



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 1: Lesson 8

End of Unit Assessment: Extended Response: *Love That Dog*, Pages 1–41: What Has Jack Learned about Poetry?



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



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

I can describe in depth a character in a story, drawing on specific details in the text. (RL.4.3)

I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (W.4.4)

I can draw evidence from literary texts to support analysis, reflection, and research. (W.4.9)

Supporting Learning Targets

- I can plan and write a quality paragraph to explain what Jack has learned about poetry, using details and examples from pages 1–41 of *Love That Dog* as evidence.
- I can reflect on my progress toward the learning target.

Ongoing Assessment

- Poetry Task 4 (in journal; from homework)
- End of Unit 1 Assessment
- Reflection in poetry journal



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Homework and Engaging the Reader (5 minutes)Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 1 Assessment (35 minutes)Reflecting on Learning (10 minutes)Closing and Assessment<ol style="list-style-type: none">Debrief: Sharing Reflections (5 minutes)Homework<ol style="list-style-type: none">In the next lesson we will summarize the first half of the book. To prepare, reread pages 1–41 of <i>Love That Dog</i>.	<ul style="list-style-type: none">In this lesson, students take the End of Unit 1 Assessment. They plan and write a paragraph to answer the question: What has Jack learned about poetry? After completing the assessment, students are asked to reflect on their ability to write quality paragraphs with evidence in order to analyze the text. Use students' assessment results as well as their reflections to determine what progress they have made towards these skills. Note: This assessment does not include W.4.2 (writing informative/explanatory texts). Students will be formally assessed on W.4.2 in both Units 2 and 3 of this module. While this Unit 1 assessment does not formally assess all aspects of W.4.2, it does provide formative assessment towards this standard. Use students' assessment results to gather information on the instructional support they will need towards this standard to prepare for the writing instruction in Units 2 and 3.Some students may require additional time to complete this assessment independently. Make provisions for those students accordingly.Some students may benefit from having someone read the questions aloud to them. Again make provisions for those students accordingly.In advance:<ul style="list-style-type: none">Review the Back-to-Back, Face-to-Face protocol (see Appendix).Post: Guiding questions anchor chart, learning targets, What makes a poem a poem? anchor chart, Discussion Norms anchor chart.



Lesson Vocabulary	Materials
plan, paragraph, explain, drawing, details, examples, reflect, progress	<ul style="list-style-type: none">• Poetry journals (from Lesson 1; students' own)• What Makes a Poem a Poem? anchor chart (from Lesson 2)• Reader's notebook (from Lessons 1–7; students' own):<ul style="list-style-type: none">– Jack's Reflections notes: "The Red Wheelbarrow"– Jack's Reflections notes: "Dog"– Jack's Reflections notes: "Street Music" and "The Apple"– Close Read Questions and Notes: <i>Love That Dog</i>, pages 6–11 and "Stopping by Woods on a Snowy Evening" (from pages 9–13 in reader's notebook)– Close Read Questions and Notes: <i>Love That Dog</i>, pages 25–30 (from pages 14–16 in reader's notebook)• <i>Love That Dog</i> (book; from Lesson 2; one per student)• Close Readers Do These Things anchor chart (from Lesson 2)• Quality Paragraph anchor chart (from Lesson 6)• End of Unit 1 Assessment: Extended Response: <i>Love That Dog</i>, Pages 1–41: What Has Jack Learned about Poetry? (one per student)• Blank, lined paper (one per student)• NYS 4-5 Rubric for Expository Writing (for teacher reference)• End of Unit 1 Assessment: Extended Response: <i>Love That Dog</i>, Pages 1–41: What Has Jack Learned about Poetry? (Sample Student Response; For Teacher Reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Homework and Engaging the Reader (5 minutes)</p> <ul style="list-style-type: none"> Ask students to turn to “My Poems” section in their poetry journals and reread the poem they wrote for homework. Briefly review directions for the Back-to-Back, Face-to-Face protocol. Provide clarification as necessary then give students 1 minute to find a partner who is <i>not</i> a member of their regular group. Once students pair up, give students the following directions: <ol style="list-style-type: none"> Read your poem to your partner. Tell your partner what you like about your poem. Point out the characteristics of poetry featured in your poem (use literary terms). Repeat. Refer students to the literary terms listed in the “Characteristics of Poetry” section of the What Makes a Poem a Poem? anchor chart and have them begin the protocol. 	<ul style="list-style-type: none"> Post discussion questions for student reference.
<p>B. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> Display and ask students to chorally read aloud each learning target with you. Ask students to pay attention to familiar vocabulary from the target and be ready to restate each target in their own words. <ul style="list-style-type: none"> * “I can plan and write a quality paragraph to explain what Jack has learned about poetry, using details and examples from pages 1–41 of <i>Love That Dog</i> as evidence.” * “I can reflect on my progress toward the learning target.” Ask students to consider then discuss with a nearby peer: <ul style="list-style-type: none"> * “How could you restate each of these targets in your own words, based on your understanding of the key terms: <i>plan</i>, <i>paragraph</i>, <i>explain</i>, <i>drawing</i>, <i>details</i>, <i>examples</i>, <i>reflect</i>, and <i>progress</i>?” After 2 minutes, cold call a few students to share their thinking aloud. Tell students that now they will take the End of Unit 1 Assessment to show what they have learned about how to plan and write a paragraph that explains what Jack has learned about poetry in the first half of the novel <i>Love That Dog</i>. 	<ul style="list-style-type: none"> Locate and display images of key terms from the targets to support visual and second language learners. Consider allowing students to “act out” what they think each target means.



