesson 4; one per student)</li><li>• "Dry Days in Australia" (from Lesson 2; one per student)</li><li>• Discussion Circle recording form (from Lesson 5; one per student)</li><li>• Mid-Unit 3 Assessment: Student Sample (for teacher reference)</li><li>• Tracking My Progress, Mid-Unit 3 recording form (one per student)</li><li>• Mid-Unit 3 Assessment Rubric (for teacher reference)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Engaging the Writer: Reviewing What We Have Learned about Becoming "Well Aware" (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Gather students with their <b>water journals</b> and their text, <i><b>One Well: The Story of Water on Earth</b></i>.</li><li>• Ask students to refer to their water journals, <i>One Well</i>, and <b>Becoming Well Aware anchor chart</b> and think for a moment:<ul style="list-style-type: none"><li>* "What do the texts we've read tell us about what people are doing to protect our water?"</li></ul></li><li>• Ask for volunteers to share or use <b>equity sticks</b> to call on students. Listen for students to share things like: "We read that Ryan found out that people didn't have access to water in Uganda, so he built wells," or "We read about how people like Chad clean up the rivers and pull out all the trash."</li><li>• Guide students to share enough examples to get them thinking about the three challenges to having clean water for everyone (i.e., conserving, protecting, and providing it).</li></ul>	



