



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 3: Overview



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### Unit 3: Performance Task: Water Management Position Paper

Building on the research and decision-making that students did in Unit 2, Unit 3 is an extended writing process during which students draft, revise, edit, and publish a research-based position paper. In the first half of the unit, students analyze a model position paper and plan their own. Students have several opportunities to talk through their ideas and get feedback to improve their plans. The mid-unit assessment is the best first draft of the position paper (RI.7.1, W.7.1a, b, e, and W.7.4).

In the second half of the unit, students revise their position papers based on teacher feedback. The end of unit assessment is a student reflection on the process of writing the position paper, using evidence from the students' own work (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6). Finally, students engage in the performance task, where they will share a visual representation of their position paper with their classmates.

#### Guiding Questions and Big Ideas

- **How do you create a strong argument based on research?**
- **How does a writing process help me improve my writing?**
- **How does a writer address audience and purpose?**
- **How do I give and receive feedback in the most effective way possible?**
- *Argument writing requires a clear claim, reasons, evidence, and sound reasoning.*
- *Creating a strong writing piece involves prewriting, planning, drafting, revising, and editing.*



Mid-Unit 3 Assessment	<p><b>First Draft of Position Paper</b></p> <p>This assessment centers on NYSP12 ELA CCLS RI.7.1, W.7.1a, b, e, and W.7.4. For this assessment, students will write their best first draft of their position paper in response to the question <i>Which category of water management would be a good place to begin to make the way we manage water more sustainable?</i> In the position paper, students craft a claim based on their research and using reasons, evidence, and sound reasoning to form an argument.</p>
End of Unit 3 Assessment	<p><b>Final Draft of Position Paper and Reflection on the Writing Process (RI.7.1, W.7.1c, d, W.7.4, W.7.5, and L.7.6)</b></p> <p>This assessment has two parts. First, students turn in their final revised, edited position paper, which is assessed for NYSP12 ELA CCLS RI.7.1, W.7.1c, d, W.7.4, and L.7.6. In the second part, students reflect on the ways in which the steps of writing their position paper helped improve and strengthen their writing. They do this by responding to questions and using evidence from their own work including the essay planner, feedback forms, first draft, and final draft of their paper. Part 2 focuses on NYSP12 ELA CCLS W.7.5.</p>
Final Performance Task	<p><b>Visual Representation of Position Paper</b></p> <p>This performance task gives students a chance to demonstrate the ideas and evidence of their sustainable water management position papers in a multimedia format. Students will be crafting and sharing 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. This task addresses NYSP12 ELA CCLS RI.7.1, W.7.1, W.7.4, W.7.5, and L.7.6.</p>



### Content Connections

This module is designed to address English Language Arts standards as students read informational texts about water management and sustainability. However, the module intentionally incorporates Science concepts 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 Next Generation Science Standards:**

**Influence of Engineering, Technology, and Science on Society and the Natural World**

All human activity draws on natural resources and has both short- and long-term consequences, positive as well as negative, for the health of people and the natural environment.

**The Roles of Water in Earth's Surface Processes**

Water continually cycles among land, ocean, and atmosphere via transpiration, evaporation, condensation and crystallization, and precipitation, as well as downhill flows on land (MS-ESS2-4).

**Earth and Human Activity**

Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact earth's systems.

### Central Texts

1. Barbara Kingsolver, "Water Is Life," *National Geographic Magazine*, April 2010, as found at <http://ngm.nationalgeographic.com/2010/04/water-is-life/kingsolver-text>.
2. Charles Fishman, *The Big Thirst: The Secret Life and Turbulent Future of Water* (New York: Free Press, 2012), ISBN 978-1-439-10208-4.
3. Various research sources.



**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>	Analyzing a Model Position Paper: “Changing Our Water Ways”	<ul style="list-style-type: none"> <li>I can identify the argument and specific claims in a text. (RI.7.8)</li> <li>I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI.7.8)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can determine the central ideas in a model position paper, “Changing Our Water Ways.”</li> <li>I can identify the argument and specific claims in the model position paper, “Changing Our Water Ways.”</li> <li>I can identify the academic vocabulary in the model position paper, “Changing Our Water Ways.”</li> </ul>	<ul style="list-style-type: none"> <li>Getting the gist of the model position paper, “Changing Our Water Ways”</li> <li>Sustainable Water Management Position Paper Planner for model position paper, “Changing Our Water Ways”</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>
<b>Lesson 2</b>	Scaffolding for Essay: Planning Body Paragraphs for Position Paper	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> <li>I can use resources to build my vocabulary. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can improve my writing through prewriting and planning my position paper.</li> <li>I can write arguments to support claims with clear reasons and relevant evidence in my position paper.</li> <li>I can choose new vocabulary that will go into my position paper.</li> <li>I can write a clear, concise position paper appropriate for the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable Water Management Position Paper Planner</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can improve my writing through prewriting and planning my position paper.</li> <li>I can write a clear, concise position paper appropriate for the task, purpose, and audience.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable Water Management Position Paper Planner</li> </ul>	
<b>Lesson 4</b>	Scaffolding for Position Paper: Peer Feedback and Citing Sources	<ul style="list-style-type: none"> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can use a standard format for citation. (W.7.8)</li> </ul>	<ul style="list-style-type: none"> <li>I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.</li> <li>I can use MLA format to cite sources within my writing and on a Works Cited page.</li> </ul>	<ul style="list-style-type: none"> <li>Sustainable Water Management Position Paper Planner</li> <li>Sustainable Water Management Peer Feedback Form</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> <li>Peer Critique protocol</li> </ul>
<b>Lesson 5</b>	Mid-Unit 3 Assessment: Drafting the Position Paper	<ul style="list-style-type: none"> <li>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4).</li> <li>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can write an organized position paper about sustainability and water management.</li> <li>In my essay, I can support my claim with reasons, details, and quotes from research.</li> <li>In my essay, I can explain how my evidence/reasoning supports my claim.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment: Position paper draft</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 6</b>	Independent Reading: Final Product	<ul style="list-style-type: none"> <li>I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b)</li> </ul>	<ul style="list-style-type: none"> <li>I can create a “cheat sheet” to assist other students in determining whether the book I have read independently would be a good match for them.</li> <li>I can represent a key moment in my independently selected text through visual means.</li> </ul>	<ul style="list-style-type: none"> <li>Independent Reading Cheat Sheet Planner</li> </ul>	
<b>Lesson 7</b>	End of Unit Assessment, Part 1: Revising Claims and Evidence based on Feedback	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can revise my writing based on feedback to improve my use of claims, reasons, and evidence.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment, Part 1: Position Paper (continued for homework)</li> </ul>	
<b>Lesson 8</b>	End of Unit Assessment, Part 1, Cont.: Revising Vocabulary and Conventions based on Feedback	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> <li>I can use resources to build my vocabulary. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can revise my writing based on feedback to improve my use of vocabulary and writing conventions.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment, Part 1: Position Paper (begun in Lesson 7), along with first draft (from Lesson 5)</li> </ul>	<ul style="list-style-type: none"> <li>Domain-Specific Vocabulary</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Finishing the End of Unit 3 Assessment: Final Draft of Position Paper and Reflection on Writing Process	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on how my use of the writing process contributed to the quality of my writing.</li> </ul>	<ul style="list-style-type: none"> <li>End of Unit 3 Assessment, Part 1: Position Paper (completed)</li> <li>End of Unit 3 Assessment, Part 2: Reflection on Writing Process</li> </ul>	
<b>Lesson 10</b>	Final Performance Task: Sharing Visual Representations of Position Papers	<ul style="list-style-type: none"> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)</li> <li>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</li> <li>I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)</li> </ul>	<ul style="list-style-type: none"> <li>I can reflect on my growth as a writer over the course of the year.</li> <li>I can share my visual representation of my position paper with my class.</li> </ul>	<ul style="list-style-type: none"> <li>Performance Task: Visual Representation of Position Paper</li> </ul>	<ul style="list-style-type: none"> <li>Gallery Walk protocol</li> </ul>





Optional: Experts, Fieldwork, and Service

**Experts:**

- Invite members of the community who are writers or researchers to work with the students on crafting their argument or planning, drafting, and revising their papers.
- Ask local artists or graphic designers to work with students on the visual representations of their position papers.

**Fieldwork:**

- If a local museum has an exhibit on environmental issues, especially an art museum, arrange for a visit for your students to investigate how these issues might be communicated visually.

**Service:**

- Arrange for students to share the visual representations of their position papers with the community. Consider asking a local community center, public library, or other community building for space to create an exhibit of the students' work.

Optional: Extensions

- Students create a museum-quality exhibit of their work, incorporating their position papers and visual representations, as well as other elements such as models, diagrams, charts, and photographs.
- Further study into the ways the local community manages water.
- An education campaign to improve water management in the local community.



### **1. Librarian and/or Media Specialist**

Where possible, collaboration with librarians and library media specialists is important, especially with research. The more access students have to the library and media specialists, the more prepared they will be for the rigor of high school, and the more ready they will be for college and a career. Consider working with the librarian on the works cited. Consider also involving the librarian in independent reading activities.

### **2. Sustainable Water Management Position Paper Planner**

Students begin the Position Paper Planner in Lesson 2 will use it throughout the unit. Set up a system for students to keep track of their planners; they will need them on both the mid-unit assessment and the end of unit assessment.



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# **Grade 7: Module 4B: Unit 3: Lesson 1**

## **Analyzing a Model Position Paper: “Changing Our Water Ways”**



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

I can identify the argument and specific claims in a text. (RI7.8)

I can evaluate the argument and specific claims in a text for sound reasoning and relevant, sufficient evidence. (RI7.8)

I can accurately use seventh-grade academic vocabulary to express my ideas. (L7.6)

**Supporting Learning Targets**

- I can determine the central ideas in a model position paper, “Changing Our Water Ways.”
- I can identify the argument and specific claims in the model position paper, “Changing Our Water Ways.”
- I can identify the academic vocabulary in the model position paper, “Changing Our Water Ways.”

**Ongoing Assessment**

- Getting the gist of the model position paper, “Changing Our Water Ways”
- Sustainable Water Management Position Paper Planner for model position paper, “Changing Our Water Ways”



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Writing Improvement Tracker, Module 4 Reflections (7 minutes)</li> <li>B. Review Learning Targets (3 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Examining a Model Position Paper: First Read and Partner Discussion (20 minutes)</li> <li>B. Analyze Model Paper Using Argument Rubric (11 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (2 minutes)</li> <li>B. Review Homework (2 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Look through your research and identify three reasons you will address in your position paper.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• This lesson begins the scaffolding toward writing a draft of the position paper, a type of argument essay that will be the Mid-Unit 3 Assessment in Lesson 5. It is important for students to be able to write a clear and coherent position paper (W.7.1). Being able to share their understanding of the arguments they read about in Units 1 and 2, creating their own argument that supports claims with clear reasons and relevant evidence, is an important skill. Writing about what they have read, and likely now feel passionate about, is enjoyable for students, since they now will want to share their well-reasoned arguments with an audience.</li> <li>• In the design of this lesson and the lessons that follow, the following criteria were used to define argument writing, as first introduced in Module 2A/2B, Unit 1, Lesson 13:               <ul style="list-style-type: none"> <li>– The goal of argument writing is for the reader to acknowledge the validity of the claim (not necessarily be persuaded by it).</li> <li>– Appropriate evidence is used and analyzed logically to support the claim. This evidence is usually organized into reasons.</li> <li>– The author considers the reasons and evidence for them before articulating the claim.</li> <li>– The author acknowledges a counterargument in his or her writing.</li> </ul> </li> <li>• Since students have written a literary analysis in Unit 1 and an argument essay in Unit 2A/2B, they have already been introduced to how to plan and write an essay, so less scaffolding is provided in Unit 3.</li> <li>• In Unit 2, Students were already been introduced to the prompt and made the claim they will write about in their position paper.</li> <li>• The model position paper is based on the same prompt students will write about—“After researching strategies to improve agricultural and industrial water management, write a position paper that addresses the question: Which category of water management would be a good place to begin? Make a proposal, supporting your reasoning with accurate information and logical reasons”—but addresses improving our personal water management, as opposed to what students will choose, agriculture or industrial use of water. The model was intentionally written about the same topic (water management) that students will write about so that they are familiar with the content. However, the model position paper does not use options in the prompt so as not to provide similar evidence, examples, and information that the student position paper will use.</li> </ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• The writing process for the position paper is similar to that of Module 2A/2B. The rubric for this assignment is based closely on the New York State Grades 6–8 Expository Writing Evaluation Rubric. Because the students are already familiar with this rubric, the rubric analysis will not be as in-depth as in previous modules.</li><li>• To provide support, and to remind students that producing thoughtful writing includes revisions (W.7.5), students are introduced once again to the Writing Improvement Tracker, used in Unit 2A/2B. They will return to it multiple times in this unit. The purpose of this is to develop students’ awareness of their strengths and challenges, as well as ask students to strategize to address their challenges. Self-assessment and goal setting helps students take ownership of their learning. To begin, students review the reflections they completed during Modules 1–3 and start the Reflection on Module 4 in this lesson, and then complete it in Lesson 10. Since this is the last formal writing of the year, consider what you will have students do with the completed tracker when they are finished in order to encourage continued reflection.</li><li>• Remember, writing is really about thinking. To be successful with a writing assignment, students need to know the content well and understand the structure of the paper they are writing. This lesson focuses on understanding the structure of the paper they will write through the lens of the model position paper. Students have already become content “experts” in Units 1 and 2.</li><li>• Students first read the model paper, “Changing Our Water Ways,” as a reader much the same way they have read other informational texts throughout this module, using an Argument note-catcher. Examining the model position paper first as a reader helps students have a working example of how to structure their content before they begin writing their own paper.</li><li>• As part of students’ analysis of the model position paper, they will deconstruct the model essay using the same position paper planner that they will begin to use to plan their own writing in the following lesson. Note that there are two questions at the end of the planner about feedback. Students can ignore those questions for this lesson (however, they will be important on students’ own planners later on).</li><li>• Consider posting the Building an Argument Essay poster from Module 2A/2B. This may be helpful for your more visual learners.</li></ul>



Agenda	Teaching Notes (continued)
	<ul style="list-style-type: none"><li>• Consider using the Writer’s Glossary from Modules 1–3 to refer to when discussing writing. The goal of the glossary was to build students’ understanding of an argument essay as well as their academic vocabulary. Continued use of the academic vocabulary introduced in other modules will solidify students’ understanding of the meanings of words introduced earlier.</li><li>• In advance: Make sure students have access to their reflections (Writing Improvement Tracker) from Module 3.</li><li>• Read through the model position paper, “Changing Our Water Ways.”</li></ul>

