



EXPEDITIONARY
LEARNING

Grade 7: Module 2B: Unit 3: Lesson 11

Performance Task: Write Ad Analysis



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

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.7.2)

I can use technology to produce and publish a piece of writing with links to cited sources. (W.7.6)

I can produce clear and coherent writing that is appropriate to task, purpose, audience, and style. (W.7.4)

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

Supporting Learning Targets

- I can write an analysis in which my layout, style, and language make my meaning clear to my classmates.

Ongoing Assessment

- Ad Analysis



Agenda	Teaching Notes
<ol style="list-style-type: none"> 1. Opening <ol style="list-style-type: none"> A. Unstructured Mini Lesson: Reinforcing Challenge Points (10 minutes) 2. Work Time <ol style="list-style-type: none"> A. Completing Final Draft of Ad Analysis (30 minutes) 3. Closing and Assessment <ol style="list-style-type: none"> A. Turn and Talk (5 minutes) 4. Homework <ol style="list-style-type: none"> A. Continue your independent reading. Be prepared to write a book review in Lesson 13. Please make sure that you have met your reading goal and bring your book to class for the next lesson. 	<ul style="list-style-type: none"> • This lesson opens with a mini lesson of your choosing that addresses a struggle or challenge you've noticed multiple students or pairs having. If students are using a new technology platform to create their final product, consider also addressing questions relating to this platform. • Following the mini lesson, students are given a solid chunk of time to work with their partners on the final draft of their Ad Analysis. Note that students will work on the final draft of their counter ad in Lesson 12. If they finish their Ad Analysis early, you could give them the option of turning their attention to the counter ad and sketching a rough draft of how they want it to look. • During Work Time A, consider how to support students in using this time well. You might confer with each pair, pull several pairs to support more intensively, or provide a formal checkpoint for each pair. Students might benefit from a routine in which you ask partners to commit to a goal for the next 15 minutes, then check in to see if they have reached that goal, and set another goal. • Regardless of the routine you set for Work Time A, ensure that students are referencing the Performance Task Rubric on a consistent and formal basis. This will help them meet all of the criteria necessary to earn a 4 in each category. • In advance: Plan the mini lesson. • Post: Learning target.

Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • Entry task (one per student; optional; see Teaching Notes) • Model Performance Task: "Samsung Appliances" (from Lesson 4; one to display) • Ad Analysis planning guide (from Lesson 10; one per pair) • Completed Module 2B Performance Task Rubric (from Lesson 9; one per student)



Opening	Meeting Students' Needs
<p>A. Unstructured Mini Lesson: Reinforcing Challenge Points (10 minutes)</p> <ul style="list-style-type: none">• Use this time to deliver a mini lesson of your choosing, reinforcing a challenge or a struggle most students have with the Ad Analysis. Include an entry task at your discretion.	
Work Time	Meeting Students' Needs
<p>A. Completing Final Draft of Ad Analysis (30 minutes)</p> <ul style="list-style-type: none">• Display the Model Performance Task: “Samsung Appliances.”• Ask students to take their Ad Analysis planning guide and Completed Module 2B Performance Task Rubric and join their partners.• Tell students they will now complete a final draft of their analysis. Remind them to use their Ad Analysis planning guide, performance task rubric, and the displayed model performance task to guide their choices. In particular, consistently returning to the Performance Task Rubric will help them to stay grounded in the criteria.• Consider how you might confer strategically with groups at a particular checkpoint (this will vary depending on technology being used), or pull several pairs for additional support.• Consider supporting pairs in setting goals for 15-minute periods, and checking in with them at the end of that time to see if they met that goal and set another goal for the following 15 minutes.• As you circulate, look for examples of students who are making strong decisions about their work to share during the debrief in the Closing and Assessment.	



Closing and Assessment	Meeting Students' Needs
<p>A. Turn and Talk (5 minutes)</p> <ul style="list-style-type: none"> • Ask students to turn and talk with their partner: <ul style="list-style-type: none"> * “What is one writing decision you made that has worked out really well?” • Call on several pairs to share their decisions with the class. Consider pre-selecting pairs with strong work you noticed while you were circulating. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue your independent reading. Remember that in Lesson 13, we will write book reviews. Most of you need to be finished with your book by then; a few of you who selected longer books have set a different goal with me. Please make sure that you have met your reading goal and bring your book to class that day. 	

There are no new supporting materials for this lesson.