



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 3: Lesson 4

End of Unit Assessment: Writing Best First Draft of “Back Again” Poem



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write narrative text about real or imagined experiences using relevant details and event sequences that make sense. (W.8.3)
 I can produce text (print or non-print) that explores a variety of cultures and perspectives. (W.8.4a)
 With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.8.5)
 I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1)

Supporting Learning Targets

- I can write a poem describing how the narrator, a refugee, turns “back again” as he or she adapts to life in a new country.
- I can create meaning in my “back again” poem by using figurative and descriptive language as well as purposeful word choice to convey a certain tone.

Ongoing Assessment

- Draft “back again” poem NYSP12 ELA CCLS RI.8.1, W.8.3, W.8.9, and SL.8.1



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (2 minutes)B. Sharing Homework in Research Teams (6 minutes)2. Work Time<ol style="list-style-type: none">A. Draft “Back Again” Poem (20 minutes)B. Self-Assessment Based on the Rubric (10 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Making Revisions (7 minutes)4. Homework<ol style="list-style-type: none">A. If you have not finished both of your poems, take them home to finish them.	<ul style="list-style-type: none">• This lesson is similar to Lesson 3. Students draft their “Back Again” poems for the end of unit assessment.• For the assessment, focus on just Row 1 of the “Inside Out” and “Back Again” Poetry Rubric.• Plan to give students specific feedback on their “Back Again” draft poem before Lesson 6. In Lesson 6, they will revise both poems based on teacher and peer feedback (their Final Performance Task).• After drafting their “Back Again” poem, students self-assess their draft against particular rows on the rubric and justify how they have scored themselves. This self-assessment activity helps to raise student awareness of the issues in their own writing in order to improve the first draft of their poem before they hand it in at the end of the lesson.• If technology is available, provide computers for students to word-process their poems.• Students will peer critique both of their poems in Lesson 5.• Consider which students might need access to the Vocabulary Guide to support understanding during the lesson (see supporting materials). While there is only one word glossed for this lesson, students may need to be reminded that other unfamiliar words may be found in glossaries from earlier lessons, and in their Writer’s Glossaries.• Post: Learning targets, What Makes an Effective Poem? Anchor Chart.



Lesson Vocabulary	Materials
free verse	<ul style="list-style-type: none"> • What Makes an Effective Poem? Anchor Chart (from Lesson 2) • “Back Again” Poem Graphic Organizer (from Lesson 3) • End of Unit 3 Assessment: Best First Draft of “Back Again” Poem (one per student) • “Inside Out” and “Back Again” Poetry Rubric (from Lesson 3) • Student computers (one per student) or lined paper (two sheets per student) • Rows 1 and 3 of “Inside Out” and “Back Again” Poetry Rubric (one per student) <p>Optional Materials</p> <ul style="list-style-type: none"> • Vocabulary Guide • Rows 1 and 3 of “Inside Out” and “Back Again” Poetry Rubric (Alternate Version)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Students should be sitting with their research teams. Invite students to read the learning targets with you: <ul style="list-style-type: none"> * “I can write a poem describing how the narrator, a refugee, turns ‘back again’ as he or she adapts to life in a new country.” * “I can create meaning in my ‘back again’ poem by using figurative and descriptive language as well as purposeful word choice to convey a certain tone.” * “I can use the ‘Inside Out’ and ‘Back Again’ Poetry Rubric to provide kind, specific, and helpful feedback to my peers.” • Tell students that today they will be writing the first draft of their “back again” poems for their end of unit assessment. Explain that as with the mid-unit assessment, the end of unit assessment is working toward the final performance task of writing the “inside out” and “back again” poems. 	<ul style="list-style-type: none"> • Students may benefit from having the directions for this activity posted as “do now” when they arrive in class. • Discussing and clarifying the language of learning targets helps build academic vocabulary. • Posting learning targets allows students to reference them throughout the lesson to check their understanding. This also provides a reminder to students and teachers about the intended learning behind a given lesson or activity.



