EXPEDITIONARY
LEARNING

Grade 6: Module 4: Unit 3: Lesson 7
End of Unit Assessment: Revising and Publishing

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)	
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6) I can use resources to build my vocabulary. (L.6.6)	

Supporting Learning Targets	Ongoing Assessment
• I can revise my position paper to include appropriate vocabulary. • I can publish my position paper. • I can self-assess my position paper against the Position Paper Argument Rubric.	• End of Unit 3 Assessment: Final draft of the position paper

NYS Common Core ELA Curriculum • G6:M4:U3:L7 • June 2014 • 1

Agenda	Teaching Notes

1. Opening
  A. Independent Reading Review (8 minutes)
  B. Unpacking Learning Targets (2 minutes)
2. Work Time
  A. Peer Critique: Revision for Vocabulary (10 minutes)
  B. Completing Revisions and Publishing (20 minutes)
3. Closing and Assessment
  A. Self-Assessing against the Position Paper Argument Rubric (5 minutes)
4. Homework
  A. Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.
	• In Lessons 5 and 6, students completed the first draft of their position paper and received peer and teacher feedback.
	• In this lesson, students review the third row of the Position Paper Argument Rubric, focusing on vocabulary. Students define stylistically sophisticated language, domain-specific vocabulary, and a notable sense of voice to gain an understanding of the rubric. Students are asked to compare the difference between a 3 and a 4 on the rubric.
	• After students gain understanding of the rubric, they give partner feedback on the use of vocabulary.
	• Students have time to revise their vocabulary and use supporting resources such as their articles from the research folder, the Word Wall, a dictionary, and a thesaurus.
	• Students then write their final, best version of their drafts and self-assess them against the Position Paper Argument Rubric.
	• If technology is available, students could be given the option to word process their position paper.
	• In advance:
	  – Place the Entrance Ticket: Plot Development on students' desks or table area.
	  – Gather dictionaries and thesauruses.
	  – Consider and determine student partnerships for a vocabulary peer critique.
	• Post: Learning targets.

Lesson Vocabulary	Materials
revise, appropriate vocabulary, publish, grade-appropriate, stylistically sophisticated language, domain-specific vocabulary, voice	• Entrance Ticket: Plot Development (one per student) • Equity sticks • Document camera • Position Paper Argument Rubric (from Lesson 1; two per student, one to display) • Research folder (from previous lessons) • Dictionaries (one per partner group) • Thesauruses (one per partner group) • Position Paper Vocabulary Criteria (one to display) • Vocabulary Feedback (one per student) • End of Unit 3 Assessment: Position Paper Prompt (same as for the Mid-Unit 3 Assessment in Lesson 5; one for display) • Lined paper

Opening	Meeting Students' Needs
A. Independent Reading Review (8 minutes) • Greet students at the door. Ask them to sit in their reading groups. Explain that they should take a few minutes to fill out the **Entrance Ticket: Plot Development** and prepare to share their book with group members. • Circulate to help students who are struggling to understand the plot in their book. • Refocus the class. • Invite students to share the plot development of their book with their reading group members. • Reconvene the class. Tell students that plot develops out of conflict, either external, such as a person or an event that starts a series of actions the main character undertakes, or internal, driven by another character's wants and/or needs. How that character, and others, makes choices and responds to situations determines the course of events or the plot. • Commend students for participating in sharing the plot of their book.	• Independent reading reviews hold all students accountable for doing their independent reading homework.

B. Unpacking Learning Targets (2 minutes)
• Invite students to read the learning targets with you:
  * "I can revise my position paper to include appropriate vocabulary."
  * "I can publish my position paper."
  * "I can self-assess my position paper against the Position Paper Argument Rubric."
• As the targets are read, underline *revise, appropriate vocabulary,* and *publish*.
• Invite reading groups to discuss what each of the three underlined terms means.
• Cold call students using **equity sticks** to share their responses.
• Listen for them to say things such as: "To revise means to review and make changes in our draft," "Appropriate vocabulary means words that are domain-specific and that provide clarity to our topic," and "To publish means to release a piece of writing for others to read."
• Ask students to Think-Pair-Share:
  * "What do you think our tasks will be for this lesson?"
	• 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.

