



EXPEDITIONARY
LEARNING

Grade 4: Module 3B: Unit 3: Lesson 13

End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside and Author's Chair Celebration



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write an opinion piece that supports a point of view with reasons and information. (W.4.1)</p> <p>I can produce writing that is appropriate to task, purpose, and audience. (W.4.4)</p> <p>I can effectively engage in discussions with diverse partners about fourth-grade topics and texts. (SL.4.1)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none">• I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.• I can plan, draft, and revise a broadside in the course of two lessons.• I can listen as my peers share their writing and give specific praise for their work.	<ul style="list-style-type: none">• End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside• Tracking My Progress, End of Unit 3 recording form



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Reviewing Learning Targets (5 minutes)Work Time<ol style="list-style-type: none">End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (25 minutes)Author's Chair Celebration (25 minutes)Closing and Assessment<ol style="list-style-type: none">Tracking My Progress (5 minutes)Homework<ol style="list-style-type: none">None	<ul style="list-style-type: none">In the first half of this lesson, students complete their End of Unit 3 Assessment, Part II by revising their drafts from Part I. They will use the American Revolution Broadside rubric chart: For The End of Unit 3 Assessment as a guide and will be asked to pay particular focus to conventions to create a polished final broadside for the assessment.In the last half of the lesson, students celebrate their hard work as writers by sharing and reflecting in small groups. The Author's Chair Celebration anchor chart in the supporting materials of this lesson provides steps and guidelines for students as they share their work. Grouping for this is flexible; however, the more students share in a group, the longer this portion of the lesson will be. The timing is based on groups of three.In this lesson, students' assessments are collected after the author's celebration. Use the American Revolution Broadside rubric chart (from Lesson 12) and the NYS Rubric for Expository Writing to evaluate and score students' assessments.In advance:<ul style="list-style-type: none">Prepare and review the Author's Chair Celebration anchor chart (see supporting materials).Create groups of three students for sharing in the Author's Chair Celebration.Post: Learning targets.



Lesson Vocabulary	Materials
broadside, opinion, peers, praise	<ul style="list-style-type: none">• American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment (from Lesson 12; one per student)• End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside (from Lesson 12; students' plans and drafts)• Dictionary (online- such as www.dictionary.com or http://www.wordcentral.com, or print; one per student)• End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (one per student or displayed on the board)• American Revolution broadsides (students' published copies, from Lesson 11)• Author's Chair Celebration anchor chart (chart paper)• Tracking My Progress, End of Unit 3 recording form (one per student)• NYS Rubric for Expository Writing (for teacher reference)



Opening	Meeting Students' Needs
<p>A. Reviewing Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Post the following learning targets and read them aloud to students:<ul style="list-style-type: none">– “I can write a broadside stating my opinion on the American Revolution from the Loyalist perspective.”– “I can plan, draft, and revise a broadside in the course of two lessons.”– “I can listen as my peers share their writing and give specific praise for their work.”• Explain that today they will complete Part II of the assessment and then they will participate in an Author's Chair Celebration to share their broadsides. Let students know they will revisit the third learning target once Part II of the assessment is over.• Explain that first they will complete Part II of the assessment, where they will finish their drafts (if necessary) and then revise for conventions to create a polished copy. Explain that this means they will have to read their drafts and edit for spelling, capitalization, punctuation, and complete sentences, then revise to make these corrections and create a polished (or corrected and neat) copy to complete the assessment. Tell them to use the American Revolution Broadside Rubric Chart: For the End of Unit 3 Assessment to check their drafts before they revise.	
Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside (25 minutes)</p> <ul style="list-style-type: none">• Be sure students have prepared their space to complete End of Unit 3 Assessment, Part II: Revising to Create a Polished Broadside. Explain the expectations for using or accessing a dictionary for their editing. Distribute the American Revolution Broadside Rubric chart: For the End of Unit 3 Assessment as well as students' plans and drafts from the End of Unit 3 Assessment, Part I: Planning and Drafting a Broadside.• Give students 25 minutes to complete their assessments. To help students pace themselves, let them know when they have 10 and 5 minutes left.• Collect students' broadside plans and drafts; have them keep their polished American Revolution broadsides until after the Author's Chair Celebration.	<ul style="list-style-type: none">• For some students, this part of the assessment may require more than the 25 minutes allotted. Consider providing time over multiple days if necessary.



