



EXPEDITIONARY
LEARNING

Grade 7: Module 1: Unit 2: Lesson 19

End of Unit 2 Assessment, Part 2: Revise Essay Drafts



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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)
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 quote or paraphrase others' work while avoiding plagiarism. (W.7.8)
I can use a standard format for citation. (W.7.8)
I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)
I can use correct grammar and usage when writing or speaking. (L.7.1)
I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.7.2)
I can accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

Supporting Learning Targets

- I can write a clear and organized analysis essay that makes a valid claim about the theme of *A Long Walk to Water*.
- I can support my claim with details and quotes from *A Long Walk to Water*.
- I can use quotes correctly in my essay.
- I can use correct grammar and punctuation in my essay.
- I can use feedback from others to revise and improve my essay.
- I can use new vocabulary appropriately in my essay.

Ongoing Assessment

- Students' final essays
- Essay drafts and planner sheets



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Review Learning Targets (5 minutes)2. Work Time<ol style="list-style-type: none">A. Mini-Lesson: Addressing Common Errors (5 minutes)B. Return Draft Essays with Feedback (5 minutes)C. Essay Revision (28 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Previewing Unit 3 (2 minutes)4. Homework<ol style="list-style-type: none">A. Finalize your essay.	<ul style="list-style-type: none">• In this lesson, there are 5 minutes set aside to address common mistakes you may have noticed while grading student essays. A sample structure is provided here. Focus the lesson on a common conventions error you noticed as you assessed the draft essays.• Some students may need more help revising than others. There is space for this during the revision time.• As in Lesson 16, consider the setup of the classroom; students ideally will be working on computers.• If students did not use computers to draft their essays in Lesson 16, consider giving them more time to revise and rewrite their essays.• Have independent activities ready for students who finish revising early.• Since not all students may finish their revisions during this class, have students email their files, check out a computer, or come in during an off period or after school to finish. Consider extending the due date for students who do not have access to a computer at home.• In advance: Look over the graded essays and find a common conventions error. Craft a mini-lesson to address the error (a sample structure is provided in the lesson).

Lesson Vocabulary	Materials
feedback	<ul style="list-style-type: none">• Document camera• What Makes a Literary Analysis Essay Effective? anchor chart (begun in Lesson 11)• Tips on Using Quotes (from Lesson 11; students' copies)• <i>A Long Walk to Water</i> (book; one per student)• Computers



Opening	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">Review the first two learning targets:<ul style="list-style-type: none">I can write a clear and organized analysis essay that makes a valid claim about the theme of □A Long Walk to Water.I can support my claim with details and quotes from A Long Walk to Water.Remind students that their draft essays have already been assessed for these learning targets. This drafting related to Rows 1 and 2 of the NYS rubric.Now invite students to read the other learning targets. Ask students to work with their seat partners. Assign each pair a learning target to discuss. Prompt with questions like:<ul style="list-style-type: none">“What does the learning target mean?”“What does it look like to meet this learning target?”Give students 1 or 2 minutes to discuss.Cold call on pairs to explain to the class what their learning target means.Let students know that they should focus their revisions on meeting these learning targets.	<ul style="list-style-type: none">Some SPED or ELD students may need more scaffolding to revise. It can be helpful to give their feedback as a set of step-by-step instructions. For instance:<ol style="list-style-type: none">The circled words are misspelled. Get a dictionary and use it to correct the circled words.The underlined sentences are run-ons. Find them and correct them by adding a full stop and capitalizing the first letter of the new sentence.

Work Time	Meeting Students' Needs
<p>A. Mini-Lesson: Addressing Common Errors (5 minutes)</p> <ul style="list-style-type: none">Tell students that you noticed a common error in their essays (for instance, comma splices or inconsistent capitalization).On the document camera or white board, show an example of the error. Explain why it is incorrect.Model how to revise and correct the error.Check for understanding. Ask students to give you a thumbs-up if they understand the error and how to fix it when revising, or a thumbs-down if they don't understand fully.If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it.Cold call on a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up/-down. If some students are still struggling, consider checking in with them individually.	



Work Time (continued)	Meeting Students' Needs
<p>B. Return Draft Essays with Feedback (5 minutes)</p> <ul style="list-style-type: none">• Tell students that they will be getting their essays back now with comments on them. They should look over the comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a “Help List” on the white board and invite students to add their names to it if they need questions answered.• Return students’ draft essays.• Ask students if they think anything should be added to the What Makes a Literary Analysis Essay Effective? anchor chart. If needed, invite students to add other criteria to the chart.• Have students take out their Tips on Using Quotes handout to refer to if they have errors related to their use of quote which need to be revised.	
<p>C. Essay Revision (28 minutes)</p> <ul style="list-style-type: none">• Be sure students have their texts <i>A Long Walk to Water</i>.• Revisit expectations for using computers.• Assign computers, and then prompt students to open the word processing program and make revisions.• Circulate around the room, addressing student questions. Consider checking in first with students who need extra support to make sure they can use their time well.• When a few minutes are left, ask students to save their work.	



Closing and Assessment	Meeting Students' Needs
<p>A. Previewing Unit 3 (2 minutes)</p> <ul style="list-style-type: none">• Tell students that their finished essay is due at the beginning of class tomorrow, along with their essay drafts and planners.• Tell the class that the final draft of this essay marks the end of Unit 2. Next, they will focus on the performance task: a two-voice poem. Students have already been preparing for this creative writing by gathering evidence from the novel and the informational texts they have read throughout the module. Get students excited for this final writing piece: It's a great opportunity for them to demonstrate all they have learned about the world, the theme of survival, and the craft of using juxtaposition.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.	

There are no new supporting materials for this lesson.