

## Lesson 9: End of Unit 3 Assessment, Part I: Conjunctions, Interjections, and Prepositions



### CCS Standards

- **W.5.3:** Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
- **W.5.3b:** Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations.
- **L.5.1:** Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- **L.5.1a:** Explain the function of conjunctions, prepositions, and interjections in general and their function in particular sentences.
- **L.5.3:** Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- **L.5.3a:** Expand, combine, and reduce sentences for meaning, reader/listener interest, and style.



### Daily Learning Target

- I can identify conjunctions, interjections, and prepositions and their function in writing. (L.5.1a, L.5.3a)

### Ongoing Assessment

- Conjunctions, Interjections, and Prepositions (L.5.1a)
- End of Unit 3 Assessment, Part I (L.5.1a, L.5.3a)

### Agenda

#### 1. Opening

A. Reviewing Learning Target (5 minutes)

#### 2. Work Time

A. Partner Practice: Conjunctions, Interjections, and Prepositions (25 minutes)

B. End of Unit 3 Assessment, Part I: Conjunctions, Interjections, and Prepositions (25 minutes)

#### 3. Closing and Assessment

A. Reflecting on Learning (5 minutes)

#### 4. Homework

A. Complete at least one of the Prepositions and Interjections Practices (Prepositions and Interjections II) in your Unit 3 homework.

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

### Teaching Notes

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#### **Purpose of lesson and alignment to standards:**

- In this lesson, students complete Part I of the End of Unit 3 Assessment, which focuses on their ability to identify the function of conjunctions, interjections, and prepositions (L.5.1a).
- As students have been learning about these parts of speech through mini lessons, the beginning of the lesson gives them time to refresh their memories and practice to prepare for the assessment. It also familiarizes students with the language they will encounter on the assessment.
- Students who finish quickly or require an extension can identify examples of conjunctions, interjections, and prepositions in their independent research reading text.
- The research reading that students complete for homework helps build both their vocabulary and knowledge pertaining to the rainforest, specifically rainforest species and research. By participating in this volume of reading over time, students will develop a wide base of knowledge about the world and the words that help describe and make sense of it. Inviting students to share what they have been learning through independent reading holds them accountable.
- In this lesson, the habit of character focus is working to become an effective learner. The characteristics students are reminded of specifically are collaboration and perseverance, as they work with a partner, and then work independently on their assessments, which may be challenging for some students.

#### **How it builds on previous work:**

- In Lessons 3 and 7, students learned about conjunctions through mini lessons and further practice. In Lesson 8, students were introduced to interjections and prepositions. The work at the beginning of this lesson builds on the mini lessons and practice students have already completed.

#### **Areas in which students may need additional support:**

- Some students may need additional support with conjunctions, interjections, or prepositions. Consider re-teaching the mini lessons to this group of students or providing further practice before the assessment.
- 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 25 minutes allotted. Consider providing time over multiple days if necessary.

#### **Assessment guidance:**

- Writing rubrics can be found in the Grade 5 Writing Rubrics document (see Module 1 Appendix). All other assessment materials (student copy, answer key, student exemplar) are included in the Assessment Overview and Resources.
- Collect the Conjunctions Practice II homework from Lesson 7 for assessment. See Conjunctions Practice II (answers, for teacher reference).

**Down the road:**

- In the next lesson, students complete Part II of the End of Unit 3 Assessment, in which they revise the narrative written for the Mid-Unit 3 Assessment using the techniques and skills they have learned and applied to their partner narratives in the lessons leading up to the assessment. Please note that students will need their Mid-Unit 3 Assessments returned with feedback in the next lesson.

**In advance:**

- Based on your assessment of the Exit Ticket: Prepositions and Interjections (completed in Lesson 8), strategically pair students for Work Time A. Consider pairing students who have a good understanding of the function of prepositions and interjections with those who struggled with the exit ticket. Consider also pairing more capable readers with those who may require support reading the text and questions.
- Prepare the End of Unit 3 Assessment, Part I (see Assessment Overview and Resources).
- Post: Learning targets, Parts of Speech anchor chart, and Working to Become Effective Learners anchor chart.

