



# **Grade 8: Module 2A: Unit 2: Lesson 16**

## **End of Unit 2 Assessment, Part 2: Revise Essay Drafts**



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

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.8.5)

I can use correct grammar and usage when writing or speaking. (L.8.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.8.2)

**Supporting Learning Targets**

- I can use feedback from others to revise and improve my essay.
- I can use correct grammar and punctuation in my essay.

**Ongoing Assessment**

- Revised Essay



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mini Lesson: Addressing Common Errors (5 minutes)</li><li>B. Return Draft Essays with Feedback (5 minutes)</li><li>C. Essay Revision (30 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Previewing Unit 3 (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finalize your essay</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Some students may need more help revising than others. There is space for this during the revision time.</li><li>• As in Lesson 13, consider the setup of the classroom; students ideally will be working on computers.</li><li>• If students did not use computers to draft their essays in Lesson 13, consider giving them more time to revise and rewrite their essays.</li><li>• Have independent activities ready for students who finish revising early.</li><li>• Since not all students may finish their revisions during this class, have students email their files, check out a computer, or come in during an off period or after school to finish. Consider extending the due date for students who do not have access to a computer at home.</li><li>• In advance: Look over the graded essays and find a common conventions error. Craft a mini lesson for Work Time A in order to address the error (a sample structure is provided in the lesson).</li><li>• Also, identify a body paragraph in a student essay that uses and punctuates a “quote sandwich” well to be an exemplar. Make a copy of this body paragraph, without the student’s name, to show in Work Time Part B. The goal is for students to have another model to work toward as they are revising their own essays.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
feedback	<ul style="list-style-type: none"><li>• Document camera</li><li>• Student essays with teacher feedback (from Lesson 13)</li><li>• Exemplar body paragraph (one for display; see Teaching Note above)</li><li>• Computers</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Reviewing Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Read the two targets aloud or invite a student volunteer to do so.<ul style="list-style-type: none"><li>* “I can use feedback from others to revise and improve my essay.”</li><li>* “I can use correct grammar and punctuation in my essay.”</li></ul></li><li>• Remind students that they have practiced incorporating peer feedback in Lesson 11. They will use the same skills in this lesson, only this time the feedback will be on their control of conventions.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Addressing Common Errors (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that you noticed a common error in their essays (for instance, comma splices or inconsistent capitalization).</li> <li>• On the <b>document camera</b> or white board, show an example of the error. Explain why it is incorrect. Model how to revise and correct the error.</li> <li>• 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.</li> <li>• If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it.</li> <li>• Cold call on a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up/thumbs-down. If some students are still struggling, consider checking in with them individually.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
<p><b>B. Return Draft Essays with Feedback (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Show <b>the exemplar body paragraph</b> using the document camera. Point out how the student uses a quote sandwich, especially how they punctuate and cite the quote and explain how the quote supports the reason in the paragraph.</li> <li>• Tell students that they will be getting their essays back now with comments. They should 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 white board and invite students to add their names to it if they need questions answered.</li> <li>• Remind students that they will start their revisions in class today but will have the opportunity to complete their revisions at home tonight.</li> <li>• Return students' draft essays.</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Essay Revision (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Revisit expectations for using computers.</li><li>• Assign <b>computers</b>, and then prompt students to open the word processing program and make revisions.</li><li>• Circulate around the room, addressing student questions. Consider checking in first with students who need extra support to make sure they can use their time well.</li><li>• When a few minutes are left, ask students to save their work and make sure they have access to it at home tonight.</li></ul>	<ul style="list-style-type: none"><li>• Some SPED or ELL students may need more scaffolding to revise. It can be helpful to give their feedback as a set of step-by-step instructions. For instance:<ol style="list-style-type: none"><li>1. The circled words are misspelled. Get a dictionary and use it to correct the circled words.</li><li>2. The underlined sentences are run-ons. Find them and correct them by adding a full stop and capitalizing the first letter of the new sentence.</li></ol></li><li>• For students who need more time, consider focusing their revisions on just one paragraph or just one skill, such as capitalizing appropriately.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Previewing Unit 3 (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that their finished essay is due at the beginning of class tomorrow, along with their essay drafts and planners.</li><li>• Tell the class that the final draft of this essay marks the end of Unit 2. In Unit 3, students will continue the work they started in Lessons 14 and 15 on their Readers Theater.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.</li></ul> <p><i>Note: This is the final lesson of Module 2A, Unit 2. Review the materials for the rest of Module 2A in preparation for the rest of Unit 3. Also consider what plan for launching the independent reading routine will work best for your students and how you will calendar those lessons (as a stand-alone mini-unit, or integrated into Unit 3).</i></p>	