



EXPEDITIONARY
LEARNING

Grade 7: Module 4B: Unit 3: Lesson 9

Finishing the End of Unit 3 Assessment: Final Draft of Position Paper and Reflection on the Writing Process



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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)

Supporting Learning Target

- I can reflect on how my use of the writing process contributed to the quality of my writing.

Ongoing Assessment

- End of Unit 3 Assessment, Part 1: Position Paper (completed)
- End of Unit 3 Assessment, Part 2: Reflection on Writing Process

Agenda

1. Opening
 - A. Entry Task: Prepare for Assessment (2 minutes)
 - B. Review Learning Target (1 minute)
2. Work Time
 - A. End of Unit 3 Assessment, Part 2: Reflection on Writing Process (25 minutes)
 - B. Add Images to Performance Task Template (15 minutes)
3. Closing and Assessment
 - A. Share with Partner (2 minutes)
4. Homework
 - A. Finish adding images to your Performance Task Template.

Teaching Notes

- In today's class, students reflect on the writing process they used to complete their position paper, from planning to revision. If students participated in Module 1, you may want to take a few moments between the entry task and Work Time A to ask them to take those essays out and look for areas of growth between this first essay of the year and their last. (Prompt them to look for improved vocabulary, organization, strength of argument, or writing style.)
- Students may have powerful reflections and insights based on their End of Unit 3 Assessment: Reflection on Writing Process. Use your discretion to decide if you would like to shorten the timing for Work Time B to allow students more time to share their reflections in the Closing.
- To help students obey copyright law and find open-source images, use websites such as <http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/> to find easy-to-navigate, open-source websites with images for student use.
- Post: Entry task directions; learning targets; Steps to Writing a Position Paper poster.



Lesson Vocabulary	Materials
	<ul style="list-style-type: none"> • First draft of position paper with teacher feedback (from Lesson 5; one per student) • Final draft of position paper (one per student) • Sustainable Water Management Position Paper Planners (from Lesson 2; one per student) • Steps to Writing a Position Paper poster (from Lesson 2) • End of Unit 3 Assessment, Part 2: Reflection on Writing Process (one per student) • Model Answer for Last Question on End of Unit 3 Assessment: Reflection on Writing Process (for teacher reference) • Performance Task Template (from Lesson 7) • Computers or access to computer lab

Opening	Meeting Students' Needs
<p>A. Entry Task: Review Revisions with Partner (2 minutes)</p> <ul style="list-style-type: none"> • Direct students to follow the posted directions for today's entry task: "Take out your first draft of position paper with teacher feedback, final draft of position paper, Sustainable Water Management Position Paper Planner, and a writing utensil. Clear your desk of everything else. Then, review the Steps to Writing a Position Paper poster." 	<ul style="list-style-type: none"> • When appropriate, assign partners so students are matched with someone who will keep them focused. Consider pairing struggling writers with proficient writers so they can learn from each other.
<p>B. Review Learning Target (1 minute)</p> <ul style="list-style-type: none"> • Direct students' attention to the posted learning target for the day. Cold call on a student to read it aloud: <ul style="list-style-type: none"> * "I can reflect on how my use of the writing process contributed to the quality of my writing." • Explain to students that they will formally reflect on their writing process steps using their final draft and Position Paper Planner as they answer some guided questions for the End of Unit 3 Assessment. 	