Lesson Vocabulary	Materials
sustainable, advocates, low-flow shower heads, appliances, textile, wet-processing	<ul style="list-style-type: none"><li>• Building an Argument Essay poster (from Module 2A/2B: Unit 1, Lesson 13; optional; one to display)</li><li>• Writing Improvement Tracker (from Module 3A, Unit 1, Lesson 1; one per student)</li><li>• Model position paper, “Changing Our Water Ways” (one per student)</li><li>• Getting the Gist of the Model Position Paper (one per student)</li><li>• Getting the Gist of the Model Position Paper (for teacher reference)</li><li>• Domain-Specific Vocabulary anchor chart(begun in Unit 1, Lesson 2)</li><li>• Sustainable Water Management Position Paper Planner (one per student and one to display)</li><li>• Sustainable Water Management Position Paper Planner for Model Position Paper (for teacher reference)</li><li>• NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version) (one per student and one to display)</li><li>• Document camera</li><li>• Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (one per student)</li><li>• Researcher’s notebook (from Unit 2, Lesson 3)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Writing Improvement Tracker, Module 4 Reflections (7 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter the room, distribute the <b>Writing Improvement Tracker</b>.</li><li>• Remind students that this tracker has helped them identify what strengths and challenges they have had in writing throughout the year.</li><li>• Give students several minutes to reflect on and record their strengths and challenges.</li><li>• Then, ask students to turn to a partner and share their strengths and challenges from the Module 3 essay. Ask them to also talk about how knowing their strengths and challenges will help them write their position paper on water management.</li><li>• Call on several students to share both strengths and challenges.</li><li>• Help the class notice that all writers have strengths and challenges, and one key to improving is having a strategy for tackling the challenges.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, helping them learn to be metacognitive about their learning. Metacognition, or the ability to understand one's own thought processes, includes the ability to monitor one's own learning. Learning how to learn helps all students, but it is often a missing ability in those who struggle.</li></ul>
<p><b>B. Review Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students turn to a partner and quietly read the learning targets out loud to each other. Have each pair briefly discuss which concepts in the targets they think they may experience difficulties with, and which ones they may experience success with. Cold call two or three students to discuss their answers as a whole class.</li></ul>	





Work Time	Meeting Students' Needs
<p><b>A. Examining a Model Position Paper: First Read and Partner Discussion (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that they were introduced to the prompt for their position paper and made their claim during Unit 2. Today they will read a model paper that was written not to that prompt, but to one that was similar. Remind students that in their focus question, they have chosen between agriculture and industry and that the model position paper argues that personal water use should be where we begin.</li><li>• Having a model will help students know what is expected because it is an example of a good paper.</li><li>• Distribute the <b>model position paper, “Changing Our Water Ways,”</b> and the <b>Getting the Gist of the Model Position Paper</b> handout. Remind students that they have been using this handout as they have read many of their informational readings in the last two units.</li><li>• Read the model position paper aloud to students and ask them to read along silently. They don’t need to take any notes for this first read-aloud.</li><li>• Prepare students to read the model position paper a second time aloud. As students follow along, they should add details to the handout. Remind them that “getting the gist” is about getting the main ideas, not about getting every detail. Assure students that as a class they will examine the paper in further detail using the Tracing an Argument note-catcher and the Argument rubric. In addition, ask students to circle any words they are unsure of or want to talk about.</li><li>• Read the paper aloud for the second time.</li><li>• Then, invite students to raise their hands to share any details they found and wrote down.</li><li>• Next, invite students to share any words they circled. List these words on the <b>Domain-Specific Vocabulary anchor chart</b>. Likely words include those identified above as vocabulary. If students do not mention these words, all of which are strong academic vocabulary, check to see that students do understand the meaning.</li><li>• Distribute and project the <b>Sustainable Water Management Position Paper Planner</b>. On the projected version, orient students to the six sections of the planner: the introduction, the three body paragraphs, the conclusion, and the counterclaim.</li><li>• Read the introduction aloud one more time. Before you do so, ask students to go on a “treasure hunt” for the author’s claim, reasoning, evidence, and counterclaim, marking up the introduction as you read.</li></ul>	<ul style="list-style-type: none"><li>• Consider redistributing the Writer’s Glossary of the NYS rubric used in other modules for students who still struggle with understanding the vocabulary words in the rubric.</li><li>• Consider selecting students ahead of time to take on the role of responder to the cold call. Students who need practice in oral response or extended processing time can be told the prompt before class begins and prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li></ul>



Work Time (continued)	Meeting Students’ Needs
<ul style="list-style-type: none"><li>• Cold call four students for their answers:<ul style="list-style-type: none"><li>– Claim: “... if we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help to prevent a water crisis in the future.”</li><li>– Reasoning: “Since our world has a limited amount of freshwater, and only 1% of the world’s water is drinkable (Darrow), it is important that we save every drop we can so that the world’s water supply is sustainable.” Also: reforming personal use of water is easy, fast, and the foundation of all water use in society.</li><li>– Evidence: Only 1% of the world’s water is drinkable.</li><li>– Counterclaim: Some might say that the contribution of one person can’t make a difference.</li></ul></li><li>• State that the students need to think about the reasons and evidence the author uses to support her claim. Model the analysis of the first paragraph for the students:<ul style="list-style-type: none"><li>* “The author’s first paragraph is all about the ease of reducing the obvious everyday uses of water in the home, such as flushing the toilet. On the planner, I’m going to note ‘Personal reform of water use is simple and easy’ as one of the reasons. I’m also going to fill in the topic sentence at this point.”</li><li>* “Now, as I look down the first column to see what else the planner wants me to notice, I see three places for ‘Evidence’ and three places for ‘Analysis of Evidence.’ I’m going to model the first one for you now. The paragraph first states that we waste 5.7 billion gallons of water from flushing the toilet—I’ll note that as “Evidence 1.” The paragraph then goes on to analyze, or explain, that all of that water is fresh and potable, which is the problem. I’ll note this in the “Analysis of Evidence 1.”</li></ul></li><li>• Ask students to think about what other reasons the author used to support her claim. Have students turn and talk to a partner and write down the reasons they found at the top of each of the Body Paragraphs sections of the planner. Call on students to share these reasons.</li><li>• Then, invite students to work with a partner and fill out the rest of the planner from the model position paper.</li><li>• Note two important points: Most, but not all, of the boxes on the planner need to be filled in, especially the “Analysis of Evidence” boxes (sometimes the evidence is clear enough on its own); and occasionally the same sentence can serve two functions and fill two boxes (for example, a piece of evidence that also concludes the paragraph). Ask pairs of students to join another pair in the class and share their planner. Tell them to circle any parts on which they disagree.</li><li>• Refocus as a whole group and ask a representative from each of these four-student groups to report on any disagreements and help students clarify.</li></ul>	



Work Time (continued)	Meeting Students’ Needs
<p><b>B. Analyze Model Paper Using Argument Rubric (11 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version)</b>. Inform students that this is not the whole rubric, but just Column 3 of the rubric.</li><li>• Display the rubric using a <b>document camera</b> so that all students can see when you are circling or discussing a certain section. Remind students that they have used this rubric on all their major writing assignments so far this year.</li><li>• Direct students to the first row of the rubric, and let them know that you are looking only at the first two rows today. Remind students that the first row is about how clearly a writer states the claim and supports it, so it corresponds to the discussion they have just had related to the planner. Ask students to read the first bullet in Row 1 silently while you read it aloud: “Clearly introduce the topic and the claim in a manner that is compelling and follows logically from the task and purpose.”</li><li>• Remind students that the topic is the sustainability of water practices, emphasizing the vocabulary word <i>sustainable</i>/sustainability.</li><li>• Ask students to find evidence or a specific place in the model that introduces the topic and the claim, then have them turn and discuss with a partner what they have found.</li><li>• Call on a student to share a place he or she believes the author introduces the topic and the claim. The student should say something like: “In the first paragraph, it says, ‘It is the individual’s responsibility to take action and make a difference,’” or the student may state both sentences: “It is the individual’s responsibility to take action and make a difference. In fact, if we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help to prevent a water crisis in the future.”</li><li>• Point out to students that this is a clear position statement, or claim, and it “follows logically from the task and purpose.” Remind them that if something follows logically, it is clearly connected to the ideas before and after it. In this case, it takes two sentences to make the claim, so students may want to consider how they might use sentences to establish their claim in their paper. Note also that the claim clearly addresses the purpose for writing the paper, or the prompt.</li><li>• Ask students to read the second bullet silently while you read it aloud: “Claim and reasons demonstrate insightful analysis of the text(s).” Ask students to turn and talk to a partner about what they think “insightful analysis” means in this sentence. Cold call on a few students to share out their discussion. Students should say something like: “Claims and reasons should be the most interesting, related, and compelling ideas that help prove the argument,” or “The reasons and evidence support and develop the claim, and the writer explains his thinking so that it makes sense to the reader. “Ask students to discuss why the claims and reasons they chose on their planner are or are not evidence of an “insightful analysis.”</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Ask students to read the third bullet silently as you read it aloud: “Acknowledges counterclaim(s) skillfully and smoothly.”</li><li>• Ask students to read through the model until they find a counterclaim acknowledged and think it is done “skillfully and smoothly.”</li><li>• Have students discuss this with a partner and share out. Students should be able to find this sentence in the introduction: “Some might say that the contribution of one person can’t make a difference, but in a world where water is managed in a sustainable way, we all need to contribute to the solution.”</li><li>• Invite students to work with a partner to find examples of the bullets in the second row of the rubric. Review with students questions they might ask each other. For example:<ul style="list-style-type: none"><li>* What evidence can you find in the text (the model position paper) that shows how the author developed the claim with relevant, well-chosen facts?</li><li>* What evidence can you find in the text (the model position paper) that shows how the author developed the claim with definitions, concrete details, quotations, or other information and examples from the research text(s)?</li><li>* What evidence can you find in the text that shows how the author consistently used varied, relevant evidence?</li><li>* What evidence can you find in the text (the model position paper) that shows how the author logically explains how evidence supports ideas?</li></ul></li></ul> <p>Call on students to share out the information they shared with one another to the whole class. Consider projecting these under a document camera or creating a display for their answers.</p>	



Closing and Assessment	Meeting Students' Needs
<b>A. Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (2 minutes)</b> <ul style="list-style-type: none"><li>Distribute and ask students to complete the <b>Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper?</b> Collect students' exit tickets.</li></ul>	
<b>B. Review Homework (2 minutes)</b> <ul style="list-style-type: none"><li>Distribute the <b>researcher's notebook</b> and tell students that their homework is to identify the three reasons they will address in their position paper.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Look through your research and identify three reasons you will address in your position paper.</li></ul>	



EXPEDITIONARY  
LEARNING

# Grade 7: Module 4B: Unit 3: Lesson 1

## Supporting Materials



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Model Position Paper  
“Changing Our Water Ways”

Name:

Date:

Every day, Americans waste water in their homes without realizing it. All this wasted water adds up to more than you might think. Since our world has a limited amount of freshwater, and only 1% of the world’s water is drinkable (Darrow), it is important that we save every drop we can so that the world’s water supply is sustainable. Some might say that the contribution of one person can’t make a difference, but in a world where water is managed in a sustainable way, we all individually need to contribute to the solution. Sustainability, after all, means to make sure that the world today has the water it needs, while still making sure that the world of tomorrow will also have the water it needs. Reforming our personal use of water is the quickest and easiest way to begin thinking sustainably about water use. In addition, personal demand determines the amount of water we use in other places in society, such as our companies and farms. In fact, if we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help prevent a water crisis in the future.

In order to save the earth’s freshwater, there are several steps we can take personally to use less water every day, starting with flushing the toilet. Toilet flushing is an immediate, everyday solution for sustainable water management that can be implemented quickly and easily, for huge water savings. The average American flushes a toilet five times a day, which adds up to 5.7 billion gallons of water that goes down the toilet every day (Fishman, 5). The problem with this is that the water we flush down the toilet is actually safe drinking water. We can switch to using low-flow toilets, some of which use air pressure to assist with the flushing and use only .8 gallons of water each flush (Nash). If installing a new toilet seems too difficult, then we can just be mindful of the times we may flush the toilet when it’s not necessary, such as when we dispose of something by using the toilet instead of the trash, and break this habit. Indeed, it is better to take small steps toward water conservation than to do nothing while we wait for larger water-using institutions in society to change their ways.

There are multiple other ways we can save water by making small, easy changes in our everyday habits—many more than just relying on companies or farms to change their policies. As Charles Fishman, author of *The Big Thirst*, advocates in his video about *The Big Thirst*, when doing the dishes, we can save water if we do not run the faucet on full force or if we are sure to fully load the dishwasher before running it. Showers also consume many gallons of water, and much of that is wasted.

Model Position Paper  
“Changing Our Water Ways”

According to *The Daily Green*, a guide to green living made by *Good Housekeeping*, “a typical shower uses up to 25 gallons of the wet stuff, while each American uses an average of 100 gallons of water a day total,” but low-flow shower heads could cut water use by 50 to 70% (*Daily Green* staff). Even if we simply cut our daily showers by two minutes, we could save up to 150 gallons of water per month (Davis).

Consider this also: Farms and companies respond only to consumer demand. If we get smarter about what we personally demand in terms of goods and services, we will reduce the primary reason to spend water on producing those goods and services. For example, According to Charles Fishman, large amounts of water are used to run our electronic devices and provide us with the goods we use, such as clothing and food. It takes 250 gallons of water a day to run our computers, refrigerators, and TVs. By turning off appliances and lights—or not buying some of them—we can save up to 10 gallons of water every hour. Another example is clothing. According to the *Indian Textile Journal*, the textile industry creates more wastewater than any other industry and “the EPA claims that it takes 2,900 gallons of water to produce one pair of jeans. Most of the water is used in the ‘wet processing’ and dyeing of materials” (Leader). On the individual level, we could think about this more and purchase fewer pairs of jeans over the years, which might not be that difficult but could make a massive difference.

We could save a surprising amount of water if everyone followed the suggestions outlined above. By making small changes in our water use habits at home with toilets, showers, and swimming pools, unplugging electronics, and being careful consumers, we could be the primary reason for preventing a water shortage. With all of these benefits, we could keep our water supply sustainable for the world now, and for future generations.

### Works Cited

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Nash, Jenny. “The Lowdown on Low-Flow Toilets.” *Rooms: Home & Garden Television*. N.p., n.d. Web. 01 July 2013.

“Save Money Each Time You Shower.” *The Daily Green*. N.p., n.d. Web. 07 July 2013.