Work Time	Meeting Students' Needs
<p>A. End of Unit 1 Assessment (35 minutes)</p> <ul style="list-style-type: none"> Give students an appropriate amount of time and support to locate the materials from their reader's notebooks that they will need to complete the end of unit assessment: <ul style="list-style-type: none"> Jack's Reflections notes: "The Red Wheelbarrow," p. 6 Jack's Reflections notes: "Dog," p. 7 Jack's Reflections notes: "Street Music" and "The Apple," p. 8 Close Read Questions and Notes: <i>Love That Dog</i>, pages 6–11 and "Stopping by Woods on a Snowy Evening," p. 9-13 Close Read Questions and Notes: <i>Love That Dog</i>, pages 25–30, p. 14-16 Also make sure that students have their text <i>Love That Dog</i> to refer to, and that the Close Readers Do These Things anchor chart, What Makes a Poem a Poem? anchor chart, and Quality Paragraphs anchor chart are all posted for student reference throughout the assessment. Distribute the End of Unit 1 Assessment: Extended Response: <i>Love That Dog</i>, Pages 1–41: What Has Jack Learned about Poetry? and blank, lined paper. Read the directions and prompt with students then answer clarifying questions. When students are ready, ask them to begin. While students take the assessment, circulate to monitor their test-taking skills. Prompt students throughout the assessment, letting them know how much time they have left and encouraging them to continue working. This is an opportunity to analyze students' behavior while taking an assessment. Document strategies student use during the assessment. For example, look for students annotating their text, using their graphic organizer to plan their writing, and referring to plans and the text as they write. If students finish the assessment early, allow them to: <ul style="list-style-type: none"> Read independently. Draw a sketch of one the poems they read during the first unit, in the "My Reflection" section of their poetry journals. Ask students to hold on to their assessments to refer to during Part B of Work Time. 	<ul style="list-style-type: none"> If students receive accommodations for assessment, communicate with the cooperating service providers regarding the practices of instruction in use during this study, as well as the goals of the assessment. ELLs receive extended time as an accommodation on New York State assessments.



Work Time (continued)	Meeting Students' Needs
<p>B. Reflecting on Learning (10 minutes)</p> <ul style="list-style-type: none">Review the learning targets with students then ask them to turn to the next blank page in the “My Reflections” section of their poetry journals.Tell students they are going to consider the first target as well as the paragraph they planned and wrote for the assessment then reflect on their progress in their journals, just as they did after the mid-unit assessment.Then, pose the following questions for students to consider and then respond to in writing:<ul style="list-style-type: none">“What are the greatest strengths of your paragraph? Explain your thinking.”“What would you like to improve about your ability to plan OR write a paragraph? Why?”Ask students to think about and then independently write a response to each question.After students have written their reflections, ask them to prepare to share their thinking during the debrief.	<ul style="list-style-type: none">Consider posting discussion questions for student reference.Allow students who struggle with expressing their ideas in writing to dictate their reflections to you or another adult to scribe. This allows all students to participate in the self-reflection in a meaningful way.
Closing and Assessment	Meeting Students' Needs
<p>A. Debrief: Sharing Reflections (5 minutes)</p> <ul style="list-style-type: none">Pair students up. Ask them to share reflections from their poetry journals.Invite several students to share out whole group.Collect students' End of Unit 1 Assessments and journals for review (use criteria named in the assessment directions as well as the NYS 4-5 Rubric for Expository Writing (for teacher reference) to score and provide feedback on students' assessments).	<ul style="list-style-type: none">Consider providing sentence starters and frames to ensure all students have access to the conversation: “My paragraph is strong because ____; I think I could improve my plan/writing by ____ because ____.”
Homework	Meeting Students' Needs
<ul style="list-style-type: none">In the next lesson we will summarize the first half of the book. To prepare, reread pages 1–41 of <i>Love That Dog</i>.	<ul style="list-style-type: none">Consider providing a recording of the text and poems for struggling readers.



EXPEDITIONARY
LEARNING

Grade 4: Module 1B: Unit 1: Lesson 8

Supporting Materials



This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.

Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.



End of Unit 1 Assessment:

Extended Response: *Love That Dog*, Pages 1–41: What Has Jack Learned about Poetry?

Name:

Date:

Learning Target:

- I can plan and write a quality paragraph to explain what Jack has learned about poetry, using details and examples from pages 1–41 of *Love That Dog* as evidence.

Directions:

After reading the first half of Love That Dog, write a paragraph in which you explain what Jack has learned about poetry. Provide at least three details from pages 1–41 of the novel to support your discussion.

