Lesson 3: Mid-Unit 3 Assessment: Revising a Poem for Word Choice and Punctuation

CCS Standards

- **W.4.4:** Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.
- **L.4.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
  a. Choose words and phrases to convey ideas precisely.
  b. Choose punctuation for effect.
  c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).
  d. Spell grade-appropriate words correctly, consulting references as needed.

Daily Learning Targets

- I can revise words and phrases in my poem to convey ideas precisely. (W.4.4, L.4.3, L.4.3a, L.4.3b, L.4.3c)
- I can revise punctuation in my poem for effect. (W.4.4, L.4.3, L.4.3a, L.4.3b, L.4.3c)

Ongoing Assessment

- Mid-Unit 3 Assessment Part I: Final draft of poem (W.4.4, L.4.3, L.4.3a, L.4.3b, L.4.3c)
- Mid-Unit 3 Assessment Part II: Revisions and Rationale graphic organizer (L.4.3, L.4.3a, L.4.3b, L.4.3c)

Agenda

1. **Opening**
   A. Engaging the Writer: Mid-Unit 3 Assessment (5 minutes)
   B. Reviewing Learning Targets and Returning End of Unit 2 Assessments (10 minutes)
2. **Work Time**
   A. Mini Lesson: Word Choice and Punctuation (20 minutes)
   B. Mid-Unit 3 Assessment: Revising a Poem for Word Choice and Punctuation (20 minutes)
3. **Closing and Assessment**
   A. Reflecting on Learning (5 minutes)
4. **Homework**
   A. 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 continue to consider the question "What inspires me to write poetry?" as they revise their poems for the Mid-Unit 3 Assessment (W.4.4, L.4.3, L.4.3a, L.4.3b, L.4.3c). Before the assessment, students engage in a mini lesson about choosing words and phrases to convey ideas precisely and choosing punctuation for effect by analyzing one of the famous poems from *Love That Dog*.

- In Opening B, students' End of Unit 2 Assessments are returned with feedback. The purpose of this is for students to have the opportunity to see how they performed in order to improve in their next assessment, and to ask questions if they don't understand the feedback.

- Students who finish quickly or require an extension can write a second poem using the other idea brainstormed in the previous lesson.

- 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 integrity as they complete an assessment independently, and perseverance as they work independently to complete their assessments.

- 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 1–2, students planned and wrote their first drafts of their poems. In this lesson, they revise their poems for word choice and punctuation.

Areas in which students may need additional support:

- If students receive accommodations for assessments, communicate with the cooperating service providers regarding the practices of instruction in use during this study as well as the goals of the assessment.

- For some students, this assessment may require more than the 20 minutes allotted. Consider providing time over multiple days if necessary.

Assessment guidance:

- Refer to the Assessment Overview and Resources for all supporting materials (student copy, answer key, student exemplar) for this lesson.

- Be prepared to return these assessments with feedback in Lesson 10.

Down the road:

- Students will read their poems aloud in a presentation for the performance task at the end of this unit. As part of the performance task, students will also present a speech with visuals in which they explain what inspired them to write their poem and where you can see evidence of how they were inspired in their poem.

In advance:

- Prepare:

  — End of Unit 2 Assessments with feedback from Unit 2, Lesson 14.

  — Mid-Unit 3 Assessment (see Assessment Overview and Resources).

- Review the Red Light, Green Light protocol. See Classroom Protocols.

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

Technology & Multimedia

- Work Time B: Students write the final draft of their poems using word-processing software—for example, a Google Doc.

- Work Time B: Students use Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (https://dictation.io/speech).

Supporting English Language Learners

Supports guided in part by CA ELD Standards 4.I.A.4, 4.I.B.5, 4.I.B.6, 4.I.B.7, 4.I.B.8, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, 4.II.B.4, and 4.II.B.5

Important points in the lesson itself

- The basic design of this lesson supports ELLs through opportunities to discuss learning targets and practice some explicit techniques for writing clearly, which students then attempt independently in the Mid-Unit 3 Assessment.