Getting the Gist of the Model Position Paper

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

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

Use this Main Idea/Claim note-catcher to get the gist when you read the model position paper. Remember that the main idea and the details are often not just a single sentence of the text; rather, they may involve multiple sentences.

Main Idea/Claim:	
Reason:	Evidence/Reasoning:
Reason:	Evidence/Reasoning:
Reason:	Evidence/Reasoning:
Reason:	Evidence/Reasoning:



Getting the Gist of the Model Position Paper  
(For Teacher Reference)

Use this Main Idea/Claim note-catcher to get the gist when you read the model position paper. Remember that the main idea and the details are often not just a single sentence of the text; rather, they may involve multiple sentences.

<b>Main Idea/Claim:</b> “If we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help prevent a water crisis in the future.”	
<b>Reason:</b>  The ease of reforming personal water use: toilets	<b>Evidence/Reasoning:</b>  <i>Low-flow saves water (.8 gallons).</i>
<b>Reason:</b>  The multiple options of reforming personal water use: Dishwashers/showers	<b>Evidence/Reasoning:</b>  <i>Load dishwashers fully (Fishman video).          Cut showers short (saves 50–70%).</i>
<b>Reason:</b>  Cutting down on water demand as a consumer means other water uses in society will decrease as well.	<b>Evidence/Reasoning:</b>  <i>Reducing use of appliances can save 10 gallons of water an hour.          Jeans use 2,900 gallons of water to make.</i>
<b>Reason:</b>	<b>Evidence/Reasoning:</b>



Sustainable Water Management  
Position Paper Planner

Name:

Date:

**Focus Question:** Which category of water management would be a good place to begin to make the way we manage water more sustainable?

**Purpose of Position Paper:** To craft a logical, well-supported argument in favor of one good place to begin changing our water management to become more sustainable

I. Introduction	
A. Hook to capture the reader's interest and attention	
B. Define the issue of water management in terms of sustainability	
C. Claim	



Sustainable Water Management  
Position Paper Planner

II. Body Paragraph 1	
First reason to support your claim	
Topic sentence	
Evidence/Reasoning 1	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	



Sustainable Water Management  
Position Paper Planner

III. Body Paragraph 1	
Second reason to support your claim	
Topic sentence	
Evidence/Reasoning 1	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	



**Sustainable Water Management**  
Position Paper Planner

IV. Body Paragraph 1	
Third reason to support your claim	
Topic sentence	
Evidence/Reasoning 1	
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	



**Sustainable Water Management**  
Position Paper Planner

<b>V. Conclusion</b>	
<b>Restate claim and its connection to sustainability</b>	
<b>Summarize reasons</b>	
<b>Explain why your view is worth consideration by the reader</b>	



Sustainable Water Management  
Position Paper Planner

VI. Counterclaim	
What counterclaim(s) will you use in your essay?	
Where in your essay will you acknowledge the counterclaim(s)?	





**Sustainable Water Management**  
Position Paper Planner

Where would I like peer feedback on this planner?

1)

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2)

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Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

**Focus Question:** Which category of water management would be a good place to begin to make the way we manage water more sustainable?

**Purpose of Position Paper:** To craft a logical, well-supported argument in favor of one good place to begin changing our water management to become more sustainable

I. Introduction	
A. Hook to capture the reader's interest and attention	<b>Every day, Americans waste water in their homes without realizing it. All this wasted water adds up to more than you might think.</b>
B. Define the issue of water management in terms of sustainability	<b>Since our world has a limited amount of freshwater, and only 1% of the world's water is drinkable (Darrow), it is important that we save every drop we can.</b>
C. Claim	<b>In fact, if we all made some changes in our personal use of water, we could save billions of gallons of water a day, which could help prevent a water crisis in the future.</b>



Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

II. Body Paragraph 1	
First reason to support your claim	<b>Personal reform of water use is simple and easy.</b>
Topic sentence	<b>In order to save the earth's freshwater, there are several steps we can take personally to use less water every day, starting with flushing the toilet.</b>
Evidence/Reasoning 1	<b>The average American flushes a toilet five times a day, which adds up to 5.7 billion gallons of water that goes down the toilet every day (Fishman, 5).</b>
Analysis of Evidence/Reasoning 1	<b>The problem with this is that the water we flush down the toilet is actually safe drinking water.</b>
Evidence/Reasoning 2	<b>We can switch to using low-flow toilets, some of which use air pressure to assist with the flushing and use only .8 gallons of water each flush (Nash).</b>
Analysis of Evidence/Reasoning 2	<b>If installing a new toilet does not seem worthwhile, then we can just be mindful of the times we may flush the toilet when it's not necessary, such as when we dispose of something by using the toilet instead of the trash, and break this habit.</b>
Evidence/Reasoning 3	
Analysis of Evidence/Reasoning 3	
Concluding sentence	<b>Indeed, it is better to take small steps toward water conservation than to do nothing while we wait for larger water-using institutions in society to change their ways.</b>



Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

III. Body Paragraph 1	
Second reason to support your claim	<b>There are multiple other ways we can save water personally.</b>
Topic sentence	<b>There are multiple other ways we can save water by making small, easy changes in our everyday habits—many more than just relying on companies or farms to change their policies.</b>
Evidence/Reasoning 1	<b>As Charles Fishman, author of <i>The Big Thirst</i>, advocates in his video about <i>The Big Thirst</i>, when doing the dishes, we can save water if we do not run the faucet on full force or if we are sure to fully load the dishwasher before running it.</b>
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	<b>According to <i>The Daily Green</i>, a guide to green living made by <i>Good Housekeeping</i>, “a typical shower uses up to 25 gallons of the wet stuff, while each American uses an average of 100 gallons of water a day total” but low-flow shower heads could cut water use by 50 to 70% (<i>Daily Green</i> staff).</b>
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	<b>Even if we simply cut our daily showers by two minutes, we could save up to 150 gallons of water per month (Davis).</b>
Analysis of Evidence/Reasoning 3	
Concluding sentence	<b>Even if we simply cut our daily showers by two minutes, we could save up to 150 gallons of water per month (Davis).</b>



Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

IV. Body Paragraph 1	
Third reason to support your claim	<b>Reducing consumer demand will have a ripple effect on all societal uses of water.</b>
Topic sentence	<b>Consider this also: Farms and companies respond only to consumer demand. If we get smarter about what we personally demand in terms of goods and services, we will reduce the primary reason to spend water on producing those goods and services.</b>
Evidence/Reasoning 1	<b>According to Charles Fishman, large amounts of water are used to run our electronic devices and provide us with the goods we use, such as clothing and food. It takes 250 gallons of water a day to run our computers, refrigerators, and TVs.</b>
Analysis of Evidence/Reasoning 1	
Evidence/Reasoning 2	<b>By turning off appliances and lights—or not buying some of them—we can save up to 10 gallons of water every hour.</b>
Analysis of Evidence/Reasoning 2	
Evidence/Reasoning 3	<b>According to the Indian Textile Journal, the textile industry creates more wastewater than any other industry and “the EPA claims that it takes 2,900 gallons of water to produce one pair of jeans. Most of the water is used in the ‘wet processing’ and dyeing of materials” (Leader).</b>
Analysis of Evidence/Reasoning 3	<b>On the individual level, we could think about this more and purchase fewer pairs of jeans over the years, which might not be that difficult but could make a massive difference.</b>
Concluding sentence	<b>On the individual level, we could think about this more and purchase fewer pairs of jeans over the years, which might not be that difficult but could make a massive difference.</b>



Sustainable Water Management Position Paper Planner  
(For Teacher Reference)

V. Conclusion	
Restate claim and its connection to sustainability	<b>By making small changes in our water use habits at home with toilets, showers, and swimming pools, unplugging electronics, and being careful consumers, we could be the primary reason for preventing a water shortage.</b>
Summarize reasons	<b>By making small changes in our water use habits at home with toilets, showers, and swimming pools, unplugging electronics, and being careful consumers, we could be the primary reason for preventing a water shortage.</b>
Explain why your view is worth consideration by the reader	<b>With all of these benefits, we could keep our water supply sustainable for the world now, and for future generations.</b>

VI. Counterclaim	
What counterclaim(s) will you use in your essay?	<b>Some might say that the contribution of one person can't make a difference, but in a world where water is managed in a sustainable way, we all individually need to contribute to the solution.</b>
Where in your essay will you acknowledge the counterclaim(s)?	<b>Introduction</b>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: 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 topic 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 topic</li> <li>—acknowledges counterclaim(s) skillfully and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>— clearly introduce the topic and the claim in a manner that follows from the task and purpose</li> <li>— claim and reasons demonstrate grade-appropriate analysis of the topic</li> <li>—acknowledges counterclaim(s) appropriately and clearly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the topic 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 topic</li> <li>—acknowledges counterclaim(s) awkwardly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the topic 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 topic</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 topic or task</li> </ul>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1-9	<p>—develop the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the research text(s)</p> <p>—sustain the use of varied, relevant evidence</p> <p>—skillfully and logically explain how evidence supports ideas</p>	<p>—develop the argument with relevant facts, definitions, details, quotations, or other information and examples from the research text(s)</p> <p>—sustain the use of relevant evidence, with some lack of variety</p> <p>—logically explain how evidence supports ideas</p>	<p>—partially develop the argument of the essay with the use of some textual evidence, some of which may be irrelevant</p> <p>—use relevant evidence inconsistently</p> <p>—sometimes logically explain how evidence supports ideas</p>	<p>—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant</p> <p>—attempt to explain how evidence supports ideas</p>	<p>—provide no evidence or provide evidence that is completely irrelevant</p> <p>—does not explain how evidence supports ideas</p>





NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
<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 topic 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 research text(s)</p> <p>—do not provide a concluding statement or section</p>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable



Writing Improvement Tracker

Name:

Date:

**Strategies to Improve Writing**

- Revise my writing (or my planning) multiple times
- Look at other models
- Read other people's work
- Ask questions when I have them
- Take a break and reread with fresh eyes
- Ask myself, "Does this make sense?"
- Read the necessary texts closely
- Talk through my ideas with an adult
- Use quote sandwiches
- Have another student write the gist of my paragraphs and make sure they match what I thought they were

**Essay from Module 1**

*Directions: Look at the first two rows of the New York State Expository Writing Rubric.*

1. What did I do well in my essay?

---

---

2. What do I need to improve?

---

---

3. What is my goal for the next module for those areas? (Be specific: "I will do better" is too general.)

---

---



## Writing Improvement Tracker

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

---

---

### Essay from Module 2

*Directions: Look at the first two rows of the Argument Essay Rubric.*

1. What did I do well in my essay?

---

---

2. What do I need to improve?

---

---

3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general.)

---

---

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

---

---



Writing Improvement Tracker

**Essay from Module 3**

*Look at the first two rows of the New York State Expository Writing Rubric.*

1. What did I do well in my essay?

---

---

2. What do I need to improve?

---

---

3. What is my goal for the next module for those areas? (Be specific: “I will do better” is too general.)

---

---

4. Look at the list of strategies at the top of this tracker. What one or two strategies will I use to meet my goal in the next module?

---

---



Writing Improvement Tracker

**Position Paper from Module 4**

*Directions: Look at the first two rows of Argument Writing Rubric.*

1. What did I do well in my essay?

---

---

2. What in my writing improved this year?

---

---

3. What strategy helped me the most?

---

---

4. What improvement am I most proud of?

---

---



Date:



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# **Grade 7: Module 4B: Unit 3: Lesson 2**

## **Scaffolding for Essay: Planning Body Paragraphs for 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.7.1)

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

I can use resources to build my vocabulary. (L.7.6)

**Supporting Learning Targets**

- I can improve my writing through prewriting and planning my position paper.
- I can write arguments to support claims with clear reasons and relevant evidence in my position paper.
- I can choose new vocabulary that will go into my position paper.
- I can write a clear, concise position paper appropriate for the task, purpose, and audience.

