



EXPEDITIONARY
LEARNING

Grade 6: Module 2B: Unit 1: Lesson 9

Writing to Inform: Analyzing a Model Using a Rubric



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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).
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 find the gist of the model essay.
- I can use a rubric to score a model essay and identify why the model is a good example.

Ongoing Assessment

- Gist annotations on the model essay
- Assessing the Model Essay



Agenda	Teaching Notes
<ol style="list-style-type: none">1. Opening<ol style="list-style-type: none">A. Unpacking Learning Targets (3 minutes)B. Unpacking the Prompt and Reviewing the Rubric (10 minutes)2. Work Time<ol style="list-style-type: none">A. Reading the Model Essay for Gist (15 minutes)B. Analyzing the Content of the Model Essay Using the Rubric (12 minutes)3. Closing and Assessment<ol style="list-style-type: none">A. Whole Group Share (5 minutes)4. Homework<ol style="list-style-type: none">A. Look at the information you have collected in your researcher's notebook. Which three adversities do you think would like to focus your essay on? Why?	<ul style="list-style-type: none">• In this lesson, students read a model essay for gist and analyze a model essay against a rubric in order to understand what content their essays should include and why.• Students should be familiar with the rubric (NYS Grades 6–8 Expository Writing Rubric) from their study of it in Module 1.• In advance: Review the model essay (see supporting materials).• Post: Learning targets.



Lesson Vocabulary	Materials
gist	<ul style="list-style-type: none">• End of Unit 1 Assessment Prompt: Adversity in the Middle Ages (one per student and one to display)• NYS Grades 6–8 Expository Writing Evaluation Rubric (one per student and one to display)• Model Essay: “Adversity Faced by Townspeople in the Middle Ages” (one per student and one to display)• Equity sticks• Assessing the Model Essay (one per student)• Homework: Three Adversities (one per student)

Opening	Meeting Students’ Needs
<p>A. Unpacking Learning Targets (3 minutes)</p> <ul style="list-style-type: none">• Invite students to read the learning targets with you:<ul style="list-style-type: none">* “I can find the gist of the model essay.”* “I can use a rubric to score a model essay and identify why the model is a good example.”• Remind them that “finding the gist” means finding what the text is mostly about.• Ask students to discuss with an elbow partner:<ul style="list-style-type: none">* “Why are we going to be reading a model essay?”• Cold call students to share their responses. Listen for them to explain that analyzing a model will help them identify what they need to include in their own essays.	<ul style="list-style-type: none">• Learning targets are a research-based strategy that helps all students, especially challenged learners.• Reviewing the key academic vocabulary in learning targets can prepare students for vocabulary they may encounter in the lesson.• 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.



Opening (continued)	Meeting Students' Needs
<p>B. Prompt and Introducing the Rubric (10 minutes)</p> <ul style="list-style-type: none">• Display and distribute the End of Unit 1 Assessment Prompt: Adversity in the Middle Ages and invite students to read it silently in their heads as you read it aloud.• Ask students to discuss with a partner:<ul style="list-style-type: none">* “So what do you have to do?”* “What do you need to include in your end of unit assessment essay?”• Listen for students to explain that they are going to write an essay to inform people about the adversities their particular focus group of people faced in the Middle Ages and the essay needs to include three adversities, evidence from the research texts and a Works Cited list.• If students don't remember what a Works Cited list is, explain that they will see a model when they look at the model essay later in the lesson.• Display and distribute the NYS Grades 6-8 Expository Writing Evaluation Rubric. Remind students that they used this rubric in the first module when writing their literary analysis essays.• Ask students to read through the criteria of the rubric and then to read through the column that scores “3” to remind themselves of what will be expected of their work.	<ul style="list-style-type: none">• Consider providing select students with a pre-highlighted version of the rubric that highlights the “3” score column to guide students toward the level you would like them to focus on.