Opening	Meeting Students' Needs
• Listen for students to say things such as: "Our tasks will be to revise our first draft, specifically looking at vocabulary. Peers will provide feedback on vocabulary on our first draft. We will want to include domain-specific vocabulary and look at word choice throughout our five paragraphs. Also, our task is to complete a best version of our position paper and to self-assess using the Position Paper Argument Rubric."	

Work Time	Meeting Students' Needs

A. Peer Critique: Revision for Vocabulary (10 minutes)
• Form student partnerships.
• Using a **document camera**, display the **Position Paper Argument Rubric**. Point to Row 3: "Coherence, Organization, and Style." Explain to students that they will be providing vocabulary feedback on the position paper to a peer. Read the criterion for this category: "The extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language."
• Invite students to read the rubric criteria for vocabulary. This would be the second item in this row in the 4 and 3 columns.
• Ask students to consider the difference between a 3 and 4 with regard to vocabulary. Ask them to read silently in their heads as you read the 3: "Establish and maintain a formal style using precise language and domain-specific vocabulary." Then read the 4: "Establish and maintain grade-appropriate, stylistically sophisticated language, and domain-specific vocabulary with a notable sense of voice. Underline "grade-appropriate, stylistically sophisticated language, and domain-specific vocabulary with a notable sense of voice" on the rubric.
• Invite students to Think-Pair-Share:
  * "What does 'grade-appropriate' language mean?"
  * "What does 'stylistically sophisticated' language mean?"
  * "What does 'notable sense of voice' mean?"
	• Asking students to identify challenging vocabulary helps them to monitor their understanding of a complex text.
	• To further support ELLs, consider providing definitions of challenging vocabulary in students' home language. Resources such as Google Translate and bilingual translation dictionaries can assist with one-word translation.

Work Time (continued)	Meeting Students' Needs
• Using equity sticks, call on students. Listen for: "Grade-appropriate language means we want to use vocabulary we learned when researching our topic—the domain-specific vocabulary," "Stylistically sophisticated language means we want to use vocabulary that is intellectually appealing to our reader," and "A notable sense of voice means the writing is written with emotion. The words take a stand and speak for themselves. The writing moves the reader." • Ask students to Think-Pair-Share: * "What resources do we have that could help us revise our vocabulary?" • Use equity sticks to call on students. Listen for: "The Word Wall and our **research folder** articles can be used to add domain-specific vocabulary. **Dictionaries** and **thesauruses** can be used to help with word choice." Distribute a dictionary and thesaurus to each partner group. • Using the document camera, display the **Position Paper Vocabulary Criteria**. Read aloud the criteria to students. Ask students to reference these criteria as they consider revisions. • Hand back students' draft papers. Ask them to look over the comments to make sure they understand them. Invite students to raise their hands if they have questions. • Remind students of the guidelines for a peer critique: Be kind, be specific, be helpful, and participate. • Distribute the **Vocabulary Feedback** form. Invite students to notice a "star" and a "next step" for their partner in revising vocabulary. • Ask students to exchange position papers. Explain that writers will have time to make revisions after the peer critique. • Pause to give partners time to look at vocabulary and complete the Vocabulary Feedback form. • Circulate to support students with questions on critiquing vocabulary. • Refocus the class. • Invite partners to give the position paper and Vocabulary Feedback form to the writer. • Pause to give writers time to read the feedback and make changes to their draft writing. • Praise writers for their willingness to improve their vocabulary by receiving partner feedback and acknowledge partners for using the criteria to guide their stars and next steps.	

Work Time (continued)	Meeting Students' Needs
B. Completing Revisions and Publishing (20 minutes) • Display the **End of Unit 3 Assessment prompt** where all students can see it. Read this prompt as students read along. • Point out that the actual writing prompt is exactly the same as for their Mid-Unit 3 Assessment. Tell students that you are showing this End of Unit 3 Assessment prompt again simply to clarify the expectations. • Ask students if they have any clarifying questions about what is expected of them in this published position paper. • Give students specific positive praise on actions you have observed throughout the writing process: "I have been so pleased to see many of you revising your claim and supporting evidence, planning your transitions for each paragraph, and improving your vocabulary for clarity and voice." Tell them that they are now at the end of the writing process and are going to write a final, best version of their position paper. • Remind students that because this is an assessment, they will write their final draft version of their position paper independently. Inform them that they can use their resources and peer and teacher feedback forms as they prepare their final draft. Distribute **lined paper** and ask them to begin. Circulate to observe.	• Consider using a timer to help students set goals during this Work Time.

