



EXPEDITIONARY
LEARNING

Grade 8: Module 3B: Unit 1: Lesson 13

End of Unit Assessment: Making Connections between Song Lyrics and Texts



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can effectively engage in discussions with diverse partners about eighth-grade topics, texts, and issues. (SL.8.1) I can cite text-based evidence that provides the strongest support for an analysis of an informational text. (RI.8.1)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can make connections between the texts I have read in this unit, and the title and lyrics in “Ain’t Gonna Let Nobody Turn Me Around” and “Lift Every Voice and Sing.”• I can cite evidence from the text to support my connections between the lyrics and text.• I can listen to others and build on their ideas during a Socratic Seminar discussion.	<ul style="list-style-type: none">• Connecting Lyrics to Text: Discussion Goals (self-assessment completed)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (3 minutes)Making Discussion Goals (10 minutes)Work Time<ol style="list-style-type: none">Socratic Seminars (25 minutes)Closing and Assessment<ol style="list-style-type: none">Self-Assessment and Teacher Feedback (7 minutes)Homework<ol style="list-style-type: none">Continue to read your independent reading book.	<ul style="list-style-type: none">This lesson is the End of Unit 1 Assessment. Students will have small group Socratic Seminars in which they connect the lyrics of two songs with the texts they have read in the unit.Students should be placed into groups of five. Aim to spend approximately 5 minutes with each group. Prepare a discussion schedule to post so that students can see whom they will be working with and where they are in the schedule.While groups are participating in Socratic Seminars, the rest of the students can use the time to either prepare their notes for their seminars or read independently.Depending on the size of your group, you may need more than the 25 minutes allocated in this lesson for seminars. Consider using another lesson if necessary.This discussion is to be student- rather than teacher-led. Although you may provide the prompt question to open the discussion, and facilitate if the discussion lulls or becomes chaotic, as far as possible try to let the students control the discussion themselves.You may wish to video record the Socratic Seminars to review when grading against the rubric after the lesson. This will leave you free to facilitate the discussion when needed.In advance:<ul style="list-style-type: none">Review: Socratic Seminar discussion protocol (see Appendix).Prepare: Discussion schedule.Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Discussion schedule (see Teaching Notes)• Connecting Lyrics to Text Discussion Rubric (from Lesson 11; one per student and one for display)• Connecting Lyrics to Text Discussion Goals (one per student)• Document camera• Discussion sentence starters (one per student)• End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around” (completed in Lesson 11)• End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing” (completed in Lesson 12)• Socratic Seminar: Look and Sound anchor chart (from Lesson 11)• End of Unit 1 Discussion Prompt: Connecting Song Lyrics and Texts (from Lesson 11)

Opening	Meeting Students’ Needs
<p>A. Reviewing Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Focus students on the learning targets and select volunteers to read the targets aloud for the whole group:<ul style="list-style-type: none">* “I can make connections between the texts I have read in this unit, and the title and lyrics in ‘Ain’t Gonna Let Nobody Turn Me Around’ and ‘Lift Every Voice and Sing.’”* “I can cite evidence from the text to support my connections between the lyrics and text.”* “I can listen to others and build on their ideas during a Socratic Seminar discussion.”• Remind students that in this lesson they are going to participate in a Socratic Seminar connecting the texts they have read in this unit with the title and lyrics from “Ain’t Gonna Let Nobody Turn Me Around” and the second stanza of “Lift Every Voice and Sing.”	



