EXPEDITIONARY LEARNING

Grade 6: Module 4: Unit 3: Lesson 1
Analyze Model Position Paper with Rubric

BY-NC-SA
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)	
Supporting Learning Targets	**Ongoing Assessment**
• I can analyze a model position paper for topic and argument. • I can analyze the argument rubric to understand expectations of a position paper.	• Author's Presentation of Events graphic organizer • Assessing model position paper with rubric

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Agenda	Teaching Notes
1. Opening A. Check in on Independent Reading (8 minutes) B. Unpacking Learning Targets (2 minutes) 2. Work Time A. Reading a Model Position Paper for Understanding (15 minutes) B. Understanding Expectations: Reading the Rubric (15 minutes) 3. Closing and Assessment A. Exit Ticket: What Do You Think You Will Find Most Challenging in Writing a Paper Like This? (5 minutes) 4. Homework A. Read to meet the 30-minute reading goal in your independent reading book. Complete the Reading Tracker and Reviewer's Notes.	• As students start Unit 3, consider how to communicate with families about the students' independent reading goals, as well as the Reading Tracker and Reviewer's Notes. Their support is important. Consider how to routinely follow up with students' families or other adults who can support this reading work. • In advance: Prepare a sample letter for parents about students' reading goals and accountability for reading progress. • Although this is the first official lesson of Unit 3, students began preparing for the writing portion of this module in the last unit when they determined their claim or position on the question: "Do the benefits of DDT outweigh its harmful consequences?" • Students have the research folder that they have been using to keep the materials for this module. The Author's Presentation Events graphic organizer has already been used, but another copy is included in the supporting materials for ease of use. • Before writing a position paper, it is important that students know the expectations and study a well-written example of this kind of writing. To develop understanding, students will read a model position paper to identify the topic and the argument. • Students are introduced to the Position Paper Argument Rubric, which is very similar to the expository rubric students have used previously. In this lesson, the focus is on introducing a topic, and using claim, reasons, and evidence along with academic and domain-specific vocabulary. • Students will work with a partner to use the rubric to assess the model essay as a way to increase their understanding of the expectations for writing a position paper. • In advance: Determine appropriate student partners for assessing the model position paper using the rubric. • Post: Learning targets.

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Lesson Vocabulary	Materials
analyze, content, argument, rubric, expectations	• Reading Tracker and Reviewer's Notes (one per student and one to display) • Document camera • Model position paper: "Hydraulic Fracturing" (one per student) • Equity sticks • Author's Presentation of Events graphic organizer (one per student and one to display) • Position Paper Argument Rubric (one per student in research folder; one to display) • Exit ticket (one per student)

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Opening	Meeting Students' Needs
A. Check in on Independent Reading (8 minutes) • Check in with students: * "Are you meeting your reading goal? If so, how are you doing it? If not, what is getting in the way?" • Compliment successes. Encourage accomplishing daily steps for achievement and asking for support. • Display the **Reading Tracker and Reviewer's Notes** using a **document camera**. Ask students to assess their own entries. • Invite students to join their reading groups and share an interesting scene or favorite character from their book. • Circulate and listen as students share. Observe to see where support is needed for setting and achieving goals.	• Provide support for students who need help achieving their reading goals. • Select students may benefit from teacher participation in small reading groups to discuss their Reading Tracker and Reviewer's Notes.

B. Unpacking Learning Targets (2 minutes)
• Invite students to read the learning targets with you.
  * "I can analyze a model position paper for topic and argument."
  * "I can analyze the argument rubric to understand expectations of a position paper."
• Ask students:
  * "What words in the learning target do you think are most important? Why?
• As students respond, circle words on the posted learning targets and annotate words for meaning or associations. Guide students to the words *analyze*, *argument*, *rubric*, and *expectations*.
	• Learning targets are a research-based strategy that helps all students, especially challenged learners.
	• Posting learning targets allows students to reference them throughout the lesson to check their understanding. The learning targets also provide a reminder to students and teachers about the intended learning behind a given lesson or activity.

