



EXPEDITIONARY
LEARNING

Grade 7: Module 4A: 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.7.4a)
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)
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"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Review Revisions with Partner (5 minutes) B. Reviewing the Learning Target (1 minute) 2. Work Time <ol style="list-style-type: none"> A. Process Feedback for Vocabulary and Conventions (14 minutes) B. Revise Position Paper (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Add Evidence to the Visual Representation of the Position Paper (10 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish revising your position paper and bring a clean copy to turn in next class. | <ul style="list-style-type: none"> • This is the last lesson students are given time to revise their position papers in class. Remind them 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. • 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 the next class to help them reflect on their writing process, which will be the focus of the End of Unit 3 Assessment. • In advance: <ul style="list-style-type: none"> – Consider making a list of students with whom you want 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, prioritize those you’ve noticed struggling the most. – Post: Learning target; entry task directions; Steps to Writing a Position Paper anchor chart; Domain-Specific Vocabulary anchor chart. |

| Lesson Vocabulary | Materials |
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| <p>concise</p> | <ul style="list-style-type: none"> • Steps to Writing a Position Paper anchor chart (from Lesson 2) • Argument Writing Rubric (from Lesson 1) • Colored pens, highlighters, or markers (a new color for each student) • Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2) • Researcher’s notebook (from Unit 2, Lesson 4) • Performance Task Description (from Lesson 7; one per student) • Performance Task Template (from Lesson 7; one per student) |



| Opening | Meeting Students' Needs |
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| <p>A. Entry Task: Review Revisions with Partner (5 minutes)</p> <ul style="list-style-type: none">• Be sure students have their End of Unit 3 Assessment, Part 1: Position Paper draft (begun in Lesson 7, and continued for homework).• 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." | <ul style="list-style-type: none">• 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. |
| <p>B. Reviewing the Learning Target (1 minute)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning target for the day. Cold call a student to read it aloud:<ul style="list-style-type: none">* "I can revise my writing based on feedback to improve my use of vocabulary and writing conventions."• Tell 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. | |



| Work Time | Meeting Students' Needs |
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| <p>A. Process Feedback for Vocabulary and Conventions (14 minutes)</p> <ul style="list-style-type: none"> • Ask students to look at the Steps to Writing a Position Paper anchor chart. Point out that they are still working on Steps 4 and 5. • Invite students to take out their Argument Writing Rubric and reread the last two rows silently in their heads. • 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. • After 2 minutes, cold call students to share out what they discussed. Listen for them to say: 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: Control of Conventions refers to “using proper punctuation, grammar, and writing rules.” • Distribute a colored pen, highlighter, or marker to students, inviting them to take a different color from the one they used last class. • Ask them 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. • Circulate and answer questions as students work. | <ul style="list-style-type: none"> • Whenever possible, have students who would benefit from physical activity help distribute and collect class materials. • Check in with students you have identified as struggling with these concepts based on their drafts. |
| <p>B. Revise Position Paper (15 minutes)</p> <ul style="list-style-type: none"> • When the class is finished coding their feedback, remind them that they should use vocabulary from the Domain-Specific Vocabulary anchor chart and their researcher’s notebooks 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 have one or two domain-specific vocabulary words in each paragraph. • Give students the remainder of Work Time B to revise their essays with additional support from you and their peers. | |



| Closing and Assessment | Meeting Students' Needs |
|---|-------------------------|
| <p>A. Add Evidence to the Visual Representation of the Position Paper (10 minutes)</p> <ul style="list-style-type: none"> • Refocus students whole group. Explain that they will finish their position paper revisions for homework and they should bring their revised essays to turn in at the beginning of the next class. • Ask students take out their Performance Task Description and Performance Task Template. • 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—a phrase or two at most. • 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. | |
| Homework | Meeting Students' Needs |
| <ul style="list-style-type: none"> • Finish revising your position paper and bring a clean copy to turn in next class. <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.