**Ongoing Assessment**

- Sustainable Water Management Position Paper Planner



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Entry Task: Relationship between Reading, Research, and Writing (5 minutes)</li> <li>B. Review Learning Targets and Introduce Steps to Writing a Position Paper Poster (7 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Plan Body Paragraphs (20 minutes)</li> <li>B. Independent Reading Check-in (10 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (3 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Finish planning body paragraphs. Use your researcher's notebook to assist you.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• The Sustainable Water Management Position Paper Planner builds from the essay planner used in Modules 1–3. Notice the inclusion of a space for students to consider their counterclaims at the end of the planner. This placement is intentional, since there are many possible places for students to include a counterclaim in their essay. If you would like to offer more structure, feel free to require that they acknowledge counterclaims in particular paragraphs—for example, either the introduction or the conclusions.</li> <li>• The Sustainable Water Management Position Paper Planner is first used in Lesson 1 to analyze the model position paper. Beginning in this lesson, students will use it to plan their own position papers. Students will need a fresh copy of the planner. Students begin their essay planning in this lesson with the body paragraphs, not with the introduction or the conclusion. This choice is deliberate, to allow students to flesh out the main body of their paper without getting “stuck” on the beginning or the ending. However, writing the introduction first can be a useful synthesizing step for a student: that is, allowing students to clarify the building blocks of their paper before elaborating upon them in the body paragraphs. Consider modifying the order in which the paper is written to meet your own students' needs.</li> <li>• In this lesson, students participate in an independent reading check-in using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that during this time:               <ul style="list-style-type: none"> <li>– Students need time to talk with a peer about their book.</li> <li>– You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</li> <li>– Students need to check in to see if they met their last goal and to set a new goal.</li> </ul> </li> <li>• Feel free to move the independent reading check-in to a more suitable time, should students require more time to write and confer with you.</li> <li>• In advance: Cut out learning target cards and have tape (or other adhesive) available for sticking them on the Steps to Writing a Position Paper poster.</li> <li>• Make sure students have access to their researcher's notebook and Thinking Log.</li> <li>• Review exit tickets from Lesson 1 to make sure all students are starting with appropriate reasons.</li> <li>• Post: Steps to Writing a Position Paper poster; learning targets; Domain-Specific Vocabulary anchor chart.</li> </ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Entry Task: Relationship between Reading, Research, and Writing (one per student)</li><li>• Steps to Writing a Position Paper poster (one to display)</li><li>• Learning target cards (one set cut out to display)</li><li>• Sustainable Water Management Position Paper Planner (from Lesson 1; one new, blank copy per student and one to display)</li><li>• Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (from Lesson 1; one per student)</li><li>• Researcher's notebooks (from Unit 2, Lesson 3)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)</li><li>• Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Relationship between Reading, Research, and Writing (5 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>Entry Task: Relationship between Reading, Research, and Writing</b> and have students respond to the prompt.</li></ul>	<ul style="list-style-type: none"><li>Using entry tickets allows you to get a quick check for understanding of the concept for that day so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul>
<p><b>B. Review Learning Targets and Introduce Steps to Writing a Position Paper Poster (7 minutes)</b></p> <ul style="list-style-type: none"><li>Post or project the <b>Steps to Writing a Position Paper poster</b>.</li><li>Ask students which steps they believe they have already taken or partially taken and what they have specifically done. Listen for: "Prewriting—we have looked for resources and recorded them in our researcher's notebook." Note to students that this may look like a small step, but it actually represents the majority of the work. Students have already completed the lion's share of the assignment—they should be congratulated.</li><li>Direct students' attention to the posted learning targets and read them aloud.</li><li>Invite students to think about how the learning targets fit in with the steps. Ask students to turn and talk to a partner and tell where each learning target fits on the Steps to Writing a Position Paper poster.</li><li>Cold call on students to share. As students are responding, stick the <b>learning target cards</b> next to the identified step.</li><li>If students disagree as to where to put the target, remind them that writing is a process and they will sometimes visit these targets many times as they are writing, but today they will be working on planning their position paper. Remind students that prewriting and planning are important parts of the writing process and will make drafting and revising easier if they put a lot of thought and effort into these steps now.</li></ul>	<ul style="list-style-type: none"><li>Developing self-assessment and reflection supports all learners, helping them learn to be metacognitive about their learning. Metacognition, or the ability to understand one's own thought processes, includes the ability to monitor one's own learning. Learning how to learn helps all students, but it is often a missing ability in those who struggle.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Plan Body Paragraphs (20 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a new copy of the <b>Sustainable Water Management Position Paper Planner</b> to each student. Remind them that they have had a planner for every paper they have written this year.</li> <li>• Ask students to turn to the last page of the planner. Point out that they again will need to include a “counterclaim” somewhere in their paper.</li> <li>• Ask students to turn and talk to a partner about what a “counterclaim” is. Then cold call on partnerships to share. Listen for something like: “a claim that is opposite the claim I am making in my paper.”</li> <li>• Remind students that although the place to think about the counterclaim is at the end of the planner, there is no one place in the essay for the counterclaim to go; in addition, there may be more than one counterclaim. They will need to think carefully about where to include it. Remind students that in the model position paper in the previous lesson, the counterclaim was acknowledged in the opening paragraph but could have been mentioned in multiple places.</li> <li>• Return students’ <b>Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper?</b> Quickly discuss patterns you saw in their responses, and assure students that you will focus on their needs. For example: <ul style="list-style-type: none"> <li>* “Twenty out of 24 of you expressed concern with finding details—we are going to make sure that we hammer this out; and if you still are struggling, let me know and I will work with you additionally.”</li> </ul> </li> <li>• Have students take out their <b>researcher’s notebooks</b>. Tell students they can use the three reasons they identified for their homework to fill in the reasons on the planner immediately. Remind students that since they have already found and recorded their evidence in their researcher’s notebook, now they will need to make sure their evidence helps support their reasons, which support their claims on the planner.</li> <li>• Tell students to work today only on the body paragraphs and the counterclaim, not the introduction or conclusion yet. Let them know that they will continue to work on the body paragraphs for homework.</li> <li>• Give students time to work independently, and circulate as they are working. Push students to be clear and explicit in their planning. <ul style="list-style-type: none"> <li>– Students need time to talk with a peer about their book.</li> <li>– You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks).</li> <li>– Students need to check in to see if they met their last goal and to set a new goal.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and monitor their progress.</li> <li>• Consider giving students transitional words to help them show counterclaims (e.g., “alternatively,” “another possibility,” “aside from,” “conversely,” and “even though”).</li> </ul>



Work Time	Meeting Students' Needs
<p><b>B. Independent Reading Check-in (10 minutes)</b></p> <ul style="list-style-type: none"><li>Use this time for an independent reading check-in using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that during this time:</li></ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (3 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute the <b>Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper?</b> for students to complete. Collect students' exit tickets.</li><li>Ask students to refer to the <b>Domain-Specific Vocabulary anchor chart</b> and write at least five words from the list that they think they will use in their position paper. Refer students to the first words already filled in, "sustainable/sustainability," and tell students that they will need to use at least one of these words in their position paper.</li></ul>	<ul style="list-style-type: none"><li>For students who struggle with handwriting, consider providing a page with the words from the Domain-Specific Vocabulary anchor chart and ask students to circle those that they will use in their paper.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>Finish planning body paragraphs. Use your researcher's notebook to assist you.</li></ul>	



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# Grade7: Module 4B: Unit 3: Lesson 2

## Supporting Materials



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**Entry Task**

(Relationship between Reading, Research, and Writing)

.....  
**Name:**

.....  
**Date:**

1. How did your reading in Unit 1 of *The Big Thirst* by Robert Fishman help guide your research in Unit 2?

.....

.....

.....

2. How do you think your research in Unit 2 will help you write your position paper in Unit 3?

.....

.....

.....





Steps to Writing a Position Paper

**Prewriting**

The thinking before writing

Understand your purpose, audience, and format.

Study the issue using available resources.

Record evidence from credible sources.

**Planning**

Organizing ideas before writing

Create a pre-writing plan.

Write claims with clear reasons and relevant evidence.

Decide what domain-specific vocabulary you might use.

**Drafting**

Write your ideas in sentences and paragraphs

Follow your pre-writing plan.

Write your first draft of your paper.

Make sure you are analyzing your evidence, explaining your thinking about how it develops your reason and claim.

**Revising**

Improve your ideas

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

Change the order of your claims.

Add, change, clarify, and delete evidence.

Check for sound reasoning as you explain your evidence, and how it develops your reason and claim.

**Conventions**

Focus on editing and proofreading

Check for errors in grammar, spelling, and capitalization.

**Sharing**

Present your work

Show your work to an audience



**I can improve my writing through prewriting and planning my position paper.**

**I can write arguments to support claims with clear reasons and relevant evidence/reasoning in my position paper.**

**I can discuss new vocabulary that will go into my position paper.**

**I can write a clear, concise position paper appropriate for the task, purpose, and audience.**



**Exit Ticket: What Domain-Specific Words**  
Will You Include in Your Position Paper?

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

**Date:**  
.....

**1.**     sustainable or sustainability

**2.**

**3.**

**4.**

**5.**

**6.**



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

## **Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion**



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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.7.4)  
With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

**Supporting Learning Targets**

- I can improve my writing through prewriting and planning my position paper.
- I can write a clear, concise position paper appropriate for the task, purpose, and audience.

**Ongoing Assessment**

- Sustainable Water Management Position Paper Planner

**Agenda**

1. Opening
  - A. Entry Task: Read through Plan (5 minutes)
  - B. Review Learning Targets (2 minutes)
2. Work Time
  - A. Explain Body Paragraphs (15 minutes)
  - B. Plan Introduction and Conclusion (20 minutes)
3. Closing and Assessment
  - A. Exit Ticket: Where Are We in Steps to Writing a Position Paper? (3 minutes)
4. Homework
  - A. Finish Sustainable Water Management Position Paper Planner.

**Teaching Notes**

- In this lesson, students talk through their body paragraphs with a partner with the goal of articulating and solidifying their ideas. It is important that students understand they are not reading from their planner during this time, though they can use it as a reference. If students cannot articulate their own ideas, they likely do not understand their ideas well enough to write clearly about them. It is through explaining their ideas that they also clarify and sometimes even construct a new understanding so that their writing can be clearer. It is also important that students know that this partner work is not meant to be formal peer feedback, just listening, as peer feedback will happen in Lesson 4.
- Previous work on introductions and conclusions occurred in Module 1, Unit 2, Lesson 16, and in Module 2A, Unit 2, Lesson 16. If your students did not experience these modules, consider whether, or how, explicit instruction in effective introductions and conclusions must occur.
- Consider shifting the order of this lesson and Lesson 2 to meet students' needs: In that case, a logical approach would be to have students write their introduction; use the "talk through" in this lesson to clarify the building blocks represented in the introduction; and then have students write their body paragraphs.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Sustainable Water Management Position Paper Planner (from Lesson 2, one per student)</li><li>• Steps to Writing a Position Paper poster (from Lesson 2, one to display)</li><li>• Exit Ticket: Where Are We in Steps to Writing a Position Paper? (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Read through Plan (5 minutes)</b></p> <ul style="list-style-type: none"><li>• As students enter, ask them to silently read through their <b>Sustainable Water Management Position Paper Planner</b>. Remind them that they should have completed filling in the body paragraphs for homework last night, and today they will explain their body paragraphs and counterclaim to a partner.</li></ul>	
<p><b>B. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning targets and ask students to read them silently, noticing where the targets might fit on the <b>Steps to Writing a Position Paper poster</b>. Remind students that they made a decision as to where they were in these steps on their exit tickets yesterday; comment briefly on any patterns you saw in their answers.</li><li>• Ask students to share whether they think they should change where they placed the learning target cards yesterday.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Explain Body Paragraphs (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that today they will talk through their body paragraphs with a partner with the goal of articulating and solidifying their ideas. Let them know that during this time they should not read from their planner, though they can use it as a reference, and that by talking through their body paragraphs (i.e., explaining their argument to someone), they will find out where they are clear and where they are unclear on their ideas. Explain to students that if they should have difficulties explaining, they probably don't understand it as well as they should before they write, and that they should put a star near that paragraph so they can work on it some more.</li><li>• Note also that both partners should review the planner to make sure that all information has been properly paraphrased from their sources. Remind them that they have done this already in their researcher's notebooks, and that this partner work will serve as an additional check. Remind students of the importance of not plagiarizing: Even accidental plagiarism can result in serious consequences.</li><li>• Ask students to move to their partners and take turns explaining all three body paragraphs. The partner should listen and ask clarifying questions that arise in his or her mind.</li><li>• If time permits, encourage students to ask for feedback on a particular point of their writing, such as their analysis of evidence.</li></ul>	<ul style="list-style-type: none"><li>• Consider providing sentence starters for students to follow while explaining their body paragraphs (e.g., "In my first paragraph, my claim is ... and I will back this up with this evidence ...").</li></ul>
<p><b>B. Plan Introduction and Conclusion (20 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students to work on two things today:<ul style="list-style-type: none"><li>– Any changes they need to make to their body paragraphs based on their inability to explain to their partner</li><li>– The introduction or conclusion</li></ul></li><li>• Remind them of their work in Module 1, Unit 2 on introductions and conclusions, and refer them to the planner guidelines for both the introduction and conclusion. Review briefly that both introductions and conclusions sum up the paper, state or restate the claim, and either hook the reader or leave the reader thinking.</li><li>• Let them know they will continue to work on the planner for homework.</li><li>• Give students time to work independently, and circulate as they are working. Push students to be clear and explicit in their plan.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: Where Are We in Steps to Writing a Position Paper? (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Exit Ticket: Where Are We in Steps to Writing a Position Paper?</b> for students to complete.</li><li>• Draw students' attention to the Steps to Writing a Position Paper poster. Ask students which steps they believe they have already taken or partially taken and what they have specifically done for that step. Invite them to fill out the exit ticket. Collect students' completed exit tickets.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish Sustainable Water Management Position Paper Planner.</li></ul>	





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

## Supporting Materials



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**Exit Ticket:**

Where Are We in Steps to Writing a Position Paper?

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

**Date:**  
.....

Step	Completed, In Progress, Not Yet	What Have You Done?
Prewriting		
Planning		
Drafting		
Revising		
Conventions		
Sharing		



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

## **Scaffolding for Position Paper: Peer Feedback and Citing Sources**



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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 ensure that purpose and audience have been addressed. (W.7.5)  
I can use a standard format for citation. (W.7.8)

**Supporting Learning Targets**

- I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.
- I can use MLA format to cite sources within my writing and on a Works Cited page.

**Ongoing Assessment**

- Sustainable Water Management Position Paper Planner
- Sustainable Water Management Peer Feedback Form



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Peer Feedback Pairs (33 minutes)</li><li>B. Mini Lesson: MLA Format (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Was Your Prediction Correct? (1 minute)</li><li>B. Collect Sustainable Water Management Position Paper Planners (1 minute)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the MLA Citation Reference Sheet: In-Text Citations practice questions.</li><li>B. Draft a Works Cited page for your position paper.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This is the second in a series of “talk through” lessons that take place before students are asked to draft their position paper as the Mid-Unit 3 Assessment, in the next lesson. In the previous lesson, students were asked to “talk through” and improve their body paragraphs. Today, students complete this process by summarizing the entire paper for two peers. The peers provide feedback by completing feedback response forms, which they then give to the writer.</li><li>• Students also receive instruction on how to use MLA (Modern Language Association) format for parenthetical citations and a Works Cited page. MLA format is widely considered to be one of the simplest and most accessible formats for citations, which is why it is being used here.</li><li>• Note that only four categories of citations in a Works Cited page are given; it is anticipated that the four given will cover most, if not all, of the sources used by the students in their research. Should a student have a source that does not fit into these four categories, consider using a MLA source available to you to develop the proper format.</li><li>• The peer feedback protocol used here is multistep, tightly connected through a series of written and oral questions, and consists of covering a significant amount of material within a short period of time. It requires teachers to time the feedback protocol strictly, and to stay alert to keeping students focused on the task.</li><li>• Consider implementing the MLA Book Citation Scramble as a timed race to generate energy and engagement after this intensely focused lesson.</li><li>• In advance:<ul style="list-style-type: none"><li>– Review the Peer Feedback protocol and visualize its flow within the lesson. Consider ahead of time how you will monitor and time its steps.</li><li>– Post the learning targets prominently within the classroom.</li><li>– Cut out sets of the MLA Book Citation Scramble, one set per triad of students, and paperclip them together or place in a small plastic bag.</li><li>– Consider posting the Peer Feedback protocol on chart paper for student reference.</li></ul></li></ul>