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Work Time	Meeting Students' Needs

A. Reading a Model Position Paper for Understanding (15 minutes)
• Tell students that all strong pieces of writing have a focus and a purpose. For writers to accomplish this, they need to know what the *content* should be, or what topic to explore. Writers also need to know what writing process they should use to clearly express the position or claim that they want their readers to understand.
• Tell the class that now they will have a chance to read a model position paper to see what the content of the paper is, or what topic was addressed.
• Distribute the **model position paper: "Hydraulic Fracturing"** to students.
• Invite students to closely read along as you read aloud.
• Remind students that they are reading this position paper to determine:
  * "What is the content, or topic, of the position paper?"
• Use **equity sticks** to call on students to respond to that question. Listen for responses that explain:
  * The article is about the use of hydraulic fracturing, or fracking, to collect natural gas from the earth.
  * Hydraulic fracturing, or fracking, is a process that is used to get natural gas from the earth so it can be used for energy.
• Recognize students for their ability to accurately determine the topic of the essay. Tell students that they will now have the opportunity to reread the model position paper. In this reading, the goal is to read closely for the *argument* the author presents.
• Before rereading, invite students to Think-Pair-Share:
  * "What is an *argument* that's presented in writing?"
• Call on pairs to share their definition of an author's argument. Listen for responses that explain that an argument is the set of reasons an author uses to persuade readers about his/her claim or position.
• Distribute the **Author's Presentation of Events graphic organizer**.
• Use the document camera to introduce students to the graphic organizer.
	• The first read-aloud/read-along of the model position paper introduces students to what the topic of essay is and helps prepare them to determine what argument or position the author presents.
	• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.
	• Providing models of expected work supports all students, especially supports challenged learners.

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Work Time (continued)	Meeting Students' Needs
• Tell students to now reread the model position paper to determine the argument with their Think-Pair-Share partners. Ask students to use the graphic organizer as they determine the writer's argument with their partners. • Circulate and listen as students read and determine the argument. Provide support as needed. • Refocus the students as a whole class to share the author's argument they have identified. Listen for responses such as: – "Hydraulic fracturing should be used to collect natural gas if it's done safely because it benefits the environment and it's good for people." • Compliment students for using both the author's claim and reasons to determine the argument. Explain that the close reading they did will help them understand the expectations writers have to produce well-written position papers.	
B. Understanding Expectations: Reading the Rubric (15 minutes) • Tell students that now that they have gotten a sense of the author's topic or content and the argument, they will look closely at the expectations for writing a strong position paper. • Use the document camera to display the **Position Paper Argument Rubric**. Explain that this rubric is very similar to ones they used in another module. • Remind students that a *rubric* is a guide that lists specific criteria for writing and evaluating academic papers, projects, or assessments. • Focus students on the Criteria column. Explain that the criteria listed in first three sections of that column are important for the work in today's lesson. • Call on a student to read the text under the heading "Claims and Reasons." • Point out that academic vocabulary is used in this explanation of how claims and reasons should be expressed or conveyed to readers. Explain that Levels 4 and 3 will help with understanding what that criteria means and how it is accomplished. • To increase understanding, invite students to look at the description of what well-written claims and reasons accomplish in the Level 4 column. Ask students to read along as you read aloud. • Circle or highlight on the displayed rubric: "compelling and follows logically from the task and purpose." • Invite students to highlight or circle the phrase "compelling and follows logically from the task and purpose" on their rubric as well.	• Using a rubric to understand the expectations of writing a position paper helps students know what should be included and how information should be organized and expressed. It also helps students recognize what they understand and are prepared for and supports them in determining where they will need support in order to achieve proficiency with the learning targets. • Encourage students to highlight or circle words and/or phrases that are not clear. Provide dictionaries or resources to define unknown words.

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Work Time (continued)	Meeting Students' Needs

• Circle or highlight on the displayed rubric: "insightful analysis of the topic." Invite students to highlight or circle those words as well.
• Remind students that the word *analyze* is a learning target word. Call on a student to define this word. Listen for a response that makes clear *analyze* involves taking apart a topic to understand it.
• Ask students to discuss with their elbow partner the following questions:
  * "What does 'introducing a topic and claim in a compelling way' mean?"
  * "What does 'follow logically from the task and purpose' mean?"
• Refocus students as a whole class. Cold call elbow partners to share their explanations. Listen for responses that clarify, such as:
  * "A topic and claim should be introduced in a way that really interests the reader and is easy to make sense of."
  * "When authors introduce a topic and claim, they should hook the readers in and interest them in their point of view or position."
• Ask students to look closely at the descriptors for writing in Levels 4 and 3 with their elbow partners. Ask them to find two differences in the two levels and discuss what guidance that gives to writers. Call on volunteer partners to share. Responses should explain that Level 4 writing is compelling and convincing, which means that it gets the readers' attention, and Level 4 writing is insightful, which means it explains the topic and claim well.
• Tell students that each of the criteria uses important academic vocabulary. Understanding the vocabulary is important for understanding how the rubric guides authors.
• Refocus students as a whole class. Explain that they will now read along as you read aloud the "Command of Evidence" criteria and the "Coherence, Organization, and Style" criteria along with the descriptors for how to meet the criteria described in Levels 4 and 3. Encourage students to highlight or circle words and/or phrases that need defining. Ask them to notice differences between Levels 4 and 3.
• Ask for volunteers to share what differences they noticed. For the "Command of Evidence" criteria, listen for responses that include well-chosen facts, concrete details, and varied evidence. For the "Coherence, Organization, and Style" criteria, listen for responses that include varied transitions, grade-appropriate vocabulary, stylistically sophisticated language, and a notable voice.
	• Select students may benefit from having a word bank with definitions, or an alternative rubric written in more general terms.
	• Select students may benefit from working in a supported small group to assess the model position paper using the rubric.
	• When reading aloud the rubric criteria, it may be beneficial to rephrase using general vocabulary to help clarify the expectations.

