



EXPEDITIONARY  
LEARNING

# Grade 6: Module 4: Unit 3: Overview



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### Unit 3: Writing: Position Paper about the Use of DDT

Building on the research and decision-making process that students completed in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish their research-based position papers. In the first half of the unit, students analyze a model position paper and plan their own, with several opportunities to talk through their ideas as well as get feedback to improve their plans. The mid-unit assessment is students' best draft of their position paper.

In the second half of the unit, students revise their position papers based on teacher feedback. They also receive lessons on the use of grade-level-appropriate vocabulary and formal English in writing. The end of unit assessment is students' published position paper as well as a student reflection on the process of writing the paper, using evidence from the students' own work. Finally, students engage in the performance task: creating a scientific poster based on their position paper. They share this poster with their classmates in a hosted Gallery Walk.

#### Guiding Questions And Big Ideas

- **How do we balance the needs of people and the condition of the natural world?**
- **Do the benefits of DDT outweigh its harmful consequences?**
- **How do I integrate evidence from multiple sources to help support a claim in a position paper?**
- *Research includes the close reading of multiple sources, evaluation of those sources, and collecting of relevant information.*
- *Thorough research of multiple perspectives of an issue builds toward an informed decision and claim.*
- *Position papers are well supported by carefully chosen evidence from credible sources.*



Mid-Unit 3 Assessment	<p><b>Draft of Position Paper: Do the Benefits of DDT Outweigh Its Harmful Consequences?</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.6.1, W.6.1, and W.6.9.</p> <p>For this mid-unit assessment, students submit their best draft of their position paper. Students focus their writing on the drafting of an introduction in which they make their claim and foreshadow the organization of their paper. They support this claim with relevant evidence from their reading and research done in Units 1 and 2. Students draft a conclusion that follows logically from the claim and evidence presented in their paper.</p>
End of Unit 3 Assessment	<p><b>Reflection on the Writing Process: Moving from Draft to Published Position Paper</b></p> <p>This assessment centers on NYSP12 ELA CCLS W.6.5, W.6.6, L.6.1e, and L.6.6.</p> <p>For this end of unit assessment, students revise their position paper based on teacher and peer feedback. They also revise based on focused revision mini lessons on the use of sixth-grade domain-specific and academic vocabulary as well as the use of standard English in writing. Students complete a reflection on the writing process, focusing specifically on how the steps of the process improve their writing.</p>
Final Performance Task	<p><b>Scientific Poster and Hosted Gallery Walk</b></p> <p>This performance task gives students a chance to demonstrate the ideas and evidence from their position papers, in which they answered the question: “Do the benefits of DDT outweigh its harmful consequences?” Students will craft and share a scientific poster that serves as a visual representation of their position papers, including their claim, reasons, and evidence based on their research and the decision-making process in Unit 2. Students then participate in a hosted Gallery Walk in which they present the scientific poster they have created. (Speaking and listening standards are not formally assessed in the performance task, as they were taught and assessed in Unit 2 of this module.) This hosted Gallery Walk is written with students’ peers as their intended audience; however, other interested members of the community could be invited as an extension. This task addresses NYSP12 ELA Standards RI.6.1, W.6.1, W.6.4, W.6.5, and L.6.6.</p>



### Content Connections

This module is designed to address English Language Arts standards as students read literature and informational text about the use of DDT. However, the module intentionally incorporates Social Studies Practices and Themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.

**Big ideas and guiding questions are informed by the New York State Common Core K–8 Social Studies Framework:**

**<http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>**

**Unifying Themes (pages 6–7)**

- Theme 4: Geography, Humans, and the Environment: The relationship between human populations and the physical world (people, places, and environments); impact of human activities on the environment; interactions between regions, locations, places, people, and environments.
- Theme 9: Science, Technology, and Innovation: Applications of science and innovations in transportation, communication, military agriculture, and industrialization. techno lo

**Social Studies Practices, Geographic Reasoning, Grades 5–8:**

- Descriptor 2: Describe the relationships between people and environments and the connections between people and places (page 58).
- Descriptor 3: Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.

**Social Studies Practices, Gathering, Using, and Interpreting Evidence, Grades 5-8:**

- Descriptor 1: Define and frame questions about events and the world in which we live and use evidence to answer these questions.
- Descriptor 2: Identify, describe, and evaluate evidence about events from diverse sources (including written documents, works of art, photographs, charts and graphs, artifacts, oral traditions, and other primary and secondary sources).
- Descriptor 4: Describe and analyze arguments of others.
- Descriptor 6: Recognize an argument and identify evidence that supports the argument; examine arguments related to a specific social studies topic from multiple perspectives; deconstruct arguments, recognizing the perspective of the argument and identifying evidence used to support that perspective.



**This unit is approximately 2 weeks or 10 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Analyze Model Position Paper with Rubric	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze a model position paper for topic and argument.</li> <li>I can analyze the argument rubric to understand expectations of a position paper.</li> </ul>	<ul style="list-style-type: none"> <li>Author's Presentation of Events graphic organizer</li> <li>Assessing model position paper with rubric</li> </ul>	
<b>Lesson 2</b>	Planning the Argument: Writing the Claim and Reasons	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)</li> <li>I can support my claims(s) with clear reasons and relevant evidence. (W.6.1b)</li> <li>I can use credible sources to support my claims(s). (W.6.1b)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the steps to writing a position paper.</li> <li>I can plan my claim and evidence for my position paper.</li> </ul>	<ul style="list-style-type: none"> <li>Planning My Argument graphic organizer</li> </ul>	<ul style="list-style-type: none"> <li>Types of Claims and Evidence</li> </ul>
<b>Lesson 3</b>	Claim, Reasons, and Evidence: Planning the Body Paragraphs	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)</li> <li></li> </ul>	<ul style="list-style-type: none"> <li>I can give and receive feedback with my peers on claims, reasons, and evidence.</li> <li>I can analyze a body paragraph of the model position paper.</li> <li>I can plan the body paragraphs of my position paper.</li> <li>I can use appropriate vocabulary to express my ideas.</li> </ul>	<ul style="list-style-type: none"> <li>Planning My Body Paragraphs graphic organizer</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 4</b>	Actions for a Position Paper: Identify, Discuss, Write	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)</li> <li>I can identify the relationship between my claim(s) and reasons by using linking words, phrases, and clauses. (W.6.1c)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the parts of a strong position paper.</li> <li>I can discuss my ideas for my position paper with a peer.</li> <li>I can write drafts of my body paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>Planning My Body Paragraphs graphic organizer (from homework )</li> <li>Written drafts of body paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a Position Paper</li> <li>Transitions</li> </ul>
<b>Lesson 5</b>	Mid-Unit Assessment: Completing My Draft Position Paper	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)</li> <li>I can create an introduction that states my main argument and foreshadows the organization of my piece. (W.6.1a)</li> <li>I can construct a concluding statement or section that reinforces my main argument. (W.6.1e)</li> </ul>	<ul style="list-style-type: none"> <li>I can identify the qualities of a strong introduction and conclusion for a position paper.</li> <li>I can draft the introduction of my position paper.</li> <li>I can draft the conclusion of my position paper.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Draft of Position Paper: "Do the Benefits of DDT Outweigh Its Harmful Consequences?"</li> <li>Reflecting on My Writing So Far</li> </ul>	<ul style="list-style-type: none"> <li>Parts of a Position Paper</li> </ul>
<b>Lesson 6</b>	Peer Critique and Revising: Formal English	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)</li> <li>I can maintain a formal style in my writing. (W.6.1d)</li> <li>I can identify when standard English is and isn't used. (L.6.1e)</li> <li>I can convert language into standard English. (L.6.1e)</li> </ul>	<ul style="list-style-type: none"> <li>I can recognize the differences between formal and informal English.</li> <li>I can give and receive feedback on formal and informal English in a position paper.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying and revising formal English and transitions</li> </ul>	<ul style="list-style-type: none"> <li>Transitions</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	End of Unit Assessment: Revising and Publishing	<ul style="list-style-type: none"> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>• I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)</li> <li>• I can use resources to build my vocabulary. (L.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can revise my position paper to include appropriate vocabulary.</li> <li>• I can publish my position paper.</li> <li>• I can self-assess my position paper against the Position Paper Argument Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>• End of Unit 3 Assessment: Final draft of the position paper</li> </ul>	
<b>Lesson 8</b>	Completing Reflection: Preparing a Poster for Presentation	<ul style="list-style-type: none"> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>• I can reflect on the writing process to show how it helps me grow as a writer.</li> <li>• I can choose evidence and visuals to use in my scientific poster.</li> </ul>	<ul style="list-style-type: none"> <li>• Writing Process Reflection</li> <li>• Scientific poster</li> </ul>	
<b>Lesson 9</b>	Finishing Poster and Preparing for Gallery Walk	<ul style="list-style-type: none"> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>• With support from peers and adults, I can use a writing process to produce clear and coherent writing (W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>• I can complete a scientific poster for the hosted Gallery Walk.</li> <li>• I can practice using formal English to present my research.</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific poster</li> </ul>	
<b>Lesson 10</b>	Performance Task: Hosted Gallery Walk of Scientific Posters	<ul style="list-style-type: none"> <li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>• I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>• I can use a scientific poster to share my research with my peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Scientific posters</li> </ul>	



Optional: Experts, Fieldwork, and Service

**Experts:**

- Invite writers of editorials or opinion pieces to speak to students about their process for writing and the most important aspects of writing position papers.

**Fieldwork:**

- N/A

**Service:**

- Consider having students submit their position papers to a local newspaper as a way to contribute to their community's dialogue about the use of pesticides.

Optional: Extensions

- A presentation of students' scientific posters to stakeholders in the community: scientists, farmers, policy makers, etc.

Preparation and Materials

**This unit follows a routine familiar to students from Modules 1–3.**

In the first half of the unit, students study a model position paper about the use of hydraulic fracturing. They collect the necessary evidence to support the claim they formed in Unit 2. Students use familiar graphic organizers to plan the body paragraphs of their writing, and then study the model for writing their introduction and conclusion. Students turn in their best drafts of their position papers in Lesson 5, and will need teacher feedback to complete Lesson 7.

1. Independent Reading

- Students should be reading their independent reading book throughout this unit.
- Be sure students have an independent reading book, or one carried over from Unit 2, as multiple lessons ask students to share their reading and reflect on their experience with the book.





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# **Grade 6: Module 4: Unit 3: Lesson 1**

## **Analyze Model Position Paper with Rubric**



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

**Supporting Learning Targets**

- I can analyze a model position paper for topic and argument.
- I can analyze the argument rubric to understand expectations of a position paper.

**Ongoing Assessment**

- Author's Presentation of Events graphic organizer
- Assessing model position paper with rubric



