

Lesson 16: End of Unit 2 Assessment: Revising a Literary Essay



CCS Standards

- **W.5.2:** Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
 - a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; 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 and across categories of information using words, phrases, and clauses (e.g., *in contrast*, *especially*).
 - 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.5.5:** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **W.5.6:** With some guidance and support from adults, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting.
- **W.5.10:** Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.5.2:** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
 - a. Use punctuation to separate items in a series.
 - b. Use a comma to separate an introductory element from the rest of the sentence.
 - c. Use a comma to set off the words *yes* and *no* (e.g., *Yes, thank you*), to set off a tag question from the rest of the sentence (e.g., *It's true, isn't it?*), and to indicate direct address (e.g., *Is that you, Steve?*).
 - d. Use underlining, quotation marks, or italics to indicate titles of works.
 - e. Spell grade-appropriate words correctly, consulting references as needed.
- **L.5.6:** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., *however*, *although*, *nevertheless*, *similarly*, *moreover*, *in addition*).



Daily Learning Targets

- I can critique my partner's essay and provide kind, helpful, and specific feedback. (W.5.2, W.5.5)
- I can revise my literary essay based on peer feedback. (W.5.2c, W.5.2d, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6)

Ongoing Assessment

- End of Unit 2 Assessment: Revising a Literary Essay (W.5.2c, W.5.2d, W.5.5, W.5.6, W.5.10, L.5.2d, L.5.6)

Agenda

1. Opening

- A. Returning Mid-Unit 2 Assessment (5 minutes)
- B. Reviewing Learning Targets (5 minutes)

2. Work Time

- A. Mini Lesson: Linking Words and Phrases (20 minutes)
- B. Peer Critique: Linking Words and Phrases (15 minutes)

3. Closing and Assessment

- A. End of Unit 2 Assessment: Revising a Literary Essay (15 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 Opening A, students' Mid-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.
- In this lesson, students revise their literary essays based on peer feedback (W.5.2c, W.5.2d, W.5.5, L.5.2d, L.5.6). Peer feedback is focused on the use of linking words and phrases to connect ideas (W.5.2c); using precise language and domain-specific vocabulary (W.5.2d, L.5.6); and having correct spelling, punctuation, and capitalization (L.5.1, L.5.2). Students revise their draft using a different colored pen or pencil to show the changes they have made, and they then use technology to write the final version of their essay. Students submit both the draft and the final word-processed version.
- If time permits, consider allowing more time for peer review focused on common issues students may be struggling with.
- If students have been word-processing their essay throughout, this will speed up the time this lesson takes, as they will not need to write a final draft in the Closing and Assessment. In this situation, ensure that students mark their revisions—for example, by highlighting/underlining the things they have changed.
- In this lesson, the habits of character of focus is on working to become an effective learner and working to become ethical people. The new characteristics that students collect are responsibility and initiative as they peer review and revise their work, and the characteristic that students practice is respect as they provide peer feedback.

- The research reading that students complete for homework will help build both their vocabulary and knowledge pertaining to human rights. 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:

- Students have already written draft literary essays, so this lesson has them revising the essay and typing a best version.

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.
- Some students may need more than the 15 minutes allocated for this assessment.

Assessment guidance:

- All assessment materials (student prompt, teacher rubric) are included in the Assessment Overview and Resources.

Down the road:

- In the next unit, students will write monologues for a theatrical performance.

In advance:

- Strategically pair students with a new partner for the peer critique in Work Time B.
- Prepare:
 - Feedback on students' Mid-Unit 2 Assessments in preparation for returning them in Opening A.
 - End of Unit 2 Assessment (see Assessment Overview and Resources).
 - Technology necessary for students to type their final essay.
 - Working to Become Effective Learners anchor chart. Record the new habits of character (initiative and responsibility) and what they mean, but leave the final two columns blank to fill in with the whole group (see supporting materials).
- Review the Peer Critique and Thumb-O-Meter protocols. See Classroom Protocols.
- Post: Learning targets and applicable anchor charts.

- 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/pgeolalilifpodheeocdmbehgnkbbak?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 provide peer feedback using the comments feature on a word-processing document—for example, a Google Doc.
- Closing and Assessment A: Students revise their literary essays on a word-processing document—for example, a Google Doc. Prepare the technology for students to do this, one device per student.