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Work Time (continued)	Meeting Students' Needs
• Commend students for their hard work and partnerships to analyze the rubric. • Explain that earlier in the lesson they read the "Hydraulic Fracturing" model position paper and determined the topic, the author's claim and reasons, and the argument. Now they will look at the article again with a partner to assess the writing by using the rubric. • Tell students who their pre-determined partners are. • Direct students to gather their "Hydraulic Fracturing" model position paper, Author's Presentation of Events graphic organizer, and Position Paper Argument Rubric. • Tell students that they will use the three criteria sections of the rubric that were read—"Claims and Reasons," "Command and Evidence" and "Coherence, Organization, and Style"—to assess the model position paper. • Ask partners to reread the model position paper together. Tell them to pause at the end of each paragraph and use the rubric to assess what they have read. Explain that the Author's Presentation of Events graphic organizer is a resource they can use to guide them as they evaluate. • Provide directions for students to use: – Use the "Claim and Reasons" criteria to assess the first paragraph. – Use the "Command of Evidence" criteria to assess Paragraphs 2, 3, and 4. – Finally, use the "Coherence, Organization, and Style" criteria to assess how the essay was organized and how language and vocabulary were used. • Ask partners to determine if the essay met Level 4 or Level 3 for each of the criteria they use. Tell students to provide at least two reasons that explain why or why not for each criterion, using the language of the rubric. • Refocus students as a whole class. Call on volunteer partners to share their assessment of the writing. Discuss any disagreements in student assessments. • Reward hard work; offer encouragement to keep these criteria in mind as students move forward with their own position paper writing.	

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Closing and Assessment	Meeting Students' Needs
A. Exit Ticket: What Do You Think You Will Find Most Challenging in Writing a Paper Like This? (5 minutes) • Distribute an **exit ticket** to each student. • Tell students that as they prepare to use their research and personal claims, they should consider what is important in writing this type of paper. Remind them that today they have read a model position paper and looked closely at the rubric in order to understand what is involved with writing a paper like this. Now you want them to think about what they feel will be the most challenging in writing their own paper. • Give students a minute to consider what they feel will be most challenging in writing a paper like this. Ask students to clearly explain or convey in writing their challenge.	• Students' responses to the exit ticket may help with grouping or partnering students for upcoming lessons. The responses might also help with planning support, modifications, or adaptations for select students.
Homework	**Meeting Students' Needs**
• Read to meet the 30-minute reading goal in your independent reading book. Complete the Reading Tracker and Reviewer's Notes.	

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

EXPEDITIONARY LEARNING

Grade 6: Module 4: Unit 3: Lesson 1
Supporting Materials

BY-NC-SA
This work is licensed under a Creative Commons Attribution-NonCommercial-ShareAlike 3.0 Unported License.
Exempt third-party content is indicated by the footer: © (name of copyright holder). Used by permission and not subject to Creative Commons license.

Reading Tracker and Reviewer's Notes

Name:

Date:

Book Title: _____

Please complete one entry for each reading check-in.

Choices for Reviewer's Notes: Choose one idea to respond to for each entry.

- *The most interesting/funniest/scariest scene was … because …*
- *A connection between this part of the book and what we are studying at school is … which helps me understand that …*
- *This part of the book reminds me of [other text, movie] because … which helps me understand that …*
- *A character I identify with/don't understand is … because …*
- *Something I learned about the world by reading this part of the book is … which seems important because …*

Chapter title/s and pages	**Reading Tracker** *Briefly explain what happened in this part of the book.*	**Reviewer's Notes** *Respond to one of the ideas above.*

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Reading Tracker and Reviewer's Notes

Chapter title/s and pages	**Reading Tracker** *Briefly explain what happened in this part of the book.*	**Reviewer's Notes** *Respond to one of the ideas above.*

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Model Position Paper: "Hydraulic Fracturing"

Question: Should New York State use hydraulic fracturing to collect natural gas?

