



EXPEDITIONARY
LEARNING

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

End of Unit Assessment, Part 1: Revising Claims and Evidence based on Feedback



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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 Target	Ongoing Assessment
<ul style="list-style-type: none">I can revise my writing based on feedback to improve my use of claims, reasons, and evidence.	<ul style="list-style-type: none">End of Unit 3 Assessment, Part 1: Position Paper (continued for homework and in Lesson 8)



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Entry Task: Process Teacher Feedback (4 minutes)Review Learning Targets (1 minute)Work Time<ol style="list-style-type: none">End of Unit 3 Assessment, Part 1: Revise Position Paper (28 minutes)Introduction to Performance Task (10 minutes)Closing and Assessment<ol style="list-style-type: none">Add Claim to Performance Task (2 minutes)Homework<ol style="list-style-type: none">Finish revising your position paper based on the first two rows of the rubric.	<ul style="list-style-type: none">Today's lesson features a significant amount of time for students to revise the first drafts of their position papers with your support. Try to structure the class as a Writer's Workshop if possible: Voices should be kept to a minimum, students should be working independently and checking in with you as necessary. Consider working with students right outside the classroom if you have space to allow for a truly quiet and focused working environment.Consider involving the librarian/media specialist if possible, as well as support staff, to support students in the revision process during this class period.As students revise their essays, circulate and help those students who you feel had the most challenges with their position papers. Try to get to every student, but prioritize those who might benefit from your help sooner rather than later.Try to have a class set of pens/markers/highlighters and sticky notes in a variety of colors for this lesson and the next so students can use one color in today's lesson and a new color in the next. They may also use these materials for their performance tasks.In this lesson, you introduce the performance task. Encourage students to be creative and simply use the template provided as a guide. If your class has easy access to computers, students may want to create their performance tasks on them; if not, have large paper and markers readily available.In advance:<ul style="list-style-type: none">Post the entry task directions so students can begin working as soon as they enter the room (see Opening A).Post the learning target prominently in the classroom.Gather markers and large chart paper for the performance task.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Steps to Writing a Position Paper poster (begun in Unit 3, Lesson 2) • Argument Writing Rubric (from Unit 2, Lesson 1; one per student) • Mid-Unit 3 Assessment: Position Paper draft (from Lesson 5; returned in this lesson with teacher feedback) • Different colored pens, highlighters, or markers (one per student) • Performance Task Description (one per student) • Performance Task Template (one per student) • Large chart paper (one per student) • Computers

Opening	Meeting Students' Needs
<p>A. Entry Task: Process Teacher Feedback (4 minutes)</p> <ul style="list-style-type: none"> • Direct students to follow the posted directions for today's entry task: "Look at the Steps to Writing a Position Paper and read Steps 4 and 5. Then look at your copy of the Argument Writing Rubric and reread the criteria on the first two rows. Turn and talk to your elbow partner about what the first two rows are assessing, in your own words. Be prepared to share." • As students are doing this, return their Mid-Unit 3 Assessments: Position Paper drafts to them. • Cold call on students to share out about their conversations. Listen for them to say something like: "Row 1 deals with how well you used your claim and logical reasoning," and "Row 2 is about how well you used evidence to support your claims." 	<ul style="list-style-type: none"> • When appropriate, assign partners so students are matched with someone who will keep them focused.
<p>B. Review Learning Target (1 minute)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning target for the day. Cold call on a student to read it aloud: <ul style="list-style-type: none"> * "I can revise my writing based on feedback to improve my use of claims, reasons, and evidence." * Explain to students that they will revise their position papers only for the content that relates to the first two rows of the rubric today. They will do this in class and finish for homework. 	