Lesson Vocabulary	Materials
applicable, claim, evidence, parentheses	<ul style="list-style-type: none"><li>• Sustainable Water Management Position Paper Planner (from Lesson 2)</li><li>• Sustainable Water Management Peer Feedback Form (two per student)</li><li>• Peer Feedback Guidelines (one per student and one to display)</li><li>• Document camera</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)</li><li>• Peer Feedback protocol (one to display)</li><li>• MLA Citation Reference Sheet: Works Cited Page (one per student and one to display)</li><li>• MLA Citation Reference Sheet: In-Text Citations (one per student and one to display)</li><li>• MLA Citation Reference Sheet: In-Text Citations Practice Questions (answers, for teacher reference)</li><li>• MLA Book Citation Scramble (one per triad of students)</li><li>• MLA Book Citation Scramble (answer, for teacher reference)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Paper Planner and Learning Target Review (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Have students take out their <b>Sustainable Water Management Position Paper Planner</b>. Let them know that today they will be “talking through” their papers with their peers to get feedback and improve their work. Remind them that they have already done this once in the previous lesson with their body paragraphs; today they will be summarizing the whole paper for their peers.</li><li>• Remind them that in the next lesson, they will officially draft their position papers as the Mid-Unit 3 Assessment.</li><li>• Inform students they will now have 4 minutes to silently review their work on the Sustainable Water Management Position Paper Planner. As they review, ask them to identify <u>two</u> places on the planner where they would like peer feedback. These places may be where the student is unsure about what he or she has written, has a question, or simply would like the opinion of peers. Using the space on page 4 of their Position Paper Planners underneath the Counterclaim section, have students note these two places, and the specific question they have about that place.</li><li>• Assure students there are no “right” or “wrong” places to ask for feedback, and to trust their knowledge of their own writing to figure out places where peer feedback would be useful.</li><li>• Circulate to offer individual assistance if needed.</li><li>• After 4 minutes, direct students’ attention to the posted learning targets and invite students to read them aloud:<ul style="list-style-type: none"><li>* “I can work with peers to get feedback on my claim, supporting evidence, and specific questions I have about the frame of my writing.”</li><li>* “I can use MLA format to cite sources within my writing and on a Works Cited page.”</li></ul></li><li>• Ask students to turn to a partner and discuss the question:<ul style="list-style-type: none"><li>* “Today, where do I think I will experience the most challenge with these learning targets? Why?”</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Wherever possible, have students who need physical activity take on the active roles of managing and writing on charts or handing out the materials.</li><li>• While circulating, be sure to address first those students for whom writing the paper has been a challenge. If you have already seen any places where errors have occurred in student work, or where particular students have struggled consistently, consider taking this time to suggest gently that these might be good places to solicit peer feedback.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Peer Feedback Pairs (34 minutes)</b></p> <ul style="list-style-type: none"> <li>• Arrange students in groups of two</li> <li>• Distribute two copies of the <b>Sustainable Water Management Peer Feedback Form</b> to each student. Ask them not to write anything on the forms for the moment.</li> <li>• Let students know that, first, you will be modeling how the peer feedback process will work today.</li> <li>• Model the peer process feedback, using the protocol as outlined below (see also Meeting Students' Needs).</li> <li>• Distribute and display the <b>Peer Feedback Guidelines</b> on a <b>document camera</b>. Review them orally with the students. Solicit examples of how the model peer feedback session followed these guidelines.</li> <li>• Point out that in the model, the participants made heavy use of the vocabulary on the <b>Domain-Specific Vocabulary anchor chart</b>, and encourage students to do the same in their own conversations.</li> <li>• Answer any other questions students might have about the process.</li> <li>• Have triads decide who will be the first presenting student, and have peers fill out the top of the first Peer Feedback Form accordingly.</li> <li>• Ask the presenting student to let her peers know her two places or questions for peer feedback. Peers should note these on their feedback forms in the boxes labeled Peer Question 1 and Peer Question 2.</li> <li>• Briefly review the word <i>applicable</i>: whether something applies. Note that if the presenting student has a feedback question that is not a “yes/no” question, then the Yes/No column is not applicable and can be skipped.</li> <li>• Display and review the <b>Peer Feedback protocol</b>:             <ol style="list-style-type: none"> <li>1. The presenting student briefly summarizes her paper using the planner, being sure to note explicitly her <i>claim</i> and her <i>evidence</i>. Peers fill out the graphic organizer accordingly. (2 minutes)</li> <li>2. Peers silently reflect and answer the questions on their feedback form. (3 minutes)</li> <li>3. Peers discuss their reflections and thoughts with the student. The presenting student is not allowed to respond or answer questions at this point, only listen. (4 minutes)</li> <li>4. The presenting student now responds orally to feedback, clarifying any points of interest or answering questions. (1 minute)</li> <li>5. Peers give their feedback forms to the presenting student.</li> </ol> </li> </ul>	<ul style="list-style-type: none"> <li>• After stretches of intensive reading and writing where physical movement is not built into the instruction, consider having students stand up for a quick “brain break” or a physical stretch during natural breaks in the work time (between Work Times A and B, for example). Research indicates that these breaks are important for neurological growth, but especially for boys: Their cognitive processing requires more “rest times” away from the subject matter before re-engaging in learning.</li> <li>• Consider pre-arranging the peer feedback groups to best meet students' needs. Groups can be formed homogeneously or heterogeneously according to literacy level, to compare similar or different arguments in the position paper, or for other learning goals as determined by you.</li> <li>• There are multiple ways in which the peer feedback model can be designed and conducted to meet your students' specific needs. Consider the following options:</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to begin. Monitor time carefully.</li><li>• When students have finished their first round, conduct and time the second round of feedback, allowing the second student to present her paper.</li></ul>	<ul style="list-style-type: none"><li>– Have an outside adult with whom the students are familiar visit the class and deliver a model summary of a fictitious position paper. Direct students as a whole class through the peer feedback process with the adult. Consider especially having the librarian or an administrative figure such as your principal participate, to demonstrate the importance of this kind of work.</li><li>– Have two other adults work with you to demonstrate an ideal peer feedback process. This could be conducted live or filmed.</li><li>– Also consider conducting a brief model of a poor peer feedback session. Students enjoy preparing and analyzing “reverse models”; it is an effective learning tool and provides a feeling of confidence and expertise for students.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Mini Lesson: MLA Format (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>MLA Citation Reference Sheet: Works Cited Page</b> and the <b>MLA Citation Reference Sheet: In-Text Citations</b>.</li><li>• Briefly review both reference sheets with the students, displaying each under the document camera as applicable. Emphasis should be placed on the MLA Citation Reference Sheet: Works Cited Page, since this is the more complicated of the two and will be the basis for the majority of the homework for this lesson.</li><li>• Make a strong note to the students that this work not only allows the writer's audience to follow the path of the writer's research, but also prevents unintentional plagiarism—it is essential to use citations to make sure that the audience knows to whom the ideas in the paper really belong.</li><li>• As you review, make sure students know the definition of <i>parentheses</i>, and provide it if needed (a curved punctuation mark used in writing to set off a remark or other information).</li><li>• If time permits, have triads conduct the <b>MLA Book Citation Scramble</b>. If not, the scramble can be conducted for homework.</li></ul>	<ul style="list-style-type: none"><li>• As mentioned in the Teaching Notes, this is a simplified version of MLA citation for student use; it is reviewed quickly. Consider how you might wish to further support students who are challenged by detail-oriented work such as citation: for example, creating a blank MLA Works Cited template, or building in editing time later in the unit that focuses specifically on the accuracy of citation. Also, consider referring students to Web sites that automatically create custom citations from a series of prompts.</li></ul>
Closing and Assessment	Meeting Students' Needs
<p><b>A. Was Your Prediction Correct? (1 minute)</b></p> <ul style="list-style-type: none"><li>• Have students turn to a partner and discuss whether their predicted area of challenge in the Learning Targets was, in fact, a challenge during this lesson, and why.</li></ul>	
<p><b>B. Collect Sustainable Water Management Position Paper Planners (1 minute)</b></p>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete the MLA Citation Reference Sheet: In-Text Citations practice questions.</li><li>• Draft a Works Cited page for your position paper.</li></ul>	<ul style="list-style-type: none"><li>• See “Meeting Students' Needs” for Work Time B.</li></ul>



EXPEDITIONARY  
LEARNING

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

## Supporting Materials



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Sustainable Water Management Peer Feedback Form

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

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

Peer Feedback Form for \_\_\_\_\_

Below, briefly fill in the graphic organizer according to what you hear your partner read.

Claim:



Reason:

Evidence:



Reason:

Evidence:



Reason:

Evidence:

Now answer these questions, using the guidelines on display. The guidelines are also listed on the back of this form.

Was the claim clear?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about the claim?



Sustainable Water Management Peer Feedback Form

Was there enough evidence to support the claim?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about the evidence?
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Sustainable Water Management Peer Feedback Form

Did the evidence support the claim with sound reasoning?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about reasoning?
Is there anything else you wish to discuss with the reader?	YES / NO	Explain your “yes” or “no” answer here.	Do you have any questions to ask the reader about this?
Peer Question 1:	YES / NO (if applicable)	Explain your answer here, using details from the reader’s paragraph.	Do you have any questions to ask the reader about this?
Peer Question 2:	YES / NO (if applicable)	Explain your answer here.	Do you have any questions to ask the reader about this?



Peer Feedback Guidelines

Be ...	Try ...	Instead of ...
<u>Honest.</u>	I didn't hear any supporting evidence, but your claim was very clear.	This was absolutely perfect. Don't change a thing.
<u>Helpful.</u>	I didn't hear any evidence from the Fishman book. Did you make that decision on purpose?	Your evidence is terrible.
<u>Specific.</u>	I didn't understand how talking about birthday parties supports your claim.	Great job! Good! This was confusing. This wasn't good.



### Peer Feedback Protocol

1. The presenting student briefly summarizes her paper using the planner, being sure to note explicitly her *claim* and her *evidence*. Peers fill out the graphic organizer accordingly. (2 minutes)
2. Peers silently reflect and answer the questions on their feedback form. (3 minutes)
3. Peers discuss their reflections and thoughts with the student. The presenting student is not allowed to respond or answer questions at this point, only listen. (4 minutes)
4. The presenting student now responds orally to feedback, clarifying any points of interest or answering questions.  
(1 minute)
5. Peers give their feedback forms to the presenting student.





MLA Citation Reference Sheet:  
Works Cited Page

**Remember to include all punctuation!**

**Book:**

Author Last Name, First Name.	King, Cookie.
Book Title.	<i>Chocolate Chip Cookies Forever.</i>
City of publication:	Rochester:
Publisher's name,	Cookies Digest,
year of publication.	2013.

The full citation:

King, Cookie. *Chocolate Chip Cookies Forever*. Rochester: Cookies Digest, 2013.

**Magazine:**

Author Last Name, First Name.	Monster, Cookie.
"Article Title."	"Chocolate Chip Cookies: My Favorite."
Magazine Name	<i>Cookies Illustrated</i>
day Month year:	2 July 2013:
page number(s).	5-64.



MLA Citation Reference Sheet:  
Works Cited Page

The full citation:

Monster, Cookie. "Chocolate Chip Cookies: My Favorite." *Cookies Illustrated* 2 July 2013: 5-64.

**Website:**

Author Last Name, First Name (if known).	King, Cookie.
"Publication Title."	"Chips or Morsels? A Debate."
Title of Web Site.	Cookies Galore.
day Month year of publication (or last update).	5 May 2012.
Name of Sponsoring Institution.	Cookie Institute of America.
Day/month/ year of access	31 July 2013
<URL>.	< <a href="http://CIA.org/cookiesillustrated/5012013">http://CIA.org/cookiesillustrated/5012013</a> >.

The full citation:

King, Cookie. "Chips or Morsels? A Debate." Cookies Galore. 5 May 2012. Cookie Institute of America. 31 July 2013 <<http://CIA.org/debate/2013>>.



MLA Citation Reference Sheet:  
Works Cited Page

**Article from an Online Database:**

Author Last Name, First Name.	King, Cookie.
“Article Title.”	“Chocolate Chip Cookies: My Favorite.”
Periodical Title volume.issue (year of publication):	<i>Cookies Illustrated</i> 50.1 (2013):
page(s).	5-64.
Name of Database.	Docutech Database.
day Month year of access.	31 July 2013.
<URL>.	< <a href="http://docutech.org/cookiesillustrated/5012013">http://docutech.org/cookiesillustrated/5012013</a> >.

**The full citation:**

King, Cookie. “Chocolate Chip Cookies: My Favorite.” *Cookies Illustrated* 50.1 (2013): 5-64. Docutech Database. 31 July 013. <http://SS.org/cookiesillustrated/5012013>



MLA Citation Reference Sheet:  
In-Text Citations

Rule	Example
Provide the last name of the author and the specific page numbers of the source in parentheses.	Water is beyond precious (Fishman, 24).
If the author's name or the pages numbers are already given in the body of the sentence, don't put them in the parentheses.	Fishman tells the story of the Caribbean Cruise Company (122). On page 1, Fishman begins with an anecdote.
Place the parentheses where there is a pause in the sentence—normally before the end of a sentence or a comma.	Although Fishman is a journalist (56), he also writes narrative nonfiction (57).
If you don't know the name of the author, or there isn't one, use a short version of the name of your source. Italicize a book name. Put an article title in quotes.	Water is life ( <i>Water's Many Uses</i> , 43). Water is life ("Sing the Song of Water," 72).



MLA Citation Reference Sheet:  
In-Text Citations

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

*Fill in the parentheses correctly for the Cookie King book, page 15.*

1. Chocolate chip cookies are prone to melting (\_\_\_\_\_).
2. However, King states that storing the cookies in the refrigerator can solve the problem (\_\_\_\_\_).
3. On page 15, Cookie King demonstrates the power of joining milk with cookies (\_\_\_\_\_).

*Now fill in the parentheses correctly for the Cookie King magazine article, page 12.*

4. On page 12, King indicates that oatmeal cookies might be a good choice (\_\_\_\_\_).
5. On the other hand, King has a clear preference for chocolate-based cookies (\_\_\_\_\_).
6. Cookies also come in handy when distracting alligators (\_\_\_\_\_).

*For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?*

7. The article states that chocolate chip cookies are far superior to butterscotch (\_\_\_\_\_).



MLA parentheses citation is often called the easiest form of citation that exists, and has been adopted by thousands of colleges and schools as their official format. Why do you think this is?



MLA Citation Reference Sheet:  
In-Text Citations  
(Answers, for Teacher Reference)

Remember our Cookie King books and articles on the previous page? Practice citing them below. These are trickier than they look, so pay attention!

*Fill in the parentheses correctly for the Cookie King book, page 15.*

1. Chocolate chip cookies are prone to melting (**King, 15**).
2. However, King states that storing the cookies in the refrigerator can solve the problem (**15**).
3. On page 15, Cookie King demonstrates the power of joining milk with cookies (**none**).

*Now fill in the parentheses correctly for the Cookie King magazine article, page 12.*

4. On page 12, King indicates that oatmeal cookies might be a good choice (**none**).
5. On the other hand, King has a clear preference for chocolate-based cookies (**12**).
6. Cookies also come in handy when distracting alligators (**King 12**).

