



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 3: Lesson 6

Independent Reading: Final Product



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

I can use established criteria to make informed judgments about the quality of texts, and interpret texts artistically. (RL.7.11b)

Supporting Learning Targets

- I can create a “cheat sheet” to assist other students in determining whether the book I have read independently would be a good match for them.
- I can represent a key moment in my independently selected text through visual means.

Ongoing Assessment

- Independent Reading Cheat Sheet Planner



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Entry Task: Unpack Learning Targets (5 minutes) 2. Work Time <ol style="list-style-type: none"> A. Peer Feedback on Independent Reading Cheat Sheet Drafts (5 minutes) B. Final Copy of Independent Reading Cheat Sheet (20 minutes) C. Gallery Walk (10 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Review Learning Targets (5 minutes) 4. Homework <ol style="list-style-type: none"> A. None 	<ul style="list-style-type: none"> • This lesson is the “capstone” for the independent reading students have completed throughout the module. Students step back and take an evaluative approach to the book they have completed by creating a “cheat sheet” to which future students can refer to see if the book is a good match for them. • The cheat sheet is firmly rooted in an evaluation of the text, and requires a strong understanding of the student’s book in order to be completed accurately. However, it is also meant to serve as an engaging, multi-sensory “break” from the intense academic writing in which the students have been immersed. • The artistic element of this lesson is specifically denoted in NYSP12 ELA CCLS RL7.11. Students should be encouraged to be creative when developing their cheat sheets. Clip art or other visual approaches should be encouraged, provided they can be completed in a timely and neat fashion; they need not be limited to the picture at the bottom. • However, also consider issues of equity when planning for the visual element of this assignment. Students who are not artistically inclined should be given as many visual options for completing the assignment as possible, and also given choice when asked to share their work in public forums (see below). • Consider involving the media specialist and/or librarian in the planning of this lesson, not only as a teacher resource, butbut also perhaps as a guest speaker for modeling book talks or sharing other books with students. • Cheat sheets are shared via a Gallery Walk at the end of this lesson, but students are not limited to sharing their work through this forum. Consider developing a bulletin board, a display, book talks, technological means of sharing, or a partnership project with your local library to share the students’ work with the wider community. Another option might be to bind the cheat sheets into a reference book for use in your classroom or school library. • If you need extra time to review the essay drafts from Lesson 5, consider having students work on their cheat sheets for two periods. • In advance: <ul style="list-style-type: none"> – Post the learning targets prominently in the classroom. – Make sure students have easy and equal access to the drawing supplies. – Review the Fist to Five in Checking for Understanding Techniques protocol (see Appendix).



Lesson Vocabulary	Materials
cheat sheet, evaluative/evaluate	<ul style="list-style-type: none"> • Entry task (one per student) • Independent Reading Cheat Sheet: Final Copy (one per student) • Drawing supplies such as markers, crayons, and colored pencils (one set per student) • Cheat Sheet Interest List (one per student)

Opening	Meeting Students' Needs
<p>A. Entry Task: Unpack Learning Targets (5 minutes)</p> <ul style="list-style-type: none"> • Have students answer the entry task question: <ul style="list-style-type: none"> * “When something is evaluative, what does that mean?” • Cold call two or three students for their answers. Listen for answers such as: “When we get an evaluation, it means someone is judging our actions or our performance, so something evaluative must be doing something similar.” • Explain that evaluative is the adjectival form of evaluate, and that it means “to decide the worth of something after studying it.” Ask for volunteers to identify other forms of the word with which they are familiar (“evaluator,” “evaluation”). • Connect the students’ experience to the definition by explaining that they can consider their independent reading a “study” of the book they choose. Now, through the cheat sheet they are about to complete, they will “evaluate” their independent reading book to give other students a chance to determine whether it would be a good match for them. • Direct students’ attention to the first learning target and read it aloud. Say: <ul style="list-style-type: none"> * “Turn to a partner and discuss how this assignment will help you meet this learning target.” • Cold call two or three students for their input. Listen for responses such as: “The cheat sheet is a way of judging my independent reading book, to determine what another student might need to know about it before deciding whether to read it or not.” 	<ul style="list-style-type: none"> • Consider selecting students ahead of time to take on the role of responder to the cold call. Students who need practice in oral response or extended processing time can be told the prompt before class begins and prepare for their participation. This also allows for a public experience of academic success for students who may struggle with on-demand questioning, or for struggling students in general.