1. To help you answer the question “**What has Jack learned about poetry?**” refer to the following resources:
 - Notes from your reader’s notebook
 - What Makes a Poem a Poem? anchor chart
 - Pages 1–41 of *Love That Dog*
 - Quality Paragraphs anchor chart
2. Use the Topic Expansion graphic organizer to organize your ideas before writing your paragraph.
3. On a piece of lined paper, write your paragraph. Be sure to include the following:
 - A topic sentence that states the main idea
 - At least three details that tell more about the main idea (including references to specific characteristics of poetry)
 - A concluding sentence that explains why the topic matters (“So what?”)
 - Language appropriate to the audience, with few conventional errors
4. Once you have written your paragraph, check your work against the plan on your graphic organizer to be sure you included evidence from the text.



End of Unit 1 Assessment:
Extended Response: *Love That Dog*, Pages 1–41: What Has Jack Learned about Poetry?
Topic Expansion Graphic Organizer

Main Idea (What has Jack has learned about poetry?)	Supporting Detail	So What?
	Supporting Detail	
	Supporting Detail	
	Supporting Detail	

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.



End of Unit 1 Assessment:

Extended Response: *Love That Dog*, Pages 1–41: What Has Jack Learned about Poetry?
(Example Response; For Teacher Reference)

Learning Target Assessed:

- I can describe in depth a character in a story, drawing on specific details in the text. **(RL.4.3)**
- I can produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. **(W.4.4)**
- I can draw evidence from literary texts to support analysis, reflection, and research. **(W.4.9)**

Directions:

After reading the first half of Love That Dog, write a paragraph in which you explain what Jack has learned about poetry. Provide at least three details from pages 1–41 of the novel to support your discussion.

1. To help you answer the question “**What has Jack learned about poetry?**” refer to the following resources:
 - Notes from your reader’s notebook
 - What Makes a Poem a Poem? anchor chart
 - Pages 1–41 of *Love That Dog*
 - Quality Paragraphs anchor chart
2. Use the Topic Expansion graphic organizer to organize your ideas before writing your paragraph.
3. On a piece of lined paper, write your paragraph. Be sure to include the following:
 - A topic sentence that states the main idea
 - At least three details that tell more about the main idea (including references to specific characteristics of poetry)
 - A concluding sentence that explains why the topic matters (“So what?”)
 - Language appropriate to the audience, with few conventional errors
4. Once you have written your paragraph, check your work against the plan on your graphic organizer to be sure you included evidence from the text.



CRITERIA	CCLS	SCORE				
		4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys ideas and information clearly and accurately in order to support an analysis of topics or texts	W.2 R.1–9	—clearly introduce a topic in a manner that follows logically from the task and purpose —demonstrate insightful comprehension and analysis of the text(s)	—clearly introduce a topic in a manner that follows from the task and purpose —demonstrate grade-appropriate comprehension and analysis of the text(s)	—introduce a topic in a manner that follows generally from the task and purpose —demonstrate a literal comprehension of the text(s)	—introduce a topic in a manner that does not logically follow from the task and purpose —demonstrate little understanding of the text(s)	—demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	W.2 W.9 R.1–9	—develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) —sustain the use of varied, relevant evidence	—develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) —sustain the use of relevant evidence, with some lack of variety	—partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant —use relevant evidence inconsistently	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3 L.6	—exhibit clear, purposeful organization —skillfully link ideas using grade-appropriate words and phrases —use grade-appropriate, stylistically sophisticated language and domain-specific vocabulary —provide a concluding statement that follows clearly from the topic and information presented	—exhibit clear organization —link ideas using grade-appropriate words and phrases —use grade-appropriate precise language and domain-specific vocabulary —provide a concluding statement that follows from the topic and information presented	—exhibit some attempt at organization —inconsistently link ideas using words and phrases —inconsistently use appropriate language and domain-specific vocabulary —provide a concluding statement that follows generally from the topic and information presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack the use of linking words and phrases —use language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement that is illogical or unrelated to the topic and information presented	—exhibit no evidence of organization —exhibit no use of linking words and phrases —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable

- If the prompt requires two texts and the student only references one text, the response can be scored no higher than a 2.
- If the student writes only a personal response and makes no reference to the text(s), the response can be scored no higher than a 1.
- Responses totally unrelated to the topic, illegible, incoherent, or blank should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.



End of Unit 1 Assessment:

Extended Response: *Love That Dog*, Pages 1–41: What Has Jack Learned about Poetry?
(Sample Student Response; For Teacher Reference)

Jack, the main character in the novel *Love that Dog*, has learned a lot about poetry since he started the year with Miss Stretchberry. He began the year thinking that poetry was only written by girls and told his teacher he couldn't write poetry because his brain was empty. Then he read his first poem, "The Red Wheelbarrow" with his class and he learned that poems were written with short lines. Then he learned about rhyming and repetition when he read poems like "Stopping by Woods on a Snowy Evening" and "The Tiger". But he didn't really start to like poetry until he read poems like "Dog", "Street Music" and "The Apple". After reading these poems he learned that poems create vivid pictures in readers' head using imagery. Finally, Jack felt like he had learned enough about poetry to share his own poem with the class, and he let his teacher put up his poem "My Yellow Dog" with his name on it.