

Lesson 5: Writing a Poetry Presentation: Proof Paragraph



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.
- **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.
- **L.4.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
 - a. Use relative pronouns (*who*, *whose*, *whom*, *which*, *that*) and relative adverbs (*where*, *when*, *why*).
 - b. Form and use the progressive (e.g., *I was walking*; *I am walking*; *I will be walking*) verb tenses.
 - c. Use modal auxiliaries (e.g., *can*, *may*, *must*) to convey various conditions.
 - d. Order adjectives within sentences according to conventional patterns (e.g., *a small red bag* rather than *a red small bag*).
 - e. Form and use prepositional phrases.
 - f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.
 - g. Correctly use frequently confused words (e.g., *to*, *too*, *two*; *there*, *their*).



Daily Learning Targets

- I can write a proof paragraph for a presentation about what inspired me to write my poem, using complete sentences. (W.4.2a, W.4.2b, W.4.4, L.4.1f)
- I can read a new poem aloud fluently. (R.4.4, R.4.4a, R.4.4b, R.4.4c)

Ongoing Assessment

- Proof Paragraph Planning graphic organizer (W.4.2a, W.4.2b)
- Poetry presentation proof paragraph (W.4.2a, W.4.2b, W.4.4, L.4.1f)

Agenda

1. Opening

- A. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Analyzing a Model: Proof Paragraph (10 minutes)
- B. Writing a Poetry Presentation: Planning the Proof Paragraph (20 minutes)
- C. Writing a Poetry Presentation: Writing the Proof Paragraph (15 minutes)

3. Closing and Assessment

- A. Reading Fluency Practice (10 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. 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 consider the question “What inspired you to write poetry, and where can you see evidence of this in your poem?” as they continue writing their presentations for the performance task. They analyze the proof paragraph of the model poetry presentation in partners, generating criteria for an effective proof paragraph before planning and writing their own presentations in complete sentences (W.4.2a, W.4.2b, W.4.4, L.4.1f).
- 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.
- Some students may not need to write this paragraph piecemeal with the rest of the class, as directed, and may find this structure too restrictive. Consider inviting these students to

write their proof paragraph at their own pace, but with the same time limit for completion. These students may also want to choose three pieces of evidence from their poem to discuss in their presentations, rather than two.

- In this lesson, the habit of character focus is on working to become an effective learner. The characteristics that students are reminded of specifically are collaboration, as they work in pairs to analyze the structure of the model, and perseverance, as they write their proof paragraphs.
- 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.
- Lessons 1, 2, and 4 featured built-out instruction for Goal 2 Conversation Cues. Moving forward, this will appear only as reminders after select questions. Continue using Goal 1 and 2 Conversation Cues to promote productive and equitable conversation. Refer to the Lesson 1 Teaching Notes and the Module 1 Appendix for additional information on Conversation Cues.

How it builds on previous work:

- In Lesson 4, students analyzed the structure of the model presentation and wrote the introduction to their own presentation speeches. In this lesson, they write the proof paragraph of their presentations.

Areas in which students may need additional support:

- Students may need additional support with writing their proof paragraphs. Consider inviting students who may need this additional support to sit together in one area of the room where you can provide them with additional support and guidance.
- Students may need additional support with reading their fluency excerpts. Consider grouping these students together to read them chorally as a group, rather than in pairs, to make it less intimidating.

Assessment guidance:

- Read the proof paragraphs to ensure students are ready to write the conclusion of their presentation in the next lesson. Look for common issues to use as teaching points.
- Consider using the Writing Informal Assessment: Writing and Language Skills Checklist during independent writing in Work Time C (see Module 1 Appendix).

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 speech-enhanced 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 the next lesson, students will write the conclusion, and then they will revise their presentations before adding visuals.