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment: Revise Position Paper (28 minutes)</p> <ul style="list-style-type: none">• Instruct students to read your feedback on their position papers as you distribute different colored pens, highlighters, or markers to them.• Once students are done, ask them to take their colored writing utensil and circle any feedback that related to the first two rows of the rubric: claims and evidence. Allow students a couple of minutes to do this, answering any specific questions they may have.• Distribute the End of Unit 3 Assessment, Part 1: Position Paper prompt and display using a document camera. Point out that this prompt is identical to their mid-unit 3 assessment and is the same prompt they have been working with for quite some time. Reread the prompt aloud or invite a student to do so. Also point out that some of the learning targets are different, since this is students' final draft, and they should be focusing more on incorporating vocabulary, etc.• Tell students they have the remainder of Work Time A to revise their position papers for claims, reasons, reasoning, and evidence. Circulate as they work to help answer questions and guide their revisions.• Leave 10 minutes at the end of this revision period for a re-teach or review mini lesson on the element of writing that was the most challenging for your students. Teachers should use their professional judgment in determining what the topic and format of this mini lesson should be.• When time is up, tell students they will finish revising for homework and to bring their first drafts, revisions, and Argument Writing Rubric with them to the next class.	<ul style="list-style-type: none">• Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.• Prioritize check-ins with students who struggled the most with their drafts.



Work Time	Meeting Students' Needs
<p>B. Introduce Performance Task (10 minutes)</p> <ul style="list-style-type: none">• Distribute the Performance Task Description and Performance Task Template to students.• Read the Performance Task Description and pause. Ask students if they have any clarifying questions and take time to answer them.• Focus students' attention on the Performance Task Template. Explain that this is just one possible template, and students are invited to be more creative with how they visually represent their position paper, as long as the claim and evidence are clearly written and depicted on the page.• Tell students to now select a format to present the visual representation of their performance task.• If students are going to work on computers and they are accessible, have the students start creating and formatting a document. If students are making posters, ask them to select their paper and markers and decide how they will arrange their claims and evidence.	
Closing and Assessment	Meeting Students' Needs
<p>A. Add Claim to Performance Task (2 minutes)</p> <ul style="list-style-type: none">• Refocus students' attention whole group. If students were working on computers, have them save their work. If they were using paper and markers, ask them to return their supplies.• Ask students to add their claims to their Performance Tasks Description in the appropriate blank. If time allows, students can write their claims into their Performance Task Templates by hand or on the computer.• Explain that they will continue to work on their performance tasks in class over the next few days and will have one day to polish them for homework.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">• Finish revising your position paper based on the first two rows of the rubric.	



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Supporting Materials



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End of Unit 3 Assessment, Part 1:
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. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
 - b. Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- 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)

Directions: Write your final draft of your position paper. You may use all of your texts, resources, planning documents, and your mid-unit 3 assessment (first draft) with teacher feedback. You will have several days to complete this final draft.

“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”

Performance Task Description:
Visual Representation of Your Position Paper

Your task is to create a visual representation of your argument from your position paper. To do so, you will use your claim and at least three of your key reasons and pieces of evidence. You will then select images that represent your key pieces of evidence and organize them on a page or poster, using either paper and markers or a computer.

You will share your performance task with the rest of the class in a classroom Gallery Walk.

See the next page for a sample.

Use the rest of this page for your planning.

My Claim:

My Reasons:	My Evidence:	Possible Images:
<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••	<ul style="list-style-type: none">••••



Performance Task Sample:
Visual Representation of Your Position Paper

**WE SHOULD BEGIN BY ADDRESSING AGRICULTURAL
WATER USE FIRST BECAUSE ...**

Thirsty crops in the desert use too
much water



*from flickr.com

The Colorado River doesn't run to the
sea anymore because so much of its
water is needed for irrigation of crops.



*from Wikimedia Commons

Third reason...

(picture to represent)

*open source image citation

Fourth reason...

(picture to represent)

*open source image citation

Creative Commons 2.0 Photo by Crane Station

"DRIED-UP RIVER BED, 05/1972." DRIED-UP RIVER BED, 05/1972.
Web. <http://research.archives.gov/description/544751>. Public Domain



Performance Task Template

Name: _____

Date: _____

CLAIM:

Evidence 1

(Picture to represent evidence)

*citation for image

Evidence 2

(Picture to represent evidence)

*citation for image

Evidence 3

(Picture to represent evidence)

*citation for image

Evidence 4

(Picture to represent evidence)

*citation for image