Opening (continued)	Meeting Students' Needs
<p><b>B. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and invite one student to read the first one aloud.</li><li>• Draw students' attention to the word opinion.</li><li>• Ask students to discuss with a partner:<ul style="list-style-type: none"><li>* "How is writing an opinion different from writing an informative piece?"</li></ul></li><li>• Use the equity sticks to call on a few students to share. Listen for things like: "When you write an opinion, you are saying what you think," or "When you write an opinion, you give reasons for your opinion."</li><li>• Explain to students that today they will show what they know by writing about one thing they think should be done to conserve, protect, and provide access to clean water for everyone. This will serve as their Mid-Unit 3 Assessment. Remind students that they will use this writing to help them create the opinion part of their VoiceThread public service announcement or PSA presentation. Explain to students that the opinion part is the heart of their PSA, because that's how they are helping people become more well aware. Tell students that after this writing, they will move into creating their VoiceThread PSA.</li><li>• Ask students to discuss with a partner:<ul style="list-style-type: none"><li>* "What are the things you should think about in order to write a strong opinion?"</li></ul></li><li>• Use the equity sticks to call on few students to share their ideas. Listen for things like: "We have to give good reasons to support our opinion," "We should use what we learned to make our reasons," or "Our reasons should connect to our opinion."</li><li>• Remind students of the opinion writing they have done before. Express confidence in their ability to do quality writing for their Mid-Unit 3 Assessment.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-End 3 Assessment, Part 1: Planning (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?</b> to each student and display a copy using a <b>document camera</b>.</li> <li>• Review the planning page with students. Remind them that this is the same planning document they have used in the past for their opinion writing. Answer any clarifying questions.</li> <li>• Read the Mid-Unit 3 Assessment prompt aloud:             <ul style="list-style-type: none"> <li>* "After researching the importance of freshwater, create a PSA to educate and help others become 'well aware.' State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water."</li> </ul> </li> <li>• Remind students that for previous assessments, the first step was unpacking the prompt so they knew precisely what the prompt was asking of them.</li> <li>• Tell them they will do the same thing with the Mid-Unit 3 Assessment prompt, this time with a partner.</li> <li>• Ask students to turn and discuss with a partner:             <ul style="list-style-type: none"> <li>* "What are the important words or phrases in this writing prompt that help me know what to do?"</li> </ul> </li> <li>• Using equity sticks, invite several students to share important words they noted.</li> <li>• Listen for students to say things like: "Opinion is an important word—it tells us that we are writing an opinion," "We are writing about what we think is one thing to do to protect our water," or "Support your opinion with reasons—that means that we have to give reasons for our opinion."</li> </ul>	<ul style="list-style-type: none"> <li>• ELLs receive extended time as an accommodation on NY State assessments.</li> <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.</li> <li>• However, some struggling learners might need more support. Use teacher judgment to determine whether some students 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 them to get their own thinking out. Do not do the writing or planning for them, but rather confer with them and ask questions.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>As students identify important words and phrases, circle or highlight those on the displayed copy of the Mid-Unit 3 Assessment and use a bubble or arrow to explain what that particular word or phrase is telling them to do.</li> <li>Point out that students know a lot about writing a strong opinion piece and they have many resources to help them think about reasons that support their opinion.</li> <li>Tell students that next they will plan their writing using the planning sheet of the Mid-Unit 3 Assessment. They should use the following materials to help them think of examples:               <ul style="list-style-type: none"> <li>Water journal</li> <li><i>One Well</i></li> <li><b>“Tackling the Trash”</b></li> <li><b>“Ryan Hreljac: The Boy Who Built a Well”</b></li> <li><b>“Dry Days in Australia”</b></li> <li><b>Discussion Circle recording form</b></li> </ul> </li> <li>Explain to students that the purpose of their planning is to identify what they want to say. They should not spend a great deal of time writing their ideas on their planning form. Instead, they should write just enough to help them know what they want to say in their actual writing. Remind students that a planning form is a way to “catch” thinking before the writing.</li> <li>Give students 10 minutes to plan their writing. Circulate to support.</li> </ul>	<ul style="list-style-type: none"> <li>Remind students when they give a reason to write it down on the planning page so that they can refer to it later. Support struggling learners to be clear in what they want to communicate in their writing.</li> <li>During the actual writing process, provide encouragement and focus, but give students the opportunity to do the writing on their own. If they were supported with the planning, note this on the rubric for reference.</li> </ul>
<p><b>B. Mid-Unit 3 Assessment, Part 2: Opinion Writing (25 minutes)</b></p> <ul style="list-style-type: none"> <li>After 10 minutes, direct students to start their opinion writing.</li> <li>Tell them that the most important guide for their writing should be the planning page they completed earlier; however, they may also continue to use their water journal, texts, and recording form to support their writing.</li> <li>Give students 25 minutes to complete the Mid-Unit 3 Assessment. Circulate to provide encouragement and focus as students work.</li> <li>Support their writing by refocusing them on the prompt and their planning page. Ask questions such as: “What is the prompt asking you to do?” “How are you supporting your opinion?” “What reasons are you giving?”</li> <li>After 25 minutes, collect students’ assessments. Provide specific praise and feedback about their writing. Note students who were diligent about using their planning page.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Sharing Our Opinions (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to partner up and share orally some of what they wrote about.</li> <li>• As time permits, invite a few volunteers to share whole group.</li> </ul>	
<p><b>B. Tracking My Progress (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>Tracking My Progress, Mid-Unit 3 recording form</b>.</li> <li>• Remind students that filling out this recording form at every assessment allows them to pause and reflect on their learning. Tell them that reflection is an important step in the learning process.</li> <li>• Give them a few minutes to complete the Tracking My Progress, Mid-Unit 3 recording form. Then collect the recording forms.</li> <li>• Gather the class as a whole.</li> <li>• Tell students that their next step will be to think about how to use their writing from the module to create a strong and powerful PSA that helps everyone become more well aware.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Continue reading your independent reading book.</li> <li>• Continue completing your Independent Reading recording form.</li> </ul> <p><i>Note: In the next half of the unit, students will use their writing to craft their VoiceThread PSA. Review the lessons to get an overview of how their PSA will be structured. Ensure that students have the following:</i></p> <ul style="list-style-type: none"> <li>– “Water on Earth” writing (from Unit 2, Lesson 2)</li> <li>– End of Unit 2 Assessment writing (from Unit 2, Lesson 11); Challenges</li> <li>– Mid-Unit 3 Assessment writing (from this lesson)</li> </ul> <p><i>Review the VoiceThread supporting documents and plan for the technology.</i></p>	





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# Grade 3: Module 4: Unit 3: Lesson 6

## Supporting Materials



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**Mid-Unit 3 Assessment: On-Demand Opinion Writing:  
What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?**

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**Name:**

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**Date:**

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**Learning Targets**

- I can write an opinion piece that supports a point of view with reasons. (W.3.1)
- I can introduce the topic of my opinion piece.
- I can create an organizational structure that lists reasons for my opinion.
- I can identify reasons that support my opinion.
- I can use linking words to connect my opinion and reasons.
- I can construct a concluding statement or section for my opinion piece.

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



Mid-Unit 3 Assessment: On-Demand Opinion Writing:  
What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?

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

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

**Part 1: Planning Page**

After researching the importance of freshwater, create a PSA to educate and help others become well aware. State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water.

**Introduction (Opinion):**

**Reason 1:**

**Reason 2:**

**Reason 3:**

**Conclusion:**



## Mid-Unit 3 Assessment: On-Demand Opinion Writing: What's One Thing We Can Do to Ensure There Is Clean Water for Everyone?

