



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4A: Unit 3: Lesson 9**

## **Finishing the End of Unit 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)	
<p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4a)</p> <p>With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)</p>	
Supporting Learning Target	Ongoing Assessment
<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 the Writing Process</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>Opening <ol style="list-style-type: none"> <li>Entry Task: Prepare for the Assessment (2 minutes)</li> <li>Reviewing the Learning Target (1 minute)</li> </ol> </li> <li>Work Time <ol style="list-style-type: none"> <li>End of Unit 3 Assessment, Part 2: Reflection on the Writing Process (25 minutes)</li> <li>Add Images to the Performance Task Template (15 minutes)</li> </ol> </li> <li>Closing and Assessment <ol style="list-style-type: none"> <li>Share with a Partner (2 minutes)</li> </ol> </li> <li>Homework <ol style="list-style-type: none"> <li>Finish adding images to your Performance Task Template.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>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, consider taking 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.)</li> <li>Students may have powerful reflections and insights based on their End of Unit 3 Assessment: Reflection on the 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 Closing A.</li> <li>To help students obey copyright law and find open-source images, use Web sites such as <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> to find easy-to-navigate, open-source Web sites with images for student use.</li> <li>In advance: <ul style="list-style-type: none"> <li>Post: Learning target; entry task directions; Steps to Writing a Position Paper poster.</li> </ul> </li> </ul>

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>First draft of position paper with teacher feedback (Mid-Unit 3 assessment, from Lesson 5; one per student)</li> <li>Final draft of position paper (students' own, from Lessons 7-8))</li> <li>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 the Writing Process (one per student)</li> <li>End of Unit 3 Assessment: Reflection on the Writing Process: Model Answer for Last Question (for teacher reference; see supporting materials)</li> <li>Performance Task Template (from Lesson 7)</li> <li>Computers</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Entry Task: Prepare for the Assessment (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</b>, your <b>final draft of position paper</b>, your <b>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. 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 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 the 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 the Writing Process</b> to each student.</li><li>• Read the second long-term target and directions aloud to 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 about 20 minutes to work on the assessment and that you will be available to answer questions. Brainstorm with students what they might do if they finish early. Listen for students to say they could work on the performance task.</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 22 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>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Add Images to the 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 to find 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 making them 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. Direct students to <a href="http://compfight.com/">http://compfight.com/</a>. Use directions from this teacher's Web site: <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>• When there are 3 or 4 minutes of class remaining, direct students to save their work, log out, or put away their computers</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Share with a Partner (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to share a takeaway 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 in 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 them. A 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 in their Writing Improvement Trackers during the entry task.</i></p>	



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## Supporting Materials



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

Name:

Date:

**Long-Term Learning Target Assessed:**

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 the 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 talking through your Position Paper Planner with a partner 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 the 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 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 the Process

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

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**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)?**

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

**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.**