



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 3: Lesson 5**

## **Mid-Unit 3 Assessment: Drafting the Position Paper**



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
<p>I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)</p> <p>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.7.4).</p> <p>I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)</p>	
Supporting Learning Targets	Ongoing Assessment
<ul style="list-style-type: none"><li>• I can write an organized position paper about sustainability and water management.</li><li>• In my essay, I can support my claim with reasons, details, and quotes from research.</li><li>• In my essay, I can explain how my evidence/reasoning supports my claim.</li></ul>	<ul style="list-style-type: none"><li>• Mid-Unit 3 Assessment: Position paper draft</li></ul>



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Mid-Unit 3 Assessment: Drafting the Position Paper (40 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Collect Position Paper Drafts (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete the draft of your Independent Reading Cheat Sheet Planner.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students write the draft of their position paper about sustainable water management. In the previous four lessons, students used the planner to shape their paper, organize evidence from their researcher's notebook, and critiqued one another's work. At this point, students need time to craft their essay.</li><li>• Consider posting a list of the resources available to help students write their essays.</li><li>• This lesson is written assuming the use of computers to draft the position paper in order to make later revisions easier.</li><li>• Be sure to think about how students will submit their drafts at the end of class: printing, saving to a server, emailing, etc.</li><li>• If using computers is not possible in your classroom, consider giving students more time to hand write their essays. If students are hand writing, encourage them to double-space, as it will make revision easier.</li><li>• Since students will produce this essay draft independently, it is used as an assessment for "Claim and Reasons" and "Command of Evidence" on the NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version). Return the essay drafts with feedback in Lesson 7.</li><li>• This lesson is written as a timed, on-demand drafting experience not only to keep management of the drafting process simple for the teacher, but also to give students "solo" experience in writing under timed, on-demand circumstances. When considering the needs of your students, however, use your professional judgment in modifying the drafting experience to be reasonable and equitable.</li></ul>



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"><li>• Computers</li><li>• Sustainable Water Management Position Paper Planner (from Lesson 2)</li><li>• Researcher's notebook (from Unit 2, Lesson 3)</li><li>• Mid-Unit 3 Assessment: Position Paper prompt (one per student)</li><li>• Document camera</li><li>• NYS Grades 6–8 Expository Writing Evaluation Rubric (position paper argument version; for teacher reference)</li><li>• Independent Reading Cheat Sheet Planner (one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Assign <b>computers</b> and invite students to get out their <b>Sustainable Water Management Position Paper Planner</b> and <b>researcher's notebook</b>.</li><li>• Direct students' attention to the posted learning targets and read them aloud:<ul style="list-style-type: none"><li>* "I can write an organized position paper about sustainability and water management."</li><li>* "In my essay, I can support my claim with reasons, details, and quotes from research."</li><li>* "In my essay, I can explain how my evidence/reasoning supports my claim."</li></ul></li><li>• Remind students that these learning targets build on the work they did in the past four lessons.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Mid-Unit 3 Assessment: Drafting the Position Paper (40 minutes)</b></p> <ul style="list-style-type: none"><li>• Let students know they will complete a draft of their position paper today and that this will serve as the Mid-Unit 3 Assessment.</li><li>• Distribute the <b>Mid-Unit 3 Assessment: Position Paper prompt</b> and display using a <b>document camera</b>. Remind students that this prompt should be quite familiar to them by now, since it was introduced in Unit 2 and they have been planning their essay in previous lessons. Read the prompt aloud.</li><li>• Remind students of the following:<ol style="list-style-type: none"><li>1. You should use the ideas and evidence in your Position Paper Planners to write your drafts.</li><li>2. You will turn in your drafts at the end of the class.</li><li>3. You will have a chance to revise for conventions after you get your first draft back.</li></ol></li><li>• Emphasize the importance of saving their work often as they are typing. Let them know in what form (email, printed, saved to server, etc.) they will be turning in their draft at the end of the class.</li><li>• As students are working, circulate around the room. Since this is an assessment, they should work independently.</li><li>• Continually remind students to save their work and support them as needed or when their hands are raised.</li><li>• When a few minutes remain, remind students to save their work.</li></ul>	<ul style="list-style-type: none"><li>• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including SPED and ELL students. As much as possible, this draft should be done independently. However, there is space during Work Time to check in with students who need more support.</li><li>• In order to give more support, consider:<ul style="list-style-type: none"><li>– Prompting students to look at their essay planner to remind them of their claim and/or the evidence they gathered</li><li>– Asking questions like: “How does that evidence support your claim?” or “How are those ideas connected?”</li><li>– Reminding them of the resources available to help them</li></ul></li></ul>