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Check in on Independent Reading (8 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reading a Model Position Paper for Understanding (15 minutes)</li><li>B. Understanding Expectations: Reading the Rubric (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Exit Ticket: What Do You Think You Will Find Most Challenging in Writing a Paper Like This? (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read to meet the 30-minute reading goal in your independent reading book. Complete the Reading Tracker and Reviewer's Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• As students start Unit 3, consider how to communicate with families about the students' independent reading goals, as well as the Reading Tracker and Reviewer's Notes. Their support is important. Consider how to routinely follow up with students' families or other adults who can support this reading work.</li><li>• In advance: Prepare a sample letter for parents about students' reading goals and accountability for reading progress.</li><li>• Although this is the first official lesson of Unit 3, students began preparing for the writing portion of this module in the last unit when they determined their claim or position on the question: "Do the benefits of DDT outweigh its harmful consequences?"</li><li>• Students have the research folder that they have been using to keep the materials for this module. The Author's Presentation Events graphic organizer has already been used, but another copy is included in the supporting materials for ease of use.</li><li>• Before writing a position paper, it is important that students know the expectations and study a well-written example of this kind of writing. To develop understanding, students will read a model position paper to identify the topic and the argument.</li><li>• Students are introduced to the Position Paper Argument Rubric, which is very similar to the expository rubric students have used previously. In this lesson, the focus is on introducing a topic, and using claim, reasons, and evidence along with academic and domain-specific vocabulary.</li><li>• Students will work with a partner to use the rubric to assess the model essay as a way to increase their understanding of the expectations for writing a position paper.</li><li>• In advance: Determine appropriate student partners for assessing the model position paper using the rubric.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
analyze, content, argument, rubric, expectations	<ul style="list-style-type: none"><li>• Reading Tracker and Reviewer's Notes (one per student and one to display)</li><li>• Document camera</li><li>• Model position paper: "Hydraulic Fracturing" (one per student)</li><li>• Equity sticks</li><li>• Author's Presentation of Events graphic organizer (one per student and one to display)</li><li>• Position Paper Argument Rubric (one per student in research folder; one to display)</li><li>• Exit ticket (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Check in on Independent Reading (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Check in with students:<ul style="list-style-type: none"><li>* “Are you meeting your reading goal? If so, how are you doing it? If not, what is getting in the way?”</li></ul></li><li>• Compliment successes. Encourage accomplishing daily steps for achievement and asking for support.</li><li>• Display the <b>Reading Tracker and Reviewer’s Notes</b> using a <b>document camera</b>. Ask students to assess their own entries.</li><li>• Invite students to join their reading groups and share an interesting scene or favorite character from their book.</li><li>• Circulate and listen as students share. Observe to see where support is needed for setting and achieving goals.</li></ul>	<ul style="list-style-type: none"><li>• Provide support for students who need help achieving their reading goals.</li><li>• Select students may benefit from teacher participation in small reading groups to discuss their Reading Tracker and Reviewer’s Notes.</li></ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets with you.<ul style="list-style-type: none"><li>* “I can analyze a model position paper for topic and argument.”</li><li>* “I can analyze the argument rubric to understand expectations of a position paper.”</li></ul></li><li>• Ask students:<ul style="list-style-type: none"><li>* “What words in the learning target do you think are most important? Why?”</li></ul></li><li>• As students respond, circle words on the posted learning targets and annotate words for meaning or associations. Guide students to the words <i>analyze</i>, <i>argument</i>, <i>rubric</i>, and <i>expectations</i>.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reading a Model Position Paper for Understanding (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that all strong pieces of writing have a focus and a purpose. For writers to accomplish this, they need to know what the <i>content</i> should be, or what topic to explore. Writers also need to know what writing process they should use to clearly express the position or claim that they want their readers to understand.</li><li>• Tell the class that now they will have a chance to read a model position paper to see what the content of the paper is, or what topic was addressed.</li><li>• Distribute the <b>model position paper: “Hydraulic Fracturing”</b> to students.</li><li>• Invite students to closely read along as you read aloud.</li><li>• Remind students that they are reading this position paper to determine:<ul style="list-style-type: none"><li>* “What is the content, or topic, of the position paper?”</li></ul></li><li>• Use <b>equity sticks</b> to call on students to respond to that question. Listen for responses that explain:<ul style="list-style-type: none"><li>* The article is about the use of hydraulic fracturing, or fracking, to collect natural gas from the earth.</li><li>* Hydraulic fracturing, or fracking, is a process that is used to get natural gas from the earth so it can be used for energy.</li></ul></li><li>• Recognize students for their ability to accurately determine the topic of the essay. Tell students that they will now have the opportunity to reread the model position paper. In this reading, the goal is to read closely for the <i>argument</i> the author presents.</li><li>• Before rereading, invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What is an <i>argument</i> that’s presented in writing?”</li></ul></li><li>• Call on pairs to share their definition of an author’s argument. Listen for responses that explain that an argument is the set of reasons an author uses to persuade readers about his/her claim or position.</li><li>• Distribute the <b>Author’s Presentation of Events graphic organizer</b>.</li><li>• Use the document camera to introduce students to the graphic organizer.</li></ul>	<ul style="list-style-type: none"><li>• The first read-aloud/read-along of the model position paper introduces students to what the topic of essay is and helps prepare them to determine what argument or position the author presents.</li><li>• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li><li>• Providing models of expected work supports all students, especially supports challenged learners.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Tell students to now reread the model position paper to determine the argument with their Think-Pair-Share partners. Ask students to use the graphic organizer as they determine the writer's argument with their partners.</li> <li>• Circulate and listen as students read and determine the argument. Provide support as needed.</li> <li>• Refocus the students as a whole class to share the author's argument they have identified. Listen for responses such as:             <ul style="list-style-type: none"> <li>– “Hydraulic fracturing should be used to collect natural gas if it's done safely because it benefits the environment and it's good for people.”</li> </ul> </li> <li>• Compliment students for using both the author's claim and reasons to determine the argument. Explain that the close reading they did will help them understand the expectations writers have to produce well-written position papers.</li> </ul>	
<p><b>B. Understanding Expectations: Reading the Rubric (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students that now that they have gotten a sense of the author's topic or content and the argument, they will look closely at the expectations for writing a strong position paper.</li> <li>• Use the document camera to display the <b>Position Paper Argument Rubric</b>. Explain that this rubric is very similar to ones they used in another module.</li> <li>• Remind students that a <i>rubric</i> is a guide that lists specific criteria for writing and evaluating academic papers, projects, or assessments.</li> <li>• Focus students on the Criteria column. Explain that the criteria listed in first three sections of that column are important for the work in today's lesson.</li> <li>• Call on a student to read the text under the heading “Claims and Reasons.”</li> <li>• Point out that academic vocabulary is used in this explanation of how claims and reasons should be expressed or conveyed to readers. Explain that Levels 4 and 3 will help with understanding what that criteria means and how it is accomplished.</li> <li>• To increase understanding, invite students to look at the description of what well-written claims and reasons accomplish in the Level 4 column. Ask students to read along as you read aloud.</li> <li>• Circle or highlight on the displayed rubric: “compelling and follows logically from the task and purpose.”</li> <li>• Invite students to highlight or circle the phrase “compelling and follows logically from the task and purpose” on their rubric as well.</li> </ul>	<ul style="list-style-type: none"> <li>• Using a rubric to understand the expectations of writing a position paper helps students know what should be included and how information should be organized and expressed. It also helps students recognize what they understand and are prepared for and supports them in determining where they will need support in order to achieve proficiency with the learning targets.</li> <li>• Encourage students to highlight or circle words and/or phrases that are not clear. Provide dictionaries or resources to define unknown words.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Circle or highlight on the displayed rubric: “insightful analysis of the topic.” Invite students to highlight or circle those words as well.</li><li>• Remind students that the word <i>analyze</i> is a learning target word. Call on a student to define this word. Listen for a response that makes clear <i>analyze</i> involves taking apart a topic to understand it.</li><li>• Ask students to discuss with their elbow partner the following questions:<ul style="list-style-type: none"><li>* “What does ‘introducing a topic and claim in a compelling way’ mean?”</li><li>* “What does ‘follow logically from the task and purpose’ mean?”</li></ul></li><li>• Refocus students as a whole class. Cold call elbow partners to share their explanations. Listen for responses that clarify, such as:<ul style="list-style-type: none"><li>* “A topic and claim should be introduced in a way that really interests the reader and is easy to make sense of.”</li><li>* “When authors introduce a topic and claim, they should hook the readers in and interest them in their point of view or position.”</li></ul></li><li>• Ask students to look closely at the descriptors for writing in Levels 4 and 3 with their elbow partners. Ask them to find two differences in the two levels and discuss what guidance that gives to writers. Call on volunteer partners to share. Responses should explain that Level 4 writing is compelling and convincing, which means that it gets the readers’ attention, and Level 4 writing is insightful, which means it explains the topic and claim well.</li><li>• Tell students that each of the criteria uses important academic vocabulary. Understanding the vocabulary is important for understanding how the rubric guides authors.</li><li>• Refocus students as a whole class. Explain that they will now read along as you read aloud the “Command of Evidence” criteria and the “Coherence, Organization, and Style” criteria along with the descriptors for how to meet the criteria described in Levels 4 and 3. Encourage students to highlight or circle words and/or phrases that need defining. Ask them to notice differences between Levels 4 and 3.</li><li>• Ask for volunteers to share what differences they noticed. For the “Command of Evidence” criteria, listen for responses that include well-chosen facts, concrete details, and varied evidence. For the “Coherence, Organization, and Style” criteria, listen for responses that include varied transitions, grade-appropriate vocabulary, stylistically sophisticated language, and a notable voice.</li></ul>	<ul style="list-style-type: none"><li>• Select students may benefit from having a word bank with definitions, or an alternative rubric written in more general terms.</li><li>• Select students may benefit from working in a supported small group to assess the model position paper using the rubric.</li><li>• When reading aloud the rubric criteria, it may be beneficial to rephrase using general vocabulary to help clarify the expectations.</li></ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Commend students for their hard work and partnerships to analyze the rubric.</li><li>• Explain that earlier in the lesson they read the “Hydraulic Fracturing” model position paper and determined the topic, the author’s claim and reasons, and the argument. Now they will look at the article again with a partner to assess the writing by using the rubric.</li><li>• Tell students who their pre-determined partners are.</li><li>• Direct students to gather their “Hydraulic Fracturing” model position paper, Author’s Presentation of Events graphic organizer, and Position Paper Argument Rubric.</li><li>• Tell students that they will use the three criteria sections of the rubric that were read—“Claims and Reasons,” “Command and Evidence” and “Coherence, Organization, and Style”—to assess the model position paper.</li><li>• Ask partners to reread the model position paper together. Tell them to pause at the end of each paragraph and use the rubric to assess what they have read. Explain that the Author’s Presentation of Events graphic organizer is a resource they can use to guide them as they evaluate.</li><li>• Provide directions for students to use:<ul style="list-style-type: none"><li>– Use the “Claim and Reasons” criteria to assess the first paragraph.</li><li>– Use the “Command of Evidence” criteria to assess Paragraphs 2, 3, and 4.</li><li>– Finally, use the “Coherence, Organization, and Style” criteria to assess how the essay was organized and how language and vocabulary were used.</li></ul></li><li>• Ask partners to determine if the essay met Level 4 or Level 3 for each of the criteria they use. Tell students to provide at least two reasons that explain why or why not for each criterion, using the language of the rubric.</li><li>• Refocus students as a whole class. Call on volunteer partners to share their assessment of the writing. Discuss any disagreements in student assessments.</li><li>• Reward hard work; offer encouragement to keep these criteria in mind as students move forward with their own position paper writing.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: What Do You Think You Will Find Most Challenging in Writing a Paper Like This? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute an <b>exit ticket</b> to each student.</li><li>• Tell students that as they prepare to use their research and personal claims, they should consider what is important in writing this type of paper. Remind them that today they have read a model position paper and looked closely at the rubric in order to understand what is involved with writing a paper like this. Now you want them to think about what they feel will be the most challenging in writing their own paper.</li><li>• Give students a minute to consider what they feel will be most challenging in writing a paper like this. Ask students to clearly explain or convey in writing their challenge.</li></ul>	<ul style="list-style-type: none"><li>• Students' responses to the exit ticket may help with grouping or partnering students for upcoming lessons. The responses might also help with planning support, modifications, or adaptations for select students.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read to meet the 30-minute reading goal in your independent reading book. Complete the Reading Tracker and Reviewer's Notes.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 6: Module 4: Unit 3: Lesson 1

## Supporting Materials



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Reading Tracker and Reviewer's Notes

Name: \_\_\_\_\_

Date: \_\_\_\_\_

Book Title: \_\_\_\_\_

Please complete one entry for each reading check-in.

Choices for Reviewer's Notes: Choose one idea to respond to for each entry.

- *The most interesting/funniest/scariest scene was ... because ...*
- *A connection between this part of the book and what we are studying at school is ... which helps me understand that ...*
- *This part of the book reminds me of [other text, movie] because ... which helps me understand that ...*
- *A character I identify with/don't understand is ... because ...*
- *Something I learned about the world by reading this part of the book is ... which seems important because ...*

Chapter title/s and pages	Reading Tracker <i>Briefly explain what happened in this part of the book.</i>	Reviewer's Notes <i>Respond to one of the ideas above.</i>



Reading Tracker and Reviewer's Notes

Chapter title/s and pages	Reading Tracker <i>Briefly explain what happened in this part of the book.</i>	Reviewer's Notes <i>Respond to one of the ideas above.</i>

### Model Position Paper: “Hydraulic Fracturing”

Question: Should New York State use hydraulic fracturing to collect natural gas?

Hydraulic fracturing, or “fracking,” is a drilling process used to collect natural gas. Like oil and coal, natural gas is an important source of energy in the world. However, finding a good way to extract it from the earth has been a challenge. Based on research, my position is that hydraulic fracturing is a process that should be used to collect natural gas, but only if it is done safely and with enforced regulations. Hydraulic fracturing has significant benefits to both the environment and to people. However, there are dangers in using it too much or going too fast.

One important reason that hydraulic fracturing should be used is that it is better for the environment than other forms of energy we use. In the article “Good Gas, Bad Gas” in *National Geographic*, it says, “Natural gas burns much cleaner than coal. In part because American power plants have been switching from coal to cheap gas, U.S. emissions of CO<sub>2</sub> from fossil fuels fell last year, even as the world set another record.” This means that by switching from coal to natural gas collected by hydraulic fracturing, we can make the air cleaner and do less damage to the ozone layer.

Another strong reason that hydraulic fracturing should be used is that it can really help people. According to *Business Insider*, “With the advances in drilling and hydraulic fracturing, the U.S. shale boom could add as much as \$690 billion a year to the GDP and create up to 1.7 million jobs.” This is important because there are people in New York who would apply for these jobs, and this could help them support their families.

However, there are some risks, and hydraulic fracturing needs to be done safely and with clear regulations. This is important because hydraulic fracturing could do great harm to our water supply. The article “Fracking Fuels Energy Debate” in *Science News for Kids* states, “... scientists found that the water from wells within 1 kilometer of fracking sites had much higher levels of dissolved methane than water from wells farther away.” This quote clearly shows that fracking, or hydraulic fracturing, has the potential to do environmental damage, and maybe even damage the people who drink the water.

This is a very complicated issue to decide, and could have many benefits as well as harmful consequences. However, if hydraulic fracturing is done safely and is regulated, the benefits for the environment and for people would make it worth it.



## Model Position Paper: “Hydraulic Fracturing”

**Sources:**

<http://ngm.nationalgeographic.com/2012/12/methane/lavelle-text>

<http://www.businessinsider.com/5-ways-to-make-5m-new-jobs-by-2020-2013-7>

<http://www.sciencenewsforkids.org/2012/07/fracking-fuels-energy-debate-and-controversy/>



Author's Presentation of Events Graphic Organizer

.....  
**Name:**

.....  
**Date:**

How does the author introduce (or begin) his/her presentation of events?

\_\_\_\_\_ With a story

\_\_\_\_\_ With facts or statistics

\_\_\_\_\_ With questions that get the reader thinking

\_\_\_\_\_ With some background information on the topic or event

What is the author's claim, or position?

What are the reasons the author chose this position?

•

•

•

How could the author's claim and reasons be written as an argument?





### Author's Presentation of Events Graphic Organizer

What transitional words or phrases does the author use to move from one reason to another?

- \_\_\_\_\_
- \_\_\_\_\_
- \_\_\_\_\_

What types of evidence does the author use to inform or persuade the reader?

- \_\_\_\_\_ Facts about a particular topic
- \_\_\_\_\_ Statistics to support an idea or claim
- \_\_\_\_\_ Statistics to inform
- \_\_\_\_\_ Quotes from experts
- \_\_\_\_\_ Stories to give meaning or examples

Which text features does the author use to inform or persuade the reader?

- \_\_\_\_\_ Photographs to make the reader *see*
- \_\_\_\_\_ Photographs to make the reader *feel*
- \_\_\_\_\_ Sidebars to explain some important concept
- \_\_\_\_\_ Large fonts to make an idea or quote stand out



## Position Paper Argument Rubric

Criteria	CCLS	4	3	2	1	0
<b>CLAIM AND REASONS:</b> the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument.	W.2 R.1-9	<ul style="list-style-type: none"> <li>—clearly introduce the text and the claim in a manner that is compelling and follows logically from the task and purpose</li> <li>—claim and reasons demonstrate insightful analysis of the text(s)</li> <li>—acknowledges counterclaim(s) skillfully and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>— clearly introduce the text and the claim in a manner that follows from the task and purpose</li> <li>— claim and reasons demonstrate grade-appropriate analysis of the text(s)</li> <li>—acknowledges counterclaim(s) appropriately and clearly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the text and the claim in a manner that follows generally from the task and purpose</li> <li>— claim and reasons demonstrate a literal comprehension of the text(s)</li> <li>—acknowledges counterclaim(s) awkwardly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the text and the claim in a manner that does not logically follow from the task and purpose</li> <li>— claim and reasons demonstrate little understanding of the text(s)</li> <li>—does not acknowledge counterclaim(s)</li> </ul>	<ul style="list-style-type: none"> <li>— claim and reasons demonstrate a lack of comprehension of the text(s) or task</li> </ul>
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1-9	<ul style="list-style-type: none"> <li>—develop the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of varied, relevant evidence</li> <li>—skillfully and logically explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>—develop the argument with relevant facts, definitions, details, quotations, or other information and examples from the text(s)</li> <li>—sustain the use of relevant evidence, with some lack of variety</li> <li>—logically explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>—partially develop the argument of the essay with the use of some textual evidence, some of which may be irrelevant</li> <li>—use relevant evidence inconsistently</li> <li>—sometimes logically explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence that is generally invalid or irrelevant</li> <li>—attempt to explain how evidence supports ideas</li> </ul>	<ul style="list-style-type: none"> <li>—provide no evidence or provide evidence that is completely irrelevant</li> <li>—does not explain how evidence supports ideas</li> </ul>



<p><b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>W.2 L.3. L.6</p>	<p>—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>—establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>—provide a concluding statement or section that is compelling and follows clearly from the claim and reasons presented</p>	<p>—exhibit clear organization, with the use of appropriate transitions to create a unified whole</p> <p>—establish and maintain a formal style using precise language and domain-specific vocabulary</p> <p>—provide a concluding statement or section that follows from the claim and reasons presented</p>	<p>—exhibit some attempt at organization, with inconsistent use of transitions</p> <p>—establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</p> <p>—provide a concluding statement or section that follows generally the claim and reasons presented</p>	<p>—exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>—lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</p> <p>—provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented</p>	<p>—exhibit no evidence of organization</p> <p>—use language that is predominantly incoherent or copied directly from the text(s)</p> <p>—do not provide a concluding statement or section</p>
<p><b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling</p>	<p>W.2 L.1 L.2</p>	<p>—demonstrate grade-appropriate command of conventions, with few errors</p>	<p>—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension</p>	<p>—demonstrate emerging command of conventions, with some errors that may hinder comprehension</p>	<p>—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension</p>	<p>—are minimal, making assessment of conventions unreliable</p>





EXPEDITIONARY  
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# **Grade 6: Module 4: Unit 3: Lesson 2**

## **Planning the Argument: Writing the Claim and Reasons**



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)

I can support my claims(s) with clear reasons and relevant evidence. (W.6.1b)

I can use credible sources to support my claims(s). (W.6.1b)

**Supporting Learning Targets**

- I can identify the steps to writing a position paper.
- I can plan my claim and evidence for my position paper.

**Ongoing Assessment**

- Planning My Argument graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Independent Reading Check-in (8 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. How Will We Get There? Introducing Steps to Writing a Position Paper (10 minutes)</li><li>B. Planning Our Argument: Claim and Evidence (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reflecting on the Learning Targets: Fist to Five (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In the first part of Lesson 1, students were introduced to a model position paper. The first read was to understand its content, and then students read the model again to analyze the argument. In the second part of Lesson 1, students were introduced to the Position Paper Argument Rubric. Students were asked to focus on the “Claim and Reasons” section of the rubric and interpret these expectations, which include:<ul style="list-style-type: none"><li>– The position paper clearly introduces the topic and the claim in a logical manner that is compelling and follows logically from the task and purpose.</li><li>– The claim and reasons demonstrate an insightful analysis of the topic.</li></ul></li><li>• In Lesson 2, students are introduced to the six Steps to Writing a Position Paper. They work in partners to identify the tasks within each step. After the tasks have been determined, students are able to see that the prewriting step has been completed and they are currently in the planning stage.</li><li>• Students begin their Planning My Argument graphic organizer in this lesson. Note that they do not complete the “reasons” section until Lesson 3; see Work Time B for details.</li><li>• Also in Lesson 2, students reflect on the End of Unit 2 Assessment: The Hosted Gallery Walk and their claim and supporting evidence. Students consider making final revisions to their claims and supporting evidence based on their reflection of presentations from the Gallery Walk and teacher feedback from the End of Unit 2 Assessment. Students are reminded to cite the source of their supporting evidence. To do this, students may need to refer to the researcher’s folder with all the sources/articles and their researcher’s notebook.</li><li>• In advance: Determine two groupings: Groups of four to identify tasks in the Steps to Writing a Position Paper, and groups of two for partnering during the planning of the argument.</li><li>• On the board or chart paper, write the six Steps to Writing the Position Paper, but do not list the tasks under each step.</li><li>• Create the full Steps to Writing a Position Paper for Work Time A (a filled in version; see supporting materials).</li><li>• Post: Learning targets; Types of Claims and Evidence anchor chart.</li></ul>



Lesson Vocabulary	Materials
claim, evidence	<ul style="list-style-type: none"><li>• Steps to Writing a Position Paper (blank; one to display; see Teaching Note)</li><li>• Sticky notes (two per group)</li><li>• Steps to Writing a Position Paper (with the tasks for each step; one per student and one to display)</li><li>• Research folder (from previous lessons)</li><li>• Forming Evidence-Based Claims graphic organizer (in research folder)</li><li>• Four notecards from hosted Gallery Walk (in research folder)</li><li>• End of Unit 2 Assessment: Presenting a Claim and Findings teacher feedback (in research folder)</li><li>• Planning My Argument graphic organizer (one per student and one to display)</li><li>• Document camera</li><li>• Checklist for Forming an Evidence-Based Claim (one to display)</li><li>• Types of Claims and Evidence anchor chart (from Unit 2, Lesson 12)</li></ul>





Opening	Meeting Students' Needs
<p><b>A. Independent Reading Check-in (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to sit in their reading groups.</li><li>• Remind them that in Lesson 1 they were asked to describe the problem, or conflict, of the main character.</li><li>• Circulate and listen to students share the problems of their main characters. Note students who are not able to share; meet with them later to inquire about their reading goals and book choice.</li><li>• Invite volunteers to briefly summarize their main character's problem with the class. Record the problems shared on the board.</li><li>• Ask students:<ul style="list-style-type: none"><li>* "What are some common problems authors develop for their main characters?"</li></ul></li><li>• Listen for examples such as the main character struggles with people and nature.</li><li>• Ask:<ul style="list-style-type: none"><li>* "Why is it important that authors give their main characters a problem?"</li></ul></li><li>• Listen for responses such as: "Authors want to build interest and plot so their readers will want to continue reading."</li></ul>	<ul style="list-style-type: none"><li>• Discussing independent reading continues to build student engagement and provides information about struggling readers.</li></ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask for two student volunteers to lead reading the learning targets aloud with the class:<ul style="list-style-type: none"><li>* "I can identify the steps to writing a position paper."</li><li>* "I can plan my claim and evidence for my position paper."</li></ul></li><li>• Tell students that today they will identify the tasks in the steps to writing a position paper. Also, emphasize that they will have an opportunity to reflect on both teacher feedback and the presentations from the Gallery Walk they did at the end of Unit 2. This planning step of the position paper includes providing time to make final revisions. Students will check their <i>claim</i>, or position, for clarity and author's point of view, and their supporting <i>evidence</i>, or documentation or proof, for relevant facts and concrete details.</li></ul>	<ul style="list-style-type: none"><li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. How Will We Get There? Introducing Steps to Writing a Position Paper (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to get into the pre-determined groups of four.</li><li>• Ask for a volunteer to read aloud the <b>Steps to Writing a Position Paper (blank)</b> written on the board. Explain that each step has tasks that help define the step. Assign each group a different step. Invite each group of four to come up with the tasks that define the step. Distribute two <b>sticky notes</b> to each group. Tell the groups to write the name of their step on each sticky note and list the tasks the writer needs to accomplish in their assigned step. Remind students that the writer may need to do several tasks to complete each step. Give students 3 minutes to write the tasks.</li><li>• Circulate to support groups in identifying tasks.</li><li>• Invite students to post their sticky notes on the board under the step their group was assigned.</li><li>• Refocus the class.</li><li>• Read aloud the information students posted identifying the tasks for the prewriting step. After the tasks have been read aloud to the class, ask students:<ul style="list-style-type: none"><li>* “Have we identified all of the prewriting tasks?” Add new information students provide to the sticky notes on the board.</li></ul></li><li>• Display the first step of the <b>Steps to Writing a Position Paper (with the tasks for each step)</b>. Read aloud the tasks listed under the Prewrite step. Compare the list to the one students made on the board. Explain that the prewriting step for their position paper was completed in Units 1 and 2.</li><li>• Next, ask a student to read aloud the sticky note information identifying the tasks for the Plan step. After the information is read, invite volunteers to add their ideas about missing tasks. Add these ideas to the sticky notes.</li><li>• Display the second step of the Steps to Writing a Position Paper (with the tasks for each step). Ask students to compare what was on their sticky notes to what is listed on the completed handout. Discuss the Plan step, making sure students understand that this step was started at the end of Unit 2. Tell them that they will continue to plan for their position paper in this lesson.</li><li>• Continue with this routine until all steps have been defined.</li><li>• Distribute Steps for Writing a Position Paper (with the tasks for each step) to each student. Point out where students' definitions of the steps are similar to those listed. Also point out any tasks that students did not come up with on their own.</li><li>• Commend students for their thinking about the writing process and the steps writers take to become accomplished.</li></ul>	<ul style="list-style-type: none"><li>• Allow students to grapple with the Steps to Writing a Position Paper before displaying the completed handout to help them monitor their understanding of the writing process.</li><li>• Anchor charts serve as note-catchers and provide students with a reference for the writing process.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Planning Our Argument: Claim and Evidence (20 minutes)</b></p> <ul style="list-style-type: none"><li>Form student partnerships based on students' End of Unit 2 Assessment.</li><li>Ask students to take out their <b>research folder</b>. Invite them to find their <b>Forming Evidence-Based Claims graphic organizer</b> from Unit 2 and/or their <b>four notecards from hosted Gallery Walk</b>. Also ask students to locate the <b>End of Unit 2 Assessment: Presenting a Claim and Findings teacher feedback</b> from the hosted Gallery Walk.</li><li>After students have retrieved these materials, ask them to read through the claim and evidence they used in Unit 2 for the hosted Gallery Walk.</li><li>Distribute the <b>Planning My Argument graphic organizer</b>. Remind students of the learning targets and how successful writers plan and organize their writing.</li><li>Using a <b>document camera</b>, display the Planning My Argument graphic organizer. Read aloud the questions on the graphic organizer. Ask students to read their End of Unit 2 Assessment: Presenting a Claim and Findings with teacher feedback and reflect on a Star and a Next Step in their writing of a claim and supporting evidence. Pause to give students time to reflect and write.</li><li>Circulate and support students who need help reflecting on the graphic organizer, the notecards, and teacher feedback. Help them to see a Star and Next Step in their writing.</li><li>Invite volunteers to share their Star and Next Step with their partner.</li><li>Show appreciation for this reflection time and their willingness to become successful writers by following the Steps to Writing a Position Paper.</li><li>Ask students to complete the rest of the graphic organizer by writing their claim and supporting pieces of evidence in complete sentences. Explain to students that this is an opportunity to review articles, charts, and graphs one last time as they plan their claim and supporting evidence. Remind students to also cite the sources of their evidence.</li><li>Tell students they are intentionally leaving the “reasons” section blank, since they will address this part of the graphic organizer in Lesson 3.</li><li>Using a document camera, display the <b>Checklist for Forming an Evidence-Based Claim</b>. Read over the checklist to remind students of the criteria for a claim and supporting evidence.</li></ul>	<ul style="list-style-type: none"><li>Graphic organizers and recording forms engage students more actively and provide the scaffolding that is especially critical for students with lower levels of language proficiency and/or learning.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Circulate and support students as they work. Explicitly praise students as they write complete sentences. Remind them also to refer to the <b>Types of Claims and Evidence anchor chart</b> posted to help with sentence starters for claim and evidence.</li><li>• Congratulate students for their focused planning of their position paper. Also, applaud their efforts for referring to the checklist and anchor chart to revise and improve their claim and their three pieces of supporting evidence. Remind them that the Plan step is instrumental in preparing to write their own position paper.</li></ul>	<ul style="list-style-type: none"><li>•</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on the Learning Targets: Fist to Five (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students you are going to read each of today's learning targets. They should respond with a Fist to Five on how accomplished they feel with the learning target. Explain that you want to gather information about how to plan for the next lesson. Share that it is important that all students are personally connected to their claim and supporting evidence, and the information they provide will help you support them in this planning stage.</li><li>• Read each learning target:<ul style="list-style-type: none"><li>* "I can identify the steps to writing a position paper."</li><li>* "I can plan my claim and evidence for my position paper."</li></ul></li><li>• Next, ask students to give you specific information on their claim and supporting evidence by using a Fist to Five in response to the following statements:<ul style="list-style-type: none"><li>* "I have written a clear and specific claim that supports my point of view about hydraulic fracturing."</li><li>* "I have written three supporting pieces of evidence that are factual, relevant, and logical."</li><li>* "I have cited the sources for each piece of supporting evidence."</li></ul></li><li>• Note students who say they need support in writing their claim, supporting evidence, or citing their resources.</li></ul>	<ul style="list-style-type: none"><li>• Checking in with learning targets helps students self-assess their learning. This research-based strategy supports struggling learners most.</li><li>• After identifying struggling learners, consider meeting with them in small groups or individually so they are prepared for Lesson 3.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ul>	



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# Grade 6: Module 4: Unit 3: Lesson 2

## Supporting Materials



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Steps to Writing a Position Paper (Blank)

.....  
**Name:**

.....  
**Date:**

Pre-write
Plan
Draft
Revise



Steps to Writing a Position Paper (Blank)

<b>Edit and Proofread</b>
<b>Share</b>



Steps to Writing a Position Paper

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Pre-write**

Think before writing.

Understand your purpose, audience, and format.

Study the issue using available resources.

Record evidence from credible sources.

**Plan**

Organize your ideas before writing.

Create a prewriting plan.

Support your claims with clear reasons and relevant evidence.

**Draft**

Write your ideas in sentences and paragraphs.

Follow your prewriting plan.

Write the first draft of your paper.

**Revise**

Improve your ideas.

Add a hook, transition words, and domain-specific vocabulary.

Change the order of your reasons and evidence.

Add, change, clarify, and delete evidence.





Steps to Writing a Position Paper

**Edit And Proofread**

Focus on editing and proofreading.

Check for errors in grammar, spelling, and capitalization.

**Share**

Present your work.

Show your work to an audience.



Planning My Argument Graphic Organizer

Name:

Date:

Read and reflect on your Forming Evidence-Based Claims graphic organizer, your four notecards from the Gallery Walk, and the End of Unit 2 Assessment: Presenting a Claim and Findings teacher feedback.

What is a Star in writing your claim and supporting evidence?

What is a Next Step in writing your claim and supporting evidence?

**Claim:**

Reason:

**Supporting Evidence:**



Planning My Argument Graphic Organizer

Reason:

**Supporting Evidence:**

Reason:

**Supporting Evidence:**



### Checklist for Forming an Evidence-Based Claim

**Claim:**

1. The claim is a sentence that presents an issue.
2. The claim is clear and specific.
3. The claim gives the author's point of view, or belief.
4. The claim is something you can build a solid argument about.
5. The claim uses domain-specific vocabulary.

**Evidence:**

1. The evidence is relevant.
2. The evidence is factual and descriptive.
3. The evidence is in a logical order.
4. The evidence uses domain-specific vocabulary.



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# **Grade 6: Module 4: Unit 3: Lesson 3**

## **Claim, Reasons, and Evidence: Planning the Body Paragraphs**



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)  
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)  
I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)

**Supporting Learning Targets**

- I can give and receive feedback with my peers on claims, reasons, and evidence.
- I can analyze a body paragraph of the model position paper.
- I can plan the body paragraphs of my position paper.
- I can use appropriate vocabulary to express my ideas.

**Ongoing Assessment**

- Planning My Body Paragraphs graphic organizer



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li><li>B. How Are My Ideas? (8 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Writing a Body Paragraph: Studying the Model (10 minutes)</li><li>B. Planning My Body Paragraphs: Quote Sandwich (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. What Words Should I Be Using? (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In the previous two lessons, students analyzed a model position paper for content and argument and made final revisions to their claim and supporting evidence after reflecting on teacher feedback from the Unit 2 hosted Gallery Walk.</li><li>• In this lesson, students add reasons to their Planning My Argument graphic organizer. The reasons will connect the claim and supporting evidence.</li><li>• Students also analyze a body paragraph of the model position paper identifying the author's reason, supporting evidence, and the author's explanation of how the evidence supports the claim.</li><li>• Using a document camera, this information is written on a graphic organizer similar to the sandwich graphic organizer used in other modules. The graphic organizer provides a visual image of how the body paragraphs are organized and the statements are connected. The graphic organizer also scaffolds the writing of the three body paragraphs that students will write in Lesson 4.</li><li>• Students may need to refer to their resources from previous lessons found in the research folder.</li><li>• In advance: Form student partnerships for a peer critique of the "big picture" plan for the position paper. Consider pairing students who have different claims, as it might "push the thinking" of students further. Remind students that their partner's argument should state a claim that is clear and represent the author's point of view. The author's reasons should also be clear and connect relevant evidence.</li><li>• Consider preparing a resource area in the room where students can have access to articles and other resources from Units 1 and 2 if needed.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
reasons, analyze, appropriate, domain specific vocabulary	<ul style="list-style-type: none"><li>• Research folder (from previous lessons)</li><li>• Planning My Argument graphic organizer (from Lesson 2; one per student and one to display)</li><li>• Document camera</li><li>• Model position paper: “Hydraulic Fracturing” (from Lesson 1)</li><li>• Planning My Body Paragraphs graphic organizer (one per student and one to display)</li><li>• Domain-Specific Vocabulary and Transitions graphic organizer (one per student)</li></ul>

Opening	Meeting Students’ Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite a student to read today’s learning targets:<ul style="list-style-type: none"><li>* “I can give and receive feedback with my peers on claims, reasons, and evidence.”</li><li>* “I can analyze a body paragraph of the model position paper.”</li><li>* “I can plan the body paragraphs of my position paper.”</li><li>* “I can use appropriate vocabulary to express my ideas.”</li></ul></li><li>• Ask:<ul style="list-style-type: none"><li>* “How do an author’s claim, reasons, and evidence connect? Think back to Lesson 1 when you were analyzing the model position paper. Show a thumbs-up when you have an answer in your head.”</li></ul></li><li>• Cold call a few students. Listen for them to say that the claim in the model paper was the author’s point of view that hydraulic fracturing should be used to collect natural gas. The author gave three reasons for this position: It is better for the environment, it benefits people, but it should be done safely with regulations. These three reasons gave the readers supporting explanations for the claim. Share that the author also cited evidence from a resource supporting each reason.</li></ul>	<ul style="list-style-type: none"><li>• Posting the learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>





Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask: <ul style="list-style-type: none"> <li>* “What does it mean to analyze and plan the body paragraphs? Think back to previous lessons when you were asked to analyze. Show a thumbs-up when you have an answer in your head.”</li> </ul> </li> <li>• Cold call a few students. Listen for them to say that to analyze is to break the body paragraph down or to deconstruct the paragraph.</li> <li>• Ask: <ul style="list-style-type: none"> <li>* “What is meant by using ‘appropriate vocabulary to express my ideas’? Think about academic and domain-specific vocabulary from Units 1 and 2 and how these might relate to ‘appropriate’ vocabulary. Show a thumbs-up when you have an answer in your head.”</li> </ul> </li> <li>• Cold call a few students. Listen for them to say that appropriate vocabulary is using vocabulary we learned from our resource materials when researching DDT, such as “malaria,” “bioaccumulation,” and “pesticide.”</li> <li>• Share with students that the targets highlight our tasks in the planning step of our position paper. Explain that in this lesson students will share a “big picture” plan for their position paper, analyze a body paragraph of the model, and plan their body paragraphs using domain-specific vocabulary learned from their research.</li> </ul>	
<p><b>B. How Are My Ideas? (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students who their partner will be.</li> <li>• Invite students to open their <b>research folder</b> and retrieve the <b>Planning My Argument graphic organizer</b>. Ask students to read what they wrote for their claim and supporting pieces of evidence.</li> <li>• Using a <b>document camera</b>, display the Planning My Argument graphic organizer. Remind students of the claim in the model position paper: that hydraulic fracturing should be used to collect natural gas. Model writing this claim on the graphic organizer.</li> <li>• Next, ask students to remember the three reasons the author identified to support the claim or position.</li> <li>• Cold call students. Listen for: “The author feels it is better for the environment; it helps people; and if done safely and is regulated, it has many benefits.”</li> <li>• Model writing the author’s three reasons in the left margin in front of each box of supporting evidence.</li> </ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Tell students they are now going to write three reasons for their own claim in the left margin of their graphic organizer. Remind students that reasons are the explanations for why the author has a particular point of view or claim. Explain that it may be helpful to think of the stakeholders that are affected by their claim. Pause and give students time to write their three reasons for their claim.</li><li>• Circulate and support students as needed. Ask questions such as: “Who would your claim help?” and “After reading the evidence, what are the benefits?”</li><li>• Refocus the class. Explain to students that they will share with their partner the “big picture” plan for their position paper. Tell students they should start by stating their claim or position. After their claim is presented, they will share Reason 1 and their supporting evidence for that reason. Next, they will share Reason 2 and their supporting evidence for that reason. Then Reason 3 will be stated along with its supporting evidence.</li><li>• Pause and give students time to present their ideas to their partner.</li><li>• Invite partners to give feedback to each other. Remind students they do not have to agree with their partner’s claim, but they should make sure the claim is clear; the reasons and supporting evidence are relevant and logical; and the claim, reasons, and evidence connect.</li><li>• Pause to give students time to give feedback to each other.</li><li>• Circulate and notice partners giving constructive feedback to improve their argument.</li><li>• Congratulate students for their efforts in supporting their partners in this planning step of their position paper. Explain to students that successful writers take time to carefully plan and get peer feedback before they write a draft.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Writing a Body Paragraph: Studying the Model (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to their research folder and the <b>model position paper: “Hydraulic Fracturing.”</b> Using the document camera, display the model essay. Explain that the first paragraph is the introduction, the next three paragraphs in the middle are the body paragraphs, and the fifth paragraph is the conclusion. Invite students to skim the first paragraph of the model to find the author’s claim. Pause to give time.</li> <li>• Ask partners to Think-Pair-Share: <ul style="list-style-type: none"> <li>* “What is the author’s claim?”</li> </ul> </li> <li>• Listen for: “The claim is that hydraulic fracturing is a process that should be used to collect natural gas.”</li> <li>• Now use the document camera to display the <b>Planning My Body Paragraphs graphic organizer</b>. Model writing the claim in the top margin. Explain to students that this graphic organizer is a version of the sandwich graphic organizer used in other modules. Share that this is the structure they will use to write their own body paragraphs.</li> <li>• Share with students that they are going to work with their partner to analyze, or deconstruct, the second paragraph. Read over the graphic organizer with the students. Ask partners to identify the statement giving the reason, the statement citing the evidence that supports the reason, and the statement that connects the evidence to the claim. Tell them to put an “R” by the first word beginning the reason statement. Tell them to put an “E” by the first word beginning the evidence statement and to put a “C” by the first word beginning the connect statement.</li> <li>• Pause to give partners time to identify these three statements.</li> <li>• Circulate to support struggling students.</li> <li>• Cold call partners to share out. Listen for: “The reason for the second paragraph is that hydraulic fracturing should be used because it is better for the environment. This led to the supporting evidence from <i>National Geographic</i>, ‘Natural gas burns much cleaner than coal. In part because American power plants have been switching from coal to cheap gas, U.S. emissions of CO<sub>2</sub> from fossil fuels fell last year, even as the world set another record.’ The connect is, ‘This means that by switching from coal to natural gas collected by hydraulic fracturing, we can make the air cleaner and do less damage to the ozone layer.’ The connect box is for a statement that links the evidence to the claim.”</li> </ul>	<ul style="list-style-type: none"> <li>• Providing models of expected work supports all students, especially challenged learners.</li> <li>• Allowing students to discuss their thinking with peers before writing helps to scaffold their comprehension and also assists in language acquisition for ELLs.</li> </ul>