Work Time	Meeting Students' Needs
<p>A. Reading the Model Essay for Gist (15 minutes)</p> <ul style="list-style-type: none"> • Display and distribute the Model Essay: “Adversity Faced by Townspeople in the Middle Ages.” Tell students they will begin reading like a writer, studying a model essay to get an idea of what their own essay should look like. But first it is important to read the essay simply to understand what it is about. • Invite them to follow along while you read the model essay out loud. • Ask students to discuss with an elbow partner: <ul style="list-style-type: none"> * “What is this model essay mostly about?” • Consider using equity sticks to select students to share their responses with the whole group. Listen for them to explain that the model is mostly about the adversities faced by townspeople in the Middle Ages. • Tell students they will now work in pairs to reread and annotate each paragraph of the model essay for the gist to get an idea of what each paragraph is mostly about. Remind students to discuss the gist of each paragraph with their partner before recording anything. • Circulate and observe student annotations and invite those who are struggling to say the gist aloud to you before recording it. • Refocus whole group. Ask: <ul style="list-style-type: none"> * “So what are the three adversities of townspeople in the Middle Ages that the author of the model has discussed?” • Select volunteers to share with the whole group. Listen for them to explain that merchants had to pay tolls to lords for protection, which made trade difficult; in towns, people dumped trash in the streets, which spread disease; and fire from torches and candles often burned whole towns to the ground. 	<ul style="list-style-type: none"> • Hearing a complex text read slowly, fluently, and without interruption or explanation promotes fluency for students: They are hearing a strong reader read the text aloud with accuracy and expression and are simultaneously looking at and thinking about the words on the printed page. Be sure to set clear expectations that students read along silently in their heads as you read the text aloud. • Consider allowing students to grapple with a complex text before explicit teaching of vocabulary. After students have read for the gist, they can identify challenging vocabulary for themselves. Teachers can address student-selected vocabulary as well as predetermined vocabulary upon subsequent encounters with the text. However, in some cases and with some students, pre-teaching selected vocabulary may be necessary.



Work Time (continued)	Meeting Students' Needs
<p>B. Analyzing the Content of the Model Essay Using a Rubric (12 minutes)</p> <ul style="list-style-type: none"> • Tell students that they are now going to assess the model essay using the rubric. • Distribute Assessing the Model Essay and tell them that they are going to work in pairs to score the model essay on this assessment sheet. • Ask them to read the directions silently in their heads as you read them aloud. • Invite students to work in pairs to follow the directions and assess the model essay against Rows 1 and 2 of the rubric. • Circulate to support students who may require additional assistance. Ask guiding questions, such as: <ul style="list-style-type: none"> * “Why have you given it this score above a lower score?” * “You have underlined this part of the rubric. Can you find evidence of that in the model essay?” 	<ul style="list-style-type: none"> • Consider pairing ELLs who speak the same first language in order to deepen their discussion. • Guiding questions can put students back on the right track and can deepen their thinking about their choices.
Closing and Assessment	Meeting Students' Needs
<p>A. Whole Group Share (5 minutes)</p> <ul style="list-style-type: none"> • Invite students to share their assessments of the model essay with the whole group and to compare how they scored it. Students should recognize that the essay should be scored in the 3 and/or 4 columns of the rubric. • Distribute Homework: Three Adversities. 	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"> • Look at the information you have collected in your researcher's notebook. Which three adversities do you think would like to focus your essay on? Why? 	



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Supporting Materials



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End of Unit 1 Assessment Prompt:
Adversity in the Middle Ages

So far in this unit, you have been researching to find out about the adversities that particular groups of people in the Middle Ages faced.

Use this research to write an essay to inform others: Describe three different adversities faced by the particular group you focused on, and an explanation of why they faced those adversities.

