**Host Teacher:** Christina Windhorst **Student Teacher:** Emily Heyden **Topic**: Long written responses **Date**: 4/11/13 **Grade level**:8th AIS **Room Number**: 114 **Period**: 3

**Context**

Students have started working in groups of three to analyze the exemplar of the written response from their quarterly. In each group there is a writer, a reader, and a reporter. Students have used the four point rubric to grade the first two essays.

**Objectives**

SWBAT continue internalizing the four point rubric for long response writing. SWBAT demonstrate understanding of the rubric through analysis and assessment of exemplars.

**Rationale**

1. Administrators- Students will be taking the NYS ELA test in 2 days. On this test they will be asked to read passages and respond to multiple choice questions as well as long and short written assessments. By making students familiar with the rubrics that will be used in the grading process they will be able to bolster their skills. Students will also garner a better understanding of the test, giving them confidence that can help when taking the test.
2. Students- By understanding what graders will be looking for students will be able to craft their responses to what will get them the highest points on the assessment. They will be able to take this class time to continue honing their skills of essay writing.

**Background Knowledge and Skills**

Students are very familiar with using context clues, highlighting, chunking, and summarizing. They are also familiar with essay organization and essay writing

**Standards**

W-2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content

W-4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

R-2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas

R-4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone

**Procedure**

**Anticipatory set**

Do Now- Read The Leatherback Turtle and pick the correct word to complete the sentence using context clues.

**Instruction**

Yesterday we were working with the exemplar packets in groups of three. You should have worked on the first two essays. We are going to continue this activity, but first lets review what you graded the first two.

**Guided Practice**

The reporter of several groups will be asked what they graded the essay in the various categories, giving examples from the text to support their grade.

**Independent Practice**

Once the two essays have been given a grade by the whole class, students will continue on the rest of the packet. Half of the class will be asked to focus on the even numbered essays, and the remaining groups will focus on the odd numbered essays. Then students will be asked to report out on their essays.

**Closure**

As an exit ticket, students will be asked to reflect on their essays. Do they feel that their work was on the same level , higher or lower than the best essay they graded. Why do they feel this way?