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Using the document camera, explain to students that you want to fill in the graphic organizer to show them how this paragraph might have looked in its planning stages. Tell students this graphic organizer is one that they will use to write their own position paper. Model filling out the reason, evidence, and connect of the Planning My Body Paragraphs graphic organizer using the model position paper.</li> <li>Next, ask partners to follow the same routine, marking the statements with an “R,” “E,” and “C” for Paragraphs 3 and 4.</li> <li>Pause to give students time to read and annotate their text.</li> <li>Circulate and support struggling students. Compliment partners sharing their ideas.</li> <li>Refocus the class. Cold call students to share the reason, evidence, and connect for Paragraphs 3 and 4.</li> <li>Ask students to turn and talk with each other:               <ul style="list-style-type: none"> <li>* “What is included in each body paragraph in this model?”</li> </ul> </li> <li>After students have had a chance to discuss, refocus the whole group. Cold call a pair and listen for: “Each body paragraph provides a reason for the claim, cites evidence that supports the reason, and explains how the evidence connects to the claim.”</li> <li>Congratulate students for their efforts to deconstruct the model position paper. Explain that analyzing an example paragraph from the model essay will help them plan their own body paragraphs.</li> </ul>	
<p><b>B. Planning My Body Paragraphs: Quote Sandwich (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the Planning My Body Paragraphs graphic organizer to each student. Ask students to retrieve their Planning My Argument graphic organizer, which they used earlier in the lesson.</li> <li>Invite students to focus on today’s third and fourth learning targets as they complete their body paragraphs plan:               <ul style="list-style-type: none"> <li>* “I can plan the body paragraphs of my position paper.”</li> <li>* “I can use appropriate vocabulary to express my ideas.”</li> </ul> </li> <li>Remind students they are planning three body paragraphs and that much of their planning has been completed. Ask them to use appropriate vocabulary. Suggest they reference the Word Wall and their articles for domain-specific vocabulary. Share that in this lesson they will not need to write anything in the transition boxes and that transitions will be introduced in another lesson.</li> </ul>	<ul style="list-style-type: none"> <li>During this Work Time, you may want to pull a small group of students to help them find evidence. Some students will need more guided practice before they are ready for independent work.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to write their first reason in sentence form in the appropriate box. Then ask them to write the evidence that supports their first reason. Remind them to write a sentence and to use quotations where the quote begins and where the quote ends. Both reasons and evidence can be copied from their Planning My Argument graphic organizer. Explain that they will need to write a sentence that links the evidence to their claim. This statement should be written in the connect box. Ask students to use the model essay as a guide to help them understand how the author makes this connection.</li><li>• Circulate and support students as they plan their paragraphs. Notice focused students and students writing complete sentences.</li><li>• Refocus the whole group.</li><li>• Praise students for their detailed paragraph plans. Explain that tomorrow they will use the paragraph “sandwiches” to write their body paragraphs.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. What Words Should I Be Using? (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Form student partnerships with students who have similar claims.</li><li>• Distribute the <b>Domain-Specific Vocabulary and Transitions graphic organizer</b>. Tell partners they should think of domain-specific vocabulary—words that are specific to their claim—and write those words in the left column of the graphic organizer. Remind them that the transition column will be used in a future lesson. Explain that partners should work together to come up with as many words as they can think of. Ask students to use correct spelling. Remind them that they can use their resources in the research folder and the Word Wall for help with correct spelling and ideas for appropriate vocabulary for their claim.</li><li>• Refocus the whole group. Applaud students for their effort to record these vocabulary words. Ask partners to Think-Pair-Share:<ul style="list-style-type: none"><li>* “Why is it important to use appropriate vocabulary?”</li></ul></li><li>• Listen for: “Our writing will be clearer to the reader, and our position paper will sound more formal and educated.”</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer’s Notes.</li></ul>	



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# Grade 6: Module 4: Unit 3: Lesson 3

## Supporting Materials



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Planning My Body Paragraphs Graphic Organizer

Name:

Date:

**Body Paragraph 1**

**Transition:**

**First reason** to support your claim.  
(Use your own words.)

**Evidence** to support your reason.  
(Cite evidence from research materials.)

**Connect** evidence to your claim.  
(Use your own words.)



Planning My Body Paragraphs Graphic Organizer

Body Paragraph 2
<b>Transition:</b>
<b>First reason</b> to support your claim. (Use your own words.)
<b>Evidence</b> to support your reason. (Cite evidence from research materials.)
<b>Connect</b> evidence to your claim. (Use your own words.)





Planning My Body Paragraphs Graphic Organizer

Body Paragraph 3
<b>Transition:</b>
<b>First reason</b> to support your claim. (Use your own words.)
<b>Evidence</b> to support your reason. (Cite evidence from research materials.)
<b>Connect</b> evidence to your claim. (Use your own words.)



Domain-Specific Vocabulary and Transitions Graphic Organizer

.....  
**Name:**

.....  
**Date:**

Domain-Specific Vocabulary	Transitions



EXPEDITIONARY  
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# **Grade 6: Module 4: Unit 3: Lesson 4**

## **Actions for a Position Paper: Identify, Discuss, Write**



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)  
I can identify the relationship between my claim(s) and reasons by using linking words, phrases, and clauses. (W.6.1c)  
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

Supporting Learning Targets

- I can identify the parts of a strong position paper.
- I can discuss my ideas for my position paper with a peer.
- I can write drafts of my body paragraphs.

Ongoing Assessment

- Planning My Body Paragraphs graphic organizer (from homework )
- Written drafts of body paragraphs

Agenda

1. Opening
  - A. Unpacking Learning Targets (2 minutes)
  - B. Parts of a Position Paper Anchor Chart (3 minutes)
2. Work Time
  - A. Peer Discussion: Articulating My Ideas (10 minutes)
  - B. Writing: Moving from a Plan to a Draft (25 minutes)
3. Closing and Assessment
  - A. Noticing Transition Words and Phrases (5 minutes)
4. Homework
  - A. Read to meet 30-minute reading goal in independent reading book. Complete the Reading Tracker and Reviewer's Notes.

Teaching Notes

- At this point, students have looked closely at how a position paper is constructed and used reasons and evidence to plan their body paragraphs on the Planning My Body Paragraphs graphic organizer. They are now ready to apply their skills as they write a draft of their body paragraphs.
- Students are introduced to the Parts of a Position Paper anchor chart. This will help them focus on what components make a strong body paragraph. Students will share their plan for their body paragraphs with a partner. The Parts of a Position Paper anchor chart will help guide students in listening to one another's ideas for what a strong paragraph should sound like.
- The students' verbal explanations of their body paragraphs are a way for them to "warm up" and prewrite without extraneous writing. This is not a time for peer feedback. The goal is for students to solidify their plan by expressing it. As students use their plan to help construct their drafts, they can make revisions where they had difficulty articulating their ideas.



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Identifying transitional words used in the model will help students consider how to introduce their paragraphs and connect their ideas and paragraphs. Transitions will be formally assessed on the End of Unit 3 Assessment in students' published paper. Reviewing the Planning My Body Paragraphs graphic organizer will help students identify domain-specific vocabulary and make revisions if specific terminology should be added.</li><li>• It is helpful to have students write on every other line as they write their drafts. This allows space for revisions in future lessons.</li><li>• By the end of this lesson, students should have finished their body paragraph drafts by writing the introductory and concluding paragraphs so that they are prepared for the mid-unit assessment of completing their draft. Students who have not finished their body paragraph drafts would benefit from arranging time after school to complete them.</li><li>• Be prepared to provide students with feedback in Lesson 7. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step).</li><li>• Determine whether you need to acquire colored pens or pencils for students to make revisions.</li><li>• In advance: prepare the new Transitions anchor chart. Make headings for Introduction, First Body Paragraph, Second Body Paragraph, Third Body Paragraph, and Conclusion. You will use this anchor chart with students during the Closing.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
identify, discuss, write	<ul style="list-style-type: none"><li>• Planning My Body Paragraphs graphic organizer (from Lesson 3)</li><li>• Research folder (from previous lessons)</li><li>• Parts of a Position Paper anchor chart (one per student and one to display)</li><li>• Document camera</li><li>• Model position paper: “Hydraulic Fracturing” (from Lesson 1)</li><li>• Domain-Specific Vocabulary and Transitions graphic organizer (from Lesson 3)</li><li>• Different colored pens or pencils for making revisions</li><li>• Lined paper</li><li>• Pencils</li><li>• Sticky notes (four per student)</li><li>• Transitions anchor chart (new; co-created with students during Closing Part A; see Teaching Note)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to all read the learning targets aloud with you:<ul style="list-style-type: none"><li>* “I can identify the parts of a strong position paper.”</li><li>* “I can discuss my ideas for my position paper with a peer.”</li><li>* “I can write drafts of my body paragraphs.”</li></ul></li><li>• Tell students that all of the targets have action verbs. Call on students to identify those words.</li><li>• As students say the words <i>identify</i>, <i>discuss</i>, and <i>write</i>, circle or highlight the verbs on the posted targets.</li><li>• Invite students to use hand gestures to describe what the verbs tell us we can do. For example, use fingers or hands to form spectacles or binocular shapes held in front of your eyes for the word <i>identify</i>.</li><li>• Point out that the targets each mention the position paper or parts of the paper. Tell students they will be actively involved as they begin the process of writing a draft of the body paragraphs in their own position paper.</li></ul>	<ul style="list-style-type: none"><li>• For select students, consider a practice read ahead of time of Body Paragraph bullet points for 1, 2, or 3 from the Parts of a Position Paper anchor chart.</li></ul>
<p><b>B. Parts of a Position Paper Anchor Chart (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to locate their Planning My Body Paragraphs graphic organizers, which they completed in Lesson 3.</li><li>• Distribute or ask students to locate their <b>research folder</b>. Direct them to get out the <b>Parts of a Position Paper anchor chart</b> from the folder.</li><li>• Use a <b>document camera</b> to display the anchor chart.</li><li>• Introduce the Parts of a Position Paper anchor chart to the students. Explain that this anchor chart includes the components, or parts, of each paragraph in the position paper. Tell students that parts are in the order that they should write them.</li><li>• Explain that in today’s lesson they will use this information as a guide for sharing their body paragraph plans with a listening partner and as a guide for writing their body paragraph drafts.</li><li>• Direct students to the Body Paragraph sections. Cold call a student to read the three bullet points for Body Paragraph 1. Cold call students to read the bullet points for Body Paragraphs 2 and 3. Ask students what they notice and wonder. Listen for notices that include: “exactly the same,” “same order,” and “all list transitions, evidence, and links.”</li></ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Listen for wonders such as:<ul style="list-style-type: none"><li>* “What are transitions?”</li><li>* “What’s a link?”</li><li>* “How do you write a link?”</li><li>* Encourage students to refer to the <b>model position paper: “Hydraulic Fracturing”</b> to see how the author begins each paragraph with transitions and how the evidence is connected to the claim.</li></ul></li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. Peer Discussion: Articulating My Ideas (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that before writing their body paragraph drafts, they will work with a partner to explain their plan. Explain that they will use their Planning My Body Paragraph graphic organizers, Parts of a Position Paper anchor chart, and their <b>Domain-Specific Vocabulary and Transitions graphic organizers</b> as a guide.</li><li>• Pair students up to explain their plan to their partners.</li><li>• Distribute <b>pens or pencils that are a different color</b> from those students used on their Planning My Body Paragraph graphic organizer. Ask students to use them for the revisions they make to their drafts during this sharing time.</li><li>• Explain that this is not a time for giving feedback to their partners. It is a time to review and revise their own work by both speaking and listening.</li><li>• Tell students if they have difficulty with parts of their plan while they are sharing, this is an opportunity to make changes and solidify their ideas. The goal is to be able to write their plan in a way that readers can easily understand.</li><li>• Advise students to refer to the Parts of a Position Paper anchor chart to see if they have included all the parts in the correct order.</li><li>• Advise students to refer to their Domain-Specific Vocabulary and Transitions graphic organizer to ensure that they have domain-specific words in each paragraph plan.</li><li>• Remind students to refer to the model position paper, “Hydraulic Fracturing,” to see what words the author used to introduce the body paragraphs and move from one paragraph to another. Suggest that using similar words or phrases to begin their body paragraphs is helpful for presenting their body paragraphs in a logical order.</li><li>• Circulate and support students as they share with their partners. Direct students to parts of the anchor chart or essay that may be helpful.</li><li>• Refocus students as a whole class. Check to see if students are prepared to write their body paragraph drafts by asking for a thumbs-up, thumbs-sideways, or thumbs-down. Encourage students to look over their plan and make any final changes before writing.</li></ul>	<ul style="list-style-type: none"><li>• When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.</li><li>• Providing models of expected work supports all students, especially challenged learners.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Writing: Moving from a Plan to a Draft (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to have <b>lined paper</b>, a <b>pencil</b>, their Planning My Body Paragraph graphic organizer (from Lesson 3), and the Parts of a Position Paper anchor chart out on their desks/tables.</li> <li>• Remind students of the expectations for quiet writing time. Explain that working together and sharing has been helpful to learn and prepare. Quiet, focused writing is also an important part of learning to write well. The focus now is to work independently.</li> <li>• Explain that students will write the three body paragraphs of their position papers as the first part of their mid-unit assessment. In the next lesson, they will write the introductory and concluding paragraphs.</li> <li>• Direct students to write on every other line to allow space to edit and make revisions in Lessons 6 and 7.</li> <li>• Circulate to assist students as they draft their body paragraphs. Ask questions such as: <ul style="list-style-type: none"> <li>* “Do you have a reason that supports your claim?”</li> <li>* “How does your paragraph begin? Does it help put your information in order?”</li> <li>* “Did you include evidence that supports your reason?”</li> <li>* “What are you explaining in your own words?”</li> <li>* “Did you use domain-specific vocabulary in each paragraph?”</li> <li>* “Did you cite your source?”</li> </ul> </li> <li>• At the end of the writing time, commend students for their quiet, focused work writing the first drafts of their body paragraphs.</li> </ul>	<ul style="list-style-type: none"> <li>• During this Work Time, you may want to pull a small group of students to support in writing their body paragraphs. Some students may need more guided instruction as they begin writing their draft.</li> <li>• Students who have not finished their drafts will benefit from arranging other time after school to complete their writing.</li> <li>• Suggest that students mark every other line to remind them to skip lines as they write.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Noticing Transition Words and Phrases (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to retrieve their Domain-Specific Vocabulary and Transitions graphic organizer.</li><li>• Distribute four <b>sticky notes</b> to the students. Point out the <b>Transitions anchor chart</b>, which includes headings for Introduction, First Body Paragraph, Second Body Paragraph, Third Body Paragraph, and Conclusion.</li><li>• Explain that transitions are words that help put information in order and connect ideas.</li><li>• Ask students: “What words are you using to introduce and connect your ideas and paragraphs in your body paragraph drafts?” As students respond, ask them to write their words or phrases on sticky notes and add them to the anchor chart display. Encourage students to place their transition words under the heading where they feel they belong.</li><li>• As transitions are added to the display, invite students to also write words or phrases on their graphic organizers. Encourage students to include one from each heading.</li><li>• Tell students they will be taking a closer look at transitions after they revise their position paper drafts. Encourage students to think about how they are already introducing and connecting their ideas by using words like this.</li><li>• Collect students' first body paragraph drafts.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read to meet 30-minute reading goal in independent reading book. Complete the Reading Tracker and Reviewer's Notes.</li></ul>	



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# Grade 6: Module 4: Unit 3: Lesson 4

## Supporting Materials



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Parts of a Position Paper Anchor Chart

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Introductory Paragraph**

- Engages reader: Introduces the topic with a strong opening statement; a hook or attention-grabber
- Connector: Links the reader from your opening statement to your claim
- States claim: Gives your point of view
- Refers to three supporting reasons: Lets readers know what you will present by using key words from the claim, but not the whole reasons.