Supporting English Language Learners

Supports guided in part by CA ELD Standards 5.I.A.1, 5.I.A.2, 5.I.A.3, 5.I.A.4, 5.I.B.6, 5.I.B.7, 5.I.B.8, 5.I.C.10, 5.I.C.11, 5.I.C.12, and 5.II.C.6

Important points in the lesson itself

- The basic design of this lesson supports ELLs with opportunities to bring their content and language knowledge full circle as they receive feedback on the literary essay they've worked on in this unit. In addition, the lesson makes linking language and its purpose explicit. Understanding how linking language works is a key entry point into complex texts and the English language system.
- ELLs may find it challenging to immediately apply what they learn about linking language in the mini lesson in this lesson to their own literary essay during the assessment portion of this lesson. Students are given 26 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. Before students begin, encourage them to do their best and congratulate them on the progress they've made with learning English.
- As you give feedback on the narratives written in the Mid-Unit 2 Assessment, you may notice that some ELLs' writing contains many language errors. Focus on only one or two pervasive errors to avoid overwhelming yourself and the student. For example, ask students to clearly state the main idea of their paragraph. Go further by asking them how to use a subject with a predicate to clarify their description of a character's response for Question 2 or their statement of theme for Question 6. Leave other sentence- and word-level errors for last (e.g., capitalization, syntax, spelling) unless they interfere with the meaning of the main idea.

In addition, spend an equal amount of time giving feedback on what the student did well. Get excited about and discuss the student's ability to complete the graphic organizer, include a reasonable quote for evidence, or use comparison language, for example. This will help enable students identify and repeat their success next time.

- To use linking words effectively, ELLs need to begin to understand the English clause system. This concept may be new and possibly overwhelming for them. 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, an independent and a dependent clause, or two or more phrases or words. Temporal linking language can be used to introduce an independent clause. Remind students about their work in Unit 1 on subject-predicates and writing complete sentences. Remind them of their work with the linking word *while* in the Unit 2, Lesson 12 Language Dive. 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 language in the model literary essay and comparison linking language that may be most useful in student texts (e.g., *and*, *in contrast*, *but*, *while*). Consider providing time for ELLs to use their online or paper translation dictionary to translate the words.
- Create sentence strips to visually represent the differences between the first two sentences in the model literary essay. Write the sentences in blue marker on sentence strips. On smaller strips or on index cards, write the linking words and phrases in red marker. Display the sentences on a pocket chart and invite students to add the linking words and phrases to the original sentences while discussing how each linking word affects the meaning. This will provide students with a tactile experience to help them understand meaning and syntax.
- Make sure that ELLs understand the assessment directions. Answer their questions, refraining from supplying answers to the assessment questions themselves. See additional support in the lesson.
- After the assessment, ask students to discuss what was easiest and what was most difficult on the assessment, and why. To facilitate this discussion, prepare a concise rubric of the elements of the assessment, and allow students to rank the difficulty level of these elements on a Likert scale. Example:
 – *The linking language was easy to revise.* 1 2 3 4 5
- 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 this lesson, students provide feedback on a peer’s literary essay. Some students may need additional modeling on how to give peer feedback. Consider preparing sample paragraphs for a literary essay with some common errors. Model how to identify those errors with a partner (either a student or co-teacher).
- **Multiple Means of Action and Expression (MMAE):** Because this is an assessment, students need to revise their essays independently. Help minimize barriers

to writing by providing students with supports for fine motor skills (e.g., slanted desk, pencil grip, or word processor). Also, reduce distractions with dividers or sound-canceling headphones.

- **Multiples Means of Engagement (MME):** Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better writer. Highlight and praise growth and development rather than relative performance.

Vocabulary

Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- responsibility, initiative (L)

Materials

- ✓ Mid-Unit 2 Assessments with feedback (from Lesson 10; one per student; returned with feedback during Opening A)
- ✓ End of Unit 2 Assessment: Revising a Literary Essay (one per student and one to display; see Assessment Overview and Resources)
- ✓ Model Literary Essay: Draft (one per student and one to display)
- ✓ Model literary essay (from Lesson 12; one to display; added to during Work Time A; see supporting materials)
- ✓ Linking Words and Phrases (one per student and one to display)
- ✓ Model literary essay (example, for teacher reference)
- ✓ Working to Become and Effective Learners anchor chart (begun in Lesson 13; added to during Work Time A; see supporting materials)
- ✓ Working to Become and Effective Learners anchor chart (example, for teacher reference)
- ✓ Informative Writing Checklist (from Lesson 13; one per student)
- ✓ Informative Writing Checklist (example, for teacher reference)
- ✓ Writing Complete Sentences handout (from Lesson 13; one per student and one to display)
- ✓ Directions for Peer Critique (from Lesson 8; one to display)
- ✓ Peer Critique anchor chart (begun in Lesson 8)
- ✓ Sticky notes (one per student)
- ✓ Orange and purple pen or pencil (one of each per student)
- ✓ Working to Become Ethical People anchor chart (begun in Unit 1, Lesson 2)
- ✓ Device (one per student; for students to type their final drafts during the Closing)

