



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4A: 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)<br>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   | Ongoing Assessment  |
| <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 and in Lesson 8)</li></ul> |



| 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. Reviewing the Learning Target (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. Adding the Claim to the 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 students revising 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, and students should be working independently and checking in with you as necessary. Consider working with students 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 students who 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>• When you introduce the performance task today, encourage students to be creative and use the template provided as a guide. If your class has access to computers, students may want to create their performance tasks on them; if not, have large chart paper and markers readily available.</li><li>• In advance:<ul style="list-style-type: none"><li>– Gather markers and large chart paper for the performance task.</li><li>– Post: Learning target; entry task directions so students can begin working as soon as they enter the room (see Opening A).</li></ul></li></ul> |



| Lesson Vocabulary | Materials   |
|-------------------|---|
|                   | <ul style="list-style-type: none"><li>• Steps to Writing a Position Paper anchor chart (begun in 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>• End of Unit 3 Assessment, Part 1: Position Paper Prompt (similar to Lesson 5; one per student)</li><li>• Document camera</li><li>• Performance Task Description (one per student)</li><li>• Performance Task Sample (one per student)</li><li>• Performance Task Template (one per student)</li><li>• Computers</li><li>• Large chart paper (one per student)</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:<ul style="list-style-type: none"><li>* "Look at the Steps to Writing a Position Paper anchor chart and read Steps 4 and 5. Then look at your copy of the Argument Writing Rubric 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></ul></li><li>• As students are doing this, collect the homework from Lesson 6 (the model position paper that they marked up) and return their <b>Mid-Unit 3 Assessment: Position Paper draft</b> to them.</li><li>• Cold call 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. Reviewing the 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 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></ul></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>  |  |



| Work Time  | Meeting Students' Needs   |
|--|---|
| <p><b>A. End of Unit 3 Assessment, Part 1: 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 or display 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 focus 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 review mini lesson on the element of writing that was the most challenging for your students. Use your professional judgment in determining the topic and format of this mini lesson.</li><li>• When time is up, tell students they will finish revising for homework and 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> |
| <p><b>B. Introduction to Performance Task (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>Performance Task Description, Performance Task Sample, and Performance Task Template</b>.</li><li>• Read the Performance Task Description and the Performance Task Sample 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 <b>computers</b>, have the students start creating and formatting a document. If students are making posters, ask them to select their <b>large chart paper</b> and markers and decide how they will arrange their claims and evidence.</li></ul>  |   |



| Closing and Assessment   | Meeting Students' Needs |
|--|-------------------------|
| <p><b>A. Adding the Claim to the 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 Task 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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## Supporting Materials



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

**Long-Term Learning Targets Assessed:**

- 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 use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - b. I can 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.**

Performance Task Description

Name:

Date:

Your task is to translate your thinking about the effects of screen time on adolescent brain development into visual images. You will 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. Your images should be engaging and “speak for themselves” although you may also use words and phrases.

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:

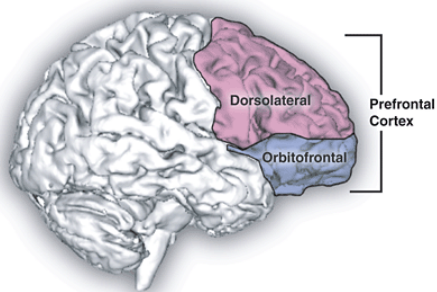
| My Reasons:   | My Evidence:  | Possible Images:  |
|---|---|---|
| <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul> | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•</li></ul> | <ul style="list-style-type: none"><li>•</li><li>•</li><li>•</li><li>•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



Performance Task Sample

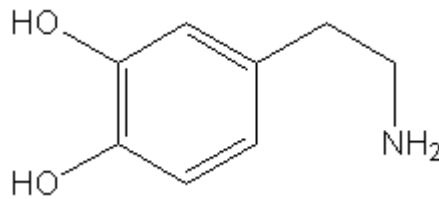
We should MAINTAIN THE TWO HOUR RECOMMENDATION BECAUSE ...

Teens make foolish decisions with their immature prefrontal cortexes



\*from the National Institute of Health

Certain aspects of being online increases dopamine, which can feed into addiction



\*from Wikimedia Commons

Third reason ...

(picture to represent)

\*open-source image citation

Fourth reason ...

(picture to represent)

\*open-source image citation



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