**Technology & Multimedia**

- Work Time A: Students answer the practice questions online, on a Google Form, for example.
- Work Time B: Students answer the assessment questions online, on a Google Form, for example.

**Supporting English Language Learners**

Supports guided in part by CA ELD Standards 5.I.A.1, 5.I.A.3, 5.I.C.11, 5.I.C.12a, 5.II.A.5, 5.II.C.6, 5.II.C.7

**Important points in the lesson itself**

- The basic design of this lesson supports ELLs by inviting them first to complete a worksheet in pairs that is similar to the tasks they will be required to complete independently on the assessment. This will help ELLs become familiar with the language used in the directions and the language they will need to use when they write answers.
- ELLs may find working independently on the assessment challenging. Before they begin, encourage them to do their best and congratulate them on the progress they've made learning English. Point out some specific examples.
- 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 selected response questions were easy to answer. 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:** To ensure that all students have access to the assessment expectations, provide varied representations of the directions (e.g., oral reading, discussion, mapping the assessment components). This will help to assess how the student has mastered content rather than assessment directions.
- **Multiple Means of Action and Expression:** Since this is an assessment, students will not have much flexibility in how they show their learning. However, consider offering flexibility with the partner practice. Have students maintain a reference list of common conjunctions, interjections, and prepositions. This way, the writing can facilitate initial comprehension as well as serve as a reference for generalizing the concepts in future lessons.
- **Multiple Means of Engagement:** During partner practice, set students up for success by placing those who may need additional support with reading with differentiated peer models who can facilitate their learning. Consider ways or tools to limit distractions during the assessments (e.g., using sound-canceling headphones or dividers between workspaces). Consider having students use symbols (e.g., plus, minus, or slant) as they take their assessment to monitor their confidence level with each task. Use this information during the Closing and Assessment. This will help support students' memory and self-regulation.

### Vocabulary

#### Key:

(L): Lesson-Specific Vocabulary

(T): Text-Specific Vocabulary

(W): Vocabulary Used in Writing

- *Do not preview vocabulary for this assessment lesson.*

### Materials

- ✓ Conjunctions Practice II (answers, for teacher reference)
- ✓ Parts of Speech anchor chart (begun in Module 1)
- ✓ Conjunctions, Interjections, and Prepositions (one per student and one to display)
- ✓ Working to Become Effective Learners anchor chart (begun in Module 1)
- ✓ Conjunctions, Interjections, and Prepositions (answers, for teacher reference)
- ✓ End of Unit 3 Assessment, Part I (one per student; see Assessment Overview and Resources)

## Opening

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### A. Reviewing Learning Target (5 minutes)

- Collect the Conjunctions Practice II homework from Lesson 7 for assessment. See **Conjunctions Practice II (answers, for teacher reference)**.
- Direct students' attention to the posted learning target and select a volunteer to read it aloud: ***"I can identify conjunctions, interjections, and prepositions and their function in writing."***
- Remind students that they have been learning about conjunctions, interjections, and prepositions over the course of this unit.
- Focus students on the **Parts of Speech anchor chart** and select volunteers to read the function and examples for each of the parts of speech.

### Meeting Students' Needs

- For ELLs and students who may need additional support with memory: Ask students to recall and describe one way that they worked toward the learning target in Lessons 3, 7, or 8. (MMR)

## Work Time

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### A. Partner Practice: Conjunctions, Interjections, and Prepositions (25 minutes)

- Move students into predetermined pairs.
- Display and distribute **Conjunctions, Interjections, and Prepositions**.
- Read aloud the text from "Bite at Night" at the top of the handout.
- Explain that students are going to work in pairs to answer the questions on this handout.
- Focus students on the **Working to Become Effective Learners anchor chart** and remind them specifically of the collaboration criteria. Remind them that because they will be working together, they need to be conscious of working effectively with others.
- Invite pairs to begin working.
- Circulate to support students as they work, or take small groups of students to work on a specific part of speech with which they require additional support.
- After 15 minutes, refocus whole group.
- Using a total participation technique, select students to share their responses to each question. Refer to **Conjunctions, Interjections, and Prepositions (answers, for teacher reference)** and clarify any misconceptions.

