



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 3: Lesson 8**

## **End of Unit Assessment, Part 1, Continued:**

### Revising Vocabulary and Conventions 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)

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 Target**

- I can revise my writing based on feedback to improve my use of vocabulary and writing conventions.

**Ongoing Assessment**

- End of Unit 3 Assessment, Part 1: Position Paper (begun in Lesson 7), along with first draft (from Lesson 5)



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entry Task: Review Revisions with Partner (5 minutes)</li><li>B. Review Learning Target (1 minute)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Process Feedback for Vocabulary and Conventions (14 minutes)</li><li>B. Revise Position Paper (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Add Evidence to Visual Representation of Position Paper (10 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish revising position paper and bring a clean copy to turn in next class.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This is the last lesson students are given time to revise their position papers in class. Remind students of this and encourage them to ask any lingering questions about their essays, even if they do not pertain to today's focus on coherence, style, and vocabulary.</li><li>• If students participated in Module 1 and wrote essays on <i>A Long Walk to Water</i> that are still stored somewhere in your classroom or in the students' binders, lockers, or home, ask students to find and bring them to tomorrow's class to help them reflect on their writing process, which will be the focus of the End of Unit 3 Assessment.</li><li>• In advance:<ul style="list-style-type: none"><li>– Consider making a list of students with whom you want to be sure to check in. These students might be struggling with a particular part of the rubric, or they may simply be having trouble with the writing process. Although you should attempt to check in with each student during this process, be sure to prioritize those you've noticed are struggling the most.</li><li>– Post: Entry task directions; learning targets; Steps to Writing a Position Paper poster; Domain-Specific Vocabulary anchor chart.</li></ul></li></ul>



Lesson Vocabulary	Materials
concise	<ul style="list-style-type: none"><li>• Steps to Writing a Position Paper poster (from Lesson 2)</li><li>• Argument Writing Rubric (from Unit 2, Lesson 1)</li><li>• Different colored pens, highlighters, or markers (a new color for each student)</li><li>• Domain-Specific Vocabulary anchor chart (begun in Unit 1, Lesson 2)</li><li>• Researcher's notebooks (one per student; from Unit 2)</li><li>• Performance Task Description (from Lesson 7; one per student)</li><li>• Performance Task Template (from Lesson 7; one per student)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Review Revisions with Partner (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students have their End of Unit 3 Assessment, Part 1: Position Paper draft (begun in Lesson 7, and continued for homework).</li><li>• Direct students to follow the posted directions for today's entry task: "Take out your first drafts and revised versions of your position papers that you completed for homework. With a partner, discuss the revisions you made based on the feedback you received on the first two rows of the rubric. Provide additional feedback to your partners about other possible revisions they could make regarding these areas. Then, switch partners and repeat."</li></ul>	<ul style="list-style-type: none"><li>• When appropriate, assign partners so students are matched with someone who will keep them focused. Consider pairing struggling writers with proficient writers so they can learn from each other.</li></ul>
<p><b>B. Review Learning Target (1 minute)</b></p> <ul style="list-style-type: none"><li>• 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"><li>* "I can revise my writing based on feedback to improve my use of vocabulary and writing conventions."</li></ul></li><li>• Explain to students that they will continue to use feedback from you, as well as input from one another, to continue to strengthen their writing and complete revisions on their position papers.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Process Feedback for Vocabulary and Conventions (14 minutes)</b></p> <ul style="list-style-type: none"> <li>Ask students to look at the <b>Steps to Writing a Position Paper poster</b>. Point out that they are still working on Steps 4 and 5.</li> <li>Invite students to take out their <b>Argument Writing Rubrics</b> and to reread the last two rows silently in their heads.</li> <li>Ask students to turn and talk to an elbow partner for 2 minutes to review what these rows (Coherence, Organization, and Style; and Control of Conventions) mean in their own words.</li> <li>After 2 minutes, cold call on students to share out what they discussed. Listen for them to say that Coherence, Organization, and Style refers to “using academic vocabulary,” “the importance of what we say and the order we say it,” “using transitions,” and “having powerful conclusions.” Listen for students to say that Control of Conventions refers to “using proper punctuation, grammar, and writing rules.”</li> <li>Distribute a <b>colored pen, highlighter, or marker</b> to each student, inviting students to take a different color from the one they used last class.</li> <li>Ask students to reread the teacher feedback on the first drafts of their position papers and, in this new color, circle any feedback they received regarding Coherence, Organization, and Style as well as Control of Conventions.</li> <li>Circulate and answer questions as students are working.</li> </ul>	<ul style="list-style-type: none"> <li>Whenever possible, have students who would benefit from physical activity help distribute and collect class materials.</li> <li>Check in with students you have identified as struggling with these concepts based on their drafts.</li> </ul>
<p><b>B. Revise Position Paper (15 minutes)</b></p> <ul style="list-style-type: none"> <li>When the class is finished coding their feedback, remind them they should aim to use vocabulary from the <b>Domain-Specific Vocabulary anchor chart</b> and their <b>researcher's notebooks</b> in their writing. Encourage them to code each domain-specific vocabulary word on their paper by drawing a small star, circle, or other preferred mark so they can tally the words used. Students should aim to have one or two domain-specific vocabulary words in each paragraph.</li> <li>Give students the remainder of Work Time B to revise their essays with additional support from you and their peers.</li> </ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Add Evidence to Visual Representation of Position Paper (10 minutes)</b></p> <ul style="list-style-type: none"> <li>• Refocus students whole group. Explain that they will finish their position paper revisions for homework and should bring their revised essays to turn in at the beginning of the next class.</li> <li>• Ask students to keep out their essays, but to also take out their <b>Performance Task Description</b> and <b>Performance Task Templates</b>.</li> <li>• Invite students to reread their essays and identify the evidence they've used in their essays that they want to include in their visual representations. Explain to students that they should add their evidence to their Performance Task Templates in a <i>concise</i> way. You might say something like: <ul style="list-style-type: none"> <li>* "To add evidence to your template, think about adding only the essential information, in the most concise way possible. For example, you wouldn't write, 'If agriculture made these important changes then we would save 25 billion precious and much needed gallons of water a day,' because that is too wordy. What could you write instead?"</li> </ul> </li> <li>• Cold call on a student to answer. Listen for something like: "saves 25 billion gallons of water."</li> <li>• Invite students to spend the remainder of class adding evidence in the most concise way possible to their visual representations. Circulate to check their work and provide suggestions.</li> </ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Finish revising position paper and bring a clean copy to turn in next class.</li> </ul> <p><i>Note: If students participated in Module 1 and wrote essays on A Long Walk to Water that are still stored somewhere in your classroom or in the students' binders, lockers, or homes, either locate them or ask students to find and bring them to tomorrow's class to help them reflect on their writing process, which will be the focus of the End of Unit 3 Assessment.</i></p>	

There are no new supporting materials for this lesson.