Opening (continued)	Meeting Students’ Needs
<p>B. Sharing Homework in Research Teams (6 minutes)</p> <ul style="list-style-type: none"> • Focus student attention on the What Makes an Effective Poem? Anchor Chart from the previous lesson. Invite students to read along silently in their heads as you read the criteria aloud. • Invite students to pair up within their research teams; tell them that they are going to be swapping “Back Again” Poem Graphic Organizers to get feedback from their peers. • Give students two minutes to consider a question they would like to pose to their partner about something they would like specific feedback about, and ask them to write the question at the top of their poem organizer. • Invite students to swap “Back Again” Poem Graphic Organizers with their partner. Give them two minutes to read through their partner’s organizer, thinking about the question posed and the criteria on the anchor chart. • Give students another minute in silence to consider how to answer the question posed by their partner and to think of a question they would like to ask their partner that will help them to revise their work. Give them an example: “How does this work in the context of the scene you have chosen?” • Invite students to share their question with their partner. • When students are done, remind them to thank their partner. Also remind them that they don’t necessarily have to follow the advice they have been given if they don’t think it works—emphasize that the question posed by their partner may be useful in helping them to revise, but it may not. • Give students two minutes to revise their organizer if they choose. 	

Work Time	Meeting Students’ Needs
<p>A. Draft ‘Back Again’ Poem (20 minutes)</p> <ul style="list-style-type: none"> • Refocus the whole group. Distribute their End of Unit 3 Assessment: Best First Draft of “Back Again” Poem. Point out that this assessment is identical to the second poem of the Student-Friendly Performance Task Prompt they saw in Unit 2, Lesson 18. • Read the assessment prompt aloud and answer any clarifying questions. Remind students of what “back again” actually means—it means emotionally on the way to being settled and adapting to life in a new country. Clarify that it does not mean they are returning home. 	



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"> Remind students that their “back again” poem needs to follow from their “inside out” poem. It will be the same narrator explaining how his or her life has turned back again, so students need to make sure the details in both poems match up. For example, it would confuse the reader if in the “inside out” poem the narrator discussed having two younger brothers but in the “back again” poem mentioned an older sister. Tell students that they are now going to refer to their “Back Again” Poem Graphic Organizer, the What Makes an Effective Poem? Anchor Chart, and the “Inside Out” and “Back Again” Poetry Rubric as they write the first draft their “back again” poems. Set the same parameter as with the “inside out” poem: the “back again” poems should be no more than four verses or stanzas long and each verse should contain no more than six lines of poetry. Remind students that this means that they will need to be more precise. Remind students that because this is an assessment, they are to do this independently in silence. Arrange for student use of computers, or if they are unavailable, distribute lined paper. Invite students to draft their “back again” poems. Circulate to take this opportunity to do an informal assessment of students’ work. Make sure they are setting the details they want to include in the context of a scene. 	<ul style="list-style-type: none"> Providing students with the rubric you will be using to assess their work sets expectations upfront and provides them with clear criteria to follow in order to be successful. For this assessment, provide appropriate accommodations (i.e., extra time) for ELLs and students with special needs.
<p>B. Self-Assessment Based on the Rubric (10 minutes)</p> <ul style="list-style-type: none"> Tell students that now that they have drafted their poem, they have an opportunity to self-assess the “Back Again” poem they just wrote. Distribute Rows 1 and 3 of the “Inside Out” and “Back Again” Poetry Rubric. Invite students to read the directions at the top of the rubric with you. Tell them that they will focus on just these two rows at this point; it is often helpful, as a writer, to focus on just a few things at a time. Invite students to follow the directions to self-assess their first draft of their “back again” poem. Circulate to ask students to justify their scoring choices on the rubric. 	<ul style="list-style-type: none"> Developing self-assessment and reflection supports all learners by giving them the opportunity to identify how they can improve their own work. Some students may benefit from having access to the Rows 1 and 3 of “Inside Out” and “Back Again” Poetry Rubric (Alternate Version) found in the supporting materials.



Closing and Assessment	Meeting Students’ Needs
<p>A. Making Revisions (7 minutes)</p> <ul style="list-style-type: none"> • Invite students to use their self-assessment against the rubric to make final revisions to their first draft “Back Again” poem. Remind them that they should be aiming to score as highly on the rubric as possible. • Collect the end of unit assessment and all the student materials: the “Back Again” Poem Graphic Organizer, the first draft of their “Back Again” poem, their self-assessment and revision. 	
Homework	Meeting Students’ Needs
<ul style="list-style-type: none"> • If you have not finished both of your poems, take them home to finish them. <p><i>Note: Before Lesson 6, assess students’ first draft “Back Again” poems to provide specific feedback. Focus feedback on strengths and next steps using Row 1 of the “Inside Out” and “Back Again” Poetry Rubric. In Lesson 6, students will apply this feedback to write a final best draft of their poem.</i></p> <p><i>In Lesson 5, students will need both of their first draft poems for a peer critique.</i></p>	<ul style="list-style-type: none"> • Students who have not yet finished the first drafts of their “Inside Out” and “Back Again” poems in class will need to take them home to finish them. If necessary, plan to re-collect these drafts at the end of Lesson 5 to assess. • Depending on your school schedule, consider arranging for a time in the day for students to complete this work if needed.



