



EXPEDITIONARY  
LEARNING

# **Grade 7: Module 4B: Unit 3: Lesson 10**

## **Final Performance Task: Sharing Visual Representations of Position Papers**



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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)

Supporting Learning Targets

- I can reflect on my growth as a writer over the course of the year.
- I can share my visual representation of my position paper with my class.

Ongoing Assessment

- Performance Task: Visual Representation of Position Paper

Agenda

1. Opening
  - A. Entry Task: Writing Improvement Tracker (15 minutes)
  - B. Review Learning Targets (2 minutes)
2. Work Time
  - A. Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes)
  - B. Books to Think about on Sustainability (10 minutes)
3. Closing and Assessment
  - A. One-Word Go-round (8 minutes)
4. Homework
  - A. None

Teaching Notes

- In this lesson, students reflect on their growth as writers over the course of the year using their Writing Improvement Trackers (begun in Module 1 and used in each module). Be sure to locate those if you have been storing them, or tell students to bring them to class if they have held on to them.
- Today is a celebration of all the hard work students have put in throughout the module. Offer congratulations and consider ways in which you may want to make today's Gallery Walk feel like a party.
- In advance: Gather a selection of books from all genres, multiple copies if possible, about the environment and sustainability that would be of interest to students. Consider having the librarian help you with this task, or having the librarian or literacy specialist come in to conduct guest book talks with these books.
- Review: Gallery Walk protocol (Appendix).
- Post: Entry task directions; learning targets.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> <li>• Writing Improvement Tracker (begun in Module 1; one per student)</li> <li>• Final draft of position paper (from Lesson 9; one per student)</li> <li>• Performance Task: Visual Representation of Position Paper (one per student)</li> <li>• Selection of books from all genres about the environment and sustainability</li> </ul>

Opening	Meeting Students' Needs
<p><b>A. Entry Task: Writing Improvement Tracker (15 minutes)</b></p> <ul style="list-style-type: none"> <li>• As students enter, distribute their <b>Writing Improvement Trackers</b> and <b>final drafts of position papers</b> if you are holding on to them, or instruct them to take them out if they have them stored.</li> <li>• Direct students to follow the posted directions for today's entry task: "Use your final draft of your position paper as a reference as you fill out your Writing Improvement Tracker for Module 4. You have 10 minutes. After that, you will each share with the class in a go-around one aspect of how your writing improved."</li> <li>• With 5 minutes remaining, prompt students that it is time to share out. Call on one student to begin the go-around. Have each student share one piece from his or her Writing Improvement Tracker.</li> <li>• Collect students' Writing Improvement Trackers if you wish to see what they wrote and/or assess it.</li> </ul>	<ul style="list-style-type: none"> <li>• If students finish with time remaining, have them share their entries quietly with their elbow partners while others continue to write.</li> </ul>
<p><b>B. Review Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Direct students' attention to the posted learning targets for the day. Cold call on two students to read each one aloud:             <ul style="list-style-type: none"> <li>* "I can reflect on my growth as a writer over the course of the year."</li> <li>* "I can share my visual representation of my position paper with my class."</li> </ul> </li> <li>• Explain that you will meet the second learning target next with a Gallery Walk.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Gallery Walk of Performance Task: Visual Representations of Position Papers (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Give directions to students:               <ol style="list-style-type: none"> <li>Take out your Performance Task: Visual Representation of Position Paper and a writing utensil.</li> <li>Leave your performance task at your desk. Then stand up and push in your chair.</li> <li>For 10 minutes, we will conduct a Gallery Walk, where you look at each of your classmates' visual representations.</li> </ol> </li> <li>Begin the Gallery Walk, participating yourself as if you were a student.</li> </ul>	<ul style="list-style-type: none"> <li>Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.</li> </ul>
<p><b>B. Books to Think about on Sustainability (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Conduct book talks yourself (or have a guest come in to do so) on the <b>selection of books from all genres about the environment and sustainability</b>. If time permits, give students the opportunity to examine the books themselves and make a note of which ones they might like to read.</li> </ul>	

Closing and Assessment	Meeting Students' Needs
<p><b>A. One-Word Go-'round (8 minutes)</b></p> <ul style="list-style-type: none"> <li>Refocus students whole group. Invite them to return to their seats and read over their praise for 1 minute.</li> <li>Ask students to think of one word that represents some aspect of all the work they and their classmates have done during Unit 3 to share.</li> <li>Call on one student to start, and then go around the room having each student share one word. Feel free to add a word yourself.</li> <li>Celebrate!</li> </ul>	
Homework	Meeting Students' Needs
None.	

There are no new supporting materials for this lesson.