

Three class sessions (1 for literature, 1 for discussion, 1 for writing)

Day One:

1. Tell students that they will be taking a pretest for the William and Mary Unit. Explain that it is not a graded test, but that it will help you see how much they grow in their thinking over the course of the year
2. Distribute copies of the Literature Preassessment (attached).
3. Have students turn to the story, "The Power of Light" by Isaac Bashevis Singer.
4. Students will silently read the story, independently.
5. Tell students to write their answers to the questions that follow the story.
6. When students are finished, collect their Literature Preassessments.
7. When all students are finished, discuss the preassessment questions as a class.

Day Two:

1. Continue the discussion by asking the Discussion Questions listed on Teacher Guide pg. 56
2. To close the discussion, ask students to identify which aspects of the preassessment they found most challenging, and why. Explain that throughout this unit, they will think about and discuss literature in ways that will help them to respond to challenging questions like those on the preassessment.

Day Three:

1. Tell students that they will be taking a pretest for the William and Mary Unit. Explain that it is not a graded test, but that it will help you see how much they grow in their writing over the course of the year.
2. Distribute copies of the Writing Preassessment (attached).
3. Direct students to respond to the prompt at the top of the page.
4. Have students complete the assessment independently.
5. When students are finished, collect their Writing Preassessments.
6. Discuss the prompt and have students share their responses.

Extend the Learning:

1. Have students turn to Student Activity 1A in their Student Guide (pg. 22).
2. Read and discuss the directions for the graphic organizer. Have students complete the Character Change Map.
3. After students have finished, ask them to share their responses.

Literature Preassessment:

1. Use the Literature Preassessment Scoring Rubric (attached) to score the Literature Preassessment for each GATE identified student in your class.
2. Each question can receive up to 8 points in each rubric category. Enter whole number scores (1, 2, 3, etc.) for each question. See Sample Student Responses, if needed.
3. Total scores out of 32 points possible.
4. Enter scores on Scoring Sheet (attached)

Writing Preassessment:

1. Use the Persuasive Writing Preassessment Scoring Rubric (attached) to score the Writing Preassessment for each GATE identified student in your class.
2. Enter whole number scores (1, 2, 3, etc.) for each rubric category. See Sample Student Responses, if needed.
3. Total scores out of 28 points possible
4. Enter scores on Scoring Sheet (attached)

Completed Score Sheet for all GATE Identified students in your class  
Literature Preassessment for Focus Students  
Writing Preassessment for Focus Students

Tips for selecting Focus Students:

Random selection -OR-

Two students you want to keep an eye on -OR-

Reflect the gender and ethnic diversity of your classroom -OR-

Two GATE students

Focus Student #1 \_\_\_\_\_

Focus Student #2 \_\_\_\_\_

Sarah Schnack, GATE Resource Teacher  
[sarah-schnack@scusd.edu](mailto:sarah-schnack@scusd.edu) (916) 643-9057