Work Time (continued)	Meeting Students' Needs
<p>B. Author's Chair Celebration (25 minutes)</p> <ul style="list-style-type: none">• Gather students together whole group. Tell them they have come a long way as writers. At the beginning of the year they were working on writing strong informative paragraphs (Module 1) and then writing narratives based on research (Module 2). Now they have also built expertise in opinions based on reasons and evidence. Tell students that you are proud of the progress they have made as writers and would like to celebrate with them by holding an Author's Chair Celebration.• Post the Author's Chair Celebration anchor chart. Explain that an Author's Chair Celebration is an event similar to a book signing that authors sometimes have at bookstores to celebrate publishing their work. Tell the class that at these events, the author reads to the audience and signs a copy of his or her work. Explain to the students that while they will not have to sign copies of their work, they will get to read their work to a small group.• Review the steps on the Author's Chair Celebration anchor chart and revisit the following learning target: "I can listen as my peers share their writing and give specific praise for their work." Remind students that they have been practicing giving kind feedback during peer critiques and that today they will focus on what they hear as a strength in their group members' work. They will write this praise on a sticky note for their group member after each share. Clarify or model kind praise as needed.• Split students into their groups. Explain that they will have about 5 minutes for each person in the group to read, reflect, and receive praise.• Circulate as students share their work, reflect, and give one another praise. Monitor to ensure that students are taking turns about every 5 minutes.• Write the following prompt on the board. If a group finishes early, have them discuss:<ul style="list-style-type: none">* "How have we grown as writers since the beginning of the year?"• Collect polished American Revolution broadsides.• <i>Note: These pieces of writing will act as formative assessments of the performance task learning targets and demonstrate what students can do with support from teachers and peers. These pieces can be compared to students performance on the end-of-unit assessment and inform writing instruction and supports for Module 4.</i>	<ul style="list-style-type: none">• As an alternative to an Author's Chair Celebration anchor chart, you can copy the steps below for each group and display them using a document camera. This may be better for students with visual impairments or ELLs.



Closing and Assessment	Meeting Students' Needs
<p>A. Tracking My Progress (5 minutes)</p> <ul style="list-style-type: none">• Congratulate students on their learning as readers and writers as they researched the American Revolution and wrote broadsides. Comment that you are proud of the knowledge and skills they have built and would like them to take a short moment to reflect in writing.• Distribute the Tracking My Progress, End of Unit 3 recording form. Give students 5 minutes to reflect in writing and collect as additional assessment information for students' progress toward the learning target.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• None.	



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Supporting Materials



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End of Unit 3 Assessment, Part II:
Revising to Create a Polished Broadside

Directions:

1. If your draft is not finished, finish writing it.
2. Review the American Revolution Broadside rubric.
3. Reread your draft and determine any revisions you would like to make based on the rubric. Pay specific attention to conventions.
4. Annotate your draft for revisions and edit for conventions (be sure to use a dictionary for correcting spelling).
5. Rewrite your broadside to include your revisions on a new sheet of lined paper.
6. Hand in all components of your assessment: both Part I (plans and draft) and Part II (polished broadside).
7. If you finish early, choose a book from your independent reading and read quietly.



Author's Chair Celebration Anchor Chart
(For Teacher Reference)

*As an alternative to an anchor chart, you can copy the steps below for each group.

Author's Chair Celebration

In groups of three or four, do the following:

1. Find a space where your group can sit in a circle.
2. Select an author to read and reflect first.
3. Authors should read their piece to the group and share their thinking on the following questions:
 - * "What are you most proud of in this piece?"
 - * "What was your biggest challenge, and how did you handle it?"
4. Group members should listen as the author reads and reflects, then take a moment to write the author's name and one piece of specific praise on a sticky note. (Hold onto your sticky notes until all group members have read their pieces.)
5. Take turns so that each author has a chance to read and reflect and listeners have written praise for each author.
6. Exchange sticky notes with praise so authors can read them.
7. Congratulate one another on the publication of your work.



Tracking My Progress, End of Unit 3

Name: _____

Date: _____

Learning target: I can write a broadside stating my opinion the American Revolution from the Loyalist perspective.

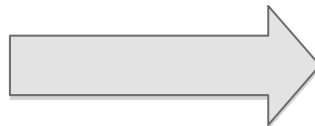
1. The target in my own words is:

2. How am I doing? Circle one.

I need more help to learn this.



I understand some of this.



I am on my way!



3. The evidence to support my self-assessment is:



NYS Rubric for Expository Writing

New York State Grades 4-5 Writing Evaluation Rubric

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 with inconsistency	—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, or incoherent should be given a 0.
- A response totally copied from the text(s) with no original student writing should be scored a 0.

* Condition Code A is applied whenever a student who is present for a test session leaves an entire constructed-response question in that session completely blank (no response attempted).