**Body Paragraph 1**

- Transition to reason: Begins the paragraph, puts information in logical order
- Evidence: Facts, statistics, quotes, stories
- Link: Explains how your evidence supports your claim

**Body Paragraph 2**

- Transition to reason: Begins the paragraph, puts information in logical order
- Evidence: Facts, statistics, quotes, stories
- Link: Explains how your evidence supports your claim

**Body Paragraph 3**

- Transition to reason: Begins the paragraph, puts information in logical order
- Evidence: Facts, statistics, quotes, stories
- Link: Explains how your evidence supports your claim



Parts of a Position Paper Anchor Chart

**Conclusion**

- Restates claim: Repeats your point of view in a different way
- Synthesizes: Combines the three reasons
- Analysis of topic and logical conclusion: Points out the relationship
- Clincher: A final, decisive argument or remark that answers, “So what is the point of raising this issue?”

**Formal English**

- Not casual language
- Language appropriate for official or important writing and speaking

**Vocabulary**

- Domain-specific
- Transition words/phrases

**Writing Conventions**

- Usage
- Grammar
- Mechanics



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# **Grade 6: Module 4: Unit 3: Lesson 5**

## **Mid-Unit Assessment: Completing My Draft Position Paper**



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)  
I can create an introduction that states my main argument and foreshadows the organization of my piece. (W.6.1a)  
I can construct a concluding statement or section that reinforces my main argument. (W.6.1e)

**Supporting Learning Targets**

- I can identify the qualities of a strong introduction and conclusion for a position paper.
- I can draft the introduction of my position paper.
- I can draft the conclusion of my position paper.

**Ongoing Assessment**

- Mid-Unit 3 Assessment: Draft of Position Paper: “Do the Benefits of DDT Outweigh Its Harmful Consequences?”
- Reflecting on My Writing So Far





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Unpacking Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Drafting an Introductory Paragraph (20 minutes)</li><li>Drafting a Concluding Paragraph (18 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Reflecting on My Writing So Far (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>At this point, students have taken several sequential steps toward writing position papers. At the end of Unit 2, students used their research to determine their position. Through self-review and teacher feedback, students decided if their position still fit for them or if they needed to revise their position.</li><li>In preparing for their draft writing, students read and assessed a model essay; reviewed the Position Paper Argument Rubric; planned their claim, reasons, and evidence; partnered to share feedback; and developed and wrote their body paragraph drafts.</li><li>In this lesson, students are introduced to the criteria for writing introductory and concluding paragraphs. To build their understanding, students look at the similarities and differences of an introduction and conclusion.</li><li>Make clear to students that in an introductory paragraph you are foreshadowing the structure of an argument. By doing this, you are helping the readers prepare their mind for where you, as the writer, are going, which makes your argument easier to follow.</li><li>Students use the model essay and the Parts of a Position Paper anchor chart as references to plan their introductory and concluding paragraphs. Before writing, students verbally rehearse their paragraphs with partners to strengthen their plans.</li><li>Students then draft their introductory and concluding paragraphs and complete their draft position paper, which is the mid-unit assessment. Consider asking students to write on every other line to allow space for revisions in future lessons or to use technology, if available.</li><li>By the end of this lesson, students should have finished their draft position papers for their mid-unit assessment. Those students who have not finished by the end of the lesson would benefit from arranging school time to complete their draft.</li><li>At the close of the lesson, students reflect on their writing at this mid-unit point by reading their completed draft to consider what they have done well, what challenges they had during the writing process, and what help they may need to improve their writing.</li><li>Be prepared to provide students with feedback in Lessons 6 and 7 using Rows 2, 3, and 4 of the Position Paper Argument Rubric, included in the supporting materials of Lesson 1. Provide specific, positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step)</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• In advance:<ul style="list-style-type: none"><li>– Have students' body paragraphs available for them to read with their introductory and concluding paragraphs.</li><li>– Consider starting to prepare teacher feedback on the completed body paragraphs. Students will use that feedback in Lesson 7.</li><li>– Consider and determine partners for verbally sharing their introductory paragraphs.</li></ul></li><li>• Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
introduction, conclusion	<ul style="list-style-type: none"><li>• Document camera</li><li>• Model position paper: "Hydraulic Fracturing" (from Lesson 1)</li><li>• Equity sticks</li><li>• Parts of a Position Paper anchor chart (from Lesson 4)</li><li>• Mid-Unit 3 Assessment: Position Paper Prompt (one per student)</li><li>• Lined paper</li><li>• Writing Reflections graphic organizer (one per student)</li><li>• Position Paper Argument rubric (from Lesson 1; for teacher use to score students' draft position papers)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Read aloud as students read the learning targets silently in their heads.<ul style="list-style-type: none"><li>* “I can identify the qualities of a strong introduction and conclusion for a position paper.”</li><li>* “I can draft the introduction of my position paper.”</li><li>* “I can draft the conclusion of my position paper.”</li></ul></li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How are introductions and conclusions similar types of writing?”</li></ul></li><li>• Listen for responses, or guide students toward responses, such as: “They are both writing about the whole essay in some way,” or “They are both ‘big idea’ writing and are not about details.”</li><li>• Again invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How are introductions and conclusions different?”</li></ul></li><li>• Listen for responses such as: “The introduction should introduce the topic and get the reader interested, while the conclusion should reinforce the main argument and wrap up the author’s point of view on the topic.”</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Drafting an Introductory Paragraph (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Using a <b>document camera</b>, display the <b>model position paper: “Hydraulic Fracturing.”</b> Tell students that now that they have written a first draft of the body paragraphs of the argument essay, they are going to finish their mid-unit assessments by completing the first draft of their introductory and concluding paragraphs.</li> <li>Invite students to read along silently as you read the introduction of the model position paper.</li> <li>Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>“What is the topic?”</li> <li>“What is the claim?”</li> <li>“What reasons will be talked about?”</li> <li>“How does the author capture the reader’s interest?”</li> </ul> </li> <li>Use <b>equity sticks</b> to select students to share their responses. Record student responses in the margin by the introductory paragraph. Listen for and ensure the following are included:             <ul style="list-style-type: none"> <li>The topic is: Should hydraulic fracturing be used to collect natural gas?</li> <li>The claim is: Hydraulic fracturing is a process that should be used to collect natural gas.</li> <li>The three reasons include: Hydraulic fracturing is better for the environment; it benefits the people; and if done safely and with regulations, it would prove beneficial.</li> <li>To capture the reader’s interest, the author explains what hydraulic fracturing is and explains how it could be an important process used to collect natural gas, which is a cleaner source of energy than coal and oil.</li> </ul> </li> <li>Point out the <b>Parts of a Position Paper anchor chart</b>. Read the criteria listed on the chart. Explain to students that the author introduces the topic in a strong opening statement. Next, a connector statement is used, transitioning the reader from the opening statement to the author’s claim. After that, the author gives his/her point of view, or the claim, and the three supporting reasons foreshadowing the essay.</li> <li>Display the <b>Mid-Unit 3 Assessment: Position Paper Prompt</b>. Point out to students that they have been working on this task for a few days now; today is their opportunity to actually complete their draft.</li> </ul>	<ul style="list-style-type: none"> <li>Consider providing models of expected work to support all students, especially select learners.</li> <li>Allowing students to verbally share their introductory and concluding paragraphs before writing helps students recognize what strong introductions and conclusions should include and what revisions they should make before writing their draft.</li> <li>Consider placing students in homogeneous pairs.</li> <li>Provide direct support to students who need it the most.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to take a few minutes to think about what should be included in their introductory paragraph. Explain that they will be verbally rehearsing their introductory paragraphs with their partners. Remind students to refer to the Parts of a Position Paper anchor chart to guide their thinking.</li><li>• Invite partners to begin sharing.</li><li>• Circulate to assist students in verbally rehearsing their introductory paragraphs.</li><li>• Refocus the class. Ask students to draft the introductory paragraph using their verbal rehearsal and the criteria listed on the Parts of a Position Paper anchor chart. Ask students to write the draft on <b>lined paper</b> skipping every other line to allow space for revisions.</li><li>• Again circulate to assist students in drafting their introductory paragraphs.</li></ul> <p>Commend students for their writing focus and effort to use the anchor chart criteria to write a quality introductory paragraph.</p>	
<p><b>B. Drafting a Concluding Paragraph (18 minutes)</b></p> <ul style="list-style-type: none"><li>• Using the document camera, again display the model position paper: “Hydraulic Fracturing.”</li><li>• Read aloud the introductory and concluding paragraphs and ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What are the similarities between the introduction and conclusion?”</li></ul></li><li>• Cold call partners. Listen for responses such as: “Both give the claim,” “Both refer to the three reasons,” and “Both engage the reader.” Remind students that the introduction engages the reader by introducing and defining the topic, and the conclusion engages the reader by bringing closure to the topic and/or possibly ending the paragraph with a clincher.</li><li>• Invite students to read along silently as you read the concluding paragraph of the position paper.</li><li>• Ask students:<ul style="list-style-type: none"><li>• “What does the author tell us in the concluding paragraph?”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Use equity sticks to select students to share their responses. Record student responses in the margin on the model essay. Ensure that the following are included:<ul style="list-style-type: none"><li>– The conclusion restates the claim in a different way.</li><li>– The three reasons are combined.</li><li>– The conclusion points out the relationship of the topic to the position, or points to a logical conclusion.</li><li>– The ending statement is a clincher, or final remark giving a decisive fact.</li></ul></li><li>• Invite students to take time to think about their concluding paragraph. . Explain that they will verbally rehearse their concluding paragraph with their partners. Remind students to refer to the notes on the anchor chart and in the margin of the model position paper to guide their thinking.</li><li>• Ask partners to begin sharing. Circulate to assist as they verbally rehearse their concluding paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you restate your claim?”</li><li>* “How did the author conclude the model essay?”</li></ul></li><li>• Invite students to draft their concluding paragraph using their verbal rehearsal and the notes on the Parts of a Position Paper anchor chart. Remind students to skip every other line to allow space for revisions.</li><li>• Again circulate to assist students in drafting their concluding paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you restate your claim?”</li><li>* “How did the author conclude the model essay?”</li><li>* “What are you going to give the reader to think about at the end?”</li></ul></li><li>• Congratulate students for their focused thinking and writing and the completion of the Mid-Unit 3 Assessment. Explain that all their effort and hard work has enabled them to create a draft of their position paper.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflecting on My Writing So Far (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Commend students for the steps they have taken so far to write a draft of their position about the benefits or harmful consequences of the use of DDT.</li><li>• Tell students as they complete this part of the writing process and begin the next, it is helpful to look at what they have just completed and give some thought to how they are doing so far. Ask students to listen closely as you read the following reflection questions:<ul style="list-style-type: none"><li>* “What did I do well?”</li><li>* “What challenges did I have?”</li><li>* “What help do I need to make it better?”</li></ul></li><li>• Distribute the <b>Writing Reflections graphic organizer</b> and their body paragraph drafts.</li><li>• Ask students to put the introductory, body, and concluding paragraphs together and read their complete position paper draft with the reflection questions in mind.</li><li>• Tell students to write their thoughts or reflections on the Writing Reflections graphic organizer. Explain that this marks the first half of their reflections on this writing journey.</li><li>• Collect students' position paper drafts and Writing Reflections graphic organizer.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing students who need additional time to continue writing their introductory and concluding paragraphs.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ul> <p><i>Note: Be prepared to provide students with feedback in Lessons 6 and 7 using Rows 2, 3, and 4 of the Position Paper Argument Rubric, included in the supporting materials of Lesson 1. Students will need access to their drafts during the following lesson, however, so be aware that some students may get drafts with feedback in the next lesson and others in Lesson 7. Students will not need to revise based on teacher feedback in Lesson 6.</i></p>	



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# Grade 6: Module 4: Unit 3: Lesson 5

## Supporting Materials



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**Mid-Unit 3 Assessment:**  
Position Paper Prompt

**Learning Targets:**

- I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)
- I can create an introduction that states my main argument and foreshadows the organization of my piece. (W.6.1a)
- I can construct a concluding statement or section that reinforces my main argument. (W.6.1e)

**Directions:**

- Write a position paper in which you respond to the question below.
- Support your claim with relevant evidence from your research.
- Conclude your paper in a way that follows logically from your claim and evidence.

**Prompt:**

- Do you believe DDT should be used despite its potentially harmful consequences in the natural world?
- Do the benefits of DDT outweigh its harmful consequences?



Writing Reflections Graphic Organizer

.....  
**Name:**

.....  
**Date:**

Read your position paper with these reflection questions in mind.

What did I do well?

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What challenges did I have?

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What help do I need to make it better?

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# **Grade 6: Module 4: Unit 3: Lesson 6**

## **Peer Critique and Revising: Formal English**



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)  
I can maintain a formal style in my writing. (W.6.1d)  
I can identify when standard English is and isn't used. (L.6.1e)  
I can convert language into standard English. (L.6.1e)

**Supporting Learning Targets**

- I can recognize the differences between formal and informal English.
- I can give and receive feedback on formal and informal English in a position paper.