Hydraulic fracturing, or "fracking," is a drilling process used to collect natural gas. Like oil and coal, natural gas is an important source of energy in the world. However, finding a good way to extract it from the earth has been a challenge. Based on research, my position is that hydraulic fracturing is a process that should be used to collect natural gas, but only if it is done safely and with enforced regulations. Hydraulic fracturing has significant benefits to both the environment and to people. However, there are dangers in using it too much or going too fast.

One important reason that hydraulic fracturing should be used is that it is better for the environment than other forms of energy we use. In the article "Good Gas, Bad Gas" in *National Geographic*, it says, "Natural gas burns much cleaner than coal. In part because American power plants have been switching from coal to cheap gas, U.S. emissions of CO_2 from fossil fuels fell last year, even as the world set another record." This means that by switching from coal to natural gas collected by hydraulic fracturing, we can make the air cleaner and do less damage to the ozone layer.

Another strong reason that hydraulic fracturing should be used is that it can really help people. According to *Business Insider*, "With the advances in drilling and hydraulic fracturing, the U.S. shale boom could add as much as $690 billion a year to the GDP and create up to 1.7 million jobs." This is important because there are people in New York who would apply for these jobs, and this could help them support their families.

However, there are some risks, and hydraulic fracturing needs to be done safely and with clear regulations. This is important because hydraulic fracturing could do great harm to our water supply. The article "Fracking Fuels Energy Debate" in *Science News for Kids* states, "... scientists found that the water from wells within 1 kilometer of fracking sites had much higher levels of dissolved methane than water from wells farther away." This quote clearly shows that fracking, or hydraulic fracturing, has the potential to do environmental damage, and maybe even damage the people who drink the water.

This is a very complicated issue to decide, and could have many benefits as well as harmful consequences. However, if hydraulic fracturing is done safely and is regulated, the benefits for the environment and for people would make it worth it.

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Model Position Paper: "Hydraulic Fracturing"

Sources:

http://ngm.nationalgeographic.com/2012/12/methane/lavelle-text

http://www.businessinsider.com/5-ways-to-make-5m-new-jobs-by-2020-2013-7

http://www.sciencenewsforkids.org/2012/07/fracking-fuels-energy-debate-and-controversy/

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Author's Presentation of Events Graphic Organizer

Name:

Date:

How does the author introduce (or begin) his/her presentation of events?

_____ With a story

_____ With facts or statistics

_____ With questions that get the reader thinking

_____ With some background information on the topic or event

What is the author's claim, or position?

What are the reasons the author chose this position?

-
-
-

How could the author's claim and reasons be written as an argument?

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Author's Presentation of Events Graphic Organizer

What transitional words or phrases does the author use to move from one reason to another?

- _____
- _____
- _____

What types of evidence does the author use to inform or persuade the reader?

_____ Facts about a particular topic

_____ Statistics to support an idea or claim

_____ Statistics to inform

_____ Quotes from experts

_____ Stories to give meaning or examples

Which text features does the author use to inform or persuade the reader?

_____ Photographs to make the reader *see*

_____ Photographs to make the reader *feel*

_____ Sidebars to explain some important concept

_____ Large fonts to make an idea or quote stand out

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Position Paper Argument Rubric

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	—clearly introduce the text and the claim in a manner that is compelling and follows logically from the task and purpose —claim and reasons demonstrate insightful analysis of the text(s) —acknowledges counterclaim(s) skillfully and smoothly	— clearly introduce the text and the claim in a manner that follows from the task and purpose — claim and reasons demonstrate grade-appropriate analysis of the text(s) —acknowledges counterclaim(s) appropriately and clearly	— introduce the text and the claim in a manner that follows generally from the task and purpose — claim and reasons demonstrate a literal comprehension of the text(s) —acknowledges counterclaim(s) awkwardly	— introduce the text and the claim in a manner that does not logically follow from the task and purpose — claim and reasons demonstrate little understanding of the text(s) —does not acknowledge counterclaim(s)	— claim and reasons demonstrate a lack of comprehension of the text(s) or task
COMMAND OF EVIDENCE: 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 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 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 that 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

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	W.2 L3. 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 text(s) 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 text(s) —do not provide a concluding statement or section
CONTROL OF CONVENTIONS: 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

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.

Exit Ticket

What do you think you will find most challenging in writing a paper like this?

Created by Expeditionary Learning, on behalf of Public Consulting Group, Inc.
© Public Consulting Group, Inc., with a perpetual license granted to Expeditionary Learning Outward Bound, Inc.