



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 3: Lesson 14

End of Unit Assessment, Part 2: Revising Poet Essays Based on Feedback



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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.4.2)

c. I can use linking words and phrases to connect ideas within categories of information (e.g., *another, for example, also, because*).

d. I can use precise, content-specific language/vocabulary to inform or explain about a topic.

I can develop and strengthen my writing by planning, revising, and editing with guidance and support from peers and adults. (W.4.5)

I can use conventions to send a clear message to my reader. (L.4.2)

a. I can use correct capitalization in my writing.

d. I can spell grade-appropriate words correctly.

I can use knowledge of language and its conventions when writing, speaking, reading, or listening. (L.4.3)

a. I can choose words and phrases to convey ideas precisely.

Supporting Learning Target

- I can use feedback from my teacher and peers to revise my essay for conventions, linking words, and words specific to poetry and biographies.

Ongoing Assessment

- Students' annotated poet essay drafts from End of Unit 3 Assessment, Part 1.
- End of Unit 3 Assessment, Part 2: Revising Poet Essays Based on Feedback



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing the Learning Target (5 minutes)</p> <p>2. Work Time</p> <p>A. Annotating for Conventions (10 minutes)</p> <p>B. End of Unit 3 Assessment, Part 2: Revising Poet Essays Based on Feedback (40 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Preparing for a Poet's Performance (5 minutes)</p> <p>4. Homework</p> <p>A. Prepare for your Poet's Performance by bringing home your Performance Task Poem sheet and your Performance Task Poet Essay sheets. Practice reading each of the following aloud to a friend, family member or a mirror, in order: your selected poem, your poet essay, and your inspired poem. Be sure to read with clarity and expression.</p>	<ul style="list-style-type: none">• In this lesson, students complete Part 2 of the End of Unit 3 Assessment to revise their poet essay to incorporate feedback on conventions (spelling and capitalization), linking words, and domain-specific vocabulary from both their teacher and peers.• In Work Time A, students are shown how to read the teacher's feedback and editing notes from the End of Unit 3 Assessment, Part 1: Writing a Conclusion Paragraph and annotate their original drafts to correct spelling and capitalization. To prepare for modeling this, write a sentence on the board (or interactive white board) with both spelling and capitalization mistakes (for example, "i was really inspired by william carlos william's poem the red wheelbarrow). Circle spelling mistakes and double underline capitalization errors.• Also for Work Time A, use a computer connected to a projector and the internet, or an interactive whiteboard, to model using an online dictionary to correct spelling. Students often struggle with finding the spellings of severely misspelled words using conventional dictionaries; however, if the technology is not available for students to use online dictionaries or spell check, consider adding more time for a mini lesson on how to correctly use a print dictionary to correct spelling.• If you would prefer that students word process their final copy of their essay, allow additional time or break this assessment up over several days.• In advance:<ul style="list-style-type: none">– Be sure to have students' copies of the essay the End of Unit 3 Assessment Part 1: Writing a Conclusion Paragraph (from Lesson 12) with your edits for spelling and capitalization prepared before this lesson.– Prepare an example sentence for modeling (see Work Time A).– Prepare an internet-connected computer with a projector or interactive whiteboard with an online dictionary cued up.– Reserve a computer lab or mobile computers or tablets for online dictionary use.– Ensure that you have enough copies of the Performance Task Poet Essay sheets on hand for students and additional on hand.– Review Back-to-Back, Face-to-Face protocol (see Appendix).– Post learning target.



Lesson Vocabulary	Materials
<p>conventions, capitalization, linking words</p>	<ul style="list-style-type: none"> • Performance Task rubric (from Lesson 8; one per student and one to display) • Internet-connected computer with projector (or a class set of conventional dictionaries) • Annotated essay drafts (from Lesson 13; students' own) • Essay drafts with teacher feedback (from Lesson 12; with teacher feedback on conventions; see Teaching Notes) • End of Unit 3 Assessment, Part 2: Revising Poet Essays Based on Feedback • Performance Task Poet Essay sheets (one set per student) • NYS Grades 4–5 Rubric for Expository Writing (for teacher reference)

Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Target (10 minutes)</p> <ul style="list-style-type: none"> • Post and read aloud the learning target: <ul style="list-style-type: none"> * “I can use feedback from my teacher and peers to revise my essay for conventions, linking words, and words specific to poetry and biographies.” • Ask students to get with a partner for Back-to-Back, Face-to-Face. For each of the following prompts, give them some think time, and then signal them to turn face-to-face to discuss. Once they have had a minute to discuss, signal students to get back-to-back and ask for a few to share their responses. Repeat the protocol until students have discussed all three prompts: <ul style="list-style-type: none"> * “What are conventions?” Listen for students to mention spelling, capitalization, and punctuation. Let them know that your feedback on their drafts from Lesson 12 is related to spelling and capitalization only, and that the class will be discussing this more before the assessment. * “What are some examples of linking words?” Listen for students to mention words from the Common Linking Words list (from Lesson 13), particularly words related to chronology. * “Use your own words to describe what this target means.” Listen for students to mention that this means they will rewrite their essays based on the annotations from the previous lesson as well as new feedback from you about their conventions. • Ask students to get out their Performance Task rubric, and remind them that their essays will be evaluated by reviewing the criteria for each section of the rubric. Tell students that today their revisions will focus on the last three targets in the essay portion of the rubric (linking words, vocabulary, and conventions). 	