Work Time	Meeting Students' Needs
<p>A. Peer Feedback on Independent Reading Cheat Sheet Drafts (5 minutes)</p> <ul style="list-style-type: none"> Have students pair up with a partner and exchange their cheat sheet drafts from their homework. Give students 5 minutes to look over each other's work with the following prompt: <ul style="list-style-type: none"> * "What strengths do you notice about this draft? What about the draft do you wonder about?" Students should note important points from their partner's feedback on their draft. 	<ul style="list-style-type: none"> Consider arranging pairs ahead of time depending on student need. Pairs can be arranged according to homogeneous reading level, at varying levels of proficiency, by similar book genre, or other criteria.
<p>B. Final Copy of Independent Reading Cheat Sheet (20 minutes)</p> <ul style="list-style-type: none"> Distribute the Independent Reading Cheat Sheet: Final Copy. Invite students to complete a final copy of their cheat sheets, concentrating specifically on the presentation: neatness, colorfulness, and creativity. Let them know that there is no "wrong" way to complete their cheat sheets, as long as the information is accurate. They may use the provided drawing supplies such as markers, crayons, and colored pencils. Remind the students that this work will be shared with one another, and possibly with others in the community. 	<ul style="list-style-type: none"> Reassure students who are insecure about their artistic skills that this product is not being formally assessed, and that all that is required is their best effort. Consider allowing students to take the assignment home for extra time to work on it if they wish.
<p>C. Gallery Walk (10 minutes)</p> <ul style="list-style-type: none"> Have students stand up and take a quick stretch. Congratulate them on their hard work. Ask them to leave their final copy, whether completed or not, in plain view in their workspace. Distribute the Cheat Sheet Interest List. Give the students time to walk around the room and investigate their peers' cheat sheet drafts. Ask students to conduct this investigation with a purpose: <ul style="list-style-type: none"> * "Find three cheat sheets for books that you would be interested in reading yourself in the future. Note their titles and authors on your Cheat Sheet Interest List." After the Gallery Walk, have students briefly compare their Cheat Sheet Interest List with that of a partner and discuss their choices. Collect the Independent Reading Cheat Sheet Planners. 	<ul style="list-style-type: none"> The cheat sheets are not intended to be formally assessed. However, they will yield important information about student reading comprehension, engagement, and whether students can accurately evaluate a text. It is strongly suggested that teachers take a close look at the cheat sheets and use their professional judgment to determine how well the students met the learning target.



Closing and Assessment	Meeting Students' Needs
<p>A. Review Learning Targets (5 minutes)</p> <ul style="list-style-type: none">• Redirect students' attention to the posted learning targets and read them aloud. Have students use the Fist to Five protocol to answer this prompt:<ul style="list-style-type: none">* "How well do you think your cheat sheet work achieves the learning targets we set today?"	<ul style="list-style-type: none">• Students who indicate that they did not meet the learning targets proficiently may benefit from an opportunity to revise their work before sharing it with a wider audience; similarly, if questions arise about a particular student's performance, the teacher may take this opportunity to use the cheat sheet as a basis for discussion about independent reading with the student.
Homework	Meeting Students' Needs
None	



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Supporting Materials



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Date:



Independent Reading Cheat Sheet:
Final Copy

.....
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 ...**

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



Independent Reading Cheat Sheet:
Final Copy

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



Cheat Sheet Interest List:

.....

Name:

.....

Date:

.....

Book Title	Author