Lesson 7: **Writing a Poetry Presentation: Revising and Editing**

CCS Standards

- **RF.4.4:** Read with sufficient accuracy and fluency to support comprehension.

    a. Read grade-level text with purpose and understanding.

    b. Read grade-level prose and poetry orally with accuracy, appropriate rate, and expression on successive readings.

    c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

- **W.4.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

    a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

    b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

    c. Link ideas within categories of information using words and phrases (e.g., *another, for example, also, because*).

    d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

    e. Provide a concluding statement or section related to the information or explanation presented.

- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

- **W.4.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.

- **SL.4.4:** Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

Daily Learning Targets

- I can link ideas in my poetry presentation with linking words and phrases. (W.4.2c, W.4.5)

- I can use precise language and vocabulary to explain what inspired me to write my poem. (W.4.2d, W.4.5)

- I can read a new poem aloud fluently. (R.4.4, R.4.4a, R.4.4b, R.4.4c)

Ongoing Assessment

- Revised poetry presentation (W.4.2c, W.4.2d, W.4.5)

Agenda

1. **Opening**

   A. Reviewing Learning Targets (5 minutes)

2. **Work Time**

   A. Analyzing a Model: Linking Words and Phrases and Precise Vocabulary (20 minutes)

   B. Writing a Poetry Presentation: Peer Critique and Revision (20 minutes)

3. **Closing and Assessment**

   A. Reading Fluency Practice (15 minutes)

4. **Homework**

   A. Reading fluency practice. Choose a poem or an excerpt of a poem in your Unit 3 Homework to read aloud for fluency.

   B. If available, prepare some photographs, video, or objects of what inspired you to write your poem to bring in for the next lesson.

   C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Teaching Notes

Purpose of lesson and alignment to standards:

- In this lesson, students revise their poetry presentations for linking words and phrases and precise word choice. They begin by analyzing the model. They then peer critique each other's work before applying what they learn from the model to their own work (W.4.2d, W.4.2e, W.4.5).

- Students participate in their first peer review during Work Time B. Consider any additional guidelines to establish for this routine, as it will be returned to throughout the year.

- As in the previous lesson, at the end of this lesson, students are given a new poem to read aloud for fluency (RF.4.4). Because students will have to read a new, unfamiliar poem for fluency without assistance in the end of unit assessment, it is important that they receive this practice multiple times before the assessment. Students do not all need to be given the same amount of text. Consider how much of the reading fluency text to give each student based on what you know of his or her reading fluency ability.

- In this lesson, the habits of character focus is on working to become an effective learner and working to become an ethical person. The characteristics that students are reminded of specifically are collaboration as they work in pairs to analyze the conclusion of the model, and respect as they critique each other's work.

- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to poetry and creative writing. By participating in this volume of reading over a span of time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it.

How it builds on previous work:

- In Lessons 1–6, students wrote their poem and poetry presentations. This is the last lesson in which they will work on the written content of their poetry presentations.

- In Lesson 4, students generated criteria for reading fluently and practiced reading new poems aloud fluently. They will continue to practice reading a new poem aloud in this lesson.

- Continue to use Goal 1 and 2 Conversation Cues to promote productive and equitable conversation.

Areas in which students may need additional support:

- Consider giving some students smaller excerpts of the linking words and phrases model—for example, just the evidence paragraph.

- Some students may need additional support reading their fluency excerpts. Consider grouping these students together to read them through chorally as a group, rather than in pairs, to make this less intimidating.

Assessment guidance:

- Read the completed poetry presentations to ensure they are ready for students to present. Consider working with students who need additional support over the next few lessons to ensure their poetry presentation is ready.

- Consider using the Speaking and Listening Informal Assessment: Collaborative Discussion Checklist during students' peer critique in Work Time B. See Module 1 Appendix.

- Consider using the Reading: Foundational Skills Informal Assessment: Reading Fluency Checklist during students' fluency practice in Closing and Assessment A. See Module 1 Appendix.

