Grade 6: Module 2A: Unit 2: Lesson 14

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

EXPEDITIONARY
LEARNING

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.	• First draft of argument essay.
	• Self-assessment against Rows 1 and 3 of Literary Argument Essay Rubric

Agenda	Teaching Notes

Opening
 	
    A. Unpack Learning Target (5 minutes)
 	
2. Work Time
 	
    A. Studying the Model and Drafting an Introductory Paragraph (17 minutes)
 	
    B. Studying the Model and Drafting a Concluding Paragraph (18 minutes)
 	
3. Closing and Assessment
 	
    A. Self-Assessment against the Literary Argument Essay Rubric (5 minutes)
 	
4. Homework
 	
  A. Continue independent reading. Select five words that grabbed your attention and describe what it is about those words that caught your eye.
	• In this lesson, students draft the introductory and concluding paragraphs of their End of Unit 2 Assessment: How Does Bud Use His Rules—to Survive or to Thrive?" literary argument essay. They revisit the model to get a firm grounding in what their introduction and conclusion should look like.
	
	• By the end of this lesson, students should have finished their draft argument essay for their end of unit assessment. Those students who have not finished their draft by the end of this lesson will benefit from taking it home to finish it for homework.
	
	• Be prepared to provide student feedback in Lesson 17 using Rows 1 and 3 of the Literary Argument Essay Rubric, shown to students in Lesson 12. 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).

Lesson Vocabulary	Materials
introduction, conclusion	• Document camera
	• Model literary argument essay: "Steve Jobs' Rules to Live By" (from Lesson 9; one to display)
	• Qualities of a Strong Literary Argument Essay anchor chart (from Lesson 9)
	• Equity sticks
	• Chart paper
	• 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)

Opening	Meeting Students' Needs
A. Unpack Learning Target (5 minutes) • Invite students to read the learning target 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 responses, 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, while the conclusion should wrap up the essay in some way."	• Posting learning targets for students allows them 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. Independent Writing: Drafting Body Paragraphs of the Literary Argument Essay (17 minutes)	• The use of domain-specific vocabulary may be challenging for ELLs. Consider pairing these students with students for whom English is their first language to support them in the revision process.
• Using a **document camera**, display the **"Steve Jobs' Rules to Live By" model literary argument essay**. 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 students 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 **chart paper** for students to refer to throughout the lesson. Ensure the following are included:	
* An introductory paragraph:	
- Introduces the idea of surviving and thriving	
- Presents a claim	
- Explains where the evidence came from	
• Invite students to pair up with another student to verbally rehearse their introductory paragraph. Remind students to refer to the notes on the chart paper.	
• Circulate to assist students in verbally rehearsing their introductory paragraphs. Ask:	
* "How can you begin the paragraph?"	
* "How did the author begin the model argument essay?"	
* "What is it important for the reader to know right at the beginning? Why?"	
* "What is your claim—does Bud use his rules to survive or to thrive?"	
• Invite students to draft their introductory paragraph using their verbal rehearsal and the notes on the chart paper.	
• Again circulate to assist students in drafting their introductory paragraphs. Ask:	
* "How can you begin the paragraph?"	
* "How did the author begin the model argument essay?" * "What is it important for the reader to know right at the beginning? Why?"	
* "What is your claim—does Bud use his rules to survive or to thrive?"	

Work Time (continued)	Meeting Students' Needs

B. Studying the Model and Drafting a Concluding Paragraph (18 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 an essay, how are introductions and conclusions similar?"
 	
 • Listen for responses, 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, while 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 same piece of chart paper under the notes about the introductory paragraph for students to refer to throughout the lesson. Ensure the following are included:
 	
     *   A concluding paragraph:
 	
          -   Summarizes the argument
 	
          -   Closes the paragraph by giving us something to think about at the very end
 	
 • Invite students to pair up with another student to verbally rehearse their concluding paragraph. Remind students to refer to the notes on the chart paper.
 	
 • Invite students to draft their concluding paragraph using their verbal rehearsal and the **Qualities of a Strong Literary Argument Essay anchor chart**.
 	
 • Circulate to assist students in rehearsing their introductory paragraphs. Ask:
 	
     *   "How can you summarize the argument?"
 	
     *   "How did the author conclude the model argument essay?"
 	
     *   "What are you going to give the reader to think about at the end?"
	• The use of domain-specific vocabulary may be challenging for ELLs. Consider pairing these students with students for whom English is their first language to support them in the revision process.

Closing and Assessment	Meeting Students' Needs
A. Self-Assessment against the Literary Argument Essay Rubric (5 minutes)	• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
• 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 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 students they are going to score the introductory and concluding paragraphs of the draft essay against the rubric—Row 1 of the rubric is about the introductory paragraph and Row 3 is about the concluding paragraph. Tell students to underline on the rubric where their essay fits best. They are then to justify how they have scored themselves using evidence from their essay on the lines underneath.	
• Remind students to be honest when self-assessing because identifying where there are problems with their work will help them to improve their work.	
• 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 against the rubric.	
• 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 will benefit from being able to take their essay home to finish the first draft.	
• Collect students' Self Assessment: Rows 1 and 3 of Literary Argument Essay Rubric in order to give feedback.	
Homework	**Meeting Students' Needs**
A. Continue independent reading. Select five words that grabbed your attention and describe what it is about each of those words that caught your eye. *Note: By Lesson 17, take time to prepare feedback for students 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 15 and 16 of this unit are actually the launch for Unit 3 (Essay to Inform: "My Rule to Live By"). This is done to give you time to assess students' literary argument essay drafts and provide descriptive feedback.*	

EXPEDITIONARY LEARNING

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Supporting Materials

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

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
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 follows from the claim and reasons presented • statement or section that is illogical or unrelated to the claim and reasons presented

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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

EXPEDITIONARY
LEARNING

Row 1.

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Row 3.

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