Closing and Assessment	Meeting Students' Needs
A. Self-Assessing against the Position Paper Argument Rubric (5 minutes) • Distribute a new Position Paper Argument Rubric to students for self-assessing their position paper. Invite them to "think like the teacher" and to go through each row of the rubric highlighting/underlining in the column where they think their position paper fits best. • Collect students' final position papers, self-assessments, drafts, and various forms on which peers have provided critique. • Congratulate and celebrate students' work.	• If students need more time to finish their final draft, consider allowing them to finish at home and turn it in in the following lesson.

Homework	Meeting Students' Needs
• Read in your independent book for 30 minutes. Complete the Reading Tracker and Reviewer's Notes.	

EXPEDITIONARY LEARNING

Grade 6: Module 4: Unit 3: Lesson 7
Supporting Materials
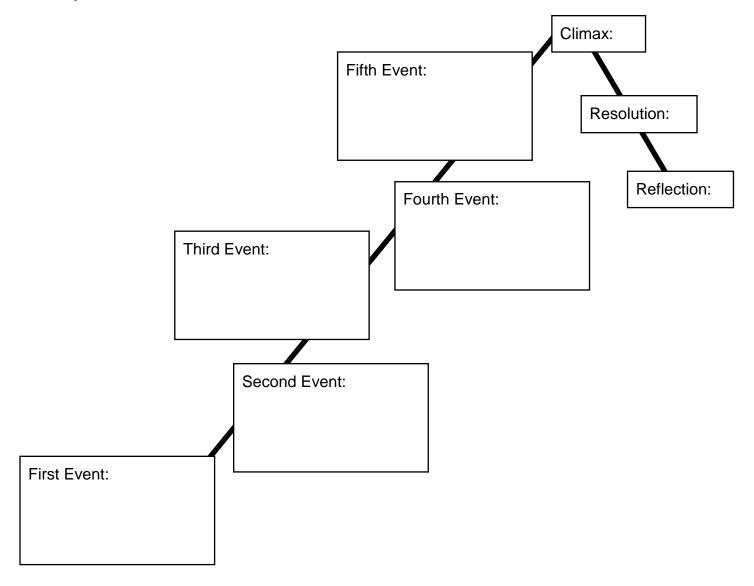
Plot: a series of events in the story that serve to move the story from its beginning through its climax, or turning point, and to a resolution of its conflicts. Plot is why the story happens and why the main character learns or grows, or begins or chooses something.

Explain the plot development of your novel thus far. Choose three to five events in the story that move the story toward the climax.

Climax:

Fifth Event:

Resolution:

Fourth Event:

Reflection:

Third Event:

Second Event:

First Event:

Position Paper Vocabulary Criteria

1. Grade-appropriate vocabulary
2. Stylistically sophisticated language (intellectually appealing)
3. Domain-specific (10+ vocabulary words)
4. Vocabulary with a notable sense of voice (words take a stand and speak for themselves)

Vocabulary Feedback

Name:

Partner's Name:

Date:

1. Grade-appropriate vocabulary

    Star: _____

    Next
    Step: _____

2. Stylistically sophisticated language (intellectually appealing)

    Star: _____

    Next
    Step: _____

3. Domain-specific (10+ vocabulary words)

    Star: _____

    Next
    Step: _____

4. Vocabulary with a notable sense of voice (words take a stand and speak for themselves)

    Star: _____

    Next
    Step: _____

Learning Targets:

• With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

• I can identify when Standard English is and isn't used. (L.6.1e)

• I can convert language into Standard English. (L.6.1e)

• I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)

• I can use resources to build my vocabulary. (L.6.6)

Directions:

• Using the feedback you have received from both your teacher and peers, as well as the lesson you received on the use of Standard English in writing, revise your position paper to create a final published version.

• This should also include intentional use of the vocabulary you have acquired throughout the course of your research and study of DDT, its benefits, and its harmful consequences in the natural world.

Prompt:

• Do you believe DDT should be used despite its potentially harmful consequences in the natural world?

• Do the benefits of DDT outweigh its harmful consequences?