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment: Reflection on Writing Process (25 minutes)</p> <ul style="list-style-type: none"> • Distribute a copy of the End of Unit 3 Assessment, Part 2: Reflection on Writing Process to each student. • Read the second long-term target and directions out loud to the students: <ul style="list-style-type: none"> * “With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed.” * “Directions: For this assessment, you will analyze the process you used to write your position paper. Think about what steps you took to plan and revise your writing. Document the steps below and explain in the spaces provided how those steps helped strengthen your writing. Give specific examples (using quotations or references to particular lines) from your essay. Then answer the short answer questions at the end.” • Reiterate that there are two sections: the table and the short answer questions. Pause and answer any questions students have about the assessment. • Explain that students will have 25 minutes to work on the assessment and that you will be available to answer questions. • Once you have addressed any questions, ask students to begin. • Collect the assessments and students’ final drafts of their position paper after 25 minutes have passed. 	<ul style="list-style-type: none"> • Whenever possible, ask students who would benefit from physical activity to help you distribute and collect materials.
<p>B. Add Images to Performance Task Template (15 minutes)</p> <ul style="list-style-type: none"> • Invite students to take out their Performance Task Template. (This may require them to log in to computers.) • Explain that the next 15 minutes of class time is for finding images that represent students’ main pieces of evidence that they will add to their Performance Task Templates. If students are creating these digitally, they should copy and paste images directly into the Performance Task Template. If students are making these on paper, they should use this time to print out any images they intend to use. • To find open-source images, direct students to use only open-source images found from Flickr The Commons. The best way to do this is to direct students to http://compfight.com/. Use directions from this teacher’s website: http://www.edsocialmedia.com/2010/10/get-students-to-care-about-copyright/. • Circulate and help students find appropriate images. • Direct students to save their work, log out, shut down, and/or put away their computers when there are 3 or 4 minutes of class remaining. 	



Closing and Assessment	Meeting Students' Needs
<p>A. Share with Partner (2 minutes)</p> <ul style="list-style-type: none"> • Invite students to share a take-away from their reflection process today on the End of Unit 3 Assessment. If time allows, have some students share with the whole group. 	<ul style="list-style-type: none"> • Consider assigning partners so that students get to talk with different classmates than they normally would.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Finish adding images to your Performance Task Template. <p><i>Note: In the next lesson, students will return to their Writing Improvement Tracker that they have used for each module and fill it out for their position paper. 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. An extra blank copy is available in the supporting materials for Lesson 1. During that lesson, you may want to return students' essays to them, even if the essays are not graded yet, for them to fill out their Writing Improvement Trackers during the entry task.</i></p>	



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Supporting Materials



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End of Unit 3 Assessment Part 2:
Reflection on Writing Process

Learning Target: With support from peers and adults, I can use a writing process to ensure that purpose and audience have been addressed. (W.7.5)

Directions: For this assessment, you will analyze the process you used to write your position paper. Think about what steps you took to plan and revise your writing. Document the steps below and explain in the spaces provided how those steps helped strengthen your writing. Give specific examples (using quotations or references to particular lines) from your essay. Then answer the short answer questions at the end.

Part 1: Fill in the table below:

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Planning: Using Position Paper Planner, Outlining, and Organizing	How did using your Position Paper Planner help strengthen your writing?	Give an example from your essay here:



End of Unit 3 Assessment Part 2:
Reflection on Writing Process

Steps	How did this step strengthen your argument?	What evidence from your writing shows this?
Planning: Using Position Paper Planner, Outlining, and Organizing	How did using your Position Paper Planner help strengthen your writing?	Give an example from your essay here:
Revising	How did peer feedback help you revise? How did teacher feedback help you revise? How did examining your own work help you revise? How did focusing on the first two rows of the rubric help you revise?	Give an example from your essay here: Give an example from your essay here: Give an example from your essay here: Give an example from your essay here:



End of Unit 3 Assessment Part 2:
Reflection on Writing Process

How did addressing the purpose strengthen your writing?



End of Unit 3 Assessment Part 2:
Reflection on Writing Process

How did you create a formal, academic style in this paper in order for it to be appropriate for your audience (in this case, your peers, your teacher, and anyone else interested in this topic of water sustainability)?



Model Answer for Last Question on End of Unit 3 Assessment:
Reflection on Writing Process (for Teacher Reference)

How did you create a formal, academic style in this paper in order for it to be appropriate for your audience (in this case, your peers, your teacher, and anyone else interested in this topic of water sustainability)?

I did not use informal language such as slang or texting language. I made sure I used domain-specific word choices as often as possible. I also chose words that were sophisticated and precisely reflected my meaning. I used paraphrasing and in-text citations to show my research as well.