



EXPEDITIONARY
LEARNING

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

Scaffolding for Position Paper: Clarifying Body Paragraphs, Introduction, and Conclusion



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

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)

Supporting Learning Targets

- I can improve my writing through prewriting and planning 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

1. Opening
 - A. Entry Task: Read through Plan (5 minutes)
 - B. Review Learning Targets (2 minutes)
2. Work Time
 - A. Explain Body Paragraphs (15 minutes)
 - B. Plan Introduction and Conclusion (20 minutes)
3. Closing and Assessment
 - A. Exit Ticket: Where Are We in Steps to Writing a Position Paper? (3 minutes)
4. Homework
 - A. Finish Sustainable Water Management Position Paper Planner.

Teaching Notes

- In this lesson, students talk through their body paragraphs with a partner with the goal of articulating and solidifying their ideas. It is important that students understand they are not reading from their planner during this time, though they can use it as a reference. If students cannot articulate their own ideas, they likely do not understand their ideas well enough to write clearly about them. It is through explaining their ideas that they also clarify and sometimes even construct a new understanding so that their writing can be clearer. It is also important that students know that this partner work is not meant to be formal peer feedback, just listening, as peer feedback will happen in Lesson 4.
- Previous work on introductions and conclusions occurred in Module 1, Unit 2, Lesson 16, and in Module 2A, Unit 2, Lesson 16. If your students did not experience these modules, consider whether, or how, explicit instruction in effective introductions and conclusions must occur.
- Consider shifting the order of this lesson and Lesson 2 to meet students' needs: In that case, a logical approach would be to have students write their introduction; use the "talk through" in this lesson to clarify the building blocks represented in the introduction; and then have students write their body paragraphs.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none">• Sustainable Water Management Position Paper Planner (from Lesson 2, one per student)• Steps to Writing a Position Paper poster (from Lesson 2, one to display)• Exit Ticket: Where Are We in Steps to Writing a Position Paper? (one per student)

Opening	Meeting Students' Needs
<p>A. Entry Task: Read through Plan (5 minutes)</p> <ul style="list-style-type: none">• As students enter, ask them to silently read through their Sustainable Water Management Position Paper Planner. Remind them that they should have completed filling in the body paragraphs for homework last night, and today they will explain their body paragraphs and counterclaim to a partner.	
<p>B. Review Learning Targets (2 minutes)</p> <ul style="list-style-type: none">• Direct students' attention to the posted learning targets and ask students to read them silently, noticing where the targets might fit on the Steps to Writing a Position Paper poster. Remind students that they made a decision as to where they were in these steps on their exit tickets yesterday; comment briefly on any patterns you saw in their answers.• Ask students to share whether they think they should change where they placed the learning target cards yesterday.	



Work Time	Meeting Students' Needs
<p>A. Explain Body Paragraphs (15 minutes)</p> <ul style="list-style-type: none">• Tell students that today they will talk through their body paragraphs with a partner with the goal of articulating and solidifying their ideas. Let them know that during this time they should not read from their planner, though they can use it as a reference, and that by talking through their body paragraphs (i.e., explaining their argument to someone), they will find out where they are clear and where they are unclear on their ideas. Explain to students that if they should have difficulties explaining, they probably don't understand it as well as they should before they write, and that they should put a star near that paragraph so they can work on it some more.• Note also that both partners should review the planner to make sure that all information has been properly paraphrased from their sources. Remind them that they have done this already in their researcher's notebooks, and that this partner work will serve as an additional check. Remind students of the importance of not plagiarizing: Even accidental plagiarism can result in serious consequences.• Ask students to move to their partners and take turns explaining all three body paragraphs. The partner should listen and ask clarifying questions that arise in his or her mind.• If time permits, encourage students to ask for feedback on a particular point of their writing, such as their analysis of evidence.	<ul style="list-style-type: none">• Consider providing sentence starters for students to follow while explaining their body paragraphs (e.g., "In my first paragraph, my claim is ... and I will back this up with this evidence ...").
<p>B. Plan Introduction and Conclusion (20 minutes)</p> <ul style="list-style-type: none">• Tell students to work on two things today:<ul style="list-style-type: none">– Any changes they need to make to their body paragraphs based on their inability to explain to their partner– The introduction or conclusion• Remind them of their work in Module 1, Unit 2 on introductions and conclusions, and refer them to the planner guidelines for both the introduction and conclusion. Review briefly that both introductions and conclusions sum up the paper, state or restate the claim, and either hook the reader or leave the reader thinking.• Let them know they will continue to work on the planner for homework.• Give students time to work independently, and circulate as they are working. Push students to be clear and explicit in their plan.	



Closing and Assessment	Meeting Students' Needs
<p>A. Exit Ticket: Where Are We in Steps to Writing a Position Paper? (3 minutes)</p> <ul style="list-style-type: none">• Distribute the Exit Ticket: Where Are We in Steps to Writing a Position Paper? for students to complete.• Draw students' attention to 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 for that step. Invite them to fill out the exit ticket. Collect students' completed exit tickets.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish Sustainable Water Management Position Paper Planner.	



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Supporting Materials



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Exit Ticket:

Where Are We in Steps to Writing a Position Paper?

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

Date:
.....

Step	Completed, In Progress, Not Yet	What Have You Done?
Prewriting		
Planning		
Drafting		
Revising		
Conventions		
Sharing		