



EXPEDITIONARY
LEARNING

Grade 6: Module 2A: Unit 3: Lesson 6

End of Unit Assessment, Part 1:

Drafting Body Paragraphs of an Essay to Inform



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

I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)

I can summarize an informational text using only information from the text. (RI.6.2)

I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)

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

- I can analyze how a topic is developed in each body paragraph of the model essay.
- I can draft the body paragraphs of my essay to inform.

Ongoing Assessment

- Draft of essay to inform
- Self-assessment against Rows 1 and 2 of NYS Expository Writing Evaluation Rubric



Agenda	Teaching Notes
<p>1. Opening</p> <p>A. Reviewing the Rubric (5 minutes)</p> <p>B. Unpacking Learning Targets (2 minutes)</p> <p>2. Work Time</p> <p>A. Studying the Model Essay: Analyzing the Development of Ideas in a Body Paragraph (10 minutes)</p> <p>B. Independent Writing: Drafting the Body Paragraphs (23 minutes)</p> <p>3. Closing and Assessment</p> <p>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</p> <p>4. Homework</p> <p>A. If needed, complete your body paragraphs at home.</p>	<ul style="list-style-type: none">• In this lesson, students draft the body paragraphs for their End of Unit Assessment “My Rule to Live By” essay to inform. They revisit the model and the rule sandwich used in Unit 2 to get a firm grounding in how to explain the evidence.• By the end of this lesson, students should have finished their body paragraphs of their draft essay to inform 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. In Lesson 7, students will draft their introduction and conclusion paragraphs.• Be prepared to provide students with feedback in Lesson 9 using Row 2 of the NYS Expository Writing Evaluation Rubric. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step).• If possible, provide access to computers for students to write their draft of their body paragraphs.• Post: Learning targets; Structure and Content of an Essay to Inform anchor chart (from Lesson 5).• In advance: Determine what technology you will use to display the Analysis of the Body Paragraph form. In Work Time Part A, students tell you what color to use to highlight some of the sentences in the second paragraph on that form.• Determine whether you need to acquire yellow and green markers, highlighters, or dry erase pens.• On the Analysis of the Body Paragraph for display, before showing it to the students, highlight the text according to the colors in parentheses in front of each sentence.



Lesson Vocabulary	Materials
None	<ul style="list-style-type: none">• NYS Expository Writing Evaluation Rubric (one per student)• Structure and Content of an Informative Essay anchor chart (new; co-constructed with students during Work Time B)• Document Camera• End of Unit 3 Assessment Prompt: Draft of Essay to Inform: “My Rules to Live By” (based on Performance Task Prompt distributed in Unit 2, Lesson 15; one per student)• Analysis of the Body Paragraph (one for display)• Outline for “My Rule to Live By” Essay (from Lesson 5)• Self-Assessment: NYS Writing Rubric (Rows 1 and 2) (one per student)



Opening	Meeting Students' Needs
<p>A. Reviewing the Rubric (5 minutes)</p> <ul style="list-style-type: none"> • Distribute the NYS Expository Writing Evaluation Rubric and display it using a document camera. • Direct students to silently read the rubric. • Ask them to put a question mark next to any section they don't fully understand in Row 1 and Row 2. Explain that this is the same rubric that was used in Module 1 and is very similar to the argument rubric used in Unit 2. • Explain that you are going to only discuss Rows 1 and 2 for the opening today. • Ask a volunteer: <ul style="list-style-type: none"> * "Where will you write about your analysis of the research texts in your essay (Row 1)?" • Listen for a student to say in the body paragraphs. • Ask a volunteer: <ul style="list-style-type: none"> * "Where will you develop the ideas of your essay (Row 2)?" • Listen for a student to say in the body paragraphs. • Ask students to keep their rubric, as they will need it for a self-assessment during closing. 	
<p>B. Unpacking Learning Targets (2 minutes)</p> <ul style="list-style-type: none"> • Ask a student to read the learning targets aloud while the other students follow along: <ul style="list-style-type: none"> * "I can analyze how a topic is developed in each body paragraph of the model essay." * "I can draft the body paragraphs of my essay to inform." • Invite students to Think-Pair-Share: <ul style="list-style-type: none"> * "How is a topic developed in the body paragraphs? Refer to the work we did in the previous lesson about your topic and supporting evidence." • Refocus whole class and call on a volunteer. Listen for them to say something like: "You use the evidence to explain more about the topic and how it supports your rule." • Direct students' attention to the fact that this is the last bullet on the Structure and Content of an Essay to Inform anchor chart. Reassure students that this will be the focus of Work Time Part A. 	<ul style="list-style-type: none"> • Posting learning targets and anchor charts 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
<p>A. Studying the Model Essay: Analyzing the Development of Ideas in a Body Paragraph (10 minutes)</p> <ul style="list-style-type: none">• Display the Analysis of the Body Paragraph. Tell students you highlighted different parts of a body paragraph from your essay on the importance of reading.• Explain that each color is a different way of developing the ideas of the essay.• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “Describe how each color helps develop the ideas of the essay. Use language from the outline to help you describe this.”• Refocus whole class. Cold call on a pair to share how the yellow highlighting develops the ideas of the essay.• Listen for and guide students to say: “This is where the rule of reading is connected to the topic of higher achievement.”• Write: “Rule connected to the topic” on the line next to the yellow box.• Next, cold call on a pair of students to share how the blue highlighting develops the ideas of the essay.• Listen for and guide students to say: “This is where evidence is shared to support the topic of higher achievement.”• Write: “Evidence to support the topic” on the line next to the blue box.• Next, cold call on a pair to share how the green highlighting develops the ideas of the essay.• Listen for and guide students to say: “This is where you explain the evidence and the topic in your words.”• Write: “Explain the evidence and the topic in your words” on the line next to the green box.• Direct students’ attention to the sentence that includes “(Scholastic: Classroom Libraries Work!).” Explain that this is the article where the evidence for the topic came from. Tell students you should include at least one source for each new piece of information used.• Direct students to the display of the Analysis of the Body Paragraph again. Explain that the next paragraph is already highlighted in blue because that is the data used from the research articles.• Cold call on a student and ask:<ul style="list-style-type: none">* “What source is cited in this paragraph?”• Listen for: “The Power of Reading: Reading and Freedom.”	<ul style="list-style-type: none">• Providing models of expected work supports all learners, especially challenged learners.



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none">• Add to the Structure and Content of an Informative Essay anchor chart:<ul style="list-style-type: none">• Cite a source for each new piece of information you use.• Invite students to Think-Pair-Share:<ul style="list-style-type: none">* “Determine which lines you would highlight yellow and green in this paragraph. Be prepared to explain why.”• Circulate and support students by suggesting they look for a similar pattern to the other paragraph.• Refocus whole class. Cold call on a pair of students to share what sentences they would highlight in yellow. Either highlight or circle the sentences in yellow, which should be: <input type="checkbox"/> And last, but not least, one of the most significant benefits to reading every day is that reading gives you freedom of mind.• Check for understanding by asking the rest of the class for thumbs-up or thumbs-down if they agree. Address any students who have thumbs-down. Refer back to the yellow box statement where the rule is connected to the topic.• Cold call on a different pair of students to share what sentences they would highlight in green. Either highlight or circle the sentences in green, which should be: <input type="checkbox"/> They check facts, learn how to fix things, understand their community better, and discover new ideas. <input type="checkbox"/> Readers have the freedom to seek information and make their own decisions.• Again, check for understanding by asking the rest of the class for thumbs-up or thumbs-down if they agree. Address any students who have thumbs-down. Refer back to the green box statement that says: “Explain the evidence and the topic in your words.”	



Work Time (continued)	Meeting Students' Needs
<p>B. Independent Writing: Drafting the Body Paragraphs (23 minutes)</p> <ul style="list-style-type: none">• Display the End of Unit 3 Assessment Prompt: Draft of Essay to Inform: “My Rules to Live By”. Point out to students that this assessment prompt is almost identical to the performance task prompt they looked at together in Unit 2 (Lesson 15). Explain that today, they will write their best independent draft as a check point on the way toward that final performance task.• Direct students to retrieve their own completed Outline Form for “My Rule to Live By” Essay from Lesson 5 to use for writing their body paragraphs.• Remind students of the expectations for quiet writing time. Explain that talking is a great way to learn, and so is quiet, focused writing. They have had several lessons to talk with each other about their rules and their research; today’s focus is to work independently.• Explain that students will write the introduction and conclusion in Lesson 7. Tell students to use their outline and the anchor chart as they draft all three body paragraphs. This is their end of unit assessment.• Circulate to assist students in drafting their body paragraphs. Ask:<ul style="list-style-type: none">* “How is your rule connected to your topic?”* “How does your evidence explain your topic?”* “What are you explaining in your own words?”* “What specific evidence are you going to cite in the paragraph?”	



Closing and Assessment	Meeting Students' Needs
<p>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</p> <ul style="list-style-type: none"> • Direct students to retrieve their copy of the NYS Expository Evaluation Writing Rubric. Tell students that they are going to score the body paragraphs of the draft essay against the rubric—Row 1 of the rubric is about their analysis of their research texts, and Row 2 is about the development of ideas in each 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. • Focus students on the Self-Assessment: NYS Expository Evaluation Writing Rubric (rows 1 and 2). Remind students to be honest when self-assessing because identifying where there are problems with their work will help them improve. • Circulate to ask questions to encourage students to think carefully about their scoring choices: <ul style="list-style-type: none"> * “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 revising their draft essays based on their scoring against the rubric. • 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. 	<ul style="list-style-type: none"> • Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • If needed, complete your body paragraphs at home. <p><i>Teaching Note: Be prepared to provide students with feedback in Lesson 9 using Row 2 of the NYS Expository Writing Evaluation Rubric about the use of evidence. Provide specific positive feedback for at least one thing each student did well (star) and at least one specific area of focus for each student to revise (step).</i></p> <p><i>Students will need their draft essays for peer critique in Lesson 8, but these should be collected again at the end of that lesson to continue assessing.</i></p>	



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Supporting Materials



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Name: _____

Date: _____

CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTENT AND ANALYSIS: the extent to which the essay conveys complex ideas and information clearly and accurately in order to support claims in an analysis of topics or texts	clearly introduce a topic in a manner that is compelling and follows logically from the task and purpose demonstrate insightful analysis of the text(s)	clearly introduce a topic in a manner that follows from the task and purpose demonstrate grade-appropriate analysis of the text(s)	introduce a topic in a manner that follows generally from the task and purpose demonstrate a literal comprehension of the text(s)	introduce a topic in a manner that does not logically follow from the task and purpose demonstrate little understanding of the text(s)	demonstrate a lack of comprehension of the text(s) or task



CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
COMMAND OF EVIDENCE: the extent to which the essay presents evidence from the provided texts to support analysis and reflection	develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from the text(s) sustain the use of varied, relevant evidence	develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s) sustain the use of relevant evidence, with some lack of variety	partially develop the topic of the essay with the use of some textual evidence, some of which may be irrelevant use relevant evidence inconsistently	demonstrate an attempt to use evidence, but only develop ideas with minimal, occasional evidence which is generally invalid or irrelevant	provide no evidence or provide evidence that is completely irrelevant



CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
<p>COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language</p>	<p>exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning</p> <p>establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice</p> <p>provide a concluding statement or section that is compelling and follows clearly from the topic and information presented</p>	<p>exhibit clear organization, with the use of appropriate transitions to create a unified whole</p> <p>establish and maintain a formal style using precise language and domain-specific vocabulary</p> <p>provide a concluding statement or section that follows from the topic and information presented</p>	<p>exhibit some attempt at organization, with inconsistent use of transitions</p> <p>establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary</p> <p>provide a concluding statement or section that follows generally from the topic and information presented</p>	<p>exhibit little attempt at organization, or attempts to organize are irrelevant to the task</p> <p>lack a formal style, using language that is imprecise or inappropriate for the text(s) and task</p> <p>provide a concluding statement or section that is illogical or unrelated to the topic and information presented</p>	<p>exhibit no evidence of organization</p> <p>use language that is predominantly incoherent or copied directly from the text(s)</p> <p>do not provide a concluding statement or section</p>



CRITERIA	4 Essays at this level:	3 Essays at this level:	2 Essays at this level:	1 Essays at this level:	0 Essays at this level:
CONTROL OF CONVENTIONS: the extent to which the essay demonstrates command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling	demonstrate grade-appropriate command of conventions, with few errors	demonstrate grade-appropriate command of conventions, with occasional errors that do not hinder comprehension	demonstrate emerging command of conventions, with some errors that may hinder comprehension	demonstrate a lack of command of conventions, with frequent errors that hinder comprehension	are minimal, making assessment of conventions unreliable



(Yellow) Reading helps you achieve more through a larger vocabulary. **(Blue)** Students who read often and who read a wide variety of topics are higher achievers in school and at work than those who do not (Scholastic: Classroom Libraries Work!). Reading introduces you to words that we might not hear or use in our daily lives. It also helps you to write well. **(Green)** Possessing a strong vocabulary allows you to use the perfect word to express what you are thinking and feeling. **(Yellow)** When you develop a larger vocabulary from reading every day, you will achieve more in school and work.

(Yellow)

(Blue)

(Green)



And last, but not least, one of the most significant benefits to reading every day is that reading gives you freedom of mind. To read is to think critically. Critical thinking is a powerful tool. Slaves who learned to read used their reading skills to escape and find freedom (*The Power of Reading: Reading and Freedom*). People who learn to read freely read what they want. They check facts, learn how to fix things, understand their community better, and discover new ideas. They are not dependent on people who might control their lives by controlling their information. Readers have the freedom to seek information and make their own decisions.



After researching a topic important to you and people in your age group, write an evidence-based essay to inform readers of one “rule to live by” that can be shared with others who can learn from our experience and research. Be sure to cite evidence from your research texts in your essay.