Closing and Assessment	Meeting Students' Needs
<p><b>A. Collect Position Paper Drafts (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Give students specific positive praise for behaviors or thinking you noticed during class. Emphasize ways in which they are showing stamina as writers, and specific examples of students who are having strong insights about sustainability and water management.</li><li>• Tell students you look forward to reading their drafts.</li><li>• Collect their position paper drafts and Position Paper Planners.</li></ul>	<ul style="list-style-type: none"><li>• Consider allowing SPED and ELL students more time to complete their draft.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Complete the draft of your Independent Reading Cheat Sheet Planner.</b></p> <ul style="list-style-type: none"><li>• Explain to students that they will be doing a “cheat sheet” as a “capstone” for the independent reading they have completed throughout the module. They will be evaluating a book they have completed using the <b>Independent Reading Cheat Sheet Planner</b> to which future students can refer to see if the book is a good match for them.</li><li>• If time permits, review the Cheat Sheet Planner with students and let them know they will have Lesson 6 to work on their final form.</li><li>• Tonight's homework is to complete a draft of the Cheat Sheet Planner so they can do their best revision tomorrow.</li></ul> <p><i>Note: Assess students' essay draft for “Claim and Reasons” and “Command of Evidence” on the position paper rubric. Be prepared by Lesson 7 to return the position paper drafts with feedback and the rubric. For assessment purposes, focus on just the top two rows of the rubric.</i></p> <p><i>But also give feedback on the “Coherence, Organization, and Style” and “Control of Conventions” for students to revise in Lesson 8. Specifically, keep an eye out for common organization or convention mistakes in the essays. In Lesson 8, you can address these common errors in a mini lesson when students revise.</i></p>	



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## Supporting Materials



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**Mid-Unit 3 Assessment**  
(Position Paper Prompt)

**Learning Targets:**

I can cite several pieces of text-based evidence to support an analysis of informational text. (RI.7.1)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

- a. I can introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- b. I can support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- c. I can provide a concluding statement or section that follows from and supports the argument presented.
- d. I can produce clear and coherent writing that is appropriate to task, purpose and audience. (W.7.4)

**Directions:** Writer your best first draft of your position paper. You may use all of your texts, resources, and planning documents.

“After researching strategies to improve agricultural and industrial water management, write a position paper that addresses the question: Which category of water management would be a good place to begin? Make a proposal, supporting your reasoning with accurate information and logical reasons”





NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument.	W.2 R.1-9	<ul style="list-style-type: none"> <li>—clearly introduce the topic and the claim in a manner that is compelling and follows logically from the task and purpose</li> <li>—claim and reasons demonstrate insightful analysis of the topic</li> <li>—acknowledges counterclaim(s) skillfully and smoothly</li> </ul>	<ul style="list-style-type: none"> <li>— clearly introduce the topic and the claim in a manner that follows from the task and purpose</li> <li>— claim and reasons demonstrate grade-appropriate analysis of the topic</li> <li>—acknowledges counterclaim(s) appropriately and clearly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the topic and the claim in a manner that follows generally from the task and purpose</li> <li>— claim and reasons demonstrate a literal comprehension of the topic</li> <li>—acknowledges counterclaim(s) awkwardly</li> </ul>	<ul style="list-style-type: none"> <li>— introduce the topic and the claim in a manner that does not logically follow from the task and purpose</li> <li>— claim and reasons demonstrate little understanding of the topic</li> <li>—does not acknowledge counterclaim(s)</li> </ul>	<ul style="list-style-type: none"> <li>— claim and reasons demonstrate a lack of comprehension of the topic or task</li> </ul>



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
<b>COMMAND OF EVIDENCE:</b> the extent to which the essay presents evidence from the provided texts to support argument	W.9 R.1-9	—develop the argument with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the research text(s)  —sustain the use of varied, relevant evidence  —skillfully and logically explain how evidence supports ideas	—develop the argument with relevant facts, definitions, details, quotations, or other information and examples from the research text(s)  —sustain the use of relevant evidence, with some lack of variety  —logically explain how evidence supports ideas	—partially develop the argument of the essay with the use of some textual evidence, some of which may be irrelevant  —use relevant evidence inconsistently  —sometimes logically explain how evidence supports ideas	—demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant  —attempt to explain how evidence supports ideas	—provide no evidence or provide evidence that is completely irrelevant  —does not explain how evidence supports ideas



NYS Grades 6–8 Expository Writing Evaluation Rubric  
(Position Paper Argument Version)

Criteria	CCLS	4	3	2	1	0
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L.3. L.6	—exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning  —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice  —provide a concluding statement or section that is compelling and follows clearly from the claim and reasons presented	—exhibit clear organization, with the use of appropriate transitions to create a unified whole  —establish and maintain a formal style using precise language and domain-specific vocabulary  —provide a concluding statement or section that follows from the claim and reasons presented	—exhibit some attempt at organization, with inconsistent use of transitions  —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary  —provide a concluding statement or section that follows generally the claim and reasons presented	—exhibit little attempt at organization, or attempts to organize are irrelevant to the task  —lack a formal style, using language that is imprecise or inappropriate for the topic and task  —provide a concluding statement or section that is illogical or unrelated to the claim and reasons presented	—exhibit no evidence of organization  —use language that is predominantly incoherent or copied directly from the research text(s)  —do not provide a concluding statement or section



**NYS Grades 6–8 Expository Writing Evaluation Rubric**  
(Position Paper Argument Version)

<b>Criteria</b>	<b>CCLS</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
<b>CONTROL OF CONVENTIONS:</b> the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	W.2 L.1 L.2	—demonstrate grade-appropriate command of conventions, with few errors	—demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	—demonstrate emerging command of conventions, with some errors that may hinder comprehension	—demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	—are minimal, making assessment of conventions unreliable



Independent Reading Cheat Sheet Planner

Name:

Date:

Title of My Book:

Author:

Number of Pages

Genre:

I would rate this book on a scale of 1 to 10 at a \_\_\_\_\_ because ...

The conflict in my book is ...

I connected to my book the most strongly through ....



**Independent Reading Cheat Sheet Planner**

**One of the best quotes from this book was ....**

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**Below, I've drafted a picture of one of the most interesting moments in my book:**