Opening (continued)	Meeting Students' Needs
<p>B. Making Discussion Goals (10 minutes)</p> <ul style="list-style-type: none">• Focus students on the discussion schedule and explain that it tells students not only when they will be having their discussion, but also whom they will be in a discussion group with.• Invite students to take out their Connecting Lyrics to Text Discussion Rubric and to spend a couple of minutes reviewing what you will be assessing them on.• Display and distribute the Connecting Lyrics to Text: Discussion Goals. Focus students on the goal already recorded and tell students you would like to offer one goal for the whole class during the discussion. Read aloud the goal on the board or document camera:<ul style="list-style-type: none">* “I will interact with my peers to build a rich discussion, not just wait for and answer my teacher’s questions.”• Ask students to turn and talk:<ul style="list-style-type: none">* “What do you think this goal really means?”• Cold call on a few students to share what they discussed. Emphasize that even though you have provided the main prompt for the discussion, you will not be the leader of the discussion. Tell students you want to hear what they have to say, and that you are excited to stand back and let them take responsibility for the discussion.• Invite all students to write down a personal goal for their time in the inside circle discussion based on the individual weaknesses they have identified in the rubric.	



Work Time	Meeting Students' Needs
<p>A. Socratic Seminars (25 minutes)</p> <ul style="list-style-type: none">• Display and distribute Discussion sentence starters to each student and give them a minute to read the suggestions. Encourage students to use this resource during the discussion.• Refer students to the Socratic Seminar: Look and Sound anchor chart and remind them to keep these criteria in mind throughout this discussion.• Invite students to retrieve their End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Ain’t Gonna Let Nobody Turn Me Around” and End of Unit 1 Assessment: Connecting Lyrics to Text Note-catcher: “Lift Every Voice and Sing” to refer to during the discussion.• Remind students of the discussion schedule and set up the first group. Invite the rest of the students to either continue preparing their notes for their discussion or to read their independent reading book.• Review the End of Unit 1 Discussion Prompt: Connecting Song Lyrics and Texts with each group before they begin.• Step in to prompt students to participate where they are not stepping forward themselves. All students should participate in this discussion.• As students are talking, use the rubric to assess their performance.	<ul style="list-style-type: none">• Consider modifying the discussion sentence starters for struggling readers or for students who need more processing time. Cut the list down to three basic sentence starters and put each one underneath a heading such as: “When You Agree,” “When You Disagree,” and “When You Have a Question.”• Consider preparing students who need more processing time or who struggle with speaking in front of others by giving them a list of the other perspectives/roles in the discussion beforehand.• As the discussion lulls, be prepared to prompt students who may not be confident speakers to participate.



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment and Teacher Feedback (7 minutes)</p> <ul style="list-style-type: none">• Invite students to complete the self-reflection on the goals they set at the beginning of the lesson on their Connecting Lyrics to Text Discussion Goals.• Tell students to turn to an elbow partner and to share reflections on what they heard/learned during the discussion.• Cold call two or three students and ask them to share out something they learned.• Congratulate the students for their participation in the Socratic Seminar discussion, and use the rubric to provide a few examples of things you were pleased to see to finish the unit on a high note.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Continue to read your independent reading book.	



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Supporting Materials



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Connecting Lyrics to Text: Discussion Goals

<p>Goal 1:</p> <p>I will interact with my peers to build a rich discussion, not just wait for and answer my teacher's questions.</p>	<p>Goal 2:</p>
<p>What I did well:</p>	<p>What I did well:</p>
<p>How I can improve next time:</p>	<p>How I can improve next time:</p>



Connecting Lyrics to Text: Discussion Goals
(Example, for Teacher Reference)

Goal 1: To draw others into the conversation	Goal 2:
What I did well: Used a sentence starter to get Martin to join the conversation.	What I did well:
How I can improve next time: Try a sentence starter more than once during the discussion. Use my own words instead of a sentence starter to draw someone in.	How I can improve next time:



Sentence Starters

To paraphrase someone else's idea to make sure you understand, use:

- I hear that you said ...

To ask a question or probe, use:

- I'm wondering ...
- I hear that you said ... and I'm still wondering ...
- Can you clarify what you meant when you said ... ?
- What you said about ... raised a question for me. My question is ...
- It seems like what you said about ... is different from what [someone else] said. (Name conflicting ideas)

To show how something has changed your thinking, use:

- Now that I know that, I need to change what I think about ...

To cite text evidence, use:

- I hear that you said ..., but I still think ... because the text says ... (Cite evidence)
- What you said about ... reminded me of something I read in the text. (Cite evidence)