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Grade 8: Module 1: Unit 3: Lesson 4

Supporting Materials



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Imagine that you are a refugee from this specific time and place in history. You, like Ha and the real refugees we have read about, have been forced to flee your home country for your safety.

On your own, write a “back again” free verse poem similar to Ha’s diary entries in the novel *Inside Out & Back Again*.

For this poem, consider these questions:

- What adaptations have you made as you settle into your new home?
- What are you mourning from your old life?
- How is your identity changing?
- How are you coming “back again”?

Use the details in the poetry graphic organizer to help you plan and draft your poems.



Name: _____

Date: _____

Directions:

1. Read each column in the first row of the rubric.
2. Determine where you would score your poem and make a check mark in that box.
3. Justify your score by providing evidence from your poem on the lines underneath the rubric.
4. Repeat with the next row of the rubric.

Words in bold are defined in your Writer’s Glossary for the New York State Writing Rubric

Poem Rubric (based on the New York State Expository Writing Rubric)					
	4	3	2	1	0
Content and Analysis	<ul style="list-style-type: none"> • <i>clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose:</i> • “Back Again” poem: The poem clearly introduces how the refugee has had to adapt, what he/she mourns and how he/she has turned ‘back again’ in the context of a compelling scene. 	<ul style="list-style-type: none"> • <i>clearly introduce a topic in a manner that follows from the task and purpose:</i> • “Back Again” poem: The poem clearly introduces how the refugee has had to adapt, what he/she mourns and how he/she has turned ‘back again’ in the context of a scene. 	<ul style="list-style-type: none"> • <i>introduce a topic in a manner that follows generally from the task and purpose:</i> • “Back Again” poem: The poem introduces how the refugee has had to adapt, what he/she mourns and how he/she has turned ‘back again.’ 	<ul style="list-style-type: none"> • <i>introduce a topic in a manner that does not logically follow from the task and purpose:</i> • “Back Again” poem: The poem does not logically introduce how the refugee has had to adapt, what he/she mourns and how he/she has turned ‘back again.’ 	<ul style="list-style-type: none"> • <i>demonstrate a lack of comprehension of the text(s) or task:</i> • Both poems: The poem demonstrates a lack of comprehension of the task.



Poem Rubric (based on the New York State Expository Writing Rubric)					
	4	3	2	1	0
Cohesion, Organization, and Style	<ul style="list-style-type: none"> • exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning: • The organization creates a unified poem that enhances meaning. 	<ul style="list-style-type: none"> • exhibit clear organization, with the use of appropriate transitions to create a unified whole: • The poem has a beginning, middle, and end that connect to each other to create a unified poem. 	<ul style="list-style-type: none"> • exhibit some attempt at organization, with inconsistent use of transitions: • The poem has a beginning, middle, and end, but there is no clear connection between sections. 	<ul style="list-style-type: none"> • exhibit little attempt at organization, or attempts to organize are irrelevant to the task: • The organization of the poem does not support the main idea. 	<ul style="list-style-type: none"> • exhibit no evidence of organization: • The poem has no evidence of organization.

Content and Analysis:	

Cohesion, Organization and Style:	



GRADE 8: MODULE 1: UNIT 3: LESSON 4 OPTIONAL MATERIALS

Lesson Vocabulary Guide

Word	Definition
free verse poetry * +	poetry that does not rhyme or follow a pattern

* Words that will be important again in Common Core classes

+ Repeated from earlier in the module



Note to teacher: The next pages include a scaffolded version of the rubric for this lesson, including sentence starters. Before distributing it, adjust it to fit the needs of your students, including directions, content, and space needed to write. Students may need additional instruction to support their use of this tool.

Name: _____

Date: _____

Directions:

1. Read each column in the first row of the rubric.
2. Determine where you would score your poem and make a check mark in that box.
3. Justify your score by providing evidence from your poem on the lines underneath the rubric.
4. Repeat with the next row of the rubric.

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Content and Analysis:	My poem deserves a score of _____ for content and analysis because it includes
	An example of this from the text that I wrote is

Cohesion, Organization and Style:	My poem deserves a score of _____ for cohesion, organization and style because it includes
	An example of this from the text that I wrote is