*For this last practice item, pretend that you do not know the author of the Cookie King magazine article. How would you fill in the parentheses?*

7. The article states that chocolate chip cookies are far superior to butterscotch ("**Chips or Morsels,**" **12**).



**MLA Citation Reference Sheet:**  
In-Text Citations  
(Answers, for Teacher Reference)

*Last question:*

MLA parentheses citation is often called the easiest form of citation that exists, and has been adopted by thousands of colleges and schools as their official format. Why do you think this is?

**Students who are learning how to cite would benefit from a system that is simple and easy. I think that is why so many colleges and schools are using it.**





MLA Book Citation Scramble

**Directions:** In this packet, you will find all the parts of an accurate MLA book citation. Place them in the correct order on your desk. Hint: Watch the punctuation carefully!

:	George	New York
,	.	Dover Publications
,	.	2013
Shaw	<u>Pygmalion</u>	.



**MLA Book Citation Scramble**  
(Answer, for Teacher Reference)

Shaw, George. Pygmalion. New York: Dover Publications, 2013.



EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 3: Lesson 5**

## **Mid-Unit 3 Assessment: Drafting the 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.7.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4). I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can write an organized position paper about sustainability and water management.</li><li>• In my essay, I can support my claim with reasons, details, and quotes from research.</li><li>• In my essay, I can explain how my evidence/reasoning supports my claim.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment: Position paper draft</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment: Drafting the Position Paper (40 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Collect Position Paper Drafts (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the draft of your Independent Reading Cheat Sheet Planner.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students write the draft of their position paper about sustainable water management. In the previous four lessons, students used the planner to shape their paper, organize evidence from their researcher's notebook, and critiqued one another's work. At this point, students need time to craft their essay.</li><li>• Consider posting a list of the resources available to help students write their essays.</li><li>• This lesson is written assuming the use of computers to draft the position paper in order to make later revisions easier.</li><li>• Be sure to think about how students will submit their drafts at the end of class: printing, saving to a server, emailing, etc.</li><li>• If using computers is not possible in your classroom, consider giving students more time to hand write their essays. If students are hand writing, encourage them to double-space, as it will make revision easier.</li><li>• Since students will produce this essay draft independently, it is used as an assessment for "Claim and Reasons" and "Command of Evidence" on the NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version). Return the essay drafts with feedback in Lesson 7.</li><li>• This lesson is written as a timed, on-demand drafting experience not only to keep management of the drafting process simple for the teacher, but also to give students "solo" experience in writing under timed, on-demand circumstances. When considering the needs of your students, however, use your professional judgment in modifying the drafting experience to be reasonable and equitable.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Computers</li><li>• Sustainable Water Management Position Paper Planner (from Lesson 2)</li><li>• Researcher's notebook (from Unit 2, Lesson 3)</li><li>• Mid-Unit 3 Assessment: Position Paper prompt (one per student)</li><li>• Document camera</li><li>• NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version; for teacher reference)</li><li>• Independent Reading Cheat Sheet Planner (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Assign <b>computers</b> and invite students to get out their <b>Sustainable Water Management Position Paper Planner</b> and <b>researcher's notebook</b>.</li><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can write an organized position paper about sustainability and water management."</li><li>* "In my essay, I can support my claim with reasons, details, and quotes from research."</li><li>* "In my essay, I can explain how my evidence/reasoning supports my claim."</li></ul></li><li>• Remind students that these learning targets build on the work they did in the past four lessons.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment: Drafting the Position Paper (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Let students know they will complete a draft of their position paper today and that this will serve as the Mid-Unit 3 Assessment.</li><li>• Distribute the <b>Mid-Unit 3 Assessment: Position Paper prompt</b> and display using a <b>document camera</b>. Remind students that this prompt should be quite familiar to them by now, since it was introduced in Unit 2 and they have been planning their essay in previous lessons. Read the prompt aloud.</li><li>• Remind students of the following:<ol style="list-style-type: none"><li>1. You should use the ideas and evidence in your Position Paper Planners to write your drafts.</li><li>2. You will turn in your drafts at the end of the class.</li><li>3. You will have a chance to revise for conventions after you get your first draft back.</li></ol></li><li>• Emphasize the importance of saving their work often as they are typing. Let them know in what form (email, printed, saved to server, etc.) they will be turning in their draft at the end of the class.</li><li>• As students are working, circulate around the room. Since this is an assessment, they should work independently.</li><li>• Continually remind students to save their work and support them as needed or when their hands are raised.</li><li>• When a few minutes remain, remind students to save their work.</li></ul>	<ul style="list-style-type: none"><li>• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including SPED and ELL students. As much as possible, this draft should be done independently. However, there is space during Work Time to check in with students who need more support.</li><li>• In order to give more support, consider:<ul style="list-style-type: none"><li>– Prompting students to look at their essay planner to remind them of their claim and/or the evidence they gathered</li><li>– Asking questions like: “How does that evidence support your claim?” or “How are those ideas connected?”</li><li>– Reminding them of the resources available to help them</li></ul></li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Collect Position Paper Drafts (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Give students specific positive praise for behaviors or thinking you noticed during class. Emphasize ways in which they are showing stamina as writers, and specific examples of students who are having strong insights about sustainability and water management.</li> <li>• Tell students you look forward to reading their drafts.</li> <li>• Collect their position paper drafts and Position Paper Planners.</li> </ul>	<ul style="list-style-type: none"> <li>• Consider allowing SPED and ELL students more time to complete their draft.</li> </ul>
Homework	Meeting Students' Needs
<p><b>A. Complete the draft of your Independent Reading Cheat Sheet Planner.</b></p> <ul style="list-style-type: none"> <li>• Explain to students that they will be doing a “cheat sheet” as a “capstone” for the independent reading they have completed throughout the module. They will be evaluating a book they have completed using the <b>Independent Reading Cheat Sheet Planner</b> to which future students can refer to see if the book is a good match for them.</li> <li>• If time permits, review the Cheat Sheet Planner with students and let them know they will have Lesson 6 to work on their final form.</li> <li>• Tonight's homework is to complete a draft of the Cheat Sheet Planner so they can do their best revision tomorrow.</li> </ul> <p><i>Note: Assess students' essay draft for “Claim and Reasons” and “Command of Evidence” on the position paper rubric. Be prepared by Lesson 7 to return the position paper drafts with feedback and the rubric. For assessment purposes, focus on just the top two rows of the rubric.</i></p> <p><i>But also give feedback on the “Coherence, Organization, and Style” and “Control of Conventions” for students to revise in Lesson 8. Specifically, keep an eye out for common organization or convention mistakes in the essays. In Lesson 8, you can address these common errors in a mini lesson when students revise.</i></p>	





EXPEDITIONARY  
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# Grade 7: Module 4B: Unit 3: Lesson 5

## Supporting Materials



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**Mid-Unit 3 Assessment**  
(Position Paper Prompt)

**Learning Targets:**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

- a. I can introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. I can support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. I can provide a concluding statement or section that follows from and supports the argument presented.
- d. I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)

**Directions:** Writer your best first draft of your position paper. You may use all of your texts, resources, and planning documents.

“After researching strategies to improve agricultural and industrial water management, write a position paper that addresses the question: Which category of water management would be a good place to begin? Make a proposal, supporting your reasoning with accurate information and logical reasons”



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: 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 topic 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 topic</li> <li>—acknowledges counterclaim(s) skillfully and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>— clearly introduce the topic and the claim in a manner that follows from the task and purpose</li> <li>— claim and reasons demonstrate grade-appropriate analysis of the topic</li> <li>—acknowledges counterclaim(s) appropriately and clearly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the topic 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 topic</li> <li>—acknowledges counterclaim(s) awkwardly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the topic 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 topic</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 topic or task</li> </ul>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
<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	—develop the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the research text(s)  —sustain the use of varied, relevant evidence  —skillfully and logically explain how evidence supports ideas	—develop the argument with relevant facts, definitions, details, quotations, or other information and examples from the research text(s)  —sustain the use of relevant evidence, with some lack of variety  —logically explain how evidence supports ideas	—partially develop the argument of the essay with the use of some textual evidence, some of which may be irrelevant  —use relevant evidence inconsistently  —sometimes logically explain how evidence supports ideas	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant  —attempt to explain how evidence supports ideas	—provide no evidence or provide evidence that is completely irrelevant  —does not explain how evidence supports ideas



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
<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 topic 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 research text(s)</p> <p>—do not provide a concluding statement or section</p>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable



Independent Reading Cheat Sheet Planner

Name:

Date:

Title of My Book:

Author:

Number of Pages

Genre:

I would rate this book on a scale of 1 to 10 at a \_\_\_\_\_ because ...

The conflict in my book is ...

I connected to my book the most strongly through ....



**Independent Reading Cheat Sheet Planner**

**One of the best quotes from this book was ....**

---

---

---

---

**Below, I've drafted a picture of one of the most interesting moments in my book:**





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

## **Independent Reading: Final Product**



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

I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b)

**Supporting Learning Targets**

- I can create a “cheat sheet” to assist other students in determining whether the book I have read independently would be a good match for them.
- I can represent a key moment in my independently selected text through visual means.

**Ongoing Assessment**

- Independent Reading Cheat Sheet Planner



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Entry Task: Unpack Learning Targets (5 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Peer Feedback on Independent Reading Cheat Sheet Drafts (5 minutes)</li><li>Final Copy of Independent Reading Cheat Sheet (20 minutes)</li><li>Gallery Walk (10 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Review Learning Targets (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>None</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson is the “capstone” for the independent reading students have completed throughout the module. Students step back and take an evaluative approach to the book they have completed by creating a “cheat sheet” to which future students can refer to see if the book is a good match for them.</li><li>The cheat sheet is firmly rooted in an evaluation of the text, and requires a strong understanding of the student’s book in order to be completed accurately. However, it is also meant to serve as an engaging, multi-sensory “break” from the intense academic writing in which the students have been immersed.</li><li>The artistic element of this lesson is specifically denoted in NYSP12 ELA CCLS RL7.11. Students should be encouraged to be creative when developing their cheat sheets. Clip art or other visual approaches should be encouraged, provided they can be completed in a timely and neat fashion; they need not be limited to the picture at the bottom.</li><li>However, also consider issues of equity when planning for the visual element of this assignment. Students who are not artistically inclined should be given as many visual options for completing the assignment as possible, and also given choice when asked to share their work in public forums (see below).</li><li>Consider involving the media specialist and/or librarian in the planning of this lesson, not only as a teacher resource, butbut also perhaps as a guest speaker for modeling book talks or sharing other books with students.</li><li>Cheat sheets are shared via a Gallery Walk at the end of this lesson, but students are not limited to sharing their work through this forum. Consider developing a bulletin board, a display, book talks, technological means of sharing, or a partnership project with your local library to share the students’ work with the wider community. Another option might be to bind the cheat sheets into a reference book for use in your classroom or school library.</li><li>If you need extra time to review the essay drafts from Lesson 5, consider having students work on their cheat sheets for two periods.</li><li>In advance:<ul style="list-style-type: none"><li>Post the learning targets prominently in the classroom.</li><li>Make sure students have easy and equal access to the drawing supplies.</li><li>Review the Fist to Five in Checking for Understanding Techniques protocol (see Appendix).</li></ul></li></ul>



Lesson Vocabulary	Materials
cheat sheet, evaluative/evaluate	<ul style="list-style-type: none"> <li>• Entry task (one per student)</li> <li>• Independent Reading Cheat Sheet: Final Copy (one per student)</li> <li>• Drawing supplies such as markers, crayons, and colored pencils (one set per student)</li> <li>• Cheat Sheet Interest List (one per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Unpack Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Have students answer the entry task question:             <ul style="list-style-type: none"> <li>* “When something is evaluative, what does that mean?”</li> </ul> </li> <li>• Cold call two or three students for their answers. Listen for answers such as: “When we get an evaluation, it means someone is judging our actions or our performance, so something evaluative must be doing something similar.”</li> <li>• Explain that evaluative is the adjectival form of evaluate, and that it means “to decide the worth of something after studying it.” Ask for volunteers to identify other forms of the word with which they are familiar (“evaluator,” “evaluation”).</li> <li>• Connect the students’ experience to the definition by explaining that they can consider their independent reading a “study” of the book they choose. Now, through the cheat sheet they are about to complete, they will “evaluate” their independent reading book to give other students a chance to determine whether it would be a good match for them.</li> <li>• Direct students’ attention to the first learning target and read it aloud. Say:             <ul style="list-style-type: none"> <li>* “Turn to a partner and discuss how this assignment will help you meet this learning target.”</li> </ul> </li> <li>• Cold call two or three students for their input. Listen for responses such as: “The cheat sheet is a way of judging my independent reading book, to determine what another student might need to know about it before deciding whether to read it or not.”</li> </ul>	<ul style="list-style-type: none"> <li>• Consider selecting students ahead of time to take on the role of responder to the cold call. Students who need practice in oral response or extended processing time can be told the prompt before class begins and prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Peer Feedback on Independent Reading Cheat Sheet Drafts (5 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students pair up with a partner and exchange their cheat sheet drafts from their homework. Give students 5 minutes to look over each other's work with the following prompt: <ul style="list-style-type: none"> <li>* "What strengths do you notice about this draft? What about the draft do you wonder about?"</li> </ul> </li> <li>Students should note important points from their partner's feedback on their draft.</li> </ul>	<ul style="list-style-type: none"> <li>Consider arranging pairs ahead of time depending on student need. Pairs can be arranged according to homogeneous reading level, at varying levels of proficiency, by similar book genre, or other criteria.</li> </ul>
<p><b>B. Final Copy of Independent Reading Cheat Sheet (20 minutes)</b></p> <ul style="list-style-type: none"> <li>Distribute the <b>Independent Reading Cheat Sheet: Final Copy</b>.</li> <li>Invite students to complete a final copy of their cheat sheets, concentrating specifically on the presentation: neatness, colorfulness, and creativity. Let them know that there is no "wrong" way to complete their cheat sheets, as long as the information is accurate. They may use the provided <b>drawing supplies such as markers, crayons, and colored pencils</b>.</li> <li>Remind the students that this work will be shared with one another, and possibly with others in the community.</li> </ul>	<ul style="list-style-type: none"> <li>Reassure students who are insecure about their artistic skills that this product is not being formally assessed, and that all that is required is their best effort.</li> <li>Consider allowing students to take the assignment home for extra time to work on it if they wish.</li> </ul>
<p><b>C. Gallery Walk (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Have students stand up and take a quick stretch. Congratulate them on their hard work.</li> <li>Ask them to leave their final copy, whether completed or not, in plain view in their workspace.</li> <li>Distribute the <b>Cheat Sheet Interest List</b>.</li> <li>Give the students time to walk around the room and investigate their peers' cheat sheet drafts.</li> <li>Ask students to conduct this investigation with a purpose: <ul style="list-style-type: none"> <li>* "Find three cheat sheets for books that you would be interested in reading yourself in the future. Note their titles and authors on your Cheat Sheet Interest List."</li> </ul> </li> <li>After the Gallery Walk, have students briefly compare their Cheat Sheet Interest List with that of a partner and discuss their choices.</li> <li>Collect the Independent Reading Cheat Sheet Planners.</li> </ul>	<ul style="list-style-type: none"> <li>The cheat sheets are not intended to be formally assessed. However, they will yield important information about student reading comprehension, engagement, and whether students can accurately evaluate a text. It is strongly suggested that teachers take a close look at the cheat sheets and use their professional judgment to determine how well the students met the learning target.</li> </ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Review Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Redirect students' attention to the posted learning targets and read them aloud. Have students use the Fist to Five protocol to answer this prompt:<ul style="list-style-type: none"><li>* "How well do you think your cheat sheet work achieves the learning targets we set today?"</li></ul></li></ul>	<ul style="list-style-type: none"><li>• Students who indicate that they did not meet the learning targets proficiently may benefit from an opportunity to revise their work before sharing it with a wider audience; similarly, if questions arise about a particular student's performance, the teacher may take this opportunity to use the cheat sheet as a basis for discussion about independent reading with the student.</li></ul>
Homework	Meeting Students' Needs
None	



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

## Supporting Materials



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Date:





Independent Reading Cheat Sheet:  
Final Copy

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

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

**Title of My Book:** \_\_\_\_\_

**Author:** \_\_\_\_\_

**Number of Pages** \_\_\_\_\_

**Genre:** \_\_\_\_\_

**I would rate this book on a scale of 1 to 10  
at a \_\_\_\_\_ because ...**

**The conflict in my book is ...**

**I connected to my book the most strongly  
through ...**

**One of the best quotes from this book  
was ...**



**Independent Reading Cheat Sheet:**  
Final Copy

Below, I've drawn a picture of one of the most interesting moments in my book:



Cheat Sheet Interest List:

.....