**Ongoing Assessment**

- Identifying and revising formal English and transitions



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Unpacking Learning Targets (2 minutes)</li><li>Connecting with Transitions (8 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mini Lesson: Recognizing Formal vs. Informal English (10 minutes)</li><li>Peer Critique: Identifying and Revising for Formal vs. Informal English and Transition Words (20 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Message Translation Using Slang, Casual, and Formal Language (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>At this point, students have completed the first drafts of their position papers. As students prepare to review and revise their writing, they now focus on using formal English and transition words in their position papers.</li><li>Students need their position paper drafts for this lesson. However, teacher feedback on the drafts is not required until Lesson 7. If some students already have feedback and others don't, be sure to tell students that they do not need teacher feedback to revise in this lesson. They will all have teacher feedback to use in the following lesson.</li><li>This lesson is an opportunity for students to review and revise their use of formal English and use of transition words to meet the criteria of the Position Paper Argument Rubric.</li><li>Students review what transitions are and are introduced to a variety of transitional words and phrases they can use to introduce their reasons, connect ideas, and organize information logically.</li><li>Students compare informal and formal English to recognize the difference and distinguish what is appropriate for expressing their information in their position paper.</li><li>They revise their first drafts to meet the criteria for formal English and appropriate transitions. Peers provide feedback on one another's writing in these areas using a revision checklist.</li><li>If students used computers in Lessons 4 and 5 to write their first draft, allow them to use computers to revise.</li><li>Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
transitions, formal English, informal English, author, editor	<ul style="list-style-type: none"><li>• Transitions anchor chart (from Lesson 4)</li><li>• Transitions—Words That Connect Ideas reference sheet (one per student)</li><li>• Domain-Specific Vocabulary and Transitions graphic organizer (from Lesson 3)</li><li>• Document camera</li><li>• Slang, Casual, Formal Messages (one for display)</li><li>• Revision Checklist (one per student and one for display)</li><li>• Formal or Informal—Can You Guess? (one per student)</li><li>• Position Paper Argument Rubric (from Lesson 1; students' own copies)</li><li>• Different color of pencil for revisions</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read today's learning targets with you:<ul style="list-style-type: none"><li>* "I can recognize the differences between formal and informal English."</li><li>* "I can give and receive feedback on formal and informal English in a position paper."</li></ul></li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "What does <i>formal English</i> mean?"</li><li>* "What does <i>informal English</i> mean?"</li><li>* "When is it appropriate to use formal English?"</li></ul></li><li>• Call on students. Suggest they try sharing their responses in either informal or formal English.</li><li>• Explain that as they begin to review and revise the drafts of their position papers, the language they use plays an important role in conveying their argument and position well to their readers. Learning what informal and formal English is and using it effectively will help achieve that goal. Learning and using <i>transitions</i> to connect is also important.</li></ul>	
<p><b>B. Connecting with Transitions (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that transition words and phrases are important for introducing a paragraph and putting information in a logical order that helps your information make sense to the reader.</li><li>• Tell students that by knowing a variety of transitions, writers can connect the ideas in their paragraphs in a way that is more interesting to readers.</li><li>• Direct students' attention to the <b>Transitions anchor chart</b> that they started in Lesson 4. Share some of the connecting words and phrases they used to write the first drafts of their body paragraphs.</li><li>• Tell students they will now look at other transitions to see if they can find other ways to say the same things.</li><li>• Distribute the <b>Transitions—Words That Connect Ideas reference sheet</b>.</li><li>• Direct students to also retrieve their <b>Domain-Specific Vocabulary and Transitions graphic organizer</b> from Lesson 3.</li></ul>	



Opening (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to read the four headings on the Transitions—Words That Connect Ideas reference sheet: First, Second, Third or Final, and Conclusion. Explain that the transitions under the First, Second, and Third or Final headings are examples that might be appropriate to begin their body paragraphs. The transitions used under the Conclusion heading are appropriate for the end of an essay. Some work well for starting the clincher, or last sentence.</li><li>• Tell students to look at the “First” transitions to see if any of the examples would work for the beginning of their first body paragraph. Call on students to share how one of the examples could be used to introduce their first reason.</li><li>• Ask students to look at the “First” list again to select an example that could be stated a little differently to introduce their first reason. For instance, “One example that stands out” could be changed to state, “One reason that stands out.” Call on students to share an example they could change and use as an appropriate introduction for their first body paragraph.</li><li>• Tell students to look at the transitions listed under the other three headings on their own and choose one from each list they feel could be used to introduce their reasons in their second and third body paragraphs. Invite students to pair up and share transitions that grabbed their attention and might strengthen their body and concluding paragraphs.</li><li>• Ask students to list new transitions on their Domain-Specific Vocabulary and Transitions graphic organizer. Let them know they will have a chance to change and improve transitions when they revise for vocabulary in the next lesson.</li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Recognizing Formal vs. Informal English (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that <i>formal English</i> is language that is appropriate for important or official writing or speaking. It is not casual language (<i>informal English</i>).</li> <li>Explain that formal language is geared to the audience, the people you want to communicate with. The language you use affects how the listener or reader perceives or sees you.</li> <li>Use a <b>document camera</b> to display the <b>Slang, Casual, Formal Messages</b> document and guide students through it.</li> <li>The following are possible text, email and letter messages: <ul style="list-style-type: none"> <li>* “whuz up, bud”</li> <li>* “Hey, buddy! Just checking to see what you’re up to.”</li> <li>* “Dear Son, You have been in my thoughts. I’m wondering what activities you are involved with. Please write or call.”</li> </ul> </li> <li>Invite students to Think-Pair-Share: <ul style="list-style-type: none"> <li>* “Decide which message would most likely be sent as a text message, an email message, or as a formal message.”</li> <li>* “Decide which message would be considered slang, casual, or formal English.”</li> </ul> </li> <li>Call on partners to share their decisions. Then ask students to consider what relationship or connection the writer might have with the receiver or audience. Listen for responses that suggest friendly, comfortable, casual, proper, rigid. Remind students that language used can affect how the receiver relates to you.</li> <li>Encourage students to consider how the use of formal language in their position papers affects the reader's perception or viewpoint of their position.</li> <li>Distribute the <b>Revision Checklist</b>. Use the document camera to display the checklist as you introduce it.</li> <li>Tell students that they will use this checklist as they read and revise their position papers. However, before using it to check their own papers, they will practice using parts of it on two short passages about Rachel Carson, the scientist and author of <i>Silent Spring</i>, the woman featured in two of their research articles.</li> <li>Distribute <b>Formal or Informal—Can You Guess?</b></li> <li>Students continue to work with partners to read both of the passages and decide which passage is formal and which is informal. Then they reread and refer to the Revision Checklist to find criteria to confirm their decision.</li> </ul>	<ul style="list-style-type: none"> <li>Video and audio examples such as video clips from familiar kids movies, speeches and protests could enhance students understanding of informal and formal English.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Refocus students as a group. Call on partners to share:               <ul style="list-style-type: none"> <li>* “Which paragraph was formal, and which was informal?”</li> <li>* “What did you notice that helped you make that decision?”</li> <li>* “What criteria were used to write the passage in a formal way?”</li> </ul> </li> <li>• Listen for responses that include: “use domain-specific words (not casual or slang),” “use facts and details,” and “quote Rachel Carson.”</li> <li>• Ask students what transitions were used to begin the paragraphs and to put the information in order. Responses should include: “In the 1940s,” “By 1960,” “Over time,” “It was then,” “After a while,” and “Then.”</li> <li>• Point out that referring to dates and time is a way to transition or show a shift in what’s happening over time.</li> <li>• Add those transitions to the Transitions anchor chart.</li> </ul>	
<p><b>B. Peer Critique: Identifying and Revising for Formal vs. Informal English and Transition Words (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Tell students they will now have the opportunity to reread the first drafts of their position papers. Explain that the work they just did with transitions and informal and formal English will help them notice ways to make changes with transitions and formal English to strengthen their paper.</li> <li>• Distribute and display the <b>Revision Checklist</b> as you introduce it.</li> <li>• Point out that there is a checklist for two reviewers. Ask students what role they are. Explain that <i>author</i> and <i>editor</i> are academic terms that are appropriate for the position paper work they are doing. Ask students what else they notice about those words. Listen for students to say both words have the same ending or suffix, “or.” Explain that “or” is often used at the end of a word that describes the professional role of a person. Ask for other examples with that ending. Possible responses could be doctor, professor, and actor.</li> </ul>	<ul style="list-style-type: none"> <li>• During this Work Time, you may want to pull a small group of students who would benefit from direct editing feedback and instruction.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Explain that in Lesson 1 they looked at the same four revision categories on the <b>Position Paper Argument Rubric</b>.</li><li>• Tell students that when they read, critique, and revise their own paper and a peer's paper, they will look for criteria listed in the last two categories, "Coherence, Organization, and Style" and "Writing Conventions."</li><li>• Call on a student volunteer to read the criteria listed under "'Coherence, Organization, and Style" and "Writing Conventions." Tell students that criteria include formal English and transition words. Remind students to look for at least two domain-specific words in each paragraph.</li><li>• Explain that whenever they look for ways to improve writing, they should make writing convention corrections such as spelling and capitalization.</li><li>• Tell students that authors should read their drafts first and then complete the checklist indicating criteria that are strong and criteria that should be revised. Authors should also make those revisions on their drafts using a <b>different colored pencil</b> than the one with which they wrote their first draft.</li><li>• When authors finish their revisions, they should exchange their drafts with their peer editors. Editors will read and critique using the checklist. Editors do not make changes on the draft. However, editors are encouraged to lightly circle words needing spelling corrections.</li><li>• Remind students that this is quiet work time for concentrating on their revisions and providing quality editing to their peers.</li><li>• Circulate and provide support. Ask probing questions about their use of transitions, formal English, and writing conventions.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Message Translation Using Slang, Casual, and Formal Language (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to sit in triads.</li><li>• Tell students that after comparing informal and formal English, looking at a variety of transitions, and using those skills to make revisions to their drafts, they will now have an opportunity to create their own informal and formal messages.</li><li>• Explain that when we interact with people in different settings, we use different ways to greet people and say goodbye, sometimes informally, sometimes formally.</li><li>• Ask triad partners to:<ul style="list-style-type: none"><li>* "Create an informal way and a formal way to greet someone."</li><li>* "Create an informal way and a formal way to say goodbye."</li><li>* "Decide what setting the greetings and goodbyes would be appropriate most for."</li></ul></li><li>• As triad partners, have students demonstrate how to express their informal and formal messages.</li><li>• Encourage students to use transitions as they move through their demonstrations.</li></ul>	<ul style="list-style-type: none"><li>• Consider grouping ELL students or students with similar cultural or ethnic backgrounds to partner and model greetings and goodbyes.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read your independent reading book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ul>	



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# Grade 6: Module 4: Unit 3: Lesson 6

## Supporting Materials



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Transitions—Words that Connect Ideas Reference Sheet

First	Second
One piece of evidence that points to this is To begin Initially One good example is One reason is One way this is true It is important to note that One way to look at this is through One notable example is One way this is true One reason this is important A great example is One example that stands out is The best place to start is with This can first be seen when For example For instance This can be clearly seen first of all when	Another good example is Secondly Furthermore Another way to look at this is through Another example Another example that helps support this is Another indication of this is Still Even so In the same way Next On the other hand Even more compelling is Another example that stands out is Similarly Likewise Along with that, there is Moreover In addition Also In the same light Even more interesting is An even better example of this is An additional fact is Another strong indication was when



Transitions—Words that Connect Ideas Reference Sheet

Third or Final	In Conclusion
Lastly	So, it is clear to see that
A final great example	Accordingly
The final piece of evidence is	In summary
The last example that suggests this is	Consequently
Yet the best reason is	Thus
The final indication of this is	As a result
Most compelling is	In short
Even so	Therefore
The best and final reason is	When looking at the facts, it is evident that
The most important reason is	The evidence clearly points
On top of all that	All of this together means
The final example to note	With all of this
The last example that stands out is	The three examples, ... , prove that
Most importantly	And so therefore
Accordingly	For all of these reasons, one can see that
Moreover	With all of this in mind
Adding to those	Due to all of these reasons
In addition to those	Together
Of course	One can see that
But most conclusive is	The evidence is clear
In the same light	And so it is
An even better example of this is	Truly



Slang, Casual, Formal Messages

Text, Email, or Letter?	
whuz up, bud	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Letter
Hey, Buddy! Just checking to see what you're up to.	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Letter
Dear Son, You have been in my thoughts. I'm wondering what activities you are involved with. Please write or call.	<input type="checkbox"/> Text <input type="checkbox"/> Email <input type="checkbox"/> Letter





## Revision Checklist

Author:

Peer Editor:

Date:

Title: \_\_\_\_\_

	<b>Author</b>		<b>Editor</b>	
	<u>Star</u>	<u>Step</u>	<u>Star</u>	<u>Step</u>
<b>Claim and Reasons</b>				
Introduces topic				
States claim				
Supporting reasons				
<b>Command of Evidence</b>				
Develops argument with evidence				
Varied evidence (different kinds)				
Evidence supports reasons				
<b>Coherence, Organization, and Style</b>				
Includes transitions				
In logical order				
Uses formal language				
Uses domain-specific language				
<b>Writing Conventions</b>				
Spelling				
Capitalization				
Complete sentences				
Correct word choice (usage)				



Formal or Informal—Can You Guess?

Name: \_\_\_\_\_

Date: \_\_\_\_\_

**Passage 1**

In the 1940s, the chemical industry developed pesticides that killed harmful insects and saved farmers and gardeners time and money. Over time, however, some of these chemicals hurt not only insects but also birds, mammals, and fish. Some scientists wrote about the dangers of pesticides, but few people paid attention.

By 1960, tens of thousands of fish, birds, and mammals had died. It was then that Rachel Carson, a marine biologist who was interested in nature, wrote *Silent Spring*. She did not oppose the use of all pesticides. But she wrote, “We have allowed these chemicals to be used with little or no advance investigation of their effect on the soil, water, wildlife, and man himself.”

**Passage 2**

In the 1940s, some businesses made chemicals that helped farmers and gardeners. After a while, some of these chemicals hurt not only insects, but some other animals too. Some scientists wrote about the dangers of the chemicals, but not a lot of people paid attention.

By 1960, lots of animals died. Then a scientist named Rachel Carson, who was a nature nut, wrote *Silent Spring*. She wasn’t totally against using all the chemicals. But she was pretty bent out of shape about them and thought people should check it out more before using them.

Which passage was formal?      Passage 1 \_\_\_\_\_      Passage 2 \_\_\_\_\_

Reasons why:

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Formal or Informal—Can You Guess?

Reasons why, cont.:

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# **Grade 6: Module 4: Unit 3: Lesson 7**

## **End of Unit Assessment: Revising and Publishing**



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

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)

I can use resources to build my vocabulary. (L.6.6)

**Supporting Learning Targets**

- I can revise my position paper to include appropriate vocabulary.
- I can publish my position paper.
- I can self-assess my position paper against the Position Paper Argument Rubric.

**Ongoing Assessment**

- End of Unit 3 Assessment: Final draft of the position paper



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Independent Reading Review (8 minutes)</li><li>B. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Peer Critique: Revision for Vocabulary (10 minutes)</li><li>B. Completing Revisions and Publishing (20 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Self-Assessing against the Position Paper Argument Rubric (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In Lessons 5 and 6, students completed the first draft of their position paper and received peer and teacher feedback.</li><li>• In this lesson, students review the third row of the Position Paper Argument Rubric, focusing on vocabulary. Students define stylistically sophisticated language, domain-specific vocabulary, and a notable sense of voice to gain an understanding of the rubric. Students are asked to compare the difference between a 3 and a 4 on the rubric.</li><li>• After students gain understanding of the rubric, they give partner feedback on the use of vocabulary.</li><li>• Students have time to revise their vocabulary and use supporting resources such as their articles from the research folder, the Word Wall, a dictionary, and a thesaurus.</li><li>• Students then write their final, best version of their drafts and self-assess them against the Position Paper Argument Rubric.</li><li>• If technology is available, students could be given the option to word process their position paper.</li><li>• In advance:<ul style="list-style-type: none"><li>– Place the Entrance Ticket: Plot Development on students' desks or table area.</li><li>– Gather dictionaries and thesauruses.</li><li>– Consider and determine student partnerships for a vocabulary peer critique.</li></ul></li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
revise, appropriate vocabulary, publish, grade-appropriate, stylistically sophisticated language, domain-specific vocabulary, voice	<ul style="list-style-type: none"><li>• Entrance Ticket: Plot Development (one per student)</li><li>• Equity sticks</li><li>• Document camera</li><li>• Position Paper Argument Rubric (from Lesson 1; two per student, one to display)</li><li>• Research folder (from previous lessons)</li><li>• Dictionaries (one per partner group)</li><li>• Thesauruses (one per partner group)</li><li>• Position Paper Vocabulary Criteria (one to display)</li><li>• Vocabulary Feedback (one per student)</li><li>• End of Unit 3 Assessment: Position Paper Prompt (same as for the Mid-Unit 3 Assessment in Lesson 5; one for display)</li><li>• Lined paper</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Independent Reading Review (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Greet students at the door. Ask them to sit in their reading groups. Explain that they should take a few minutes to fill out the <b>Entrance Ticket: Plot Development</b> and prepare to share their book with group members.</li> <li>• Circulate to help students who are struggling to understand the plot in their book.</li> <li>• Refocus the class.</li> <li>• Invite students to share the plot development of their book with their reading group members.</li> <li>• Reconvene the class. Tell students that plot develops out of conflict, either external, such as a person or an event that starts a series of actions the main character undertakes, or internal, driven by another character's wants and/or needs. How that character, and others, makes choices and responds to situations determines the course of events or the plot.</li> <li>• Commend students for participating in sharing the plot of their book.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent reading reviews hold all students accountable for doing their independent reading homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:             <ul style="list-style-type: none"> <li>* "I can revise my position paper to include appropriate vocabulary."</li> <li>* "I can publish my position paper."</li> <li>* "I can self-assess my position paper against the Position Paper Argument Rubric."</li> </ul> </li> <li>• As the targets are read, underline <i>revise</i>, <i>appropriate vocabulary</i>, and <i>publish</i>.</li> <li>• Invite reading groups to discuss what each of the three underlined terms means.</li> <li>• Cold call students using <b>equity sticks</b> to share their responses.</li> <li>• Listen for them to say things such as: "To revise means to review and make changes in our draft," "Appropriate vocabulary means words that are domain-specific and that provide clarity to our topic," and "To publish means to release a piece of writing for others to read."</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* "What do you think our tasks will be for this lesson?"</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li> </ul>





