



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2A: Unit 1: Lesson 18**

## **End of Unit 1 Assessment, Part 1: Drafting the Argumentative Essay**



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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

- I can write an organized argument essay about *Lyddie*.
- In my essay, I can support my claim with details and quotes from the novel.
- In my essay, I can explain how my details support my claim.

Ongoing Assessment

- Essay draft



Agenda	Teaching Notes
<p><b>1. Opening</b></p> <p>A. Entry Task: (3 minutes)</p> <p><b>2. Work Time</b></p> <p>A. Drafting the Essay (40 minutes)</p> <p><b>3. Closing and Assessment</b></p> <p>A. Collect Essay Drafts (2 minutes)</p> <p><b>4. Homework</b></p> <p>A. Finish reading Chapters 20-23 of <i>Lyddie</i> and complete Reader's Notes for Chapters 20, 21, 22, and 23.</p>	<ul style="list-style-type: none"><li>• In this lesson, students finish the draft of their essay about Lyddie signing the petition. In the previous four lessons, students have shaped their arguments, collected evidence, planned their essays, 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. The list includes:<ul style="list-style-type: none"><li>* Lyddie's Decision anchor chart</li><li>* Working Conditions in <i>Lyddie</i>: Textual Evidence Note-catcher</li><li>* Essay planners</li><li>* Forming Evidence-Based Claims graphic organizers with reasons Lyddie should sign and reasons she should not sign.</li><li>* Reader's Notes</li><li>* Working Conditions anchor chart</li></ul></li><li>• This lesson is written assuming the use of computers to draft the essays in order to make later revisions easier.</li><li>• Consider the setup of your classroom if you are using laptops. Because students can distract themselves on computers, think about positioning the desks so that it is easy to scan the screens throughout the lesson.</li><li>• If your students are not familiar with expectations about computer use in the classroom, explain them at the beginning of work time.</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 Expository Writing Rubric (argument version). Return the essay drafts with feedback in Lesson 20. Be sure to give feedback on the "Coherence, Style, and Organization" row and the "Command of Conventions" row of the rubric so that students can make those revisions in Lesson 20. See teaching note at the end of this lesson regarding the possibility of launching independent reading at this point in Module 2, in order to have more time to read and give feedback on students' draft essays.</li></ul>



Lesson Vocabulary	Materials
argument	<ul style="list-style-type: none"><li>• <i>Lyddie</i> (book; one per student)</li><li>• End of Unit 1 Assessment Prompt: <i>Lyddie</i> Argument Essay (from Lesson 14; included again in this lesson for teacher reference; one per student and one to display)</li><li>• Computers</li><li>• NYS Expository Writing Rubric (Argument version) (for teacher reference; use this to assess students' drafts on rows 1 and 2 of the rubric; see Teaching Note above)</li><li>• Launching Independent Reading in Grades 6–8: Sample Plan (stand-alone document on EngageNY.org; optional; for teacher reference)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Draft a Quote Sandwich (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the <b>entry task</b> as students come in and ask them to get out their <b>Lyddie essay planner</b>. Prompt students to look at their essay planners and choose the reason in one of their body paragraphs to focus on. Then choose one piece of evidence from that paragraph to turn into a quote sandwich. Remind them that a quote sandwich means they introduce the quote, include the quote, and explain how the quote supports the reason in that paragraph. Remind them also that they have practiced quote sandwiches orally and found them in the model essay.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Drafting the Essay (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their text <b>Lyddie</b>. Display the <b>End of Unit 1 Assessment Prompt: Lyddie Argument Essay</b> (which students originally saw in Lesson 14).</li><li>• Remind students of the following:<ul style="list-style-type: none"><li>* Use the ideas and evidence in your planners to continue to write your essay drafts.</li><li>* You will turn in your drafts at the end of the class.</li><li>* You will have a chance to revise for conventions after you get your first draft back.</li></ul></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, students should work independently.</li><li>• Continue to circulate around the room, supporting students when 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 them 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 Essay 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 the theme of the novel.</li><li>• Tell students you look forward to reading their drafts. Collect the student drafts and their associated planning work: Forming Evidence-Based Claims sheets and Planning Your Essay.</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>A. Continue reading Chapters 20-23 of <i>Lyddie</i> and complete <b>Reader's Notes for Chapters 20, 21, 22, and 23</b>. This is due in Lesson 19.</p> <p><i>Note: Use the <b>NYS Expository Writing Rubric (argument version)</b> in order to assess students' essay drafts. Focus only on row 1 ("Claims and Reasons") and row 2 (Command of Evidence"). Be ready by Lesson 20 to return the essay drafts with feedback and the rubric. For assessment purposes, focus on just the top two rows of the rubric. But do also give feedback on the "Coherence, Organization, and Style" and "Control of Conventions" for students to revise in Lesson 20. Specifically, keep an eye out for common organization or convention mistakes in the essays. In Lesson 20, you can address these common errors in a mini lesson when students revise.</i></p> <p><i>Lesson 19 gives students time to talk about Lyddie as a whole text and to wrap up their study of the novel. (This also allows time for you to review essays and give feedback by Lesson 20.) If you need additional time to review student work before the revision lesson, consider using a day or two between Lesson 19 and Lesson 20 to launch the independent reading routine. This routine is explained more fully in a supporting document, <b>Launching Independent Reading in Grades 6–8: Sample Plan</b> (stand-alone document on EngageNY.org). However, make sure students return to their essays relatively soon; a gap of more than a few days will make it harder for them to revise successfully.</i></p>	



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## Supporting Materials



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**Focusing Question:**

**“Should Lyddie sign the petition that Diana Goss was circulating?”**

After reading through Chapter 17 of *Lyddie*, write an argumentative essay that addresses the question:

Should Lyddie sign the petition that Diana Goss is circulating?

Support your position with evidence from the novel. Be sure to acknowledge competing views, and refer only to information and events in the book, not what you know because you live in the 21st century.





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 claim.	W.2 R.1-9	clearly introduce the text and the claim in a manner that is compelling and follows logically from the task and purpose claim and reasons demonstrate insightful analysis of the text(s) acknowledges counterclaim(s) skillfully and smoothly	clearly introduce the text and the claim in a manner that follows from the task and purpose claim and reasons demonstrate grade-appropriate analysis of the text(s) acknowledges counterclaim(s) appropriately and clearly	introduce the text and the claim in a manner that follows generally from the task and purpose claim and reasons demonstrate a literal comprehension of the text(s) acknowledges counterclaim(s) awkwardly	introduce the text and the claim in a manner that does not logically follow from the task and purpose claim and reasons demonstrate little understanding of the text(s) does not acknowledge counterclaim(s)	claim and reasons demonstrate a lack of comprehension of the text(s) or task



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 claim with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence skillfully and logically explain how evidence supports ideas	develop the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustain the use of relevant evidence, with some lack of variety logically explain how evidence supports ideas	partially develop the claim 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 that 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



Criteria	CCLS	4	3	2	1	0
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3. L.6	exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice provide a concluding statement or section that is compelling and follows clearly from the claim and reasons presented	exhibit clear organization, with the use of appropriate transitions to create a unified whole establish and maintain a formal style using precise language and domain-specific vocabulary provide a concluding statement or section that follows from the claim and reasons presented	exhibit some attempt at organization, with inconsistent use of transitions establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary provide a concluding statement or section that follows generally the claim and reasons presented	exhibit little attempt at organization, or attempts to organize are irrelevant to the task lack a formal style, using language that is imprecise or inappropriate for the text(s) and task provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented	exhibit no evidence of organization use language that is predominantly incoherent or copied directly from the text(s) do not provide a concluding statement or section



<b>Criteria</b>	<b>CCLS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>CONTROL OF CONVENTIONS:</b> 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