**Name:**

.....

**Date:**

.....

Book Title	Author



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

## **End of Unit Assessment, Part 1: Revising Claims and Evidence based on Feedback**



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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.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

**Supporting Learning Target**

- I can revise my writing based on feedback to improve my use of claims, reasons, and evidence.

**Ongoing Assessment**

- End of Unit 3 Assessment, Part 1: Position Paper  
(continued for homework and in Lesson 8)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Process Teacher Feedback (4 minutes)</li><li>B. Review Learning Targets (1 minute)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. End of Unit 3 Assessment, Part 1: Revise Position Paper (28 minutes)</li><li>B. Introduction to Performance Task (10 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Add Claim to Performance Task (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish revising your position paper based on the first two rows of the rubric.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• Today's lesson features a significant amount of time for students to revise the first drafts of their position papers with your support. Try to structure the class as a Writer's Workshop if possible: Voices should be kept to a minimum, students should be working independently and checking in with you as necessary. Consider working with students right outside the classroom if you have space to allow for a truly quiet and focused working environment.</li><li>• Consider involving the librarian/media specialist if possible, as well as support staff, to support students in the revision process during this class period.</li><li>• As students revise their essays, circulate and help those students who you feel had the most challenges with their position papers. Try to get to every student, but prioritize those who might benefit from your help sooner rather than later.</li><li>• Try to have a class set of pens/markers/highlighters and sticky notes in a variety of colors for this lesson and the next so students can use one color in today's lesson and a new color in the next. They may also use these materials for their performance tasks.</li><li>• In this lesson, you introduce the performance task. Encourage students to be creative and simply use the template provided as a guide. If your class has easy access to computers, students may want to create their performance tasks on them; if not, have large paper and markers readily available.</li><li>• In advance:<ul style="list-style-type: none"><li>– Post the entry task directions so students can begin working as soon as they enter the room (see Opening A).</li><li>– Post the learning target prominently in the classroom.</li><li>– Gather markers and large chart paper for the performance task.</li></ul></li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Steps to Writing a Position Paper poster (begun in Unit 3, Lesson 2)</li> <li>• Argument Writing Rubric (from Unit 2, Lesson 1; one per student)</li> <li>• Mid-Unit 3 Assessment: Position Paper draft (from Lesson 5; returned in this lesson with teacher feedback)</li> <li>• Different colored pens, highlighters, or markers (one per student)</li> <li>• Performance Task Description (one per student)</li> <li>• Performance Task Template (one per student)</li> <li>• Large chart paper (one per student)</li> <li>• Computers</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Process Teacher Feedback (4 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to follow the posted directions for today's entry task: "Look at the <b>Steps to Writing a Position Paper</b> and read Steps 4 and 5. Then look at your copy of the <b>Argument Writing Rubric</b> and reread the criteria on the first two rows. Turn and talk to your elbow partner about what the first two rows are assessing, in your own words. Be prepared to share."</li> <li>• As students are doing this, return their <b>Mid-Unit 3 Assessments: Position Paper drafts</b> to them.</li> <li>• Cold call on students to share out about their conversations. Listen for them to say something like: "Row 1 deals with how well you used your claim and logical reasoning," and "Row 2 is about how well you used evidence to support your claims."</li> </ul>	<ul style="list-style-type: none"> <li>• When appropriate, assign partners so students are matched with someone who will keep them focused.</li> </ul>
<p><b>B. Review Learning Target (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target for the day. Cold call on a student to read it aloud:             <ul style="list-style-type: none"> <li>* "I can revise my writing based on feedback to improve my use of claims, reasons, and evidence."</li> <li>* Explain to students that they will revise their position papers only for the content that relates to the first two rows of the rubric today. They will do this in class and finish for homework.</li> </ul> </li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment: Revise Position Paper (28 minutes)</b></p> <ul style="list-style-type: none"><li>• Instruct students to read your feedback on their position papers as you distribute <b>different colored pens, highlighters, or markers</b> to them.</li><li>• Once students are done, ask them to take their colored writing utensil and circle any feedback that related to the first two rows of the rubric: claims and evidence. Allow students a couple of minutes to do this, answering any specific questions they may have.</li><li>• Distribute the <b>End of Unit 3 Assessment, Part 1: Position Paper prompt</b> and display using a <b>document camera</b>. Point out that this prompt is identical to their mid-unit 3 assessment and is the same prompt they have been working with for quite some time. Reread the prompt aloud or invite a student to do so. Also point out that some of the learning targets are different, since this is students' final draft, and they should be focusing more on incorporating vocabulary, etc.</li><li>• Tell students they have the remainder of Work Time A to revise their position papers for claims, reasons, reasoning, and evidence. Circulate as they work to help answer questions and guide their revisions.</li><li>• Leave 10 minutes at the end of this revision period for a re-teach or review mini lesson on the element of writing that was the most challenging for your students. Teachers should use their professional judgment in determining what the topic and format of this mini lesson should be.</li><li>• When time is up, tell students they will finish revising for homework and to bring their first drafts, revisions, and Argument Writing Rubric with them to the next class.</li></ul>	<ul style="list-style-type: none"><li>• Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.</li><li>• Prioritize check-ins with students who struggled the most with their drafts.</li></ul>





Work Time	Meeting Students' Needs
<p><b>B. Introduce Performance Task (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Performance Task Description</b> and <b>Performance Task Template</b> to students.</li><li>• Read the Performance Task Description and pause. Ask students if they have any clarifying questions and take time to answer them.</li><li>• Focus students' attention on the Performance Task Template. Explain that this is just one possible template, and students are invited to be more creative with how they visually represent their position paper, as long as the claim and evidence are clearly written and depicted on the page.</li><li>• Tell students to now select a format to present the visual representation of their performance task.</li><li>• If students are going to work on computers and they are accessible, have the students start creating and formatting a document. If students are making posters, ask them to select their paper and markers and decide how they will arrange their claims and evidence.</li></ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Add Claim to Performance Task (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students' attention whole group. If students were working on computers, have them save their work. If they were using paper and markers, ask them to return their supplies.</li><li>• Ask students to add their claims to their Performance Tasks Description in the appropriate blank. If time allows, students can write their claims into their Performance Task Templates by hand or on the computer.</li><li>• Explain that they will continue to work on their performance tasks in class over the next few days and will have one day to polish them for homework.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish revising your position paper based on the first two rows of the rubric.</li></ul>	



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

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End of Unit 3 Assessment, Part 1:  
Position Paper Prompt

**Learning Targets:**

- I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)
- I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)
  - a. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - b. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)
- With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)
- I can accurately use seventh grade academic vocabulary to express my ideas. (L.7.6)

**Directions: Write your final draft of your position paper. You may use all of your texts, resources, planning documents, and your mid-unit 3 assessment (first draft) with teacher feedback. You will have several days to complete this final draft.**

“After researching strategies to improve agricultural and industrial water management, write a position paper that addresses the question: Which category of water management would be a good place to begin? Make a proposal, supporting your reasoning with accurate information and logical reasons”

**Performance Task Description:**  
Visual Representation of Your Position Paper

Your task is to create a visual representation of your argument from your position paper. To do so, you will use your claim and at least three of your key reasons and pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either paper and markers or a computer.

You will share your performance task with the rest of the class in a classroom Gallery Walk.

See the next page for a sample.

Use the rest of this page for your planning.

My Claim:

---

My Reasons:	My Evidence:	Possible Images:
<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>	<ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul>



Performance Task Sample:  
Visual Representation of Your Position Paper

**WE SHOULD BEGIN BY ADDRESSING AGRICULTURAL  
WATER USE FIRST BECAUSE ...**

Thirsty crops in the desert use too  
much water



\*from flickr.com

The Colorado River doesn't run to the  
sea anymore because so much of its  
water is needed for irrigation of crops.



\*from Wikimedia Commons

Third reason...

(picture to represent)

\*open source image citation

Fourth reason...

(picture to represent)

\*open source image citation

Creative Commons 2.0 Photo by Crane Station

"DRIED-UP RIVER BED, 05/1972." DRIED-UP RIVER BED, 05/1972.  
Web. <http://research.archives.gov/description/544751>. Public Domain



Performance Task Template

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

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

**CLAIM:**

Evidence 1

(Picture to represent evidence)

\*citation for image

Evidence 2

(Picture to represent evidence)

\*citation for image

Evidence 3

(Picture to represent evidence)

\*citation for image

Evidence 4

(Picture to represent evidence)

\*citation for image



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# **Grade 7: Module 4B: Unit 3: Lesson 8**

## **End of Unit Assessment, Part 1, Continued:**

### **Revising Vocabulary and Conventions based on Feedback**



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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.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

I can use resources to build my vocabulary. (L.7.6)

**Supporting Learning Target**

- I can revise my writing based on feedback to improve my use of vocabulary and writing conventions.

**Ongoing Assessment**

- End of Unit 3 Assessment, Part 1: Position Paper (begun in Lesson 7), along with first draft (from Lesson 5)





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Review Revisions with Partner (5 minutes)</li><li>B. Review Learning Target (1 minute)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Process Feedback for Vocabulary and Conventions (14 minutes)</li><li>B. Revise Position Paper (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Add Evidence to Visual Representation of Position Paper (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish revising position paper and bring a clean copy to turn in next class.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This is the last lesson students are given time to revise their position papers in class. Remind students of this and encourage them to ask any lingering questions about their essays, even if they do not pertain to today's focus on coherence, style, and vocabulary.</li><li>• If students participated in Module 1 and wrote essays on <i>A Long Walk to Water</i> that are still stored somewhere in your classroom or in the students' binders, lockers, or home, ask students to find and bring them to tomorrow's class to help them reflect on their writing process, which will be the focus of the End of Unit 3 Assessment.</li><li>• In advance:<ul style="list-style-type: none"><li>– Consider making a list of students with whom you want to be sure to check in. These students might be struggling with a particular part of the rubric, or they may simply be having trouble with the writing process. Although you should attempt to check in with each student during this process, be sure to prioritize those you've noticed are struggling the most.</li><li>– Post: Entry task directions; learning targets; Steps to Writing a Position Paper poster; Domain-Specific Vocabulary anchor chart.</li></ul></li></ul>



