



EXPEDITIONARY
LEARNING

Grade 3: Module 3A: Unit 3: Lesson 10

On-Demand End of Unit Assessment and Celebration of Opinion Writing



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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.
- a. I can create an organizational structure that lists reasons for my opinion.
- b. I can identify reasons that support my opinion.
- c. I can use linking words to connect my opinion and reasons.
- d. 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. (W3.5)

Supporting Learning Targets

- I can write an opinion piece describing my second favorite character.
- I can share the final draft of my scene with my audience.

Ongoing Assessment

- End of Unit 3 Assessment
- Final draft of *Peter Pan* scenes
- Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Engaging the Writer and Unpacking the Learning Targets (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. On-Demand End of Unit 3 Assessment (30 minutes) B. Opinion Writing Share and Celebration (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Tracking My Progress (5 minutes) 4. Homework <p>None.</p> 	<ul style="list-style-type: none"> • Review Part A of Work Time carefully. Be clear with students that for this on-demand assessment, they are writing about their SECOND character choice (selected in Lesson 5). • As noted previously, this lesson includes time for students to share their writing. This sharing can either be practice (just with peers) or the time when the real audience comes to hear their writing. Adjust the lesson timing as needed. • In advance: Prepare an anchor chart with the author’s celebration sentence frame: “I think your writing is strong because _____.”

Lesson Vocabulary	Materials
<p>N/A</p>	<ul style="list-style-type: none"> • Equity sticks • End of Unit 3 Assessment (one per student) • Students’ <i>Peter Pan</i> journals (with flagged copies) • Classic Starts edition of <i>Peter Pan</i> (one per student) • Students’ opinion writing final draft • Tracking My Progress, End of Unit 3 recording form (one per student) • Opinion Writing rubric (from Lesson 5; use this to assess students’ on-demand opinion paragraphs) • End of Unit 3 Assessment: Sample Student Response (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Engaging the Writer and Unpacking the Learning Targets (10 minutes)</p> <ul style="list-style-type: none">• Gather students together with their <i>Peter Pan</i> journals. Tell them that today they will get to write their opinion about their <u>second</u> favorite <i>Peter Pan</i> character.• Ask students to sit with a partner and talk about which character they selected as their second favorite. Ask them:<ul style="list-style-type: none">* “Why was that character your second favorite?”• Tell students talk to each other about their second character choice. Remind them that when they first selected their two characters, they flagged recording forms that were important to each character. Tell students to look through their <i>Peter Pan</i> journal for the recording forms that they flagged about their second character.• Give students 5 minutes to talk together. Circulate and ask students about their second choice. Ask them to share a recording form they flagged. The intent of this time is to activate their schema and get them thinking about the character they will write about.• Invite two students to read aloud the learning targets. Ask the class:<ul style="list-style-type: none">* “Think about the things you did as writers to create your opinion writing draft. What are the things you should think about to write a strong opinion?”• Give students time to talk together.• Then, using equity sticks, call on a few students to share their responses. Listen for responses like:<ul style="list-style-type: none">* “We said which character captured our imagination, and then we gave reasons.”* “We used examples from the book to support our reasons.”* “We used linking words to connect our reasons together.”	



