



EXPEDITIONARY
LEARNING

Grade 8: Module 4: Unit 3: Lesson 5

End of Unit Assessment: Final Position Paper



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

I can write arguments to support claims with clear reasons and relevant evidence. (W.8.1)

Supporting Learning Target

- I can write the final draft of my position paper.

Ongoing Assessment

- End of Unit 3 Assessment: Final Draft of Position Paper

Agenda

1. Opening
 - A. Reviewing the Learning Target (4 minutes)
 - B. Receiving Feedback (5 minutes)
2. Work Time
 - A. End of Unit Assessment: Final Draft of Position Paper (31 minutes)
3. Closing and Assessment
 - A. Pair Share (5 minutes)
4. Homework
 - A. Continue working on the visual representation of your position paper.

Teaching Notes

- Be prepared to return students' Mid-Unit 3 Assessment: Draft Position Paper from Lesson 2 to students with star and step feedback based on Row 2 of the Position Paper Rubric.
- Some students may not finish their final draft during this lesson. Consider whether or not to allow them to finish their essays at a later time, but before the next lesson.
- Assess final position papers using the Position Paper Rubric.
- Post: Learning target.



Lesson Vocabulary	Materials
formal style	<ul style="list-style-type: none"> • Mid-Unit 3 Assessment: Draft Position Paper (from Lesson 2; with teacher feedback) • End of Unit 3 Assessment: Position Paper Prompt (from Lesson 1) • Lined paper (two pieces per student) • Position Paper Rubric (from Lesson 1)

Opening	Meeting Students' Needs
<p>A. Reviewing the Learning Target (4 minutes)</p> <ul style="list-style-type: none"> • Invite students to read the posted learning target with you: <ul style="list-style-type: none"> * “I can write the final draft of my position paper.” • Emphasize again that writing well is hard, and these final revisions are important to make their messages as clear as possible for their readers. Encourage students and thank them in advance for showing persistence and stamina to get to this final step. • 	<ul style="list-style-type: none"> • Consider pulling small groups of students with similar questions and needs, or working with individual students during Work Time A.
<p>B. Receiving Feedback (5 minutes)</p> <ul style="list-style-type: none"> • Return Mid-Unit 3 Assessment: Draft Position Paper and invite students to spend some time reading the feedback. Invite students who have questions to write their names on the board for you to circulate and address, both in this time and as students write their final drafts later in the lesson. 	<ul style="list-style-type: none"> •



Work Time	Meeting Students' Needs
<p>A. End of Unit 3 Assessment: Final Draft of Position Paper (31 minutes)</p> <ul style="list-style-type: none"> • Invite students to reread the End of Unit 3 Assessment: Position Paper Prompt to ground themselves in what they have been asked to do. • Distribute lined paper and invite students to write the final draft of their position paper, incorporating any star and step feedback. Remind students to refer to the assessment prompt and the Position Paper Rubric. • Circulate around the room addressing questions. Consider first checking in with students who need extra support to help them use their time well. 	<ul style="list-style-type: none"> • Provide the necessary accommodations for students with special needs or who may require more time for this task.
Closing and Assessment	Meeting Students' Needs
<p>A. Pair Share (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to share their favorite part of their position paper with a partner. • Collect all final drafts. Encourage students to use the first draft of their essay with stars and steps feedback as they continue working on the visual representation of their position paper for homework. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Continue working on the visual representation of your position paper. 	