Lesson Vocabulary	Materials
concise	<ul style="list-style-type: none"><li>• Steps to Writing a Position Paper poster (from Lesson 2)</li><li>• Argument Writing Rubric (from Unit 2, Lesson 1)</li><li>• Different colored pens, highlighters, or markers (a new color for each student)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)</li><li>• Researcher's notebooks (one per student; from Unit 2)</li><li>• Performance Task Description (from Lesson 7; one per student)</li><li>• Performance Task Template (from Lesson 7; one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Review Revisions with Partner (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their End of Unit 3 Assessment, Part 1: Position Paper draft (begun in Lesson 7, and continued for homework).</li><li>• Direct students to follow the posted directions for today's entry task: "Take out your first drafts and revised versions of your position papers that you completed for homework. With a partner, discuss the revisions you made based on the feedback you received on the first two rows of the rubric. Provide additional feedback to your partners about other possible revisions they could make regarding these areas. Then, switch partners and repeat."</li></ul>	<ul style="list-style-type: none"><li>• When appropriate, assign partners so students are matched with someone who will keep them focused. Consider pairing struggling writers with proficient writers so they can learn from each other.</li></ul>
<p><b>B. Review Learning Target (1 minute)</b></p> <ul style="list-style-type: none"><li>• Direct students' attention to the posted learning target for the day. Cold call on a student to read it aloud:<ul style="list-style-type: none"><li>* "I can revise my writing based on feedback to improve my use of vocabulary and writing conventions."</li></ul></li><li>• Explain to students that they will continue to use feedback from you, as well as input from one another, to continue to strengthen their writing and complete revisions on their position papers.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Process Feedback for Vocabulary and Conventions (14 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to look at the <b>Steps to Writing a Position Paper poster</b>. Point out that they are still working on Steps 4 and 5.</li><li>• Invite students to take out their <b>Argument Writing Rubrics</b> and to reread the last two rows silently in their heads.</li><li>• Ask students to turn and talk to an elbow partner for 2 minutes to review what these rows (Coherence, Organization, and Style; and Control of Conventions) mean in their own words.</li><li>• After 2 minutes, cold call on students to share out what they discussed. Listen for them to say that Coherence, Organization, and Style refers to “using academic vocabulary,” “the importance of what we say and the order we say it,” “using transitions,” and “having powerful conclusions.” Listen for students to say that Control of Conventions refers to “using proper punctuation, grammar, and writing rules.”</li><li>• Distribute a <b>colored pen, highlighter, or marker</b> to each student, inviting students to take a different color from the one they used last class.</li><li>• Ask students to reread the teacher feedback on the first drafts of their position papers and, in this new color, circle any feedback they received regarding Coherence, Organization, and Style as well as Control of Conventions.</li><li>• Circulate and answer questions as students are working.</li></ul>	<ul style="list-style-type: none"><li>• Whenever possible, have students who would benefit from physical activity help distribute and collect class materials.</li><li>• Check in with students you have identified as struggling with these concepts based on their drafts.</li></ul>
<p><b>B. Revise Position Paper (15 minutes)</b></p> <ul style="list-style-type: none"><li>• When the class is finished coding their feedback, remind them they should aim to use vocabulary from the <b>Domain-Specific Vocabulary anchor chart</b> and their <b>researcher's notebooks</b> in their writing. Encourage them to code each domain-specific vocabulary word on their paper by drawing a small star, circle, or other preferred mark so they can tally the words used. Students should aim to have one or two domain-specific vocabulary words in each paragraph.</li><li>• Give students the remainder of Work Time B to revise their essays with additional support from you and their peers.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Add Evidence to Visual Representation of Position Paper (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students whole group. Explain that they will finish their position paper revisions for homework and should bring their revised essays to turn in at the beginning of the next class.</li><li>• Ask students to keep out their essays, but to also take out their <b>Performance Task Description</b> and <b>Performance Task Templates</b>.</li><li>• Invite students to reread their essays and identify the evidence they've used in their essays that they want to include in their visual representations. Explain to students that they should add their evidence to their Performance Task Templates in a <i>concise</i> way. You might say something like:<ul style="list-style-type: none"><li>* "To add evidence to your template, think about adding only the essential information, in the most concise way possible. For example, you wouldn't write, 'If agriculture made these important changes then we would save 25 billion precious and much needed gallons of water a day,' because that is too wordy. What could you write instead?"</li></ul></li><li>• Cold call on a student to answer. Listen for something like: "saves 25 billion gallons of water."</li><li>• Invite students to spend the remainder of class adding evidence in the most concise way possible to their visual representations. Circulate to check their work and provide suggestions.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish revising position paper and bring a clean copy to turn in next class.</li></ul> <p><i>Note: If students participated in Module 1 and wrote essays on A Long Walk to Water that are still stored somewhere in your classroom or in the students' binders, lockers, or homes, either locate them or ask students to find and bring them to tomorrow's class to help them reflect on their writing process, which will be the focus of the End of Unit 3 Assessment.</i></p>	

There are no new supporting materials for this lesson.



EXPEDITIONARY  
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## **Grade 7: Module 4B: Unit 3: Lesson 9**

### **Finishing the End of Unit 3 Assessment: Final Draft of Position Paper and Reflection on the Writing Process**



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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.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

**Supporting Learning Target**

- I can reflect on how my use of the writing process contributed to the quality of my writing.

**Ongoing Assessment**

- End of Unit 3 Assessment, Part 1: Position Paper (completed)
- End of Unit 3 Assessment, Part 2: Reflection on Writing Process

**Agenda**

1. Opening
  - A. Entry Task: Prepare for Assessment (2 minutes)
  - B. Review Learning Target (1 minute)
2. Work Time
  - A. End of Unit 3 Assessment, Part 2: Reflection on Writing Process (25 minutes)
  - B. Add Images to Performance Task Template (15 minutes)
3. Closing and Assessment
  - A. Share with Partner (2 minutes)
4. Homework
  - A. Finish adding images to your Performance Task Template.

**Teaching Notes**

- In today's class, students reflect on the writing process they used to complete their position paper, from planning to revision. If students participated in Module 1, you may want to take a few moments between the entry task and Work Time A to ask them to take those essays out and look for areas of growth between this first essay of the year and their last. (Prompt them to look for improved vocabulary, organization, strength of argument, or writing style.)
- Students may have powerful reflections and insights based on their End of Unit 3 Assessment: Reflection on Writing Process. Use your discretion to decide if you would like to shorten the timing for Work Time B to allow students more time to share their reflections in the Closing.
- To help students obey copyright law and find open-source images, use websites such as <http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/> to find easy-to-navigate, open-source websites with images for student use.
- Post: Entry task directions; learning targets; Steps to Writing a Position Paper poster.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• First draft of position paper with teacher feedback (from Lesson 5; one per student)</li> <li>• Final draft of position paper (one per student)</li> <li>• Sustainable Water Management Position Paper Planners (from Lesson 2; one per student)</li> <li>• Steps to Writing a Position Paper poster (from Lesson 2)</li> <li>• End of Unit 3 Assessment, Part 2: Reflection on Writing Process (one per student)</li> <li>• Model Answer for Last Question on End of Unit 3 Assessment: Reflection on Writing Process (for teacher reference)</li> <li>• Performance Task Template (from Lesson 7)</li> <li>• Computers or access to computer lab</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Review Revisions with Partner (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to follow the posted directions for today's entry task: "Take out your <b>first draft of position paper with teacher feedback, final draft of position paper, Sustainable Water Management Position Paper Planner</b>, and a writing utensil. Clear your desk of everything else. Then, review the <b>Steps to Writing a Position Paper poster</b>."</li> </ul>	<ul style="list-style-type: none"> <li>• When appropriate, assign partners so students are matched with someone who will keep them focused. Consider pairing struggling writers with proficient writers so they can learn from each other.</li> </ul>
<p><b>B. Review Learning Target (1 minute)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target for the day. Cold call on a student to read it aloud:             <ul style="list-style-type: none"> <li>* "I can reflect on how my use of the writing process contributed to the quality of my writing."</li> </ul> </li> <li>• Explain to students that they will formally reflect on their writing process steps using their final draft and Position Paper Planner as they answer some guided questions for the End of Unit 3 Assessment.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment: Reflection on Writing Process (25 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute a copy of the <b>End of Unit 3 Assessment, Part 2: Reflection on Writing Process</b> to each student.</li> <li>• Read the second long-term target and directions out loud to the students: <ul style="list-style-type: none"> <li>* “With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.”</li> <li>* “Directions: For this assessment, you will analyze the process you used to write your position paper. Think about what steps you took to plan and revise your writing. Document the steps below and explain in the spaces provided how those steps helped strengthen your writing. Give specific examples (using quotations or references to particular lines) from your essay. Then answer the short answer questions at the end.”</li> </ul> </li> <li>• Reiterate that there are two sections: the table and the short answer questions. Pause and answer any questions students have about the assessment.</li> <li>• Explain that students will have 25 minutes to work on the assessment and that you will be available to answer questions.</li> <li>• Once you have addressed any questions, ask students to begin.</li> <li>• Collect the assessments and students' final drafts of their position paper after 25 minutes have passed.</li> </ul>	<ul style="list-style-type: none"> <li>• Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.</li> </ul>
<p><b>B. Add Images to Performance Task Template (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to take out their <b>Performance Task Template</b>. (This may require them to log in to <b>computers</b>.)</li> <li>• Explain that the next 15 minutes of class time is for finding images that represent students' main pieces of evidence that they will add to their Performance Task Templates. If students are creating these digitally, they should copy and paste images directly into the Performance Task Template. If students are making these on paper, they should use this time to print out any images they intend to use.</li> <li>• To find open-source images, direct students to use only open-source images found from Flickr The Commons. The best way to do this is to direct students to <a href="http://compfight.com/">http://compfight.com/</a>. Use directions from this teacher's website: <a href="http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/">http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/</a>.</li> <li>• Circulate and help students find appropriate images.</li> <li>• Direct students to save their work, log out, shut down, and/or put away their computers when there are 3 or 4 minutes of class remaining.</li> </ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Share with Partner (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to share a take-away from their reflection process today on the End of Unit 3 Assessment. If time allows, have some students share with the whole group.</li></ul>	<ul style="list-style-type: none"><li>• Consider assigning partners so that students get to talk with different classmates than they normally would.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Finish adding images to your Performance Task Template.</li></ul> <p><i>Note: In the next lesson, students will return to their Writing Improvement Tracker that they have used for each module and fill it out for their position paper. Be sure to locate those if you have been storing them, or tell students to bring them to class if they have held on to them. An extra blank copy is available in the supporting materials for Lesson 1. During that lesson, you may want to return students' essays to them, even if the essays are not graded yet, for them to fill out their Writing Improvement Trackers during the entry task.</i></p>	



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# Grade 7: Module 4B: Unit 3: Lesson 9

## Supporting Materials



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End of Unit 3 Assessment Part 2:  
Reflection on Writing Process

**Learning Target:** With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

**Directions:** For this assessment, you will analyze the process you used to write your position paper. Think about what steps you took to plan and revise your writing. Document the steps below and explain in the spaces provided how those steps helped strengthen your writing. Give specific examples (using quotations or references to particular lines) from your essay. Then answer the short answer questions at the end.

**Part 1:** Fill in the table below:

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Planning: Using Position Paper Planner, Outlining, and Organizing	How did using your Position Paper Planner help strengthen your writing?	Give an example from your essay here:



End of Unit 3 Assessment Part 2:  
Reflection on Writing Process

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Planning: Using Position Paper Planner, Outlining, and Organizing	How did using your Position Paper Planner help strengthen your writing?	Give an example from your essay here:
Revising	How did peer feedback help you revise?	Give an example from your essay here:
	How did teacher feedback help you revise?	Give an example from your essay here:
	How did examining your own work help you revise?	Give an example from your essay here:
	How did focusing on the first two rows of the rubric help you revise?	Give an example from your essay here:



End of Unit 3 Assessment Part 2:  
Reflection on Writing Process

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Editing	How did focusing on the last two rows of the rubric help you revise?	Give an example from your essay here:
	How did editing help you to create a piece of high-quality work?	Give an example from your essay here:

**Part 2:** Short Answer:

The purpose of this paper was to write arguments to support claims with clear, logical reasoning and relevant evidence. Give one example of how you addressed this purpose well:

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**End of Unit 3 Assessment Part 2:**  
Reflection on Writing Process

**How did addressing the purpose strengthen your writing?**

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**End of Unit 3 Assessment Part 2:**  
Reflection on Writing Process

**How did you create a formal, academic style in this paper in order for it to be appropriate for your audience (in this case, your peers, your teacher, and anyone else interested in this topic of water sustainability)?**

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**Model Answer for Last Question on End of Unit 3 Assessment:**  
Reflection on Writing Process (for Teacher Reference)

How did you create a formal, academic style in this paper in order for it to be appropriate for your audience (in this case, your peers, your teacher, and anyone else interested in this topic of water sustainability)?

**I did not use informal language such as slang or texting language. I made sure I used domain-specific word choices as often as possible. I also chose words that were sophisticated and precisely reflected my meaning. I used paraphrasing and in-text citations to show my research as well.**





EXPEDITIONARY  
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# **Grade 7: Module 4B: Unit 3: Lesson 10**

## **Final Performance Task: Sharing Visual Representations of Position Papers**



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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.7.4)

With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

Supporting Learning Targets

- I can reflect on my growth as a writer over the course of the year.
- I can share my visual representation of my position paper with my class.

Ongoing Assessment

- Performance Task: Visual Representation of Position Paper

Agenda

1. Opening
  - A. Entry Task: Writing Improvement Tracker (15 minutes)
  - B. Review Learning Targets (2 minutes)
2. Work Time
  - A. Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes)
  - B. Books to Think about on Sustainability (10 minutes)
3. Closing and Assessment
  - A. One-Word Go-round (8 minutes)
4. Homework
  - A. None

Teaching Notes

- In this lesson, students reflect on their growth as writers over the course of the year using their Writing Improvement Trackers (begun in Module 1 and used in each module). Be sure to locate those if you have been storing them, or tell students to bring them to class if they have held on to them.
- Today is a celebration of all the hard work students have put in throughout the module. Offer congratulations and consider ways in which you may want to make today's Gallery Walk feel like a party.
- In advance: Gather a selection of books from all genres, multiple copies if possible, about the environment and sustainability that would be of interest to students. Consider having the librarian help you with this task, or having the librarian or literacy specialist come in to conduct guest book talks with these books.
- Review: Gallery Walk protocol (Appendix).
- Post: Entry task directions; learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Writing Improvement Tracker (begun in Module 1; one per student)</li> <li>• Final draft of position paper (from Lesson 9; one per student)</li> <li>• Performance Task: Visual Representation of Position Paper (one per student)</li> <li>• Selection of books from all genres about the environment and sustainability</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Writing Improvement Tracker (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• As students enter, distribute their <b>Writing Improvement Trackers</b> and <b>final drafts of position papers</b> if you are holding on to them, or instruct them to take them out if they have them stored.</li> <li>• Direct students to follow the posted directions for today's entry task: "Use your final draft of your position paper as a reference as you fill out your Writing Improvement Tracker for Module 4. You have 10 minutes. After that, you will each share with the class in a go-around one aspect of how your writing improved."</li> <li>• With 5 minutes remaining, prompt students that it is time to share out. Call on one student to begin the go-around. Have each student share one piece from his or her Writing Improvement Tracker.</li> <li>• Collect students' Writing Improvement Trackers if you wish to see what they wrote and/or assess it.</li> </ul>	<ul style="list-style-type: none"> <li>• If students finish with time remaining, have them share their entries quietly with their elbow partners while others continue to write.</li> </ul>
<p><b>B. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets for the day. Cold call on two students to read each one aloud:             <ul style="list-style-type: none"> <li>* "I can reflect on my growth as a writer over the course of the year."</li> <li>* "I can share my visual representation of my position paper with my class."</li> </ul> </li> <li>• Explain that you will meet the second learning target next with a Gallery Walk.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Give directions to students:               <ol style="list-style-type: none"> <li>Take out your Performance Task: Visual Representation of Position Paper and a writing utensil.</li> <li>Leave your performance task at your desk. Then stand up and push in your chair.</li> <li>For 10 minutes, we will conduct a Gallery Walk, where you look at each of your classmates' visual representations.</li> </ol> </li> <li>Begin the Gallery Walk, participating yourself as if you were a student.</li> </ul>	<ul style="list-style-type: none"> <li>Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.</li> </ul>
<p><b>B. Books to Think about on Sustainability (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Conduct book talks yourself (or have a guest come in to do so) on the <b>selection of books from all genres about the environment and sustainability</b>. If time permits, give students the opportunity to examine the books themselves and make a note of which ones they might like to read.</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. One-Word Go-'round (8 minutes)</b></p> <ul style="list-style-type: none"> <li>Refocus students whole group. Invite them to return to their seats and read over their praise 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 to share.</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
None.	

There are no new supporting materials for this lesson.