Down the road:

- In the next lesson, students will read aloud a new poem for the End of Unit 3 Assessment on reading fluency. For the performance task in Lessons 10–11, students will read their poems and their presentations aloud for an audience. Consider inviting an audience to the poetry presentations—for example, families, teachers, other classes, and community members.

- The Linking Words and Phrases handout and the Peer Critique anchor chart introduced in this lesson will be referenced throughout the school year.

In advance:

- Post the learning targets.

- Strategically pair students for Work Times A and B with at least one stronger reader. Consider whether students can remain in the same pairings from Work Time or whether new partnerships will need to be created. For reading fluency in Closing and Assessment, students should be paired with someone reading the same excerpt.

- Determine how much of the poem to give to each student for reading fluency and prepare accordingly. A recommendation would be to give most students just the first stanza, and students who require an extension the entire poem.

- Review the Think-Pair-Share and Red Light, Green Light protocols. See Classroom Protocols.

- Post: Learning targets, Performance Task anchor chart, Working to Become Effective Learners, Peer Critique anchor chart, and Working to Become Ethical People anchor chart.

■ Work Time A: For students who will benefit from hearing the text read aloud multiple times, consider using a text to speech tool such as Natural Reader (www.naturalreader. com), SpeakIt! for Google Chrome (https://chrome.google.com/webstore/detail/speakit/ pgeolalilifpodheeocdmbhehgnkkbak?hl=en-US) or the Safari reader. Note that to use a web based text to speech to tool such as SpeakIt! or Safari reader, you will need to create an online doc—for example, a Google Doc, containing the text

■ Work Time B: Students revise their poetry presentations using word-processing software—for example, a Google Doc.

■ Closing and Assessment A: Record students reading aloud for them to listen back to using audio or video recording software or apps such as Audacity (http://audacity.sourceforge.net) or GarageBand (http://www.apple.com/mac/garageband/). If available, you may consider using a microphone to ensure a good-quality recording.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.4, 4.I.C.9, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, 4.II.A.2, and 4.II.C.6

Important points in the lesson itself

■ The basic design of this lesson supports ELLs by making linking language explicit. Understanding how linking language works is a key entry point into complex texts and the English-language system.

■ ELLs may find using linking words challenging as they are given 17 linking words and phrases in this lesson. ELLs may not have learned or may not remember the meaning of most of them. Consider highlighting one or two examples of effective use of linking words and one or two examples for improvement in ELL texts in advance.

Levels of support

For lighter support:

■ Invite students to substitute linking phrases that are synonymous with the linking phrases on the Linking Words and Phrases handout. (e.g., *For example = For instance*)

■ Invite students to work as the expert in home language groups with students who need heavier support. The expert can explain how to use key English linking language such as and, also, another, and so in contrast with the usage in the home language. Provide the expert with simple sentences to link as a demonstration for other students.

For heavier support:

▪ To use linking words effectively, ELLs need to begin to understand the English clause system. This concept may be new and possibly overwhelming for students. Unlike English, not all languages require a subject and a predicate to form an independent clause. However, nearly all languages use coordinating conjunctions to connect clauses. Use these facts as a departure point for talking with ELLs about English clauses. In general, students need to know that linking words can connect two independent clauses or an independent and a dependent clause. Remind them about their work in Units 1 and 2 on subject-predicates, independent clauses, and writing complete sentences. Be explicit about these grammar terms (or use equivalent terms, such as *complete thought* for *independent clause* and *incomplete thought* for *dependent clause*). Reassure students and encourage them to do their best, emphasizing that learning these terms and concepts will help them write clearly over time.

▪ Consider lightening the load for ELLs by highlighting the most frequently used linking phrases in the model poetry presentation and those that may be most useful in student texts (e.g., *and, also, another, so*). Consider providing time for ELLs to use their online or paper translation dictionary to translate the words.