In advance:

- Strategically pair students for Work Time 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 practice in Closing and Assessment, students should be paired with someone reading the same excerpt.
- Prepare a handout version of the Fluent Readers Do These Things anchor chart for those students who may find it challenging to refer to criteria on an anchor chart and may find it easier to have the criteria in front of them.
- Determine how much of the poem to give to each student for reading fluency practice in Closing and Assessment and prepare accordingly. A recommendation would be to give most students just the first five lines up to “Dance!” and students who require an extension the entire poem.
- Review the Red Light, Green Light protocol. See Classroom Protocols.
- Post: Learning targets, Performance Task anchor chart, Working to Become Effective Learners anchor chart, Poetry Presentation Structure anchor chart, and Fluent Readers Do These Things anchor chart.

Technology & Multimedia

- 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/pgeolalilifpodheeocdmbhehgnkbbak?hl=en-US>) or the Safari reader. Note that to use a web based text to speech tool such as SpeakIt! or Safari reader, you will need to create an online doc—for example, a Google Doc, containing the text
- Work Times B and C: Students complete their Proof Paragraph Planning graphic organizers and write their proof paragraphs using word-processing software—for example, a Google Doc.
- Work Times B and C: Students use Speech to Text facilities activated on devices, or using an app or software such as Dictation.io (<https://dictation.io/speech>).
- 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.1, 4.I.A.2, 4.I.A.3, 4.I.A.4, 4.I.C.9, 4.I.C.10, 4.I.C.11, 4.I.C.12, 4.II.A.1, and 4.II.A.2

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to use a graphic organizer to plan their proof paragraph, then discuss their proof paragraph with another student, thereby creating an ideal environment for language development.

- ELLs may find it challenging to begin writing the proof paragraph. Writing an proof paragraph using U.S. conventions may be unfamiliar to them. Allow students to discuss their knowledge of the concept of *evidence*. Spell this word aloud. Elicit synonyms (e.g., *proof*) and explanations (e.g., facts and details that show what I’m saying is believable). Ask: “Why do you need to give evidence after you share an answer or an idea?” (to help the reader believe and understand my ideas) Draw on background knowledge with some quick games Example: a kinesthetic activity in which students match shuffled “inspiration” sticky notes to “evidence” notes from the model poetry presentation. To up the challenge, include some faulty pieces of evidence as red herrings. Students can ball up the faulty evidence notes and toss them from a distance into the recycling bin. They can stick good evidence strips onto chart paper underneath the appropriate inspiration. Invite students to add quotation marks to the good evidence where necessary (see Meeting Students’ Needs column).

Levels of support

For lighter support:

- Invite students to create their own graphic organizer or sentence stems for the proof paragraph.
- During Work Time A, challenge students to generate questions about the proof paragraph before asking the prepared questions. Example: “What questions can we ask about this sentence? Let’s see if we can answer them together.” (What is the purpose of this paragraph? What are the patterns or the structure?)

For heavier support:

- Explain to students that U.S. classrooms place a high value on providing evidence. Students should be able to support their claims with details, quotes, and explanations. This value may be unfamiliar to some students, so be sure to unpack the concept gradually and repeatedly throughout the module (see Meeting Students’ Needs column).
- Invite students to choose strategies to practice for reading unfamiliar texts. Examples:
 - Chunk the text into manageable amounts, e.g., sentences or paragraphs.
 - Circle unfamiliar words.
 - Use context or a dictionary to define unfamiliar words.
 - Annotate unfamiliar words with synonyms.
 - Underline important people, places, and things.
 - Read aloud.
 - Read repeatedly.
 - Silently paraphrase the chunks.
 - Summarize what you read for someone else, perhaps first in your home language.

Universal Design for Learning

- **Multiple Means of Representation (MMR):** This lesson builds on the previous lesson by adding an proof paragraph to the essay. Activate students' prior knowledge so that they build on the introductory paragraph but also differentiate between both paragraphs. Take time to discuss and reference the instructional materials from the previous lesson and to compare and contrast the different purposes of each paragraph.
- **Multiple Means of Action and Expression (MMAE):** Students who may need additional support with writing may benefit from having multiple options for organizing their writing. Consider providing a graphic organizer or allowing them to outline their presentation via a PowerPoint presentation or Prezi.
- **Multiple Means of Engagement (MME):** Students who may need additional support with writing can get easily frustrated during independent writing time. Offer tools to help with self-regulating skills that manage frustration and fatigue (e.g., a list of approved choices that they can make when they feel frustrated or a checklist so that they can monitor their own work time).

