Grade 6: Module 2B: Unit 2: Lesson 13

Planning for Writing: Introduction and Conclusion of a Literary Argument Essay

Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

Supporting Learning Targets	Ongoing Assessment
• I can draft the introduction and conclusion of my literary argument essay.	• Themes of Adversity graphic organizer for "Nelly, the Sniggler" (from homework) • First draft of argument essay • Self-assessment against Rows 1 and 3 of Literary Argument Essay Rubric

Agenda	Teaching Notes

1. Opening
   A. Engaging the Reader: "Nelly, the Sniggler" (7 minutes)
   B. Unpacking Learning Target (3 minutes)
2. Work Time
   A. Studying the Model and Drafting an Introductory Paragraph (14 minutes)
   B. Studying the Model and Drafting a Concluding Paragraph (16 minutes)
3. Closing and Assessment
   A. Self-Assessment against the Rubric (5 minutes)
4. Homework
   A. Read "Drogo, the Tanner's Apprentice" and complete the Themes of Adversity graphic organizer.
	• In this lesson, students draft the introductory and concluding paragraphs of their End of Unit 2 Assessment. They revisit the model essay to get a firm grounding in what their introduction and conclusion should look like.
	• Students use the Literary Argument Essay Rubric to assess their introductory and concluding paragraphs. Encourage them to be honest with themselves during their self-assessment, as it will help them improve their writing.
	• By the end of this lesson, most students should have finished their first draft. If they did not, they should be permitted to finish as homework.
	• Collect any finished drafts and provide feedback using Rows 1 and 3 of the Literary Argument Essay Rubric. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for revision (step). Be ready to return students' work with your feedback by Lesson 16.
	• Post: Learning targets.

Lesson Vocabulary	Materials
introduction, conclusion; scurvy, sniggling, tanner, hose	• Writing Word Wall (from Lesson 10) • Model Essay: "Are We Medieval?: Opportunities in the Middle Ages and Today" (from Lesson 9; one to display) • Equity sticks • Qualities of a Strong Literary Argument Essay anchor chart (begun in Lesson 9) • Draft body paragraphs (from Lesson 12; one per student) • Rows 1 and 3 of Literary Argument Essay Rubric (one per student) • Self-Assessment: Rows 1 and 3 of Literary Argument Essay Rubric (one per student) • Themes of Adversity graphic organizer for "Drogo, the Tanner's Apprentice" (one per student)

Opening	Meeting Students' Needs

A. Engaging the Reader: "Nelly, the Sniggler" (7 minutes)
 	
 • Ask students to take out their Themes of Adversity graphic organizer for "Nelly, the Sniggler" and share their responses with a partner; they should make revisions to their graphic organizer as necessary.
 	
 • Select volunteers to share how they filled out their graphic organizer. Listen for them to explain that:
 	
   — The theme of adversity in the monologue is children being killed because their parents can't afford to feed them.
 	
   — The text evidence they may cite for this is: "My father and mother were starving poor, and dreaded another mouth to feed. When my father saw I was a girl-child, he took me up to drown in a bucket of water."
 	
   — The group of people affected is children, but particularly girls.
 	
 • Ask students to discuss with their partner:
 	
   — "Is this an adversity we face today?"
 	
 • Cold call students to share their responses. Listen for them to explain that in our culture, we don't face this adversity today and we have laws to prevent it. However, in several places around the world, controlling the gender of the population is still a significant adversity facing girls and has skewed the population of some countries toward males.
 	
 • Ask:
 	
   ∗ "Is there any domain-specific vocabulary we could add to the Word Wall from this monologue?"
 	
 • Cold call students to share their responses. Record suggestions on the **Writing Word Wall**. Words should include: *scurvy*, *sniggling*, *tanner*, and *hose*. You may need to tell students what some of the unfamiliar words mean.
	• Opening the lesson by asking students to share their homework makes them accountable for completing it. It also gives you the opportunity to monitor which students are not doing their homework.
	
	 • Consider pairing ELLs who speak the same first language in order to deepen their discussion and understanding.

Opening (continued)	Meeting Students' Needs

B. Unpacking Learning Targets (3 minutes)
 	
• Direct student attention to the posted learning target and invite them to read along with you:
 	
  * "I can draft the introduction and conclusion of my literary argument essay."
 	