Opening

A. Returning Mid-Unit 2 Assessment (5 minutes)

- Return students' **Mid-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 and students who need support with reading: Reassure them that if they don't understand or cannot read the feedback, they will have an opportunity to review it with you during the lesson. (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)

Opening

B. Reviewing Learning Targets (5 minutes)

- Move students into their new pairs and invite them to label themselves A and B.
- Direct students' attention to the posted learning targets and select a volunteer to read them aloud:
 - *“I can critique my partner’s essay and provide kind, helpful, and specific feedback.”*
 - *“I can revise my literary essay based on peer feedback.”*
- Remind students that they saw the first learning target earlier in the unit when they critiqued each other’s character reaction paragraphs.
- Distribute and display the **End of Unit 2 Assessment: Revising a Literary Essay**. Invite students to follow along, reading silently in their heads as you read the directions aloud.
- Tell students that before they begin the assessment, they are going to participate in a mini lesson about linking words and phrases. Later in the lesson, they will use this knowledge, along with peer feedback, to revise their literary essays.

Meeting Students' Needs

- For ELLs: Check for comprehension by asking students to summarize and then to personalize the learning target. Ask them to paraphrase it and then to say how they feel about it. Examples:
 - “Can you put the learning target in your own words?” (I can help my classmate edit their essay.)*
 - “How do you feel about that target?” (I am excited to improve my literary essay.)*

Work Time

A. Mini Lesson: Linking Words and Phrases (20 minutes)

- Distribute and display the **Model Literary Essay: Draft**. Tell students that this is a first draft, similar to where their essays are at now. Invite students to follow along, reading silently in their heads as you read it aloud, emphasizing the choppy short sentences.
- Invite students to turn and talk to their partner. Then use a total participation technique to select students to share with the whole group:

“What did you notice?” (Responses will vary, but may include: It was very choppy and jumpy rather than smooth.)
- Display the **model literary essay** from Lesson 12 side-by-side with the draft and invite students to retrieve their own copies of the model essay to do the same.
- Invite students to follow along, reading silently in their heads as you read the final draft aloud.
- Invite students to turn and talk to their partner. Then use a total participation technique to select students to share with the whole group:

“What differences do you notice between the two versions of text?” (There are linking words and phrases in the final model.)

“What do you notice about the flow of the writing in the final draft compared to the first draft?” (The first draft is a lot of short sentences that sound choppy when read aloud. It doesn’t flow very well.)
- Focus students on the final draft. Invite them to turn and talk to their partner and cold call students to share out:

“How did the author make the writing flow better in the final version?” (with linking words to improve the transitions between facts)
- Distribute and display the **Linking Words and Phrases** handout and focus students on the right-hand column, as these are words and phrases that connect ideas. Tell them that the words in the left column are to be used when telling a story or retelling an event when time words can help the reader understand how much time has passed.
- Invite students to read the words listed in the right column with their partner.
- After 2 minutes, refocus whole group. Invite students to work with their partner to reread the model and to highlight or underline the linking words and phrases the author added on the final model essay. Tell students that if they find linking words in the essay that aren’t on their list, they should add them to the list.
- After 5 minutes, refocus whole group.
- Using a total participation technique, select students to share out. Underline/highlight on the displayed model. Refer to **model literary essay (example, for teacher reference)** as necessary. Emphasize that these linking words and phrases connect sentences and paragraphs and help the writing flow smoothly for the reader, which makes it easier to read.
- Circle and focus students on the following words/phrases on the model:
 - in contrast
 - although
 - while

- Invite students to turn and talk to their partner. Then use a total participation technique to select students to share with the whole group:

“What do these specific linking words/phrases do?” (They help the reader see the contrast between the character reactions; they show that the two reactions were different: For example, while Esperanza does one thing, Miguel does another.)
- Invite students to work with their partner to highlight the contrast linking words and phrases on their Linking Words and Phrases handout.
- After 3 minutes, refocus whole group.
- Using a total participation technique, select students to share their responses with the whole group (however, although, nevertheless, similarly, moreover, in addition, while)
- Focus students on the part of the End of Unit 2 Assessment prompt that says:
 - “Add linking words and phrases to connect the ideas in your piece, and underline the linking words you have already used. Use linking words and phrases that highlight to the reader the contrast between the two character reactions.”
- Tell students that they have now seen how the author of the model did this and they have a tool that they can use to do so.
- Invite students to turn and talk to their partner. Then use a total participation technique to select students to share with the whole group:

“What do you notice about the title of the book, Esperanza Rising, on the draft compared to the final essay?” (italicized on the final essay)
- Focus students on the part of the End of Unit 2 Assessment prompt that says:
 - “Remember to *italicize* book titles.”
- Tell students that when we include the title of a text, it should be italicized if it is a book. Tell students that this makes it clear to the reader which text is being described in the essay.
- Focus students on the “Source” at the end of the model essay.
- Invite students to turn and talk to their partner. Then use a total participation technique to select students to share with the whole group:

“Why has the author included this? The text is already mentioned in the essay—isn’t that enough?” (so that the reader knows which version of the text the author used, in case he or she wants to read it or to reference something discussed in the essay)
- Focus students on the part of the End of Unit 2 Assessment prompt that says:
 - “... and to cite your sources.”
- Focus students on the **Working to Become and Effective Learners anchor chart**. Tell them that because they are going to peer critique and revise their work for this assessment, there are two habits of character not yet recorded on the anchor chart that will help them be successful.
- Focus students on the new rows and read them aloud:
 - *“I take initiative. This means I see what needs to be done and take the lead on making responsible decisions.”*
 - *“I take responsibility. This means I take ownership of my ideas, my work, my goals, and my actions.”*
- Invite students to turn and talk to their partner:

“Using the anchor chart as a guide, what does initiative mean?” (I see what needs to be done and make sure it gets done.)

“Using the anchor chart as a guide, what does responsibility mean?” (I take ownership.)

- Using a total participation technique, invite responses from the group:
 - “What does it look like to show responsibility? If you were watching a group working together, what would you see?” (Responses will vary, but may include: self-assessing, setting goals.)*
 - “What does it sound like to show responsibility? If you were watching a group working together, what would you hear?” (Responses will vary, but may include: “I think I did this well, and here is evidence of that ...”; “I think I could improve ... by ...”; “I decided to make this change because ...”)*
 - “What does it look like to show initiative? If you were watching a group working together, what would you see?” (Responses will vary, but may include: When the group members aren’t talking to one another or working well together, one person steps forward to make a decision to help move the group forward, or someone becomes a facilitator and allocates roles, or does things without being asked.)*
 - “What does it sound like to show initiative? If you were watching a group working together, what would you hear?” (Responses will vary, but may include: “How about we try this?”; “I have an idea. Perhaps we could ...”)*
- As students share out, capture their responses in the “What does it look like?” and “What does it sound like?” columns. Refer to **Working to Become Effective Learners anchor chart (example, for teacher reference)** as necessary.
- Invite students to turn and talk to their partner. Then use a total participation technique to select students to share with the whole group:
 - “How are those two habits of character going to be useful in this assessment?” (We need to see what must be done and take initiative on making revisions to our work without teacher guidance, and we need to take ownership of our own work so that if we don’t agree with some of the peer feedback we receive, it is our responsibility to choose not to follow it.)*
- Record the words *responsibility* and *initiative* on the Academic Word Wall and invite students to record it in the front of their vocabulary log. Invite students to add translations on the Word Wall in home languages.

Meeting Students’ Needs

- For ELLs: To ensure that the general purpose of linking words is transparent, cue students to problem solve:
 - “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: Provide opportunities to generate several sentences using linking words and phrases. Example: “The model literary essay discusses Esperanza’s and Miguel’s reaction to the fire. In contrast, _____’s (student’s name) essay discusses _____.”
- For ELLs: 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 language?”