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- generate, criteria, effective (L)

Materials

- ✓ Performance Task anchor chart (begun in Unit 1, Lesson 1)
- ✓ Model poetry presentation (from Lesson 4; one per student)
- ✓ Working to Become Effective Learners anchor chart (begun in Unit 2, Lesson 1)
- ✓ Poetry Presentation Structure anchor chart (begun in Lesson 4; added to during Work Time A; see supporting materials)
- ✓ Poetry Presentation Structure anchor chart (example, for teacher reference)
- ✓ Poetry presentation (begun in Lesson 4; added to during Work Times B and C; one per student)
- ✓ Poem (begun in Lesson 1; one per student)
- ✓ Proof Paragraph Planning graphic organizer (one per student and one to display)
- ✓ Proof Paragraph Planning graphic organizer (example, for teacher reference)
- ✓ Red, yellow, and green objects (one of each per student)
- ✓ Domain-Specific Word Wall (begun in Unit 1, Lesson 3)
- ✓ Reading Fluency Poem 1 (one per student)
- ✓ Fluent Readers Do These Things anchor chart (begun in Lesson 4)
- ✓ Fluent Readers Do These Things handout (optional; for students needing additional support; see Teaching Notes)

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 write an proof paragraph for a presentation about what inspired me to write my poem, using complete sentences."

"I can read a new poem aloud fluently."

- Focus students on the **Performance Task anchor chart**. Using a total participation technique, invite responses from the group:

"Based on these learning targets, what do you think you will be doing in this lesson? Why?" (writing an proof paragraph for our performance task presentation, and practicing reading fluently in preparation for the end of unit assessment)

- Remind students that in the previous lesson, they wrote the introductions to their presentations. Inform students that in this lesson, they will write the next part of their presentations: the proof paragraph.

Meeting Students' Needs

- For ELLs and students who may need additional support with comprehension: Invite them to paraphrase or sketch the meaning of the learning targets. (MMR, MMAE)
- To activate students' prior knowledge from a previous lesson, ask students to turn and talk to a partner about their introduction paragraph. (MMR)

Work Time

A. Analyzing a Model: Proof Paragraph (10 minutes)

- Move students into pre-determined pairs. Invite them to label themselves A and B.
- Invite students to retrieve their **model poetry presentation**. Ask them to follow along, reading silently in their heads as you read it aloud.
- Focus students on the proof paragraph of the model. Explain that they are going to work with their partner to answer this (posted) question:
 - "What information has the poet included in the proof paragraph? Why?"
- Invite students to make notes to record their thinking next to the paragraph on their model poetry presentation. Analyzing the proof paragraph can be cognitively and linguistically demanding. Consider easing the linguistic demands by inviting students to first discuss the paragraph in home language groups. Students who do not have a home language in common can be given additional time to think or write in their home language. Given the initial time to reflect and discuss in their home language, which may also help create a sense of equity, students can then discuss in English.

- 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.
- After 5 minutes, refocus the group. Using a total participation technique, invite responses from the group to answer the posted question.
- As students share out, capture their responses as criteria on the **Poetry Presentation Structure anchor chart**. Refer to **Poetry Presentation Structure anchor chart (example, for teacher reference)** as necessary.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Review the Poetry Presentation Structure anchor chart by displaying three bulleted blanks. Invite students to help you label them with the structure (i.e., Introduction Paragraph, Proof Paragraph, Conclusion Paragraph). (MMR)
- For ELLs and students who may need additional support with writing: Invite students to stop you as you read each explanation of inspiration in the model poetry presentation. Have students identify the evidence from the poem that supports the explanation. Example: After you read, “My horse’s coat is bright red, and in the morning sunlight it reminds me of the red glow of fire,” students say “Stop!” or use a nonverbal signal and hold up a sign that says, “The evidence is ____.” (*A fiery red blur that I can barely focus my eyes on*) Consider doing the same for precise word choice. (MMR)
- For ELLs and students who may need additional support with comprehension: Read the proof paragraph a second time. Then read it for a third time, pausing to invite students to paraphrase key sentences as you read. (MMR)
- To activate students’ knowledge from the previous lesson, discuss the difference between the purpose of the introductory paragraph and the proof paragraph. Discuss what that will look like in their writing. (MMR)

