



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 3: Lesson 9**

## **Final Performance Task: Final Draft of Essay to Inform**



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

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

With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)

I can use correct grammar and usage when writing or speaking. (L.6.1)

I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)

**Supporting Learning Targets**

- I can use my draft to write a final, best version of an informative essay about my rule to live by.
- I can choose a quote from my essay that captures the spirit of my rule to live by.

**Ongoing Assessment**

- Final informative essay about a rule to live by.



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Independent Reading Review (5 minutes)</li> <li>B. Unpacking Learning Targets (2 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Final Revisions Based on Teacher Feedback (10 minutes)</li> <li>B. Writing a Final Draft of an Informative Essay (15 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Popcorn Read (13 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Look over all of Bud’s rules again. Which one do you think proves to be the most useful to him? Why?</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In previous lessons, students have drafted and revised an evidence-based essay. In this lesson, students write their final, best version of their draft and they conclude this unit by sharing a quote that captures the spirit of their rule to live by.</li> <li>• If students used computers in Lessons 6, 7, and 8 to write and revise their first draft, allow them to use computers to revise.</li> <li>• Review Popcorn Read protocol (Appendix)</li> <li>• Post: Learning targets.</li> </ul>

Lesson Vocabulary	Materials
spirit	<ul style="list-style-type: none"> <li>• Students’ draft essays (From Lessons 7 and 8, assessed with teacher feedback)</li> <li>• Homework: Bud’s Most Useful Rule (one per student)</li> </ul>



Opening	Meeting Students' Needs
<p><b>A. Independent Reading Review (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that for homework they were to continue independent reading and to answer this question:               <ul style="list-style-type: none"> <li>* “What was the author’s purpose or purposes in writing this book? How do you know?”</li> </ul> </li> <li>• Invite students to get into research teams to share their answers to these questions.</li> <li>• Circulate to assess which students are doing their independent reading homework.</li> </ul>	<ul style="list-style-type: none"> <li>• Independent reading reviews hold all students accountable for doing their independent reading homework.</li> </ul>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to read the learning targets with you:               <ul style="list-style-type: none"> <li>* “I can use my draft to write a final, best version of an informative essay about my rule to live by.”</li> <li>* “I can choose a quote from my essay that captures the spirit of my rule to live by.”</li> </ul> </li> <li>• Invite students to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “What does ‘the spirit of your rule to live by’ mean? What are you going to be looking for in your quote?”</li> </ul> </li> <li>• Listen for students to explain that a quote that shows the <i>spirit</i> of their rule to live by is a quote that really captures and explains why it is important. They are going to be looking for a small part of their essay that they think is key in explaining the importance of their rule.               <ul style="list-style-type: none"> <li>* “Now that you have seen the learning targets for this lesson, what do you think you will be doing today? Why?”</li> </ul> </li> <li>• Listen for: “Writing a final, best version of our informative essays and sharing a key part of my essay.”</li> </ul>	<ul style="list-style-type: none"> <li>• Learning targets are a research-based strategy that helps all students, especially challenged learners.</li> <li>• 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.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Final Revisions Based on Teacher Feedback (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Hand back <b>students' draft essays</b> with feedback. Ask them to look over the comments and make sure they understand them. Invite students to raise their hands to ask questions if they have them. Alternatively, create a "Help List" on the board and invite students to add their names to it if they need questions answered.</li><li>• Invite students to revise essays in line with the feedback.</li></ul>	
<p><b>B. Writing a Final Draft of an Evidence-Based Essay (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now they are at the end of the writing process and are going to write a final, best version of their informative based essay.</li><li>• Remind students that because this is an assessment, they will write their final draft version of their informative based essay independently. Ask them to begin. Circulate to observe.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Popcorn Read (13 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students of the learning target:<ul style="list-style-type: none"><li>* “I can choose a quote from my essay that captures the spirit of my rule to live by.”</li></ul></li><li>• Remind students that choosing a quote to capture the spirit means to find a small part of the essay, no more than three sentences, which outlines the importance of their rule to live by.</li><li>• Give students a couple of minutes to locate that quote in their essay and to underline it.</li><li>• Invite students to share their quotes with their research teams and to explain why they have chosen that quote.</li><li>• If there is time, students could share their quotes with the whole group.</li><li>• Distribute <b>homework: Bud’s Most Useful Rule.</b></li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Look over all of Bud’s rules again. Which one do you think proves to be the most useful to him? Why?</li></ul>	



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## Supporting Materials



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