Work Time	Meeting Students' Needs
<p>A. Annotating for Conventions (10 minutes)</p> <ul style="list-style-type: none"> • Tell students that before they revise their drafts for the End of Unit 3 Assessment, Part 2, they need to review and annotate those drafts based on your comments from the End of Unit 3 Assessment, Part 1. Explain that you have added notes to a copy of their drafts to help them edit for correcting spelling and capitalization. Explain that you have circled misspelled words and have double-underlined mistakes related to capitalization. • Write an example sentence on the board to show students what your feedback will look like and model annotating for correcting conventions mistakes. For example: <ul style="list-style-type: none"> – Write: “i was really <i>inspired</i> by <u>william carlos william</u>’s poem the red wheelbarrow.” – Review rules for capitalization with students (beginning of a sentence and proper nouns). – Then, using an internet-connected computer with projector, demonstrate how to look up misspelled words using an online dictionary: Type in the misspelled word and read through the definitions of the suggested correct spellings to find the right spelling for their word. Model writing the correct spelling above the misspelled word. 	
<p>B. End of Unit 3 Assessment, Part 2: Revising Poet Essays Based on Feedback (40 minutes)</p> <ul style="list-style-type: none"> • After modeling, ask students to get out their annotated essay drafts and distribute students’ copies of the essay drafts with teacher feedback from the End of Unit 3 Assessment, Part 1 in Lesson 12. . • Distribute the End of Unit 3 Assessment, Part 2: Revising Poet Essays Based on Feedback and review the directions with students. Then distribute Performance Task Poet Essay sheets to students and explain that they should write the final copy of their poet essay on these sheets (Note: students may need additional copies, have extras on hand, see teaching notes above). • Then have students move to sit at their internet-connected computers to begin their assessment. • During the assessment, circulate to observe students. Note if they are annotating their original drafts to incorporate your feedback, using the online dictionary to correct their spelling, and referencing their annotated drafts as they revise and complete the final copy of their essays. • If students finish early, ask them to read from their independent reading book for this unit. 	<ul style="list-style-type: none"> • If you wish to have students word process their final drafts, consider allowing them several days to complete this assessment.



Closing and Assessment	Meeting Students' Needs
<p>A. Preparing for a Poet's Performance (5 minutes)</p> <ul style="list-style-type: none"> • Congratulate students on their hard work completing their essays. Tell them that tomorrow they will have an opportunity to share their essays and the poems they have been practicing reading aloud in a Poet's Performance in the next lesson. • Review the final learning target on the Performance Task rubric in the "Poetry Performance" section, and tell students that they can practice and present their work in the next lesson to meet this final learning target for the performance task. • Collect students' copies of their final poet essays on the Performance Task Poet Essay sheets, as well as their Performance Task Poems (from Lesson 7 homework) to make copies for assessment purposes. Be sure to redistribute the originals before the end of the day, so that students can complete their homework. • Review homework. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Prepare for your Poet's Performance by bringing home your Performance Task Poem sheet and your Performance Task Poet Essay sheets. Practice reading each of the following aloud to a friend, family member or a mirror, in order: your selected poem, your poet essay, and your inspired poem. Be sure to read with clarity and expression. <p><i>Note: To evaluate students' essays, use the NYS Grades 4–5 Rubric for Expository Writing (for teacher reference).</i></p>	



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Supporting Materials



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End of Unit 3 Assessment, Part 2:
Revising Poet Essays Based on Feedback

Name: _____

Date: _____

Learning target assessed:

I can use feedback from my teacher and peers to revise my essay for conventions, linking words, and words specific to poetry and biographies. (W.4.2 c, d; W.4.5; L.4.2 a, d; L.4.3a)

Directions: Complete the following steps to revise your poet essays and complete a final copy.

1. Read the copy of your essay draft with teacher feedback from Part 1 of the assessment and notice teacher feedback on capitalization and spelling.
2. Annotate your original draft (with peer critique feedback) to correct your conventions mistakes (capitalization and spelling). Use the online dictionary to find the correct spelling of misspelled words.
3. Revise your draft based on your notes on linking words, poetry and biography words, and conventions corrections. Be sure that it is near and easy to read (there is no need to skip lines this time).
4. If you finish revising your essay early, silently read from your independent reading book.



CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
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	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
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	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- 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.