



EXPEDITIONARY
LEARNING

Grade 7: Module 4A: 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.7.4a)

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	Teaching Notes
<ol style="list-style-type: none"> Opening <ol style="list-style-type: none"> Entry Task: Writing Improvement Tracker (15 minutes) Reviewing Learning Targets (2 minutes) Work Time <ol style="list-style-type: none"> Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes) One-Word Go-round (8 minutes) Closing and Assessment <ol style="list-style-type: none"> Books to Think about (10 minutes) Homework <ol style="list-style-type: none"> None 	<ul style="list-style-type: none"> 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 them. Today is a celebration of 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: <ul style="list-style-type: none"> Gather a selection of books from all genres, multiple copies if possible, about screen time, the influence of technology, brain science, adolescent development, and/or coming-of-age stories that would interest 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: Learning targets; entry task directions.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> Writing Improvement Tracker (begun in Module 1) Final draft of position paper (from Lesson 9; one per student) Sticky notes (at least 10 per student) Selection of books from the Module 4A Recommended Texts list, plus other books from all genres about screen time, the influence of technology, brain science, adolescent development, and/or coming-of-age stories



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



Work Time	Meeting Students' Needs
<p>A. Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes)</p> <ul style="list-style-type: none">• Distribute a stack of sticky notes to each student.• Give directions to students:<ul style="list-style-type: none">* "Take out your performance task: Visual Representation of Position Paper and a writing utensil."* "Leave your performance task at your desk. Then stand up and push in your chair."* "For 10 minutes, we will conduct a Gallery Walk, where you look at each of your classmates' visual representations."* "As you look at your classmates work, write one 'star' on the sticky note provided and place it next to the performance task."• Begin the Gallery Walk, participating as if you were a student.	<ul style="list-style-type: none">• Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.
<p>B. One-Word Go-'round (8 minutes)</p> <ul style="list-style-type: none">• Refocus students. Invite them to return to their seats and read over their praise for 1 minute.• Ask students to think of one word that represents some aspect of all the work they have done during Unit 3 to share.• 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.• Celebrate!	



Closing and Assessment	Meeting Students' Needs
A. Books to Think about (10 minutes) <ul style="list-style-type: none">• Conduct book talks (or have a guest come in to do so) on the selection of books from all genres about screen time, the influence of technology, brain science, adolescent development, and/or coming-of-age stories. If time permits, give students the opportunity to examine the books and make a note of which ones they might like to read.	
Homework	Meeting Students' Needs
None.	

There are no new supporting materials for this lesson.