



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 2B: Unit 3: Lesson 9**

## **End of Unit Assessment: Research Synthesis**



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

I can conduct short research projects to answer a question. (W.7.7)  
I can use several sources in my research. (W.7.7)  
I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

**Supporting Learning Targets**

- I can synthesize the information I learned from several sources into cohesive paragraphs.

**Ongoing Assessment**

- End of Unit 3 Assessment



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Planning the End of Unit Assessment Entry Task (5 minutes)</li><li>Reviewing the Learning Target (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>End of Unit 3 Assessment (25 minutes)</li><li>Creating the Rubric (8 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Finishing the Class Rubric (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue your independent reading.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students have arrived at Step 6 on the researcher's roadmap. For the End of Unit 3 Assessment, they write several paragraphs that synthesize their learning and demonstrate what they have learned about advertising. In preparation, they have paraphrased facts in their own words (throughout the unit), marked the facts they want to use (in Lesson 8), and planned the basic organization of the paragraph (in today's entry task).</li><li>Consider how to give struggling writers more time to complete the End of Unit 3 Assessment. For instance, allow them to continue working while the class is creating the rubric in Work Time B.</li><li>The criteria for the End of Unit 3 Assessment is listed on the student copy of the assessment, both to ensure that students know how they will be assessed, and also so that it can be used as a checklist when reviewing students' synthesis.</li><li>Note that the End of Unit 3 Assessment focuses on information students have gathered in their research, not how well they craft body paragraphs.</li><li>Following the End of Unit 3 Assessment, you, again, will show students the model performance task, first introduced in Lesson 4. "Samsung Appliances" is provided as a teacher model. Consider using the information and formatting in this model as you create your own version of it, using the technology that your students will also use. Students use this model to help create the Module 2B Performance Task Rubric as a collective.</li><li>In advance:<ul style="list-style-type: none"><li>Ready the technology you will need for your teaching model.</li><li>Consider creating a blank Module 2B Performance Task Rubric for students to place their sticky notes on during the Closing.</li></ul></li><li>Post: Learning targets; researcher's roadmap anchor chart.</li></ul>



Lesson Vocabulary	Materials
synthesize	<ul style="list-style-type: none"> <li>• Researcher's notebook (from Lesson 2; one per student)</li> <li>• Researcher's roadmap anchor chart (begun in Lesson 4)</li> <li>• End of Unit 3 Assessment prompt (one per student and one to display)</li> <li>• Document camera</li> <li>• Model Performance Task: "Samsung Appliances" (from Lesson 4; one to display)</li> <li>• Performance Task Prompt (from Lesson 4; one to display)</li> <li>• Module 2B Performance Task Rubric (Blank) (one per student and one to display)</li> <li>• Module 2B Performance Task Rubric (for teacher reference)</li> <li>• Sticky notes (four per student)</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Planning the End of Unit Assessment Entry Task (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students to turn to Section 7 in their <b>researcher's notebook</b> and complete it as their entry task.</li> </ul>	
<p><b>B. Review the Learning Target (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning target and ask a volunteer to read it aloud:             <ul style="list-style-type: none"> <li>* "I can synthesize the information I learned from several sources into cohesive paragraphs."</li> </ul> </li> <li>• Ask students to raise their hands if they know what <i>synthesize</i> means (from Lesson 8). Wait for a few hands to go up and then call on a student.</li> <li>• Explain that today they will work on Step 6 of the <b>researcher's roadmap anchor chart</b>, where they synthesize their findings and share them in the performance task. This gives students a chance to demonstrate all they have learned from this short research project, including how to avoid plagiarism by paraphrasing. Express your confidence in their ability to do so.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. End of Unit 3 Assessment (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute and display the <b>End of Unit 3 Assessment prompt</b> using the <b>document camera</b>.</li><li>• Ask students to read along silently as you read aloud. Clarify as needed.</li><li>• Direct students to complete the assessment silently and individually. Tell them that while they write, you will come around to check in on their independent reading. If they finish early, they may read their independent reading book.</li><li>• While students work, circulate to check in on their independent reading progress.</li><li>• When students are done, collect their assessments and researcher's notebooks (see Teaching Note at the end of this lesson).</li></ul>	<ul style="list-style-type: none"><li>• Consider asking students who struggle to answer one or two supporting research questions in their research synthesis.</li><li>• Consider encouraging students who need a challenge to answer more than three supporting research questions in their synthesis.</li></ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Creating the Rubric (8 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students they will now look at the <b>Model Performance Task: “Samsung Appliances”</b> (from Lesson 4) and use it to create the rubric you will use to evaluate their performance task.</li><li>• Instruct students to read along silently as you read aloud through the model performance task. Pause to ask what they notice about this model. How is it different from other writing they’ve done in class?</li><li>• Display the <b>Performance Task Prompt</b> using the document camera, post the <b>blank Module 2B Performance Task Rubric</b> and orient students to it. Define any terms they may not know, such as “command,” “cohesion,” or “conventions.” Let students know that you will be working together to complete the last column on the right.</li><li>• Demonstrate this process by “thinking aloud” the Content and Analysis row. Write the bullet points on a class rubric for display. Consider saying something like:<ul style="list-style-type: none"><li>* “Based on the model, this project has several parts. To reach a 4 on content, a project will need to have all the parts. I’m going to write that as the first bullet point. I noticed that the last section shows thinking about how to change the ad, so I’m going to write something about how the recommendation shows some thoughtful analysis of the problems with the first ad and articulates a way to solve them in the counter ad. I’m also noting that the changes are significant. They don’t just change colors, for example—the changes affect the meaning of the ad. For the third bullet point, I’m going to write how the author relates the counter ad directly to their analysis of the original ad. So I’ll write, ‘Content is clear and connected directly to the original ad.’”</li></ul></li><li>• Invite students to turn and talk with a partner about the second row. Remind students to use the questions provided to help them write the bullet points.</li><li>• After a few minutes, ask a student to share by thinking aloud through the bullet points in Row 2. Write the ideas on the class rubric.</li><li>• Distribute <b>sticky notes</b> to each student.</li><li>• Instruct students to work in pairs for the remaining two rows. They should write their bullet points on sticky notes.</li></ul>	<ul style="list-style-type: none"><li>• Co-constructing the rubric based on the learning targets outlined from the standards gives students a clear picture of what meeting these targets will look like in the final performance task. Research shows that engaging students in the assessment process engages, supports, and holds students accountable for their learning. This practice helps all learners, especially struggling learners.</li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Finishing the Class Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to come up and stick their ideas on the displayed blank Module 2B Performance Task Rubric.</li><li>• Choose the best bullet points to transfer to the chart. You may do this as a class, time permitting, or do it after the students leave and share it with them in the next lesson.</li><li>• Collect students' researcher's notebooks.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue your independent reading.</li></ul> <p><i>Note: Finalize the Performance Task Rubric so students will know how they will be evaluated on the performance task. Review students' researcher's notebooks to identify students who need more support creating the final performance task. Be ready to return students' notebooks in Lesson 10.</i></p>	



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## Supporting Materials



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End of Unit 3 Assessment Prompt

In Unit 3, you have been working toward these learning targets:

I can conduct a short research project. (W.7.7)

I can generate additional questions for further research. (W.7.7)

I can quote or paraphrase others' work while avoiding plagiarism. (W.7.8)

Now I'd like to see how well you've reached these standards. To see your progress, I'm going to evaluate your research synthesis for the following items:

\_\_\_ You directly address the overarching research question.

\_\_\_ You answer one or more of the supporting research questions.

\_\_\_ You use information from more than one source.

\_\_\_ You paraphrase information from sources.

**Research Synthesis**

Directions: In well-written paragraphs, synthesize your findings about gender roles in advertising and their impact on viewers' identity. Remember to use complete sentences and to acknowledge your sources.



Module 2B Performance Task Rubric (Blank)

**Directions:** Read the model performance task.

Criteria	Questions to discuss with your partner	What does a 4 look like? Write three bullets here.
Content	What are the parts of this project? What do you notice about the counter ad?	
Command of Evidence	What kinds of facts does the author use? How are facts presented?	



Module 2B Performance Task Rubric (Blank)

**Directions:** Read the model performance task.

Criteria	Questions to discuss with your partner	What does a 4 look like? Write three bullets here.
Cohesion/Style	What do you notice about the layout? What is the intended audience? How do you know?	
Conventions	What do you notice about the language? Grammar? Spelling? Conventions?	



Module 2B Performance Task Rubric  
(For Teacher Reference)

**Directions:** Read the model performance task.

Criteria	Questions to discuss with your partner	What does a 4 look like? Write three bullets here.
Content	What are the parts of this project? What do you notice about the counter ad?	<ul style="list-style-type: none"><li>• It includes the following:<ul style="list-style-type: none"><li>– Ad Background</li><li>– Target Audience</li><li>– Persuasive Techniques</li><li>– Gender Role Analysis</li><li>– What the Research Says</li><li>– My Counter Ad</li></ul></li><li>• The counter ad shows some thoughtful analysis of the problems with the original ad and articulates a realistic way to solve them. The changes it makes are significant and affect the meaning of the ad.</li></ul> <p>Content is clear and connected directly to the original ad.</p>
Command of Evidence	What kinds of facts does the author use? How are facts presented?	<ul style="list-style-type: none"><li>• Facts are compelling.</li><li>• Facts are true.</li></ul>



Module 2B Performance Task Rubric  
(For Teacher Reference)

**Directions:** Read the model performance task.

Criteria	Questions to discuss with your partner	What does a 4 look like? Write three bullets here.
Cohesion/Style	What do you notice about the layout? What is the intended audience? How do you know?	<ul style="list-style-type: none"><li>• Layout and graphics are engaging to the audience.</li><li>• Word choice and tone is appropriate to the task and audience.</li></ul>
Conventions	What do you notice about the language? Grammar? Spelling? Conventions?	Although it is written in an informal style, it still uses the conventions of standard English.