**Name:**

Date:

## Part 1: Opinion Writing

After researching the importance of freshwater, create a PSA to educate and help others become well aware. State your opinion about one thing you think should be done to conserve, protect, or provide access to clean water for everyone. Support your opinion with reasons and examples from the texts you have read about water.

[illegible]



Mid-Unit 3 Assessment: Student Sample  
(For Teacher Reference)

Part 1: Planning Page

**Introduction (Topic Sentence/ Opinion):**

One thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water.

**Reason 1:**

The first step is to build wells for people who don't have clean water in their town or village.

**Reason 2:**

When water becomes dirty, people can get sick and even die.

**Reason 3:**

Finally, building wells helps people have water to use every day.

**Conclusion:**

saves people's lives

helps make water clean and safe



**Mid-Unit 3 Assessment: Student Sample  
(For Teacher Reference)**

**Part 2: Opinion Writing**

One thing I think we should do to become well aware and protect our water is to help people around the world have close access to clean water. The first step is to build wells for people who don't have clean water in their town or village. When water becomes dirty, people can get sick and even die. Finally, building wells helps people have water to use every day. Building wells would save people's lives and help protect the water on earth. It's one thing I think we should do to keep our water clean and safe.



Tracking My Progress

Mid-Unit 3

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

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

**Learning target:** I can write an opinion piece that supports a point of view with reasons. (W.3.1)

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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Mid-Unit 3 Assessment Rubric  
For Teacher Reference

Criteria	CCCS	4	3	2	1	0
<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	W.2 R.1-9 W.2 R.1-8	<input type="checkbox"/> clearly introduces topic in a manner that follows logically from the task and purpose  <input type="checkbox"/> demonstrates comprehension and analysis of the text —develops the topic with relevant, well-chosen facts, definitions, and details throughout the essay	<input type="checkbox"/> clearly introduces a topic in a manner that follows from the task and purpose  <input type="checkbox"/> demonstrates grade-appropriate comprehension of the text —develops the topic with relevant facts, definitions and details throughout the essay	<input type="checkbox"/> introduces a topic in a manner that follows generally from the task and purpose  <input type="checkbox"/> demonstrates confusion about the text —partially develops the topic of the essay with the use of some textual evidence, some of which may be irrelevant	<input type="checkbox"/> introduces a topic in a manner that does not logically follow from the task and purpose  <input type="checkbox"/> demonstrates little understanding of the text — demonstrates an attempt to use evidence, but develops ideas with only minimal, occasional evidence, which is generally invalid or irrelevant	<input type="checkbox"/> demonstrates a lack of comprehension of the text or task —provides no evidence or provides evidence that is irrelevant
<b>(Command of Evidence)</b> The extent to which the essay presents evidence from the provided text to support analysis and reflection						

*\*Note: To suit the task and to adapt to student-friendly language, these two categories from the NYSED rubric were merged.*





Mid-Unit 3 Assessment Rubric  
For Teacher Reference

Criteria	CCCS	4	3	2	1	0
<b>Organization (Coherence, Organization and Style):</b>  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	<input type="checkbox"/> clearly and consistently groups related information together  <input type="checkbox"/> skillfully connects ideas within categories of information using linking words and phrases  <input type="checkbox"/> provides a concluding statement that follows clearly from the topic and information presented	<input type="checkbox"/> generally groups related information together  <input type="checkbox"/> connects ideas within categories of information using linking words and phrases  <input type="checkbox"/> provides a concluding statement that follows from the topic and information presented	<input type="checkbox"/> exhibits some attempt to group related information together  <input type="checkbox"/> inconsistently connects ideas using some linking words and phrases  <input type="checkbox"/> provides a concluding statement that follows generally from the topic and information presented	<input type="checkbox"/> exhibits little attempt at organization  <input type="checkbox"/> lacks linking words and phrases  <input type="checkbox"/> provides a concluding statement that is illogical or unrelated to the topic and information presented	<input type="checkbox"/> exhibits no evidence of organization  <input type="checkbox"/> does not provide a concluding statement

Mid-Unit 3 Assessment Rubric  
For Teacher Reference

Criteria	CCCS	4	3	2	1	0
<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	<input type="checkbox"/> demonstrates grade-appropriate command of conventions, with few errors	<input type="checkbox"/> demonstrates grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	<input type="checkbox"/> demonstrates emerging command of conventions, with some errors that may hinder comprehension	<input type="checkbox"/> demonstrates a lack of command of conventions, with frequent errors that hinder comprehension	<input type="checkbox"/> demonstrates minimal command of convention, 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.