B. Writing a Poetry Presentation: Planning the Proof Paragraph (20 minutes)

- Direct students’ attention to the Performance Task anchor chart and focus them on the question:
 - “What inspired you to write poetry, and where can you see evidence of this in your poem?”
- Point out the end of the question: “where can you see evidence of this in your poem?”
- Invite students to retrieve their **poetry presentation** and the **poem** to reread what they wrote about what inspired them alongside their poems.
- Focus students on the point on the Poetry Presentation Structure anchor chart about specific things the author focused on.
- Distribute and display the **Proof Paragraph Planning graphic organizer**. Focus students on the question at the top:
 - “Which parts of your poem are the best to support your description of what inspired you in the introduction of your presentation?”

- Using a total participation technique, invite responses from the group:
 - “What specific parts of the poem did the author focus on in the presentation? Why?” (the parts of the poem that compared the horse to fire)*
 - “How do those parts of the poem connect to the poet’s description of what inspired him or her in the introduction of the presentation?” (In the introduction, the poet explained that when the horse runs, he or she sees a “fiery mythical creature.”)*
 - “What specific words did the poet choose to describe in the presentation? Why?” (fiery, licking)*
- If productive, cue students to listen carefully and seek to understand:
 - “Who can tell us what your classmate said in your own words?” (Responses will vary.)*
- As students share out, use their responses to model how to complete the Proof Paragraph Planning graphic organizer. Refer to **Proof Paragraph Planning graphic organizer (example, for teacher reference)** as necessary.
- Tell students that they will work in pairs to reread their poems and presentation introductions together and to select two specific parts of the poem to focus on in their presentation. They should underline these sections on their poems for now.
- Allocate 3 minutes for students to work on partner A’s work. Then allocate 3 minutes for students to work on partner B’s work. Remind students that the parts they choose should best reflect how they described their inspiration in the introduction of their presentation.
- Invite students to complete their Proof Paragraph Planning graphic organizer, recording the evidence in the first column, explaining how the evidence they have chosen connects to their description of what inspired them in the introduction of their presentation in the second column, then selecting specific words or phrases to describe in detail in the third column.
- Circulate to support students as they work in pairs to complete the graphic organizers.

Meeting Students’ Needs

- For ELLs and students who may need additional support with writing: Encourage them to use colored markers or pencils to “paint” their presentation as well as the model presentation, continuing with the proof paragraph. They can use an approach similar to the Painted Essay® structure in Unit 2 and refer to this unit’s Poetry Presentation Structure anchor chart. If students need scaffolding to identify the structure, ask them how they might make each element clearer (e.g., by labeling each of the elements according to the categories on the Proof Paragraph Planning graphic organizer.) (Example: Use red to paint “My horse’s coat is bright red, and in the morning sunlight it reminds me of the red glow of fire.” Students label this: “How it shows what inspired you to write poetry.”) (MMAE)
- For ELLs and students who may need additional support with comprehension: Model and think aloud the process of underlining the specific parts of “Breathing Fire.” Think aloud on these parts to show how these parts best reflect the inspiration described in the model poetry presentation introduction. Think aloud the process of identifying precise word choice and explaining why it is effective. Display the Proof Paragraph Planning graphic organizer, filling it out as you think aloud. (MMR)

C. Writing a Poetry Presentation: Writing the Proof Paragraph (15 minutes)

- Tell students they are now going to use their planning organizers to write a paragraph providing evidence from their poem of what inspired them to write the poem. First, they will plan, then they will share with their partner, and then they will write independently.
- Invite students to read the first row of their organizer and to think about how they will write this information to open their proof paragraph.
- Give students a couple of minutes to think, then give partner B 30 seconds to orally tell partner A how he or she is going to open their proof paragraph. Allocate the same amount of time for partner A.
- Invite students to write this on their lined paper under the introduction. Remind them to write in complete sentences and to leave a line between each line of writing for revisions and editing later.
- Circulate to support students who need additional support with putting their ideas into writing. Remind students to refer to the **domain-specific word wall** as they work.
- Repeat with each row of the planning graphic organizer.
- 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 learning target. Remind students that they used this protocol in Lessons 2 and 3, and 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.

Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Model and think aloud using the Proof Paragraph Planning graphic organizer to write before pair work. (MMR)
- For ELLs and students who may need additional support with self-regulation: During pair work, support students as needed but let them engage in productive struggle with the task as well, as successful completion after considerable effort builds both stamina and confidence. Support students in building self-regulatory strategies by providing individualized scaffolds for managing frustration and staying on task. For instance, have a list of options that students can take if they get frustrated or don't know what to do next (e.g., look at the Poetry Presentation Structure anchor chart, the Proof Paragraph Planning graphic organizer, and painted presentation; ask my partner; take a deep breath and think quietly; jot down ideas in my home language.) Also consider providing students with a checklist with individualized writing goals so they can track their own progress. (MME)
- For ELLs and students who may need additional support with writing: To provide heavier support, insert an proof paragraph framework after students' Introduction of Poetry Presentation. (Example: "The first piece of evidence of what inspired me is the line '____.' This shows I am inspired because _____. I chose the precise word _____ because _____.")

Closing and Assessment

A. Reading Fluency Practice (10 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 1**. Tell students that this contains excerpts of a poem by a famous poet named Langston Hughes, who was an African American poet who was inspired by African American life, and also by the rhythms in jazz and blues music.
- 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:

“Looking at the title, and having read through the poem, what do you think this poem is about? Why?” (The title seems to be about African dance, and the poem mentions the tom-tom drums.)

“What experience have you had with African dance?” (Responses will vary.)

- Students may need support with the title, because it looks as though it is spelled incorrectly. Encourage them to say the words and to consider the English words they sound like: African dance. Invite them to investigate why the title is spelled that way: It’s French, and many people on the African continent speak French.
- 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 Langston Hughes was inspired by to write this poem?” (the rhythms of African dance, which are very meaningful to him because of his African culture)

“How does your knowledge about the poem change what you think about your experience?” (Responses will vary.)

- If productive, cue students to expand the conversation by saying more:
“Can you say more about that?” (Responses will vary.)
- Explain that students are now going to take turns to whisper read their excerpt aloud for their partner. Partner B will go first, then partner A.
- Invite partner Bs to begin whisper reading.
- Circulate to support students in reading aloud and listen for common issues to be used as teaching points in the next lesson.
- Tell students they are going to use the Red Light, Green Light protocol to show how close they are to meeting the second 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 second learning target and guide students 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 persevered in this lesson.

Meeting Students' Needs

- For ELLs: Focus on whether students 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.
- For ELLs and students who may need additional support with fluency: To provide heavier support, model reading the first line or two of the poem and have them repeat it back to you or chorally read with you. (MMAE)
- For ELLs and students who may need additional support with comprehension: To prepare for the End of Unit 3 Assessment, invite students to turn to an elbow partner and summarize the poem in 1 minute or less. Have them share out and give them feedback on their language use and summarizing skill. Then invite them to turn to their partner and summarize once again, this time in 30 seconds or less. Repeat the feedback process. (MMR)
- Reading fluency is best practiced on text that is at or below the independent reading level. For students whose independent reading levels are below this excerpt, allow them to use an excerpt from their independent reading book to practice fluency. (MMAE)
- For students who may need additional support with fluency practice: Pair these students with a highly fluent reader, such as the teacher or a peer model, and have them choral read together. (MMR, MMAE)
- Some students may feel uncomfortable sharing their progress on meeting the learning targets publicly. Minimize risk by providing students with a sheet of paper where they can select a color for each learning target in private. This provides useful data for future instruction and helps students monitor their own learning. (MME)

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. 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)