▪ Provide routine practice with identifying independent clauses, dependent clauses, and the linking words that connect them. Example:

— "What's a good linking word or phrase to complete this sentence from Frederick? *It was cold in the wall, _____ no one felt like chatting.*" (*and*)

— "What are the subject and predicates?" (*It-was cold; no one-felt like chatting*)

— Which is the independent clause, and which is dependent?" (Both are independent because they are complete thoughts and make sense on their own. *It was cold in the wall. No one felt like chatting.*)

▪ Remove the linking words from a copy of the model essay, substituting the words with blank lines, and allow ELLs to add the correct linking word back into the blanks.

Universal Design for Learning

▪ **Multiple Means of Representation (MMR):** One of the learning targets in this lesson is to identify places in the poem that require linking words. Students will need to identify points in their own writing as well as their peers' where linking words are appropriate. Help students comprehend the meaning of the word *link* in the context of this learning goal. For instance, have them physically link arms and discuss how that imagery relates to their writing. Additionally, brainstorm a list of linking words and their meanings. Chart this information so students can reference it as they work.

- ▪ **Multiple Means of Action and Expression (MMAE):** During the fluency section of this lesson, students prepare for their end of unit assessment. To help students make the most out of this fluency practice, think about individualizing their activities. For instance, some students may benefit from sketching parts of the poem to increase comprehension. Additionally, you may want to do choral reading led by differentiated peer mentors or the instructor. You may also want to select another poem at the students' reading level if the selection is above their independent reading level.

- ▪ **Multiple Means of Engagement (MME):** Students will be asked to provide and receive peer critique in this lesson. For students who may need additional support with writing, this may be a stressful exercise. Build a supportive and inclusive classroom environment by reminding students that they are all working on becoming better writers. Be sure to praise growth and development rather than relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- ▪ link ideas, precise (L)

Materials

- ☑ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ☑ Linking and Words and Phrases model (one per student and one to display)
- ☑ Linking and Words and Phrases model (example, for teacher reference)
- ☑ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 1)
- ☑ Sticky notes (two colors, preferably blue and orange; five of each color per student)
- ☑ Linking Words and Phrases handout (one per student and one to display)
- ☑ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ☑ Peer Critique anchor chart (new; co-created with students during Work Time B)
- ☑ Peer Critique anchor chart (example, for teacher reference)
- ☑ Highlighters (blue and orange; one of each per student)
- ☑ Directions for Peer Critique (one to display)
- ☑ Poetry presentations (begun in Lessons 4; one per student)
- ☑ Red, yellow, and green objects (one of each per student)
- ☑ Reading Fluency Poem 3 (one per student)
- ☑ Fluent Readers Do These Things anchor chart (begun in Lesson 4)
- ☑ Fluent Readers Do These Things handout (from Lesson 5; optional; for students needing additional support)

Opening

A. Reviewing Learning Targets (5 minutes)

■ Direct students' attention to the posted learning targets and select a volunteer to read them aloud:

"I can link ideas in my poetry presentation with linking words and phrases."

"I can use precise language and vocabulary to explain what inspired me to write my poem."

"I can read a new poem aloud fluently."

■ Focus students on the first learning target and underline the words *link ideas*.

■ Using a total participation technique, invite responses from the group:

"What does it mean to link ideas? Why is this important in a presentation?" (connect ideas to show a clear through line in a presentation so that the audience always understands the point/main idea you are making and how each new idea you present is connected to that main idea)

■ If productive, cue students to clarify the conversation by confirming what they mean:

"So, do you mean _____?" (Responses will vary.)

■ Underline the word *precise* in the second target and remind students that they discussed this when working on their poems. Using a total participation technique, invite responses from the group:

"What does precise *mean? Why is it important to use precise language and vocabulary in a presentation?" (exact and accurate, and it is important to be exact and accurate in a presentation so that the audience walks away understanding the point you were trying to make)*

■ Using a total participation technique, invite responses from the group:

"What is the purpose of this presentation?" (to present our poems and to explain what inspired us to write the poems and where you can see evidence of that inspiration in the poetry)

■ Focus students on the **Performance Task anchor chart** and quickly review it to remind them of how this work is culminating.