• Invite students to Think-Pair-Share:
 	
  * "How are introductions and conclusions similar types of writing?"
 	
• Listen for or guide students toward responses such as: "They are both writing about the whole essay in some way" or "They are both 'big idea' writing, not about details."
 	
• Again, invite students to Think-Pair-Share:
 	
  * "How are introductions and conclusions different?"
 	
• Listen for responses such as: "The introduction should get the reader interested in the topic, and the conclusion should wrap up the essay in some way."
	• 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.
	
	• Discussing and clarifying the language of learning targets helps build academic vocabulary.

Work Time	Meeting Students' Needs

A. Studying the Model and Drafting an Introductory Paragraph (14 minutes)
• Display the **Model Essay: "Are We Medieval?: Opportunities in the Middle Ages and Today."** Tell students that now that they have written a first draft of the body paragraphs of their argument essay, they are going to finish by drafting introductory and concluding paragraphs.
• Invite them to read along silently as you read the introduction of the model essay.
• Ask students to Think-Pair-Share:
   * "What does the author tell us in the introductory paragraph?"
• Use equity sticks to select students to share their responses. Record responses on the Qualities of a Strong Literary Argument Essay anchor chart for students to refer to throughout the lesson. Ensure that the following are included:
   – An introductory paragraph:
     • Introduces the claim
     • Introduces the ideas being discussed in the essay
• Invite students to reread the draft body paragraphs they wrote in Lesson 12.
• Have them pair up to verbally rehearse their introductory paragraph. Remind students to refer to the notes on Qualities of a Strong Literary Argument Essay anchor chart.
• Ask students to draft their introductory paragraph.
• Circulate to assist students in drafting. Ask:
   * "How can you begin the paragraph?"
   * "How did the author begin the model argument essay?"
   * "What is important for the reader to know right at the beginning? Why?"
   * "What is your claim?"
	• Consider grouping students who may need additional support in recording their ideas in one area of the room so that you can spend time working with them.
	• Consider inviting students who may struggle to record their ideas to say them to you aloud before writing them down.

Work Time (continued)	Meeting Students' Needs

B. Studying the Model and Drafting a Concluding Paragraph (16 minutes)
• Tell students that they are also going to take time today to draft their conclusion for the essay. Invite them to Think-Pair-Share the question from earlier in the lesson:
  * "In this type of essay, how are introductions and conclusions similar?"
• Listen for or guide students toward responses such as: "They are both writing about the whole essay in some way" or "They are both 'big idea' writing, not about details."
• Ask students to Think-Pair-Share:
  * "How are introductions and conclusions different?"
• Listen for responses such as: "The introduction should get the reader interested in the topic, and the conclusion should wrap up the essay in some way."
• Invite students to read along silently as you read the concluding paragraph of the model essay.
• Ask students to Think-Pair-Share:
  * "What does the author tell us in the concluding paragraph?"
• Use equity sticks to select students to share their responses. Record responses on the Qualities of a Strong Literary Essay anchor chart under the notes about the introductory paragraph for students to refer to throughout the lesson. Ensure that the following are included:
  – A concluding paragraph:
    • Summarizes the argument
    • Closes by giving us something to think about at the very end
• Invite students to pair up to verbally rehearse their concluding paragraph. Remind them to refer to the notes on the Qualities of a Strong Literary Essay anchor chart.
• Invite students to draft their concluding paragraph.
• Circulate to assist. Ask:
  * "How can you summarize the argument?"	

Work Time (continued)	Meeting Students' Needs
* "How did the author conclude the model argument essay?" * "What are you going to give the reader to think about at the end?"	