Opening	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Listen for students to say things such as: “Our tasks will be to revise our first draft, specifically looking at vocabulary. Peers will provide feedback on vocabulary on our first draft. We will want to include domain-specific vocabulary and look at word choice throughout our five paragraphs. Also, our task is to complete a best version of our position paper and to self-assess using the Position Paper Argument Rubric.”</li></ul>	
Work Time	Meeting Students' Needs
<p><b>A. Peer Critique: Revision for Vocabulary (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Form student partnerships.</li><li>• Using a <b>document camera</b>, display the <b>Position Paper Argument Rubric</b>. Point to Row 3: “Coherence, Organization, and Style.” Explain to students that they will be providing vocabulary feedback on the position paper to a peer. Read the criterion for this category: “The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language.”</li><li>• Invite students to read the rubric criteria for vocabulary. This would be the second item in this row in the 4 and 3 columns.</li><li>• Ask students to consider the difference between a 3 and 4 with regard to vocabulary. Ask them to read silently in their heads as you read the 3: “Establish and maintain a formal style using precise language and domain-specific vocabulary.” Then read the 4: “Establish and maintain grade-appropriate, stylistically sophisticated language, and domain-specific vocabulary with a notable sense of voice. Underline “grade-appropriate, stylistically sophisticated language, and domain-specific vocabulary with a notable sense of voice” on the rubric.</li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What does ‘grade-appropriate’ language mean?”</li><li>* “What does ‘stylistically sophisticated’ language mean?”</li><li>* “What does ‘notable sense of voice’ mean?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text.</li><li>• To further support ELLs, consider providing definitions of challenging vocabulary in students’ home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Using equity sticks, call on students. Listen for: “Grade-appropriate language means we want to use vocabulary we learned when researching our topic—the domain-specific vocabulary,” “Stylistically sophisticated language means we want to use vocabulary that is intellectually appealing to our reader,” and “A notable sense of voice means the writing is written with emotion. The words take a stand and speak for themselves. The writing moves the reader.”</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What resources do we have that could help us revise our vocabulary?”</li></ul></li><li>• Use equity sticks to call on students. Listen for: “The Word Wall and our <b>research folder</b> articles can be used to add domain-specific vocabulary. <b>Dictionaries</b> and <b>thesauruses</b> can be used to help with word choice.” Distribute a dictionary and thesaurus to each partner group.</li><li>• Using the document camera, display the <b>Position Paper Vocabulary Criteria</b>. Read aloud the criteria to students. Ask students to reference these criteria as they consider revisions.</li><li>• Hand back students’ draft papers. Ask them to look over the comments to make sure they understand them. Invite students to raise their hands if they have questions.</li><li>• Remind students of the guidelines for a peer critique: Be kind, be specific, be helpful, and participate.</li><li>• Distribute the <b>Vocabulary Feedback</b> form. Invite students to notice a “star” and a “next step” for their partner in revising vocabulary.</li><li>• Ask students to exchange position papers. Explain that writers will have time to make revisions after the peer critique.</li><li>• Pause to give partners time to look at vocabulary and complete the Vocabulary Feedback form.</li><li>• Circulate to support students with questions on critiquing vocabulary.</li><li>• Refocus the class.</li><li>• Invite partners to give the position paper and Vocabulary Feedback form to the writer.</li><li>• Pause to give writers time to read the feedback and make changes to their draft writing.</li><li>• Praise writers for their willingness to improve their vocabulary by receiving partner feedback and acknowledge partners for using the criteria to guide their stars and next steps.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<p><b>B. Completing Revisions and Publishing (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>End of Unit 3 Assessment prompt</b> where all students can see it. Read this prompt as students read along.</li><li>• Point out that the actual writing prompt is exactly the same as for their Mid-Unit 3 Assessment. Tell students that you are showing this End of Unit 3 Assessment prompt again simply to clarify the expectations.</li><li>• Ask students if they have any clarifying questions about what is expected of them in this published position paper.</li><li>• Give students specific positive praise on actions you have observed throughout the writing process: "I have been so pleased to see many of you revising your claim and supporting evidence, planning your transitions for each paragraph, and improving your vocabulary for clarity and voice." Tell them that they are now at the end of the writing process and are going to write a final, best version of their position paper.</li><li>• Remind students that because this is an assessment, they will write their final draft version of their position paper independently. Inform them that they can use their resources and peer and teacher feedback forms as they prepare their final draft. Distribute <b>lined paper</b> and ask them to begin. Circulate to observe.</li></ul>	<ul style="list-style-type: none"><li>• Consider using a timer to help students set goals during this Work Time.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessing against the Position Paper Argument Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute a new Position Paper Argument Rubric to students for self-assessing their position paper. Invite them to "think like the teacher" and to go through each row of the rubric highlighting/underlining in the column where they think their position paper fits best.</li><li>• Collect students' final position papers, self-assessments, drafts, and various forms on which peers have provided critique.</li><li>• Congratulate and celebrate students' work.</li></ul>	<ul style="list-style-type: none"><li>• If students need more time to finish their final draft, consider allowing them to finish at home and turn it in in the following lesson.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ul>	



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# Grade 6: Module 4: Unit 3: Lesson 7

## Supporting Materials



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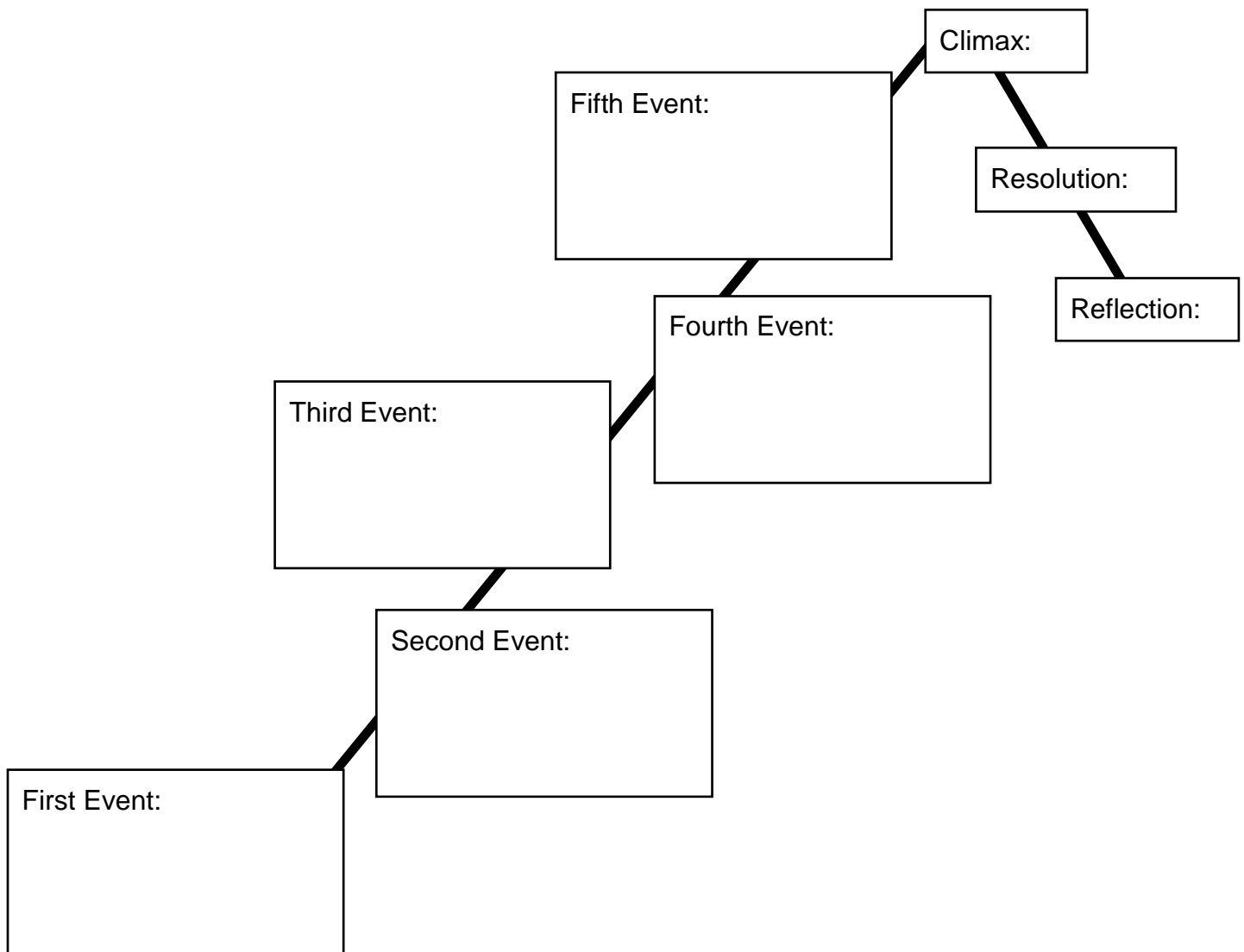
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### Entrance Ticket: Plot Development

**Plot:** a series of events in the story that serve to move the story from its beginning through its climax, or turning point, and to a resolution of its conflicts. Plot is why the story happens and why the main character learns or grows, or begins or chooses something.

Explain the plot development of your novel thus far. Choose three to five events in the story that move the story toward the climax.





### **Position Paper Vocabulary Criteria**

1. **Grade-appropriate vocabulary**
2. **Stylistically sophisticated language (intellectually appealing)**
3. **Domain-specific (10+ vocabulary words)**
4. **Vocabulary with a notable sense of voice (words take a stand and speak for themselves)**

## Vocabulary Feedback

.....  
**Name:** .....

.....  
**Partner's Name:** .....

.....  
**Date:** .....

### 1. Grade-appropriate vocabulary

**Star:** .....

**Next**

**Step:** .....

### 2. Stylistically sophisticated language (intellectually appealing)

**Star:** .....

**Next**

**Step:** .....

### 3. Domain-specific (10+ vocabulary words)

**Star:** .....

**Next**

**Step:** .....

### 4. Vocabulary with a notable sense of voice (words take a stand and speak for themselves)

**Star:** .....

**Next**

**Step:** .....



**End of Unit 3 Assessment:**  
Position Paper Prompt

**Learning Targets:**

- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)
- I can identify when Standard English is and isn't used. (L.6.1e)
- I can convert language into Standard English. (L.6.1e)
- I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)
- I can use resources to build my vocabulary. (L.6.6)

**Directions:**

- Using the feedback you have received from both your teacher and peers, as well as the lesson you received on the use of Standard English in writing, revise your position paper to create a final published version.
- This should also include intentional use of the vocabulary you have acquired throughout the course of your research and study of DDT, its benefits, and its harmful consequences in the natural world.

**Prompt:**

- Do you believe DDT should be used despite its potentially harmful consequences in the natural world?
- Do the benefits of DDT outweigh its harmful consequences?





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# **Grade 6: Module 4: Unit 3: Lesson 8**

## **Completing Reflection: Preparing a Poster for Presentation**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</p> <p>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can reflect on the writing process to show how it helps me grow as a writer.</li><li>• I can choose evidence and visuals to use in my scientific poster.</li></ul>	<ul style="list-style-type: none"><li>• Writing Process Reflection</li><li>• Scientific poster</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Reflection on the Writing Process: How Did the Process Improve My Writing? (10 minutes)</li><li>B. Studying the Model Poster (5 minutes)</li><li>C. Preparing Poster for Presentation (25 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reviewing the Scientific Poster Criteria List (3 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Consider printing and cutting text features for your poster. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In Lessons 6 and 7, students revised the first draft of their position paper, specifically focusing on formal and informal English, transitions, and appropriate vocabulary. Then a final draft, a best version of their paper, was completed. Students then self-assessed using the Position Paper Argument Rubric. The final paper and self-assessment rubric were collected along with first drafts, peer feedback, and teacher feedback forms.</li><li>• In this lesson, students reflect on how following the six steps of the writing process helped improve their writing. They consider “stars” and “next steps” in the writing process and set a goal.</li><li>• Also in this lesson, students draft a plan for their scientific poster for a hosted Gallery Walk in Lesson 10. Students look at a model and criteria list and consider what to include on their poster. Possible criteria include: their claim and three reasons with three pieces of supporting evidence, and text features such as photographs, graphics, charts, tables, part of their Cascading Consequences chart from Unit 2, and part of their Stakeholders chart from Unit 2.</li><li>• Students need to see the poster board size that they will use. Consider what size makes the most sense to display your students’ ideas, as well as the dimensions of your classroom walls.</li><li>• Students are given time at the end of the lesson to use the Scientific Poster Criteria Checklist to consider what they may want to do at home to prepare for poster work time in Lesson 9.</li><li>• In advance: Consider providing other layout and format models of science posters for students to use.</li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
writing process, visuals, scientific poster	<ul style="list-style-type: none"><li>• Document camera</li><li>• Writing Process Reflection (one per student, one to display)</li><li>• Scientific poster model (see Teaching Note; one per student, one to display)</li><li>• Scientific Poster Criteria Checklist (one per student, one to display)</li><li>• Blank poster (one for display)</li><li>• Typing paper or graph paper (one per student)</li><li>• Poster board (one per student)</li><li>• Ruler (one per student)</li><li>• Pencil (one per student)</li><li>• Fine-tip black marker (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite two students to read aloud the learning targets as the class reads along.<ul style="list-style-type: none"><li>* “I can reflect on the writing process to show how it helps me grow as a writer.”</li><li>* “I can choose evidence and visuals to use in my scientific poster.”</li></ul></li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What are the six steps of the <i>writing process</i>?”</li></ul></li><li>• Cold call students. Listen for: “prewrite, plan, draft, revise, edit and proofread, and share.” Explain to students that they will get a chance to reflect on the six steps in this lesson.</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What are <i>visuals</i>, and how would they enhance a <i>scientific poster</i>?”</li></ul></li><li>• Cold call students. Listen for: “Visuals are text features that produce mental images of ideas. They would enhance a scientific poster by clarifying the meaning of a science concept and would help create emotion about the topic.”</li></ul>	<ul style="list-style-type: none"><li>• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.</li><li>• Discussing and clarifying the language of the learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Reflection on the Writing Process: How Did the Process Improve My Writing? (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that successful writers read great writing and ask for feedback from people who read a lot. Share that writers also use the writing process to improve their work. Tell students they will be given an opportunity today to reflect on the writing process used to write their position paper.</li><li>• Using a <b>document camera</b>, display the <b>Writing Process Reflection</b>. Also, distribute the reflection to students.</li><li>• Ask students to think about each of the six steps of the writing process. Call attention to Questions 7 and 8. Explain these two questions. Ask students to think about one step of the writing process that helped them improve their position paper, and also to think about a next step and setting a goal for the next time they write.</li><li>• Pause to give students time to reflect and write down their thoughts.</li><li>• Circulate to support students who need help identifying their stars and next steps.</li><li>• Refocus the whole class.</li><li>• Commend students for taking this time to reflect and look for ways to improve not only their writing but their writing process as well. Explain that to become a better writer, it is important to persevere. Writing is a skill, and to get better one must practice.</li></ul>	<ul style="list-style-type: none"><li>• Reflecting on the six steps of the writing process helps all students to think about their next steps to improve their writing.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Studying the Model Poster (5 minutes)</b></p> <ul style="list-style-type: none"><li>Using a document camera, display the <b>scientific poster model</b>. Explain to students that their performance task for Unit 3 is a scientific poster. Tell students the model is a possible option to consider. Distribute a copy of the poster model to students. Let them know that the scientific poster they create during the next two lessons will be shared with an audience in Lesson 10.</li><li>Tell students posters are a key component of communicating science and can be an important element of a scientific career. Posters offer a different medium from that of an oral presentation or published paper. A scientific poster provides a snapshot of the researcher's work.</li><li>Explain that there are several points to keep in mind when designing a scientific poster. You need to:<ul style="list-style-type: none"><li>Define the poster's purpose. The purpose of the poster is to share a summary of your work with an audience and engage the viewer to have a dialogue or encourage the viewer to want to learn more about the issue or topic.</li><li>Sell your work. Your work or research has focused on a question. The focus of your poster is on answering the question in a "snapshot."</li><li>Create an important title. It should be short, sharp, and compelling.</li><li>Follow good writing rules.</li><li>Plan the layout and format. Know the amount of space for sharing your work.</li><li>Share concise content. Include text and text features.</li><li>Give the poster your personality.</li></ul></li><li>Using the document camera, display the <b>Scientific Poster Criteria Checklist</b>. Read aloud the criteria as students read along silently.</li><li>Tell students they first want to decide what to include on their poster. Then they need to plan the format and layout. Show students a <b>blank poster</b> so they can see the amount of space they must fill.</li></ul>	<ul style="list-style-type: none"><li>When reviewing the graphic organizers or recording forms, consider using a document camera to visually display the document for students who struggle with auditory processing.</li><li>Providing models of expected work supports all learners but especially supports challenged learners.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>C. Preparing Poster for Presentation (25 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute a copy of the <b>Scientific Poster Criteria Checklist</b> and a blank sheet of <b>typing paper or graph paper</b>. Inform students that the blank paper should be used to draft a plan of the layout of their scientific poster. Ask them to reference the checklist as they consider their poster design. This will provide information that should be included.</li> <li>Tell students to show you their plan as they finish. Give suggestions, if needed, and hand them a <b>poster board</b> to begin their title. Before they write the title, remind them to use a <b>ruler</b> to create a draft line in <b>pencil</b> and then write the title. After the title is finished, ask them to use a <b>fine-tip black marker</b> to outline the letters. After the title has been outlined, tell students to carefully erase the draft line.</li> <li>Circulate and support students who need help with content and formatting their science poster.</li> <li>Refocus whole group.</li> <li>Tell students this is an opportunity for them to be creative and share their knowledge and position on a world issue.</li> <li>Commend them on their planning effort, and ask them to be prepared for their work in Lesson 9.</li> </ul>	<ul style="list-style-type: none"> <li>Many students may benefit from having the time available for the Work Time via a timer or stopwatch.</li> </ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Reviewing the Scientific Poster Criteria Checklist (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to use the Scientific Poster Criteria Checklist to plan for Work Time in Lesson 9. Explain they will have 35 minutes to prepare a final poster in that lesson. Ask them to check off criteria they completed today.</li> <li>Suggest that students print and cut out their photos at home to be able to maximize their time in the next lesson.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>Consider printing and cutting text features for your poster. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li> </ul>	





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# Grade 6: Module 4: Unit 3: Lesson 8

## Supporting Materials



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## Writing Process Reflection

.....  
**Name:**

.....  
**Date:**

Read the six steps of the writing process. Identify the steps that are STARS and the steps that are NEXT STEPS. Write STAR or NEXT STEP with a reason on the line provided.