- ELLs may find the Mid-Unit 3 Assessment challenging, as it may be a leap from the heavily scaffolded classroom interaction. ELLs will be asked to not only independently apply cognitive skills developed in Lessons 1 through 3, but to independently apply new linguistic knowledge introduced.

- Allow students to review language they've written on the word wall or in their vocabulary log.

- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves.

- After the assessment, ask students to discuss which assessment task was easiest and which was most difficult, and why. In future lessons and for homework, focus on the language skills that will help students address these assessment challenges.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** In order to get the most informative data from the assessment, ensure all students have access to the assessment directions and feel comfortable with the expectations. Vary the ways in which you convey your expectations (e.g., engage in a clarifying discussion about the directions or create a map of the assessment to preview the tasks on the assessment).

- **Multiple Means of Action and Expression (MMAE):** Revising writing is a complex process. Think about ways that you can remove barriers to help students best demonstrate their abilities. For instance, you can offer tools to support fine motor skills for writing. These include pencil grips, slanted desks, word processor, etc.

- **Multiple Means of Engagement (MME):** Assessments can be overwhelming to some students. Supply students with tools to support self-monitoring during the assessment (e.g., checklists or visual timers for each portion of the assessment). Also, provide tools that minimize distractions during the assessment (e.g., sound-canceling headphones or dividers).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- convey, precisely, for effect (L)

Materials

- ☑ Mid-Unit 3 Assessment: Revising a Poem for Word Choice and Punctuation (see Assessment Overview and Resources; one per student and one to display)
- ☑ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ☑ End of Unit 2 Assessments with Feedback (one per student; completed in Unit 2, Lesson 14)
- ☑ Model for Critique: Poem (one per student and one to display)
- ☑ Model for Critique: Poem (example, for teacher reference)
- ☑ Thesaurus (one per pair)
- ☑ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ☑ Poem (begun in Lesson 1; added to during Work Time B; one per student)
- ☑ Paper (blank and lined; one piece of each per student)
- ☑ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 1)
- ☑ Red, yellow, and green objects (one of each per student)

Opening

A. Engaging the Writer: Mid-Unit 3 Assessment (5 minutes)

- Distribute the **Mid-Unit 3 Assessment: Revising a Poem for Word Choice and Punctuation**. Show students there are two parts, and help students understand that the two parts are linked.

- Read the directions aloud for students as they read along silently in their heads. Tell students they will complete the assessment later in the lesson.

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

  "From what you have heard about what you are going to do, what is the purpose of this assessment?" (to improve poems by choosing precise words and phrases, and by using punctuation for effect)

- Remind students of where this is all heading by focusing their attention on their **Performance Task anchor chart** and reading through what they will do for the performance task.

Meeting Students' Needs

- For ELLs and students who need support with executive function skills: As you explain, display a "map" of the assessment on the board. Provide timers to increase predictability for the assessment process. (MME, MMAE)

- Example—

  Two parts:

  1. Revise your poem.

     A. Revise for word and phrase choice.

     B. Revise for punctuation.

     C. Write a final draft.

  2. Explain your revisions n the form.

     A. Identify your revisions.

     B. Explain your revisions.

B. Reviewing Learning Targets and Returning End of Unit 2 Assessments (10 minutes)

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

  "I can revise words and phrases in my poem to convey ideas precisely."

  "I can revise punctuation in my poem for effect."

- Underline the words *convey* and *precisely*.

- Focus students first on the word *precisely*. Using a total participation technique, invite responses from the group:

  "What does precisely *mean? If we are precise about how we do something, how do we do it?" (We are very exact.) Students may need to use a dictionary to determine the meaning of this word.*

  "What is an antonym for the word precise? *Remember that an antonym is a word that means the opposite." (vague)*

- Focus students on the word *convey*. Using a total participation technique, invite responses from the group:

  "What word could you replace this with for the learning target to still have the same meaning?" (communicate)

  "So what are we going to be doing to meet this learning target?" (revise words and phrases in poems to communicate ideas exactly without vagueness)

- Underline the words *for effect* in the second learning target.

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

  "What does this mean? If we do something for effect, why are we doing it?" (We are doing it in a way to get a certain response, and we think about the intention that we have and how to ensure that this intention is understood.)