- “Consider adding the linking language ____ here.”
- “I think you should use the linking language ____ here.”
- “I like the linking language ____ you used here. It makes the writing sound smooth.”
- For ELLs: As students add linking language, ask them to draw a line between the two ideas that the linking language connects.
- For ELLs: Invite students to notice the similarities in how the two new habits of character are expressed on the Working to Become Effective Learners anchor chart. Tell students that the verb *take* is a collocation with the noun *initiative* and the noun *responsibility*. (This verb is commonly combined with these nouns.) These words can be learned and used as a phrase; in fact, students should not use common verbs like *do* or *make* with these nouns.

Work Time

B. Peer Critique: Linking Words and Phrases (15 minutes)

- Display and invite students to retrieve their **Informative Writing Checklist**. Remind them that this checklist is something they have used a lot throughout the second half of this unit.
- Invite students to mark or highlight the following criteria, as these are the criteria they will be thinking about as they revise their work for the assessment:
 - W.5.2c
 - W.5.2d
 - W.5.8
 - L.5.1, L.5.3a
 - L.5.2
- Invite students to turn and talk to make connections between these criteria and the bullet points at the bottom of the End of Unit 2 Assessment: Revising a Literary Essay.
- Tell students that most of these criteria don’t need anything specific added to the “Characteristics of Character Reaction Literary Analysis Essay” column of the checklist, as the criteria themselves are explicit enough.
- Focus students on the criterion:
 - L.5.1, L.5.3a
- Remind students that they need to write in complete sentences and invite them to retrieve their **Writing Complete Sentences handout**. Model adding this to the displayed checklist and invite students to do the same on their own copies. Refer to **Informative Writing Checklist (example, for teacher reference)** as necessary.
- Focus students on the criterion:
 - W.5.2d
- Remind students that they should use linking words to show contrast. Model adding this to the displayed checklist and invite students to do the same on their own copies. Refer to Informative Writing Checklist (example, for teacher reference) as necessary.
- Tell students they are going to use the Peer Critique protocol to provide their new partner with kind, specific, and helpful feedback regarding their literary essays. Remind students

that they used this protocol in Lesson 8 and review as necessary, using the **Directions for Peer Critique** and **Peer Critique anchor chart**. Refer to the Classroom Protocols document for the full version of the protocol.

- Distribute **sticky notes**, and **orange and purple pens or pencils**.
- Focus students on the **Working to Become Ethical People anchor chart** and remind them of respect as they provide feedback to their partners.
- Invite students to begin working through the Peer Critique protocol with their partners.
- Circulate to support students as they work through the protocol.
- Tell students they are now going to participate in the Thumb-O-Meter protocol to reflect on their progress toward the learning target. Remind them that they used this protocol in Lesson 15 and review as necessary. Refer to the Classroom Protocols document for the full version of the protocol.
- Guide students through the protocol using the learning target. Scan student responses and make a note of students who may need more support with this moving forward.
- Repeat, inviting students to self-assess against how they took responsibility and initiative, and showed respect in this lesson.

Meeting Students' Needs

- For ELLs: Provide support with reading and interpreting each relevant item on the checklist. Example: "W.5.2c says you use linking words to show how ideas and information connect. That means linking words such as *also*, *in contrast*, and *while* help the reader understand when you are comparing and contrasting something. How do you assess yourself on that? Do you think your ideas are connected well, or is your writing a little choppy?"
- For ELLs: Invite students to explain the Directions for Peer Critique to one another.
- Before the lesson, create a sample essay. It does not have to be a complete essay but perhaps two paragraphs. Ensure there are some necessary revisions in the sample essay. Model with a partner how to provide feedback after reviewing the directions. Follow the directions and do think-alouds to make your thought processes explicit. (MMR)
- Emphasize to students that they are all working to become better writers. Tell them that even professional writers ask their peers to edit their work. Highlight growth over relative performance. (MME)

Closing and Assessment

A. End of Unit 2 Assessment: Revising a Literary Essay (15 minutes)

- Refocus whole group and allocate **devices** for word-processing the final draft.
- Invite students to revise the final draft of their literary essay, incorporating peer feedback and what they learned from the mini lesson.
- Emphasize that this task is considered their end of unit assessment, should be done independently and in silence.
- After 15 minutes, refocus whole group. Collect students' first and final drafts for the assessment.

Meeting Students' Needs

- For ELLs: Read the assessment directions aloud. Ensure that ELLs clearly understand all assessment directions. Rephrase directions for them. Summarize and display the directions and criteria. 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.
- Create a supportive and inclusive classroom environment by reminding students that everyone is working toward being a better writer. Highlight and give specific, positive feedback on growth and development rather than relative performance. (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)