Closing and Assessment	Meeting Students' Needs
A. Self-Assessment against the Rubric (5 minutes) • Distribute **Rows 1 and 3 of Literary Argument Essay Rubric** and **Self-Assessment: Rows 1 and 3 of Literary Argument Essay Rubric**. Tell students that they have already seen the whole argument essay rubric and that these are the two rows that apply to the introductory and concluding paragraphs. • Invite students to read the Criteria column and Level 3 with you. • Tell them they are going to score their introductory and concluding paragraphs against the rubric—Row 1 of the rubric is about the introductory paragraph, and Row 3 is about the concluding paragraph. • Ask students to underline on the rubric where their essay fits best. • Then, direct them to justify how they scored themselves using evidence from their essay on the lines underneath. Remind them to be honest when self-assessing because identifying where there are problems with their work will help them to improve it. • Circulate to ask questions to encourage students to think carefully about their scoring choices: * "You have underlined this part of your rubric. Why? Where is the evidence in your essay to support this?" • Students who finish quickly can begin to revise their draft essays based on their scoring. • Tell students that now that they have finished the introductory and concluding paragraphs of their essays, they have completed the first draft. Collect the first drafts and the self-assessments. • Students who have not finished, or would like to work more on their essay, will benefit from being able to take their essay home to finish the first draft. • Distribute the **Themes of Adversity graphic organizer for "Drogo, the Tanner's Apprentice."**	• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.

Homework	Meeting Students' Needs
• Read "Drogo, the Tanner's Apprentice" and complete the Themes of Adversity graphic organizer. *Note: By Lesson 16, take time to prepare feedback for students' literary argument essay drafts based on Rows 1 and 3 of the rubric. Provide specific positive feedback for at least one thing each student did well and at least one specific area of focus for revision. Lessons 14 and 15 of this unit are actually the launch for Unit 3. This is done to give you time to assess students' drafts and provide descriptive feedback by Lesson 16.*	

EXPEDITIONARY LEARNING

Grade 6: Module 2B: Unit 2: Lesson 13
Supporting Materials

Rows 1 and 3 of Literary Argument Essay Rubric

Name:

Date:

	Criteria	
	CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument	**COHERENCE, ORGANIZATION, AND STYLE:** the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
CCLS	W.2 R.1–9	W.2 R.1–9
4	• clearly introduces the text and the claim in a manner that is compelling and follows logically from the task and purpose • claim and reasons demonstrate insightful analysis of the text(s)	• exhibits clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning • establishes and maintains a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice • provides a concluding statement or section that is compelling and follows clearly from the claim and reasons presented

Rows 1 and 3 of Literary Argument Essay Rubric

	Criteria	
	CLAIM AND REASONS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument	**COHERENCE, ORGANIZATION, AND STYLE:** the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
3	• clearly introduces the text and the claim in a manner that follows from the task and purpose • claim and reasons demonstrate grade-appropriate analysis of the text(s)	• exhibits clear organization, with the use of appropriate transitions to create a unified whole • establishes and maintains a formal style using precise language and domain-specific vocabulary • provides a concluding statement or section that follows from the claim and reasons presented
2	• introduces the text and the claim in a manner that follows generally from the task and purpose • claim and reasons demonstrate a literal comprehension of the text(s)	• exhibits some attempt at organization, with inconsistent use of transitions • establishes but fails to maintain a formal style, with inconsistent use of language and domain-specific vocabulary • provides a concluding statement or section that generally follows the claim and reasons presented

EXPEDITIONARY
LEARNING

	Criteria **CLAIM AND REASONS:** the extent to which the essay conveys complex ideas and information clearly and accurately in order to logically support the author's argument	**COHERENCE, ORGANIZATION, AND STYLE:** the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language
1	• introduces the text and the claim in a manner that does not logically follow from the task and purpose • claim and reasons demonstrate little understanding of the text(s)	• exhibits little attempt at organization, or attempts to organize are irrelevant to the task • lacks a formal style, using language that is imprecise or inappropriate for the text(s) and task • provides a concluding statement or section that is illogical or unrelated to the claim and reasons presented
0	• claim and reasons demonstrate a lack of comprehension of the text(s) or task	• exhibits no evidence of organization • uses language that is predominantly incoherent or copied directly from the text(s) • does not provide a concluding statement or section

Row 1.

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Row 3.

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EXPEDITIONARY
LEARNING

Theme of Adversity Graphic Organizer for "Drogo, the Tanner's Apprentice"

Name:

Date:

Guiding question: How do individuals survive in challenging environments?

Directions: Read the monologue in *Good Masters! Sweet Ladies!* Determine the theme/themes of adversity and the group or groups of people affected. Record the text-based evidence. Include the page number where the evidence was found.

Theme of adversity faced in this monologue and group of people affected	Text-based evidence (include the page number where the evidence was found in the text)	Does this theme of adversity exist today? Explain.