- Record those words on the Academic Word Wall. Invite students to add translations of the words in their home languages in a different color next to the target vocabulary. Invite students to add the words to the front of their vocabulary logs.

- Return students' **End of Unit 2 Assessments with Feedback**.

- Invite students to spend a few minutes reading the feedback. If they require teacher support to understand the feedback, encourage them to write their names on the board so you can visit with them in this lesson.

Meeting Students' Needs

- For ELLs: Say: "The words *for* and *effect* are often used together as a phrase and can be learned as a phrase, e.g., *Sharon Creech uses the phrase* wag-wag-wagging *for effect in* Love That Dog. *The phrase gives the poem a nice rhythm, like a wagging dog tail.*

- For ELLs and students who may need additional support with comprehension: Buy or ask for large paint chips from a local hardware or paint store, or print them online. Write the words *convey*, *tell*,and *reveal*, each one on a different shade of the paint chip. Place them on the wall and discuss the shades of meaning in relation to the learning target. (MMR)

- For ELLs and students who may need additional support with comprehension: Say: "I wonder why we should revise words and phrases to convey ideas precisely?" Tell students that you will give them time to discuss with a partner before you cold call. After inviting responses, write student ideas on the board. This will help make the purpose of this task more explicit and relevant to students.(We want our words and phrases to describe exactly what we are thinking. If we choose the most accurate words and phrases, readers may feel a strong effect.) (MMR, MME)

- Build an accepting and supportive by reminding students that everyone is working toward individual goals and that learning is about continued growth and development. (MME)

Work Time

A. Mini Lesson: Word Choice and Punctuation (20 minutes)

- Group students into triads. Invite them to label themselves A, B, and C.

- Remind students of the two things they will be revising their poems for this lesson: words and phrases to convey ideas precisely, and punctuation for effect.

- Distribute and display the **Model for Critique: Poem**.

- Read the unrevised poem aloud.

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

   "What is this poem about—what is the topic? What was the poet inspired by? How do you know?" (a running horse; the title says it)

- Invite students to close their eyes and then read the poem again. Invite students to picture what the poet is describing.

- Tell students that they are going to begin with identifying places where the words and/or phrases could be improved to convey the ideas more precisely.

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

   "What is the idea that the poet is trying to convey here for the reader?" (how fast and powerful this horse looks when he runs)

- Clarify that students are going to be looking to revise words and phrases to help the poet more precisely convey the idea that the horse looks magical and magnificent when he runs.

- Provide an example. Underline the word *red*, and explain that this is vague because there are many shades of red—for example, fire engine red, tomato red and burgundy red—and that to help the reader picture the horse more clearly, the poet could describe the shade of red or use a comparison.

- Give students 2 minutes to read the model poem and to think about where they would make changes if they were the poet, to make the words and phrases more precisely convey this idea.

- Invite partner B to share one place in the poem in which the words and/or phrases could be revised to more precisely convey the idea with the triad. Invite the rest of the triad to underline the area suggested.

- Invite partner C to do the same, and then partner A.

- Cold call students to share the areas they have underlined and underline them on the displayed model.

- Select two areas that you want students to work on and circle them.

- Give students 2 minutes to read through the first area of the poem you have identified and to think about the words they would revise if they were the poet, to make the words and phrases more precisely convey this idea.

- Invite students to use a **thesaurus** if they think it will be helpful and to make notes on the model.

- Invite partner A to share his or her suggestions for words or phrases to more precisely convey the idea with the triad. Invite him or her to explain how the word or phrase makes the meaning of the poem more precise.

- Invite partner B to do the same, and then partner C.

- Cold call students to share some of their suggestions and choose one to revise the model, rewriting in the space underneath each line. Refer to **Model for Critique: Poem (example, for teacher reference)** as necessary.

- Repeat with the second section, but this time have partner C share with the triad first, then partner A, and then partner B.

- Next, focus students on punctuation for effect. Remind them that *for effect* means you have an intended purpose or effect that you want to create.

- Read the poem aloud for students again.

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

  "What do you notice about the punctuation in this poem at the moment?" (There is none.)