Work Time	Meeting Students' Needs
<p>A. On-Demand End of Unit 3 Assessment (30 minutes)</p> <ul style="list-style-type: none">• Be sure students have their Classic Starts edition of <i>Peter Pan</i>. Distribute and display the End of Unit 3 Assessment. Focus students on the planning page and review it with them. Remind them that this is the same planning document they used for their opinion writing. Answer any clarifying questions they have.• Then display the end of unit assessment prompt and read it aloud. Remind students that in their previous end of unit assessment, they spent time first thinking about how to unpack a prompt so that they knew just what the prompt was asking. Tell students that they are going to practice unpacking this prompt with a partner so they know what the prompt is asking of them.• Ask students:<ul style="list-style-type: none">* “What are the important words or phrases in this writing prompt that help you know what to do?”• Give students a minute to talk to their partner.• Using equity sticks, invite several students to share important words they noted that help them know what to do. Listen for students to say things like: “Opinion is an important word; it tells us that we are writing an opinion,” or “We are writing about our second favorite character,” or “Support your opinion with reasons. That means that we have to give reasons for our opinion.”• As students identify important words and phrases, circle or highlight them on the display and use a bubble or arrow to explain what that word or phrase is telling them they need to do.• Tell students that they will write their opinion about their second character from <i>Peter Pan</i>. Remind them that they know a lot now about writing a strong opinion piece and they have their resources to help them think about reasons. Explain that first they are going to plan their writing using the planning sheet portion of the assessment. Tell them that for the planning portion, they can use their <i>Peter Pan</i> journal as a resource to help them think of examples.• Give students 10 minutes to plan their writing. Circulate as they plan (see Teacher Note for more details).• After 10 minutes, pause students in their work and direct them to start their opinion writing. As students work on their assessment, circulate to provide encouragement and focus. Remember, because this is an assessment, students need to complete this independently. Give students 25 minutes to complete their assessment. After 25 minutes, collect students' work.	<ul style="list-style-type: none">• Provide sentence frames to support students who might need it:• “This planning page is the same because _____.• This planning page is different because _____.”



Work Time (continued)	Meeting Students' Needs
<p>B. Opinion Writing Share and Celebration (15 minutes)</p> <ul style="list-style-type: none">• Gather students together in the circle. Distribute their opinion writing final drafts. Place students in groups of three.• Tell students that they are going to celebrate their hard work as writers. Tell them that they will:<ol style="list-style-type: none">1. Name one thing they feel proud of in their writing.2. Take turns reading their writing.3. Offer specific points of praise after each person reads. Use the sentence starter: "I think your writing was strong because_____."• As students are sharing their writing, circulate and encourage them.	<ul style="list-style-type: none">• ELLs receive extended time as an accommodation on NY State assessments.• 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.• 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: "Tell me why this character is your second favorite," or "Can you think of an example from the story that supports your opinion?"• Remind students when they give a reason to write it down on the planning page so they can refer to it later. Support struggling learners to be clear in what they want to communicate in their writing.• 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.• Place students in groups strategically. Place struggling learners where they will be the most comfortable sharing. Give them an opportunity to read their work before they share, or read their work aloud with them ahead of time.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Distribute the Tracking My Progress, End of Unit 3 recording form. Remind students that this is a 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.• Give them a few minutes to complete the Tracking My Progress form.• Collect students' completed forms. Gather students whole group. Take a moment to look back at the work they have done with this module. Celebrate their work as readers and writers.• Give them time to name (either first in partnerships or just whole group) the thinking and learning they have done throughout this module. Help students celebrate and name:<ul style="list-style-type: none">– They built their reading skills and stamina. They read an entire chapter book, thinking deeply about the characters. Remind them that this is a classic and important story.– They read like a writer. They wrote their own imagined scenes of Peter Pan.– They performed Reader's Theater.– They wrote opinion pieces about a version of this classic story.• Reinforce with students that because of this hard work, they are more skilled readers and writers.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None. <p><i>Note: Score students' paragraphs using the Opinion Writing rubric (from Lesson 5).</i></p>	



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Supporting Materials



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End of Unit 3 Assessment Planning Page

Opinion:	
Reason:	
Example from the Book:	Page:
Reason:	
Example from the Book:	Page:
Reason:	
Example from the Book:	Page:



Sample Student Response

My second favorite character is the kind-hearted Wendy. The first reason I think Wendy is my favorite character is that she is motherly. Wendy took care of the lost boys. A second reason that Wendy is also one of my favorite characters is that she is very brave. Wendy left home to go to Neverland because she wanted to have an adventure. She wanted to be able to fly. Finally, Wendy is my second favorite character because she is a kind person. When Tootles shot her down with an arrow, she wasn't angry. She even told Peter Pan that he didn't have to send Tinker Bell away. She takes care of everyone. Wendy is a favorite character for all of those reasons.

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:

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:
