



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 3: Lesson 2

Scaffolding for Essay: Planning Body Paragraphs for Position Paper



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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)

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 accurately use seventh-grade academic vocabulary to express my ideas. (L.7.6)

I can use resources to build my vocabulary. (L.7.6)

Supporting Learning Targets

- I can improve my writing through prewriting and planning my position paper.
- I can write arguments to support claims with clear reasons and relevant evidence in my position paper.
- I can choose new vocabulary that will go into my position paper.
- I can write a clear, concise position paper appropriate for the task, purpose, and audience.

Ongoing Assessment

- Sustainable Water Management Position Paper Planner



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Relationship between Reading, Research, and Writing (5 minutes) B. Review Learning Targets and Introduce Steps to Writing a Position Paper Poster (7 minutes) 2. Work Time <ol style="list-style-type: none"> A. Plan Body Paragraphs (20 minutes) B. Independent Reading Check-in (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (3 minutes) 4. Homework <ol style="list-style-type: none"> A. Finish planning body paragraphs. Use your researcher's notebook to assist you. 	<ul style="list-style-type: none"> • The Sustainable Water Management Position Paper Planner builds from the essay planner used in Modules 1–3. Notice the inclusion of a space for students to consider their counterclaims at the end of the planner. This placement is intentional, since there are many possible places for students to include a counterclaim in their essay. If you would like to offer more structure, feel free to require that they acknowledge counterclaims in particular paragraphs—for example, either the introduction or the conclusions. • The Sustainable Water Management Position Paper Planner is first used in Lesson 1 to analyze the model position paper. Beginning in this lesson, students will use it to plan their own position papers. Students will need a fresh copy of the planner. Students begin their essay planning in this lesson with the body paragraphs, not with the introduction or the conclusion. This choice is deliberate, to allow students to flesh out the main body of their paper without getting “stuck” on the beginning or the ending. However, writing the introduction first can be a useful synthesizing step for a student: that is, allowing students to clarify the building blocks of their paper before elaborating upon them in the body paragraphs. Consider modifying the order in which the paper is written to meet your own students' needs. • In this lesson, students participate in an independent reading check-in using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that during this time: <ul style="list-style-type: none"> – Students need time to talk with a peer about their book. – You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks). – Students need to check in to see if they met their last goal and to set a new goal. • Feel free to move the independent reading check-in to a more suitable time, should students require more time to write and confer with you. • In advance: Cut out learning target cards and have tape (or other adhesive) available for sticking them on the Steps to Writing a Position Paper poster. • Make sure students have access to their researcher's notebook and Thinking Log. • Review exit tickets from Lesson 1 to make sure all students are starting with appropriate reasons. • Post: Steps to Writing a Position Paper poster; learning targets; Domain-Specific Vocabulary anchor chart.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Entry Task: Relationship between Reading, Research, and Writing (one per student)• Steps to Writing a Position Paper poster (one to display)• Learning target cards (one set cut out to display)• Sustainable Water Management Position Paper Planner (from Lesson 1; one new, blank copy per student and one to display)• Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? (from Lesson 1; one per student)• Researcher's notebooks (from Unit 2, Lesson 3)• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)• Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (one per student)



Opening	Meeting Students' Needs
<p>A. Entry Task: Relationship between Reading, Research, and Writing (5 minutes)</p> <ul style="list-style-type: none">Distribute the Entry Task: Relationship between Reading, Research, and Writing and have students respond to the prompt.	<ul style="list-style-type: none">Using entry tickets allows you to get a quick check for understanding of the concept for that day so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.
<p>B. Review Learning Targets and Introduce Steps to Writing a Position Paper Poster (7 minutes)</p> <ul style="list-style-type: none">Post or project the Steps to Writing a Position Paper poster.Ask students which steps they believe they have already taken or partially taken and what they have specifically done. Listen for: "Prewriting—we have looked for resources and recorded them in our researcher's notebook." Note to students that this may look like a small step, but it actually represents the majority of the work. Students have already completed the lion's share of the assignment—they should be congratulated.Direct students' attention to the posted learning targets and read them aloud.Invite students to think about how the learning targets fit in with the steps. Ask students to turn and talk to a partner and tell where each learning target fits on the Steps to Writing a Position Paper poster.Cold call on students to share. As students are responding, stick the learning target cards next to the identified step.If students disagree as to where to put the target, remind them that writing is a process and they will sometimes visit these targets many times as they are writing, but today they will be working on planning their position paper. Remind students that prewriting and planning are important parts of the writing process and will make drafting and revising easier if they put a lot of thought and effort into these steps now.	<ul style="list-style-type: none">Developing self-assessment and reflection supports all learners, helping them learn to be metacognitive about their learning. Metacognition, or the ability to understand one's own thought processes, includes the ability to monitor one's own learning. Learning how to learn helps all students, but it is often a missing ability in those who struggle.



Work Time	Meeting Students' Needs
<p>A. Plan Body Paragraphs (20 minutes)</p> <ul style="list-style-type: none"> • Distribute a new copy of the Sustainable Water Management Position Paper Planner to each student. Remind them that they have had a planner for every paper they have written this year. • Ask students to turn to the last page of the planner. Point out that they again will need to include a “counterclaim” somewhere in their paper. • Ask students to turn and talk to a partner about what a “counterclaim” is. Then cold call on partnerships to share. Listen for something like: “a claim that is opposite the claim I am making in my paper.” • Remind students that although the place to think about the counterclaim is at the end of the planner, there is no one place in the essay for the counterclaim to go; in addition, there may be more than one counterclaim. They will need to think carefully about where to include it. Remind students that in the model position paper in the previous lesson, the counterclaim was acknowledged in the opening paragraph but could have been mentioned in multiple places. • Return students’ Exit Ticket: What Will Be the Most Difficult Aspect of Writing This Paper? Quickly discuss patterns you saw in their responses, and assure students that you will focus on their needs. For example: <ul style="list-style-type: none"> * “Twenty out of 24 of you expressed concern with finding details—we are going to make sure that we hammer this out; and if you still are struggling, let me know and I will work with you additionally.” • Have students take out their researcher’s notebooks. Tell students they can use the three reasons they identified for their homework to fill in the reasons on the planner immediately. Remind students that since they have already found and recorded their evidence in their researcher’s notebook, now they will need to make sure their evidence helps support their reasons, which support their claims on the planner. • Tell students to work today only on the body paragraphs and the counterclaim, not the introduction or conclusion yet. Let them know that they will continue to work on the body paragraphs for homework. • Give students time to work independently, and circulate as they are working. Push students to be clear and explicit in their planning. <ul style="list-style-type: none"> – Students need time to talk with a peer about their book. – You need a chance to confer with students about their reading (you will confer with a few each time, working your way through a class over several weeks). – Students need to check in to see if they met their last goal and to set a new goal. 	<ul style="list-style-type: none"> • Consider inviting coordinating service providers to your class to check in with students who need more reading support. This is an opportunity to ensure that students comprehend their independent reading and monitor their progress. • Consider giving students transitional words to help them show counterclaims (e.g., “alternatively,” “another possibility,” “aside from,” “conversely,” and “even though”).



Work Time	Meeting Students' Needs
<p>B. Independent Reading Check-in (10 minutes)</p> <ul style="list-style-type: none">Use this time for an independent reading check-in using whichever routine you have established with your class. For ideas, see the stand-alone document on EngageNY.org: Launching Independent Reading in Grades 6–8: Sample Plan. Remember that during this time:	
Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? (3 minutes)</p> <ul style="list-style-type: none">Distribute the Exit Ticket: What Domain-Specific Words Will You Include in Your Position Paper? for students to complete. Collect students' exit tickets.Ask students to refer to the Domain-Specific Vocabulary anchor chart and write at least five words from the list that they think they will use in their position paper. Refer students to the first words already filled in, "sustainable/sustainability," and tell students that they will need to use at least one of these words in their position paper.	<ul style="list-style-type: none">For students who struggle with handwriting, consider providing a page with the words from the Domain-Specific Vocabulary anchor chart and ask students to circle those that they will use in their paper.
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Finish planning body paragraphs. Use your researcher's notebook to assist you.	



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Supporting Materials



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Entry Task

(Relationship between Reading, Research, and Writing)

.....
Name:

.....
Date:

1. How did your reading in Unit 1 of *The Big Thirst* by Robert Fishman help guide your research in Unit 2?

.....

.....

.....

2. How do you think your research in Unit 2 will help you write your position paper in Unit 3?

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Steps to Writing a Position Paper

Prewriting

The thinking before writing

Understand your purpose, audience, and format.

Study the issue using available resources.

Record evidence from credible sources.

Planning

Organizing ideas before writing

Create a pre-writing plan.

Write claims with clear reasons and relevant evidence.

Decide what domain-specific vocabulary you might use.

Drafting

Write your ideas in sentences and paragraphs

Follow your pre-writing plan.

Write your first draft of your paper.

Make sure you are analyzing your evidence, explaining your thinking about how it develops your reason and claim.

Revising

Improve your ideas

Add a hook, transition words, domain-specific vocabulary.

Change the order of your claims.

Add, change, clarify, and delete evidence.

Check for sound reasoning as you explain your evidence, and how it develops your reason and claim.

Conventions

Focus on editing and proofreading

Check for errors in grammar, spelling, and capitalization.

Sharing

Present your work

Show your work to an audience



I can improve my writing through prewriting and planning my position paper.

I can write arguments to support claims with clear reasons and relevant evidence/reasoning in my position paper.

I can discuss new vocabulary that will go into my position paper.

I can write a clear, concise position paper appropriate for the task, purpose, and audience.



Exit Ticket: What Domain-Specific Words
Will You Include in Your Position Paper?

.....
Name:
.....

Date:
.....

1. sustainable or sustainability

2.

3.

4.

5.

6.