Meeting Students' Needs

■ For ELLs and students who may need additional support with new vocabulary: Emphasize the different forms and meanings of the word *link*. Examples:

— "Let's stand up and *link* arms. What part of speech is *link* in the first learning target? What part of speech is *link* when we *link* arms?" (verb)

— "What other part of speech can *link* be? What does it mean?" (a relationship or connection between two things; also, a loop in a chain)

— "Look at the *links* we made with our arms when we *linked* arms. As we write today, think about this question: How are our *linked* arms like our *linked* ideas when we write?" (MMR)

Work Time

A. Analyzing a Model: Linking Words and Phrases and Precise Vocabulary (20 minutes)

■ Move students into pre-determined pairs. Invite them to label themselves A and B.

■ Distribute and display the **Linking Words and Phrases model**. Explain that Example 1 is before the author revised his work for linking words and phrases, and precise vocabulary and Example 2 is after the revision.

■ Read the first two sentences of Example 1 and then Example 2 aloud for the group. Using a total participation technique, invite responses from the group:

"What do you notice about the difference in how they sound?" (Example 1 is very jolting—stops and starts—while the second flows better.)

"Why does Example 2 flow more smoothly? Can you identify any specific words or phrases in Example 2 that aren't in Example 1?" (linking words and phrases like and *and so.) Refer to Linking Words and Phrases model (example, for teacher reference) as necessary.*

■ Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of collaboration. Remind them that because they are going to be working in pairs, they need to ensure they are working collaboratively. Remind students of the "What does it look like?" and "What does it sound like?" columns to guide their actions.

■ Post the following questions:

— "What differences do you notice between the two examples?"

— "How do the changes made improve Example 2?"

■ Tell students that they will underline a change made on Example 2 and then write on the appropriate colored sticky note how that change improves Example 2. Then they will identify another and repeat this process.

■ Read the first paragraph of each example. Using a total participation technique, invite responses from the group:

"What differences do you notice?" Refer to Linking Words and Phrases model (example, for teacher reference).

■ Underline the differences students identify on Example 2 of the displayed Linking Words and Phrases model.

■ Focus students on the underlined word *and* and using a total participation technique, invite responses from the group:

"What does the word and *help us to understand? How does it change the meaning?" (And helps us understand that the poet was inspired to write about his horse because he spends a lot of time with him. It changes the meaning because without* and *we don't understand that spending a lot of time with the horse inspired him. It was a sentence on its own before like it wasn't connected.)*

■ Write this on a (blue) **sticky note** and stick it onto the displayed paper in the margin.

- Focus students on the shaded word *particularly* and using a total participation technique, invite responses from the group:

  "What does the word particularly help us to understand? How does it change the meaning?" (particularly helps us understand that the poet may love many things about his horse, but one thing he likes a lot is to watch him run. Without particularly, we could believe that he only loves to watch his horse run.)

- Write this on a different colored (orange) sticky note and stick it onto the displayed paper in the margin on the other side of the text.

- Tell students they are going to work with their partner to do the same thing to the rest of the model presentation. Distribute sticky notes. Remind students that there are two colors—one for linking words and phrases, and one for precise words and vocabulary.

- Invite pairs to begin working.

- Circulate to support students in reading and comparing the examples.

- After 15 minutes, refocus whole group. Cold call students to share the differences they identified with the group and underline on the displayed model and add sticky notes. Don't work through the whole thing; work through just enough examples of both linking words and phrases, as well as precise language and vocabulary, to help students understand how both have improved the presentation.

- Distribute and display the **Linking Words and Phrases handout**.

- Explain that the words in the first column are more for writing stories or recounting something that happened to show the order or time it happened in. The second column is for connecting ideas and making informative writing flow more smoothly, which is what they will be doing today.

- Select volunteers to read the words and phrases in the second column aloud and briefly discuss the meaning of each one.

