



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 2: Lesson 17

End of Unit 2 Assessment, Part 1: Drafting the Essay



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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)

I can write arguments to support claims with clear reasons and relevant evidence. (W.7.1)

I can select evidence from literary or informational texts to support analysis, reflection, and research. (W.7.9)

Supporting Learning Targets

- I can draft an argument essay about *Pygmalion*.
- In my essay, I can support my claim with details and quotes from the play.
- In my essay, I can explain how my details support my claim.

Ongoing Assessment

- *Pygmalion* Essay Planner (from homework)
- End of Unit 2 Assessment essay draft



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Entry Task (3 minutes)2. Work Time<ol style="list-style-type: none">A. End of Unit 2 Assessment, Part 1: Drafting the Essay (40 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Collect Essay Drafts (2 minutes)4. Homework<ol style="list-style-type: none">A. Continue reading in your independent reading book.	<ul style="list-style-type: none">• In this lesson, students finish the draft of their essay about Eliza Doolittle’s internal changes. In the previous four lessons, they have shaped their arguments, collected evidence, planned their essays, and critiqued one another’s work. At this point, students need time to craft their essay.• This lesson is written assuming the use of computers to draft the essays in order to make later revisions easier.• Consider the setup of your classroom if you are using laptops. Because students can distract themselves on computers, think about positioning the desks so that it is easy to scan the screens throughout the lesson.• If your students are not familiar with expectations about computer use in the classroom, explain them at the beginning of Work Time.• Be sure to think about how students will submit their drafts at the end of class: printing, saving to a server, emailing, etc.• If using computers is not possible in your classroom, consider giving students more time to hand-write their essays. If students are hand-writing their drafts, encourage them to double-space, as it will make revision easier.• Since students will complete this essay independently, use the Claim and Reasons and Command of Evidence sections on the NYS Expository Writing Rubric (argument version) to assess them. This rubric can be found as a part of the <i>Pygmalion</i> Essay Planner Return the essay drafts with feedback in Lesson 19. Be sure to give feedback on the Coherence, Style, and Organization row and the Command of Conventions row of the rubric so that students can make those revisions in Lesson 19.• All essay work, planning and drafting, should be saved for reflection in the Unit 3 Writing Improvement Tracker. This work can be stored in whatever portfolio system the teacher has set up, or in the teacher’s files.



Lesson Vocabulary	Materials
argument	<ul style="list-style-type: none"> • Computers • <i>Pygmalion</i> (play; one per student) • End of Unit 2 Assessment Prompt: <i>Pygmalion</i> Argument Essay (from Lesson 12; included again in the supporting materials for this lesson; one per student and one to display) • <i>Pygmalion</i> Essay Planner (from Lesson 14; for teacher reference; use New York State Expository Writing Rubric—argument version which is a part of this planner, to score students’ essays. See Teaching Notes above)

Opening	Meeting Students’ Needs
<p>A. Entry Task (3 minutes)</p> <ul style="list-style-type: none"> • Assign computers and invite students to get out their essay planners and the play, <i>Pygmalion</i>. • Direct students’ attention to the learning targets and read them aloud: <ul style="list-style-type: none"> * “I can draft an argument essay about <i>Pygmalion</i>.” * “In my essay, I can support my claim with details and quotes from the play.” * “In my essay, I can explain how my details support my claim.” • Remind students that these learning targets build on the work they have been doing in the past four lessons, as well as work they did in Module 1. 	



Work Time	Meeting Students' Needs
<p>A. End of Unit 2 Assessment, Part 1: Drafting the Essay (40 minutes)</p> <ul style="list-style-type: none">• Display the End of Unit 2 Assessment Prompt: <i>Pygmalion</i> Argument Essay (which students originally saw in Lesson 12).• Remind them of the following:<ul style="list-style-type: none">* “Use the ideas and evidence in your planners to continue to write your essay drafts.”* “You will turn in your drafts at the end of the class.”* “You will have a chance to revise for conventions after you get your first draft back.”• Emphasize the importance of saving their work often (if they are using computers). Let them know in what form (email, printed, saved to server, etc.) they will be turning in their draft at the end of the class.• As students are working, circulate around the room. Since this is an assessment, students should work independently.• When a few minutes remain, remind students to save their work.	<ul style="list-style-type: none">• One of the goals of the scaffolding in the previous lessons is to support all students in writing their essays, including SPED students and ELLs. As much as possible, this draft should be done independently. However, there is space during Work Time to check in with students who need more support.• In order to give more support, consider:<ul style="list-style-type: none">– Prompting them to look at their essay planner to remind them of their claim and/or the evidence they gathered– Asking questions like: “How does that evidence support your claim?” or “How are those ideas connected?”– Reminding them of the resources available to help them



Closing and Assessment	Meeting Students' Needs
<p>A. Collect Essay Drafts (2 minutes)</p> <ul style="list-style-type: none"> • Give students specific positive praise for behaviors or thinking you noticed during class. Emphasize ways in which they are showing stamina as writers, and specific examples of students who are having strong insights about the theme of the play. • Tell students you look forward to reading their drafts. Collect the drafts and their associated planning work: the Eliza Character Tracker and the <i>Pygmalion</i> Essay Planner. 	<ul style="list-style-type: none"> • Consider allowing SWD, ELLs, or other students with special needs more time to complete their draft.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue reading in your independent reading book. <p><i>Note: Use the NYS Expository Writing Rubric—argument version found in the Pygmalion Essay Planners from Lesson 14 to assess students' essay drafts. Focus only on Row 1 (Claims and Reasons) and Row 2 (Command of Evidence). Be ready by Lesson 19 to return the essay drafts with feedback and the rubric. For assessment purposes, focus on just the top two rows of the rubric, but do also give feedback on Coherence, Organization, and Style and Control of Conventions for students to revise in Lesson 19. Specifically, keep an eye out for common organization or convention mistakes in the essays. In Lesson 19, you can address these common errors in a mini lesson when students revise.</i></p> <p><i>Lesson 19 gives students time to talk about Pygmalion as a whole text and to wrap up their study of the novel. (This also allows time for you to review essays and give feedback by Lesson 19.) If you need additional time to review student work before the revision lesson, consider inserting a work day or reading day(s) between Lesson 18 and 19. However, make sure students return to their essays relatively soon; a gap of more than a few days will make it harder for them to revise successfully.</i></p>	



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Supporting Materials



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End of Unit 2 Assessment Prompt:
Pygmalion Argument Essay

Name:

Date:

Focus Question:

“Eliza Doolittle changes her outward identity (speech, mannerisms, clothing) throughout the play. Does she change her inner identity (values, character) as well?”

After reading *Pygmalion*, write an argument essay that addresses this question.

Support your position with evidence from the play. Be sure to acknowledge competing views and refer only to information and events in the play.