### Meeting Students' Needs

- For ELLs and students who may need additional support with memory/writing: If students began keeping a prepositions glossary in Lesson 8, invite them to refer and add to it as they complete the worksheet. (MMAE)
- For ELLs and students who may need additional support with writing: Before partners write answers on their worksheet, suggest that they first discuss and

negotiate the answers. This negotiation process will help ELLs acquire English. Remind them of any phrases they have practiced. (MME) Examples:

- "That sounds good. In my opinion, however, \_\_\_\_."
- "What if we write \_\_\_\_?"
- "Another answer I was thinking of is \_\_\_\_."
- "I agree. And I might add that \_\_\_\_."

### Work Time

#### **B. End of Unit 3 Assessment, Part I: Conjunctions, Interjections, and Prepositions (25 minutes)**

- Distribute the **End of Unit 3 Assessment, Part I**.
- Give students 3 minutes to read through the assessment directions and questions in silence. After 3 minutes, remind students that you cannot help them with the answers, but you can answer questions about the process. Answer clarifying questions.
- Remind students that since this is an assessment, they must work silently and independently.
- Focus students on the Working to Become Effective Learners anchor chart, specifically perseverance. Remind them that since they will work independently to complete the assessment, they may find it challenging, so they will need to persevere.
- Ask students to begin Part I of the assessment. Circulate to monitor students' test-taking skills. Document strategies they use during the assessment, such as annotating text and marking selected response answers that are definitely not correct.
- After 25 minutes, refocus students whole group and collect their assessments.

#### **Meeting Students' Needs**

- For ELLs and students who may need additional support with reading: Read the assessment directions, questions, and possible answers aloud. Ensure that they are clear about all directions. Rephrase assessment directions for them. Monitor during the assessment to see that students are completing it correctly. Stop those who are on the wrong track and make sure they understand the directions. (MMR)
- To minimize distractions during the assessment, vary the level of sensory stimulation as appropriate for individual students (e.g., offering sound-canceling headphones or dividing workspaces). Some students may also need flexibility with the pace of work and length of work sessions. Consider offering timeouts. (MME)
- For ELLs and students who may need additional support with comprehension or self-regulation: As you explain, display a "map" of the assessment on the board. (MMR, MME)

Example:

1. Answer selected response questions about a preposition.
2. Add an interjection and explain its function.
3. Circle the conjunction and explain its function.
4. Expand two sentences.

5. Reduce and combine the sentences.

## Closing and Assessment

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### A. Reflecting on Learning (5 minutes)

- Breaking up the learning target to address one part of speech at a time, ask students to show a thumbs-up, thumbs-sideways, or thumbs-down in response to each of the following:
  - “I can identify conjunctions and their function in writing.”*
  - “I can identify interjections and their function in writing.”*
  - “I can identify prepositions and their function in writing.”*
- Use the responses to assess where students still need additional support and practice.
- Repeat, inviting students to self-assess against how well they collaborated and persevered in this lesson.

### Meeting Students' Needs

- To support self-monitoring, consider having students reflect on their learning directly on the assessment by placing a plus, minus, or slanted line by each question. Use the Closing and Assessment to discuss their comfort level with specific questions. (MMR, MME)

## Homework

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### A. Complete at least one of the Preposition Words and Interjections Practices (Prepositions and Interjections II) in your Unit 3 homework.

### B. Accountable Research Reading. Select a prompt to respond to in the front of your independent reading journal.

### Meeting Students' Needs

- For ELLs and students who may need additional support with writing: Read and rephrase the homework directions. Model and think aloud one of the exercises. Provide sentence starters. (Example: “The function of the conjunction \_\_\_\_ in the sentence above is to \_\_\_\_.”) (MMR)
- For ELLs and students who may need additional support with reading and writing: Refer to the suggested homework support in Lesson 1. (MMAE, MMR)