  "What is challenging about this? What does punctuation do for the reader in poems?" (It is difficult to know how the poet wants us to read it because punctuation in poems helps the reader to know how to read it.)

  "What kinds of punctuation can we use to help the reader understand how to read it? What effect does that punctuation have?" (commas or periods for the reader to pause or take a breath, and exclamation marks to show the reader to read it with a sense of excitement)

- Record student punctuation suggestions, and the effect each creates, on the board.

- Explain that you are going to read the poem again twice for the group and you want them to mark on their poems where they might add a comma for a pause, a period for a breath, or an exclamation mark to show excitement.

- Invite students to share their thinking with the rest of the triad and to add punctuation to the model poem accordingly.

- Cold call students to share their ideas with the whole group and revise the displayed model according to student ideas. Refer to Model for Critique: Poem (example, for teacher reference) as necessary.

- Using the revisions made to the model poem, review with students how to fill out the form for Part II of the mid-unit assessment.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: After discussing the word *red*, consider providing heavier support by continuing with a model and think-aloud, revising the word with *fiery red*. (MMR)

- Provide differentiated mentors by purposefully pre-selecting student partnerships. Consider meeting with the mentors in advance to encourage them to engage with their partner and share their thought process. (MMAE)

- For ELLs and students who may need additional support with writing: In preparation for the Mid-Unit 3 Assessment, consider offering heavier support: Invite students to use sentence frames to practice explaining how the revised words and phrases make the meaning of the poem more precise and how punctuation will affect the reader. Examples:

  — "This word (*fiery/like the wind*)makes the meaning of the poem more precise by _____ (making the red blur seem like fire/showing how he moves)."

  — "This punctuation helps the reader see _____." (MMAE)

- For ELLs and students who may need additional support with memory: Review the definition of *punctuation* and point out some examples in *Love That Dog* or another poem. Model and think aloud the process of adding punctuation to "Running Horse." (MMR)

B. Mid-Unit 3 Assessment: Revising a Poem for Word Choice and Punctuation (20 minutes)

- Explain that students are now going to do the same with their own poems, following the directions on the mid-unit assessment prompt (which is exactly the same process they just followed with the model, but this time they will be working independently).

- Remind students of the two things they will be revising their poems for this lesson: words and phrases to convey ideas precisely, and punctuation for effect.

- Focus students on the **Working to Become Ethical People anchor chart** and remind them specifically of integrity. Remind students that because this is an assessment, they need to do this work themselves. Remind students of the "What does it look like?" and "What does it sound like?" columns to guide their actions.

- Invite students to retrieve their **poems** and distribute **paper** for the final draft.

- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of perseverance. Remind them that because this is an assessment, they need to do this work themselves and they need to persevere. Remind students of the "What does it look like?" and "What does it sound like?" columns to guide their actions.

- Invite students to begin revising their poems.

- Circulate to support students who need help with rereading the directions or writing their ideas for revision on their work.

- Collect students' final drafts and the revision and rationale (Part II) forms.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Read the assessment directions aloud. (MMR)

- Ensure that ELLs and students who may need additional support with comprehension clearly understand all assessment directions. Rephrase directions for them. Monitor during the assessment to see that students are completing the assessment correctly. Stop students who are on the wrong track and make sure they understand the directions.

- Minimize distractions during the assessment by providing tools such as sound-canceling headphones or individual dividers. (MME)

- For students who may need additional support with fine motor skills, consider providing tools to support their writing (e.g., pencil grips, slanted desk, or word processor). (MMAE)

Closing and Assessment

A. Reflecting on Learning (5 minutes)

▪ 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 learning targets. Remind students that they used this protocol in the previous lesson. 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 first learning target and guide students through the Red Light, Green Light protocol, using the red, yellow, and green objects.

▪ Repeat for the other learning target, and to self-assess against how well they showed integrity and persevered in this lesson.

Meeting Students' Needs

▪ Some students may feel uncomfortable publicly sharing their familiarity with the learning targets. Consider providing a form where they can check red, yellow, or green for the different learning targets and hand it in to the teacher. This will help minimize risk but also provide informative feedback for future instruction. (MME)

Homework

A. 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 and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)