Meeting Students' Needs

- For ELLs: Ask:

  "Think back on how we linked arms. How are our linked arms similar to our linked ideas when we write?" (Responses will vary, but may include: Linking words connect our ideas into a unified sentence or presentation like our linked arms connect students into a unified class.)

- For ELLs and students who may need additional support with new vocabulary: To ensure that the general purpose of a linking word is transparent, cue students (MME):

  "Why are linking words and phrases important?" (to make writing clearer, help the reader go easily from one idea to the next, and explain how one idea makes sense with the next idea)

- For ELLs and students who may need additional support with writing: Invite partners to identify smooth and awkward transitions in their text and suggest appropriate linking words. Provide sentence frames to facilitate such discussions. Examples:

  — "Where is my writing choppy?"

  — "Why did you use this linking phrase?"

— "Consider adding the linking word ____ here."

— "I think you should use the linking phrase _____ here."

— "I like the linking phrase _____ you used here. It makes the writing sound smooth." (MMAE)

B. Writing a Poetry Presentation: Peer Critique and Revision (20 minutes)

■ Tell students they are going to continue working in pairs to revise their poetry presentations. Explain that when they work together to review and critique work, this is called a *peer review* or a *peer critique*. Ensure students understand that a peer is someone else in the class.

■ Invite students to Think-Pair-Share, leaving adequate time for each partner to think, repeat the question, and share:

"Why do we peer critique? How does it help?" (It gives us a second pair of eyes on our work to see things we missed. Peers also have different strengths, so they can help us with things we find challenging.)

"What is the purpose of giving peer feedback? Why is it more effective than revising our own work alone?" (It helps someone else improve his or her work, and it is better than trying to do it on your own because sometimes you can't see your own mistakes, and someone else can see them more clearly.)

■ If productive, cue students to expand the conversation by giving an example:

"Can you give an example?" (Responses will vary.)

■ Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of respect and compassion. Remind them that the purpose of peer feedback is to help the other person improve his or her work, so when we provide feedback we have to be careful to ensure we are respectful and compassionate.

■ Emphasize that peer critique is not about telling someone how bad the work is—it is about celebrating the good things about this person's work and helping him or her to make it even better.

■ Invite students to Think-Pair-Share, leaving adequate time for each partner to think, repeat the question, and share:

"How can we effectively give peer feedback? What things should we think about and be aware of? What strategies can we use?"

"What does this look like? What does this sound like?"

■ As students share out, capture their responses on the **Peer Critique anchor chart**. Refer to **Peer Critique anchor chart (example, for teacher reference)** for guidance.

■ Distribute **highlighters**.

■ Post and read aloud the **Directions for Peer Critique**. Invite students to suggest a symbol for each direction to help them remember what to do.

■ Invite students to retrieve their **poetry presentations** and begin working through the peer critique with their partner.

■ Circulate to support students as they work together to revise work.

■ Distribute **red, yellow, and green objects**.

■ Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the first two learning targets. Remind students that they participated in this protocol in Lesson 5 and review what each color represents as necessary (red = stuck or not ready; yellow = needs support soon; green = ready). Refer to the Classroom Protocols document for the full version of the protocol.

■ Focus students on the first learning target and guide them through the Red Light, Green Light protocol, using the red, yellow, and green objects.

■ Repeat for the next learning target.

Meeting Students' Needs

■ For ELLs and students who may need additional support with writing: Invite them to explain the Directions for Peer Critique to one another. (MMAE)

■ Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better writer. Be sure to highlight and praise growth and development rather than relative performance. (MME)

Closing and Assessment

A. Reading Fluency Practice (15 minutes)

■ Move students into pairs according to their reading fluency excerpt. Invite them to label themselves A and B.

■ Distribute and display **Reading Fluency Poem 3**. Tell students that it is a poem by a famous poet named Paul Laurence Dunbar, who was a famous African American poet who lived over 100 years ago. Though he could not afford college, he worked hard and became a famous poet. He sometimes celebrated an African American variety of English by using it to write poems.

