



EXPEDITIONARY
LEARNING

Grade 8: Module 1: Unit 2: Lesson 20

End of Unit 2 Assessment, Part Two: Final Draft of Analytical Essay



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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.8.2)

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 use evidence from literary texts to support analysis, reflection, and research. (W.8.9)

Supporting Learning Targets

- I can use teacher feedback to revise my analytical essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric.

Ongoing Assessment

- End of Unit 2 Assessment, Part 2: Final Draft of Analytical Essay

Agenda

1. Opening
 - A. Unpacking Learning Target (2 minutes)
 - B. Examining Row 4 of NYS Writing Rubric (5 minutes)
2. Work Time
 - A. Mini Lesson: Addressing Common Errors (5 minutes)
 - B. Return Draft Essays with Feedback (6 minutes)
 - C. Essay Revision (25 minutes)
3. Closing and Assessment
 - A. Collecting End of Unit Assessments (2 minutes)
4. Homework
 - A. If you haven't already, finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.
 - B. Continue reading in your independent reading book for this unit at home.

Teaching Notes

- This lesson is an opportunity for students to further review their essays to meet the expectations of the NYS rubric.
- In advance, be sure to have reviewed students' drafts (from Lesson 17). Give specific positive feedback for at least one thing each student did well. Provide at least one specific area of focus for each student for revision.
- This lesson includes 5 minutes to address common mistakes you may have noticed while reviewing student essays. A sample structure is provided here. Focus the lesson on one specific common convention error you noticed as you assessed students' drafts.
- Some students may need more help with revising than others. There is time for this during the revision time.
- If students used computers in Lesson 17, allow them to use computers to revise.
- Some students may not finish their final draft during this lesson. Consider whether to allow them to finish their essays at home and hand them in at the beginning of the next lesson. If your school schedule allows, you might also arrange for a separate session during which students can finish their work.
- Post: Learning targets.



Lesson Vocabulary	Materials
<ul style="list-style-type: none"> conventions, standard English grammar, emerging, frequent, hinder 	<ul style="list-style-type: none"> Inside Out & Back Again (book; one per student) NYS Grade 6-9 Expository Writing Evaluation Rubric (from Lesson 11) Writer’s Glossary for Row 4 of the NYS Writing Rubric (one per student) Student draft essays (from Lesson 17; with teacher feedback) Citing Books and Articles AnchorChart (from Lesson 16) Materials for student writing (computers or lined paper) <p>Optional Materials</p> <ul style="list-style-type: none"> Writing Log

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Target (2 minutes)</p> <ul style="list-style-type: none"> Invite the class to read the learning target with you: <ul style="list-style-type: none"> * “I can use teacher feedback to revise my analytical essay to further meet the expectations of the NYS Writing Rubric.” Ask students to Think-Pair-Share: <ul style="list-style-type: none"> * “Given what you have been learning from looking at the model essay and the NYS rubric, and from planning your own essay, what do you want to focus on as you revise?” Emphasize that writing well is hard, and revision is important to make one’s message as clear as possible for one’s readers. Encourage them and thank them in advance for showing persistence and stamina. Revising is difficult, but it is one of the things that can help make a good essay great. 	<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. The review of the learning targets is yet another identifier of what is expected on the student essays. Learning targets are a research-based strategy that helps all students, especially challenged learners. Posting learning targets allows students to reference them throughout the lesson to check their understanding. They also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.



Opening (continued)	Meeting Students' Needs
<p>B. Examining Row 4 of NYS Writing Rubric (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to get out their copy of the NYS Grade 6-8 Expository Writing Evaluation Rubric and give each student the Writer’s Glossary for Row 1 of the NYS Writing Rubric. • The vocabulary words from the learning target and Row 4 of the NYS rubric are already on the Writer’s Glossary page. Ask students to read Row 4 of the rubric and add any other words they want to talk about. • Go through the words on the Writer’s Glossary page. First ask students if they know the meaning of each word. If they do not, give a brief definition and ask them to write the definitions on their pages. • When you get to “standard English grammar,” say: “If standard means the way something must be done, how would that relate to the English language?” • If necessary, you could give an example of “standards” in the gas mileage that cars must meet. Once they give you something like: “Standards must be the rules for English,” point out why a language needs to have rules for how words are put together. Say: “The standards for English mean that anyone in the world can understand what another English speaker is saying or writing if they both know and follow the rules.” • Point out that their essays should be clear to any English speaker and have to follow the rules of standard English grammar. Ask them to give you a rule or two of English grammar to be sure they understand what you are explaining. If they cannot give examples, you might offer something like these: “Sentences need to have a subject and a verb” or “In English, we capitalize the first word in a sentence.” • It is important that students begin to realize why their grammar matters when they write. They may have dialects or local speech patterns and words that are not understandable to English speakers elsewhere. There are many situations—conversations or personal writing—when other forms of English (and of course other languages) are totally fine. However, it is important to distinguish when a situation calls for or requires formal English. When they speak, their friends understand, but when they write, they are writing for a larger audience. As authors, it is their responsibility to be sure that readers can understand what they are saying about a topic. This is part of why they have been looking at the model essay so much: to start to get a feel for this more formal standard English. 	<ul style="list-style-type: none"> • Circulating teachers and aides should gently encourage struggling students to use their Writer’s Glossaries as needed throughout the lesson.