1. Prewrite (understand the purpose, study the issue, record evidence from credible sources)

.....

2. Plan (organize ideas, create a prewriting plan, support claim with clear reasons and evidence)

.....

3. Draft (write ideas in sentences/paragraphs, write first draft)

.....

4. Revise (improve ideas, add hook, transitions, domain-specific vocabulary, change order of reasons and evidence, clarify or delete evidence)

.....

5. Edit and proofread (check for errors in grammar, spelling, punctuation, and capitalization)

.....

6. Share (present your work, show your work to an audience)

.....



## Writing Process Reflection

Other Thoughts:

7. How has following the steps in the writing process helped you improve your writing?

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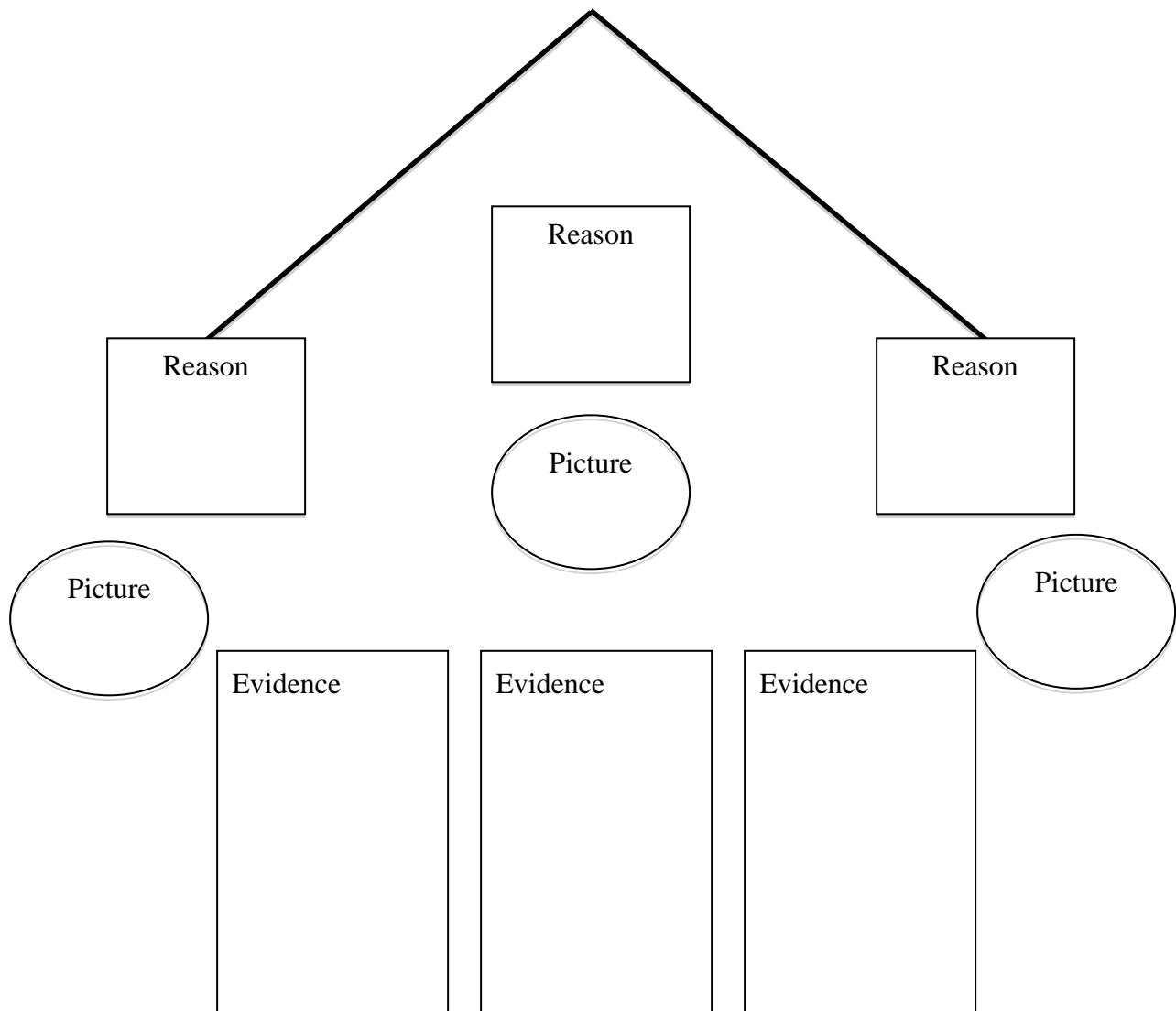
8. Share an important next step that you want to take as a writer. Explain how you will accomplish this.

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Scientific Poster Model  
Do the Benefits of DDT Outweigh Its Harmful Consequences?

Claim is stated.





## Scientific Poster Criteria Checklist

### Guiding question as basis for title

- “Do the benefits of DDT outweigh its harmful consequences?” \_\_\_\_\_

### Introduction

- Claim or position. \_\_\_\_\_

### Three reasons

- Arranged below the claim \_\_\_\_\_
- Placed in same order as body paragraphs \_\_\_\_\_
- Arrows or lines to connect reasons to claim \_\_\_\_\_
- Words or phrases, not complete sentences \_\_\_\_\_

### Evidence—facts, statistics, quotes, story

- Aligned with each reason it supports \_\_\_\_\_
- Linked or connected with lines or arrows \_\_\_\_\_
- Facts and statistics not in complete sentence \_\_\_\_\_
- Quotes—use quotation marks at beginning and end of quote \_\_\_\_\_
- Story—summarized in complete sentences \_\_\_\_\_

### Conclusion

- Claim restated in a different way \_\_\_\_\_
- Complete sentence \_\_\_\_\_
- Could be expressed as clincher \_\_\_\_\_



## Scientific Poster Criteria Checklist

### Possible text features to use as visuals

- Photographs
- Graphs, charts, tables
- Drawings
- Part of your Cascading Consequences chart
- Part of your Stakeholders chart
- Sidebar
- Large font
- Captions

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EXPEDITIONARY  
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# **Grade 6: Module 4: Unit 3: Lesson 9**

## **Finishing Poster and Preparing for Gallery Walk**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing (W.6.5)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can complete a scientific poster for the hosted Gallery Walk.</li><li>• I can practice using formal English to present my research.</li></ul>	<ul style="list-style-type: none"><li>• Scientific poster</li></ul>





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Completing Poster for Presentation (33 minutes)</li><li>B. Partner Practice: Preparing for the Hosted Gallery Walk (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Checklist (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes. Complete your scientific poster for the hosted Gallery Walk in the next lesson.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In Lesson 8, students prepared drafts for their scientific poster. They have determined how their position will be introduced, how the reasons and evidence will be expressed and displayed, and how the conclusion will be expressed. Students have also selected visuals to support their claim.</li><li>• In this lesson, students use their poster drafts, prepared text, and selected graphics to complete their final scientific poster for the hosted Gallery Walk in Lesson 10.</li><li>• Have students choose the most valuable information first and place it on the poster. Graphics or text features can be added next.</li><li>• If students copy or cut text features (e.g., photographs) from an article, they should cite sources at the bottom. Remind students that it is important to give credit where credit is due.</li><li>• In advance:<ul style="list-style-type: none"><li>– Have poster materials gathered and set out for distribution.</li><li>– It may be beneficial to prepare pre-cut or pre-draw shapes—rectangles, squares, circles, and ovals—for the text students will use.</li><li>– If technology is available, make arrangements for access and prepare directions.</li><li>– Determine the hosted Gallery Walk area and the poster display arrangement. Have materials available for displaying finished scientific posters.</li></ul></li><li>• Post: Learning targets.</li></ul>



Lesson Vocabulary	Materials
scientific poster	<ul style="list-style-type: none"><li>• Research folder (from previous lessons)</li><li>• Scientific Poster Criteria Checklist (from Lesson 8; students' own copies)</li><li>• Drafts of poster (completed in class or for homework)</li><li>• Pictures, images, text features</li><li>• 11" x 17" paper or poster board (one per student, extra for possible replacement)</li><li>• Rulers (one per student)</li><li>• Glue sticks (one per student)</li><li>• Colored pencils and/or markers</li><li>• Scissors</li><li>• Pencils</li><li>• Fine-tip black marker</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the learning targets along with you:<ul style="list-style-type: none"><li>* “I can complete a scientific poster for the hosted Gallery Walk.”</li><li>* “I can practice using formal English to present my research.”</li></ul></li><li>• Tell students that the scientific posters they will create today are important for expressing their position on the guiding question: “Do the benefits of DDT outweigh its harmful consequences?” Displaying their posters and formally presenting their research is an opportunity to convey their position in a way that captures the attention and interest of those who look and listen.</li><li>• Explain that the hosted Gallery Walk is an opportunity for the entire class to create a formal, official event as both presenters and viewers/listeners.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Completing Poster for Presentation (33 minutes)</b></p> <ul style="list-style-type: none"> <li>Tell students to gather the following materials: <ul style="list-style-type: none"> <li><b>Research folder</b></li> <li><b>Scientific Poster Criteria Checklist</b></li> <li><b>Draft of poster</b></li> <li><b>Pictures, images, text features</b></li> </ul> </li> <li>Explain that they will have 35 minutes to create their scientific poster. This is independent work time in which they will use the draft they created as a guide for the layout of their poster.</li> <li>Tell students they should also use the Scientific Poster Criteria Checklist as a guide for arranging their title, introduction, reasons, evidence, and conclusion in logical order and for making sure all the features of the poster have been included.</li> <li>Advise students to write text with a <b>pencil</b> first. They should use a <b>fine-tip black marker</b> after they have reviewed their writing.</li> <li>Suggest that students lay out all features first before attaching with the use of <b>glue sticks</b>.</li> <li>Suggest that students use <b>rulers</b> and lightly drawn guidelines to help align work neatly. They should erase light pencil lines when they are finished attaching the pieces of their display.</li> <li>Ask students to have the following materials as they begin: <ul style="list-style-type: none"> <li>* <b>11" x 17" paper or poster board</b></li> <li>* Rulers</li> <li>* Glue sticks</li> <li>* <b>Colored pencils and/or markers</b></li> <li>* <b>Scissors</b></li> <li>* Pencils</li> <li>* Fine-tip black marker</li> </ul> </li> <li>Circulate and offer support.</li> </ul>	<ul style="list-style-type: none"> <li>Students may benefit from pre-cut or pre-drawn shapes such as rectangles, squares, circles, and ovals for adding text they will use.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Partner Practice: Preparing for the Hosted Gallery Walk (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students to work with a partner to display and share their poster with each other.</li><li>• Tell students to practice by using clear voices and direct eye contact.</li><li>• Tell students to stand next to their poster as they present.</li><li>• Ask them to use formal language as they:<ul style="list-style-type: none"><li>– Welcome their listener/viewer</li><li>– Share their claim</li><li>– Explain a reason and some evidence that brought them to their position</li><li>– Point out illustrations, graphs or charts, or other text features used.</li><li>– Ask if their listener/viewer has any questions</li><li>– Thank their listener/viewer</li></ul></li><li>• Encourage students to practice their presentation at home.</li></ul>	<ul style="list-style-type: none"><li>• Select students may benefit from sharing their poster and presentation with the teacher.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Checklist (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Compliment students on the work they have done to create their scientific poster.</li><li>• Tell students to use their Scientific Poster Criteria Checklist to review their poster: Check off what is completed; what they have not done, they should complete at home.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.</li><li>• Complete your scientific poster for the hosted Gallery Walk in the next lesson.</li></ul>	

There are no new supporting materials for this lesson.



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# **Grade 6: Module 4: Unit 3: Lesson 10**

## **Performance Task: Hosted Gallery Walk of Scientific Posters**



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

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)

I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)

**Supporting Learning Target**

- I can use a scientific poster to share my research with my peers.

**Ongoing Assessment**

- Scientific posters

**Agenda**

1. Opening
  - A. Unpacking the Learning Target (2 minutes)
  - B. Preparing for Hosted Gallery Walk (5 minutes)
2. Work Time
  - A. Hosted Gallery Walk: Sharing Our Scientific Posters (35 minutes)
3. Closing and Assessment
  - A. One-Word Go-around (3 minutes)
4. Homework
  - A. Keep reading your independent reading book.

**Teaching Notes**

- Today is a celebration of all the hard work students have put into their research, their position papers, and their scientific posters.
- Ahead of time, divide your students into two groups. One group will “host” their scientific posters while the other students walk around the “gallery” providing positive feedback. Then they will switch so all students have the opportunity to both host and observe the work of their peers.
- Before students arrive, hang their scientific posters around the room. Consider hanging the posters of students who are not presenting at the same time next to one another. This will allow for students who are presenting to be staggered around the room.
- Post: Learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Sticky notes (10–15 per student)</li><li>• Scientific poster (one per student)</li></ul>

Opening	Meeting Students' Needs
<b>A. Unpacking the Learning Target (2 minutes)</b> <ul style="list-style-type: none"><li>• Read aloud as students read along the learning target:<ul style="list-style-type: none"><li>* “I can use a scientific poster to share my research with my peers.”</li></ul></li><li>• Ask students to turn and talk about what they are most curious to hear about from their peers’ poster presentations.</li></ul>	
<b>B. Preparing for Hosted Gallery Walk (5 minutes)</b> <ul style="list-style-type: none"><li>• Tell students that today they will be “hosts” and “travelers” in a hosted Gallery Walk. Cold call a student to respond to the question:<ul style="list-style-type: none"><li>* “What does it mean to be a host?”</li></ul></li><li>• Listen for: “It means to have guests at your home or in your class.”</li><li>• Tell students that today they will be hosting traveling groups of students at their scientific posters. It will be their job as hosts to tell the travelers their claim, explain some of the evidence that brought them to this claim, and then walk them through the components of their scientific posters, including the charts, diagrams, or illustrations.</li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. Hosted Gallery Walk: Sharing Our Scientific Posters (35 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>sticky notes</b> to each student. Explain that students will use the sticky notes to give positive feedback on one another's scientific posters; the sticky notes are to be placed on the wall near the poster that the feedback is focused on. Remind students that the Gallery Walk is meant to celebrate all the hard work that they've done. Emphasize the importance of giving feedback based on the criteria that students used to create their posters.</li><li>• Ask the students who will be "hosting" first to stand next to their <b>scientific posters</b>. Remind these students to use clear voices and make eye contact as they present the contents of their posters.</li><li>• Consider dividing those students who are observing into small groups. This will reduce the number of times the presenting students must present.</li><li>• Remind the students who are "traveling" that when they are at a poster, they should be listening respectfully and considering what positive feedback they will give the presenter. Also remind those students who are "traveling" that they should walk around the room until they have seen the presentations of all their peer's posters.</li><li>• Give students the next 17 to 18 minutes to complete the first round of the hosted Gallery Walk.</li><li>• After 17 to 18 minutes, reconvene the whole group. Affirm the positive behaviors you observed during this first half of the Gallery Walk and give any feedback on what behaviors you would like improvement on in the second half.</li><li>• Ask the students who were "traveling" to report to their scientific posters.</li><li>• Those students who were presenting will now travel around the room individually or in small groups, looking at posters, hearing presentations, and giving positive feedback using their sticky notes.</li><li>• Give students the next 17 or 18 minutes to complete the second round of the hosted Gallery Walk.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. One-Word Go-around (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus the whole class. Invite students to return to their seats with their posters and the feedback they received on sticky notes, and read over the feedback for 1 minute.</li><li>• Ask students to think of one word that represents some aspect of all the work they and their classmates have done during Unit 3.</li><li>• Call on one student to start and then go around the room having each student share one word. Feel free to add a word yourself.</li><li>• Celebrate!</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Keep reading your independent reading book.</li></ul>	

There are no new supporting materials for this lesson.