■ Invite students to spend a couple of minutes reading their excerpt to themselves to familiarize themselves with the words and what they mean.

■ Using a total participation technique, invite responses from the group:

"What do you think this poem is about? Why?" (Student responses will vary, but may include that it is about losing someone special.)

■ Tell students they are going to whisper read their excerpt chorally with their partner.

■ Remind them of the criteria on the **Fluent Readers Do These Things anchor chart** and distribute the **Fluent Readers Do These Things handout** as necessary.

■ Invite students to whisper read in pairs.

■ Circulate to support students in reading aloud and listen for common issues to be used as teaching points in the next lesson.

■ Refocus the group and read the longest excerpt aloud for the whole group so they can hear how it should sound.

- Using a total participation technique, invite responses from the group:

  "What do you think inspired this poet? What evidence from the poem can you see to support your claim?" (It was inspired by someone very important or special to him that he found and then lost. He says, "I found you and I lost you.")

- If productive, cue students to listen carefully:

  "Who can repeat what your classmate said?" (Responses will vary.)

- Tell students that they will each read their poem or excerpt aloud twice. During the first listen, the listener should think about what the reader is doing well using the criteria on the anchor chart, and provide that feedback immediately. During the second listen, the listener should think about what the reader could do better using the criteria on the anchor chart, and provide that feedback immediately.

- Partner A will go first, then partner B.

- Invite pairs to begin reading, listening, and providing feedback.

- Circulate to support students in reading aloud.

- Refocus whole group. Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the final learning target. Review what each color represents (red = stuck or not ready; yellow = needs support soon; green = ready) as necessary. Refer to the Classroom Protocols document for the full version of the protocol.

- Focus students on the final learning target and guide them through the Red Light, Green Light protocol, using the red, yellow, and green objects.

- Repeat, inviting students to self-assess against how well they collaborated and showed respect in this lesson.

- Tell students that in the next lesson they will be reading a new poem/excerpt aloud for the End of Unit 3 Assessment. Remind them that this is to prepare them for reading aloud their own poems in the poetry presentation in Lesson 10.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Invite them to act out and sketch parts of the poem. Tell them that much of the language in this poem is old and that people usually don't speak or write this way in English any longer. Encourage students to focus mainly on the gist and meaning of the poem, spending just a few minutes figuring out the meaning of key unfamiliar words in context or using a translation dictionary to understand unfamiliar words. (MMAE)

- For ELLs: Focus on whether the student can be understood relatively clearly while reading. Celebrate differences in accents. If corrections are necessary to allow the reader to be comprehensible, focus more on the greater impact of intonation and stress in phrases and sentences, rather than on the pronunciation of single words. Example: *But when-I dream-of YOU, dear, It is ALWAYS BRIMMING MAY.*

  — *Wh*en is linked to *I; dream* is linked to *of* ("whineye" and "dreamov").

  — You and always brimming May are stressed.

  — Voice intonation goes up until *you*, then down on *dear*, then up again but back down on *May*.

- For ELLs and students who may need additional support with reading: To provide heavier support, model reading the first line or two of the poem and have students repeat it back to you or chorally read with you. (MMAE)

- For ELLs: To provide heavier support and decrease the complexity of the task, give students the choice to focus on only one or two of the criteria on the Fluent Readers Do These Things anchor chart. (MMAE)

Homework

A. Reading fluency practice. Choose a poem or an excerpt of a poem in your Unit 3 Homework to read aloud for fluency.

B. If available, prepare some photographs, video, or objects of what inspired you to write your poem to bring in for the next lesson.

C. Accountable Research Reading. Select a prompt and respond in the front of your independent reading journal.

Meeting Students' Needs

- For ELLs and students who may need additional support with reading: Read aloud and discuss the gist of the excerpt students choose. Encourage developing readers to focus more on the meaning of the fluency passage, spending time figuring out the meaning of unfamiliar words in context or using a translation dictionary to understand unfamiliar words. Consider providing students with a recording of the excerpt to practice with. (MMAE)

- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)