Work Time	Meeting Students' Needs
<p>A. Mini Lesson: Addressing Common Errors (5 minutes)</p> <ul style="list-style-type: none"> • Tell students that you noticed a common error in their essays (for instance, comma splices or inconsistent capitalization). • Display an example of the error. Explain why it is incorrect. • Model how to revise and correct the error. • Check for understanding. Ask students to give you a thumbs-up if they understand the error and how to fix it when revising, or a thumbs-down if they don't understand fully. • If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it. • Cold call a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up or thumbs-down. If some students are still struggling, consider checking in with them individually. 	
<p>B. Return Draft Essays with Feedback (6 minutes)</p> <ul style="list-style-type: none"> • Tell students that they will be getting their essays back now with specific feedback. Ask them to look over the comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a "Help List" on the board and invite students to add their names to it if they need questions answered. • Return students' draft essays. 	<ul style="list-style-type: none"> • The use of leading questions on student essays helps struggling students understand what areas they should improve on before submitting their essay again. • If time permits, provide students with a Writing Log in which they can document and reflect on their own strengths and weaknesses (see supporting materials).



Work Time (continued)	Meeting Students' Needs
<p>C. Essay Revision (25 minutes)</p> <ul style="list-style-type: none"> • Be sure students have their novels <i>Inside Out & Back Again</i>. Invite students to apply their learning from Row 4 of the rubric, the mini lesson and the feedback given on their draft to revise their essay. • Refer to the Citing Books and Articles Anchor Chart and remind students to cite the surname of the author and page number of their evidence within the essay and to create a Works Cited list at the end of the essay containing all of the books and articles they have cited. • If using computers to word process, students can review and revise. If they are writing by hand, students will need lined paper to write a best copy of their essay incorporating the feedback and learning from the mini lesson. • Circulate around the room, addressing questions. Consider checking in first with students who need extra support to make sure they can use their time well. • When a few minutes are left, if working on computers, ask students to save their work. 	<ul style="list-style-type: none"> • For this assessment, provide appropriate accommodations (i.e., extra time, separate location) for ELLs and students with special needs.
Closing and Assessment	Meeting Students' Needs
<p>A. Collecting End of Unit Assessments (2 minutes)</p> <ul style="list-style-type: none"> • Give students specific positive praise for perseverance you observed. Collect the final drafts from those students who feel that they have finished (plus all of their organizers and planners). • Based on whether or not you want this to be a timed assessment, consider whether to give students who still want more time the option of finishing for homework. 	<ul style="list-style-type: none"> • Depending on your school schedule, consider arranging for a separate period during which students can have additional time to finish this assignment.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • If you haven't already, finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners. • Continue reading in your independent reading book for this unit at home. 	



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Supporting Materials



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**Words from NEW YORK STATE GRADE 6-8
EXPOSITORY WRITING EVALUATION RUBRIC**

Word/Phrase	Page	Definition
conventions	4	a formal agreement, especially between countries, about particular rules or behavior <i>Ex: Standard English conventions mean that anyone who speaks English can understand what is written in English.</i>
standard English grammar	4	rules for how the English language will be spoken and written <i>Ex: In English, the subject of a sentence usually comes before the verb.</i>
emerging	4	in an early state of development <i>Ex: A student who is an emerging writer is just beginning to learn how to write well.</i>
frequent	4	happening or doing something often <i>Ex: Frequent spelling mistakes make a writer’s work hard to read and understand.</i>
hinder	4	to make it difficult for something to develop or succeed <i>Ex: Sentence fragments or run on sentences hinder a reader’s understanding of a piece of writing.</i>
Other new words you encountered:		



GRADE 8: MODULE 1: UNIT 2: LESSON 20 OPTIONAL MATERIALS

Possible Enhancement: Writing Log

Teacher Directions:

Use the chart on the next page to encourage students to reflect on their own writing when passing written assignments back.

- Students should write their names next to the words “Writing Log for,” the first time they use the log. Teachers should stress the importance of self-reflection, and of how individual student strengths and weaknesses will be different.
- Students should record a brief description of the assignment and the date on which they recorded it.
- Students can use the teacher comments, the provided rubric, peer feedback, and/or their own experiences to decide what to record as strengths and weaknesses. Teachers should encourage students to focus on one area for each, and to be sure to choose one of each, regardless of what they perceive as the quality of their writing.
- Teachers should guide students to return to these reflections as the year progresses, especially before beginning a new piece of writing.



Writing Log for: _____



Assignment Description:		Date:
My Strengths:		
I Need to Work On:		

My Goals for Future Writing:

Assignment Description:		Date:
My Strengths:		
I Need to Work On:		

My Goals for Future Writing: