



EXPEDITIONARY
LEARNING

Grade 7: Module 3A: Unit 3: Lesson 4

Mid-Unit Assessment Part 1: Writer's Roundtable



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can effectively engage in discussions with diverse partners about seventh-grade topics, texts, and issues. (SL.7.1)

I can build on others' ideas during discussions. (SL.7.1)

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 Targets

- I can effectively engage in discussion with my peers.
- I can give and receive useful feedback on My Children's Book Plan.

Ongoing Assessment

- Mid Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker
- Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Writer's Roundtable: Fishbowl (20 minutes) B. Writer's Roundtable: Whole Class (15 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Writer's Roundtable: Self-Assessment (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Read your independent reading book. Finish the Sentence Practice homework from Lesson 3. 	<ul style="list-style-type: none"> • In this lesson, students are assessed on SL.7.1. Although the discussion tracker makes it possible for you to assess each student, it is strongly recommended that you get a colleague(s) to help you assess the students and/or facilitate discussion. • The Writer's Roundtable is an important step in the writing process. It helps students clarify and synthesize their thinking before they begin to write. If students have a chance to talk through their ideas first, they will likely have an easier time getting them onto the page. • To begin, use the My Children's Book Plan and the Exit Ticket: Planning for the Mid-Unit Assessment Part 1 (from Lesson 3) to choose five strong students to participate in a Fishbowl discussion. Be sure to ask the students before class if they are willing to be in a Fishbowl discussion to serve as models for the rest of the class. While they watch, the rest of the students fill out a peer observation sheet to help them notice the strengths and weaknesses of the discussion. After the Fishbowl discussion, take a few minutes to comment on what the Fishbowl group did well and where they could improve. Be sure to thank them for going first. • In Work Time B, the roles are reversed and the Fishbowl students become peer observers. Assign one Fishbowl student to each group. Although these students cannot formally assess their peers, having an extra pair of eyes on each group will help them stay on task. • Use the Discussion Tracker to formally assess students. In addition to these observations, use the students' self-assessments to gauge how well they met the learning target for today. • It is likely you will have some students who are struggling at this point. Look for students who cannot articulate a plan for their children's book or effectively discuss the episode on which they are basing their book. Use the My Children's Book Plan and the Exit Ticket: Planning for the Mid-Unit Assessment Part 1, along with your own observations on the mid-unit assessment, to identify students who most need your help. Consider conferencing with them outside class time. • In Lesson 5 you will give the second half of the mid-unit assessment. Remind students to prepare by doing the Sentence Practice homework from Lesson 3, if they have not already done so. • Also in Lesson 5, students will begin writing their storyboards. Decide ahead of time if you will make storyboard packets for them and whether students will be keeping them in class. • Post: Learning targets.



Lesson Vocabulary	Materials
No new vocabulary	<ul style="list-style-type: none"> • My Children's Book Plan (completed in Lesson 3; returned this lesson with feedback) • Writer's Roundtable: Peer Observation (one per student) • Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment (one per student) • Mid Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker (for teacher use)

Opening	Meeting Students' Needs
<p>A. Entry Task (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the My Children's Book Plan (from Lesson 3) and the Writer's Roundtable: Peer Observation sheet. Ask students to take a minute to read over the criteria on which they will be graded today. Ask them to circle the five verbs they should keep in mind as they discuss today. • Ask for a volunteer to read today's learning targets. Remind students that today they will have a chance to give and receive valuable peer feedback. Talking through their ideas and getting suggestions will help make writing their stories easier and is something that real writers do a lot. 	<ul style="list-style-type: none"> • Discussing and clarifying the verbs in the criteria on which they will be graded helps build academic vocabulary.



Work Time	Meeting Students' Needs
<p>A. Writer's Roundtable: Fishbowl (20 minutes)</p> <ul style="list-style-type: none"> • Arrange the five students you have selected for the Fishbowl (see Teaching Notes). Give each of them a Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Self-Assessment. Tell the rest of the class to use the Writer's Roundtable: Peer Observation sheet to keep track of the kinds of comments the students in the Fishbowl are making. Tell students that you are going to be tracking everyone's contributions to discussion on a sheet that looks just like the one they have. Assure them that they needn't reach every type of criteria. Their goal should be three out of five. • Tell the students that they have some brave classmates who have agreed to go first. By watching them, the class will gain a clear idea about how to make their own discussion effective. Express your gratitude to these students. • Instruct the Fishbowl group to take turns presenting their ideas or posing their questions. Remind them to take notes on the suggestions they receive on the back of their My Children's Book Plan. They should also be tracking their own comments and participation on the Writer's Roundtable: Self-Assessment. • Invite the Fishbowl group to start. Assist as needed. • After 15 minutes or at a natural pause, applaud the efforts of the students in the Fishbowl. Thank them for being willing to serve as models. Take a few minutes to have the observing students "popcorn" out some of the good things they saw in the discussion. Notice and name some of the ways specific students met the criteria. Name some of the ways the Fishbowl group could improve for next time. 	<ul style="list-style-type: none"> • Providing models of expected work supports all students, especially challenged learners. • Asking students to periodically self-assess will help them stay on task.
<p>B. Writer's Roundtable: Whole Class (15 minutes)</p> <ul style="list-style-type: none"> • Explain that students will now switch roles, and those from the Fishbowl will observe. Arrange students into five groups and assign a Fishbowl student to each group. Make sure each Fishbowl student has a Writer's Roundtable: Peer Observation sheet and distribute a Writer's Roundtable: Self-Assessment sheet to every other student. • Clarify any questions and ask students to begin their discussion. • Circulate to formally assess the students on SL.7.1 using the Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker. If you have a colleague to assist you, consider assisting a group of struggling students. 	<ul style="list-style-type: none"> • Sentence stems are useful to all students but can be particularly useful to ELL students. • Consider partnering ELL students who speak the same home language. This allows students to have more meaningful discussions and clarify points in their native language.



Closing and Assessment	Meeting Students' Needs
<p>A. Writer's Roundtable: Self-Assessment (5 minutes)</p> <ul style="list-style-type: none">• Give students specific positive feedback for ways in which they engaged in effective discussion. Name specific highlights that you observed.• Ask students to thank each other for a fruitful discussion, then direct them to the bottom of the self-assessment page. Ask them to write a small paragraph about their performance today.	<ul style="list-style-type: none">• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Read your independent reading book. Finish the Sentence Practice homework from Lesson 3.	



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Supporting Materials



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Writer's Roundtable: Peer Observation

Name:

Date:

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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Mid-Unit 3 Assessment Part 1: Writer’s Roundtable: Self-Assessment

Name: _____

Date: _____

Directions: As you participate in the Writer’s Roundtable today, please track the kinds of comments and questions you are asking. For each comment, put a checkmark next to each criteria you are addressing. A good way to gauge if you are dominating the conversation is if you have many checkmarks for each criteria. If you notice this happening, invite others into the conversation.

Speaking and Listening Criteria

Criteria	Sentence stems that may help me:
___ Asks relevant, helpful questions that elicit elaboration	Why did you think ...? Did you consider ...?
___ Seeks to clarify and understand other perspectives, especially when they differ from one’s own	Could you explain your thinking about ...? I hear you saying.... Is that right? Do you agree that ...?
___ Makes helpful observation about another’s work	I hear you saying ... I see you have ... A real strength of this part is ... This part needs a little work because ...
___ Seeks out and respectfully acknowledges others’ ideas	I’d like to hear your thoughts on ... I’m glad you said ... I hadn’t thought of ... I see it differently because ...
___ Does not dominate conversation	I’d like to hear your thoughts on ...



Mid-Unit 3 Assessment Part 1: Writer's Roundtable: Whole Class Discussion Tracker
(For Teacher Use)

<p>Student Name and Date:</p> <p>Notes/Comments:</p>	<p>Criteria:</p> <p>___ Asks relevant, helpful questions that elicit elaboration</p> <p>___ Makes thoughtful observation about another's work</p> <p>___ Seeks out and respectfully acknowledges others' ideas</p> <p>___ Seeks to clarify other perspectives, especially when they differ from one's own</p> <p>___ Does not dominate conversation</p>
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