Your essay should:

- Describe three different adversities faced by the particular group you focused on
- Explain why that group faced those adversities
- Include at least one piece of relevant and compelling evidence from the research texts in your explanation of each adversity (collected in your researcher's notebook)
- Include a Works Cited list



NYS Grades 6–8 Expository Writing Evaluation Rubric

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
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 that is generally invalid or irrelevant	—provide no evidence or provide evidence that is completely irrelevant



NYS Grades 6–8 Expository Writing Evaluation Rubric

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:
COHERENCE, ORGANIZATION, AND STYLE: the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	<ul style="list-style-type: none"> —exhibit clear organization, with the skillful use of appropriate and varied transitions to create a unified whole and enhance meaning —establish and maintain a formal style, using grade-appropriate, stylistically sophisticated language and domain-specific vocabulary with a notable sense of voice —provide a concluding statement or section that is compelling and follows clearly from the topic and information presented 	<ul style="list-style-type: none"> —exhibit clear organization, with the use of appropriate transitions to create a unified whole —establish and maintain a formal style using precise language and domain-specific vocabulary —provide a concluding statement or section that follows from the topic and information presented 	<ul style="list-style-type: none"> —exhibit some attempt at organization, with inconsistent use of transitions —establish but fail to maintain a formal style, with inconsistent use of language and domain-specific vocabulary —provide a concluding statement or section that follows generally from the topic and information presented 	<ul style="list-style-type: none"> —exhibit little attempt at organization, or attempts to organize are irrelevant to the task —lack a formal style, using language that is imprecise or inappropriate for the text(s) and task —provide a concluding statement or section that is illogical or unrelated to the topic and information presented 	<ul style="list-style-type: none"> —exhibit no evidence of organization —use language that is predominantly incoherent or copied directly from the text(s) —do not provide a concluding statement or section



NYS Grades 6–8 Expository Writing Evaluation Rubric

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



Model Essay: Adversity Faced by Townspeople in the Middle Ages

The Middle Ages, which some historians believe began in A.D. 476 and ended in 1500, was a very difficult time, and many people faced adversity, regardless of their position in society. Townspeople in the Middle Ages were people who lived in towns and included merchants and artisans. Despite being considered to be the middle class (which meant that they were in a socially higher position than serfs and peasants but lower than lords) townspeople still faced many adversities.

During the private wars, before there were many towns, merchants traveled from place to place to trade; however, lords charged merchants tolls for protection whenever they traveled into their neighborhoods, which made going from place to place very expensive and trade very difficult for merchants. Kenneth Cooper provided the example, “A merchant taking a boatload of goods down the Loire River from Orléans had to pay 74 different tolls.”

After the private wars, merchants began to settle, and the number of towns increased. Walls were built to protect the towns, which restricted the amount of land for homes and buildings within the towns. As it says in the *Britannica Student Encyclopedia*, “In the towns the houses were packed together because every town had to be a fortress, with stout, high walls and a moat or river to protect it from hostile nobles, pirates, and robber bands.” This resulted in very tall buildings crammed together and very narrow streets. The streets were unpaved, and people threw all of their garbage into the street, so disease spread very quickly. As a result, a lack of sanitation was another adversity faced by townspeople in the Middle Ages.

Due to the buildings being built from wood and crowded so closely together, another adversity townspeople faced was the possibility of fire destroying their home and their entire town. World Book Online provides the example, “The city of Rouen, in France, burned to the ground six times between 1200 and 1225.” There were no streetlights in those times, so people used torches and candles to light their way in the dark, which caused fires. A fire would spread rapidly between the buildings, and a whole town could be burned to the ground very quickly.

While townspeople in the Middle Ages faced adversities like tolls, a lack of sanitation, and the risk of losing everything in a fire, during the 1200s some towns started to pave the streets with cobblestones and took steps toward increasing sanitation. Trade for merchants was improved with the introduction of guilds to protect them from unfair business practices. The era of the Middle Ages spanned over 1000 years, so as time progressed things got better for people and they faced fewer adversities.



Model Essay: Adversity Faced by Townspeople in the Middle Ages

Works Cited:

Cooper, Kenneth S. "Middle Ages." *The New Book of Knowledge*. Grolier Online, 2013. Web. 20 Aug. 2013.

"Middle Ages." *World Book Online InfoFinder*. *World Book*, 2013. Web. 21 Aug. 2013.

"Middle Ages." *Britannica Student Encyclopedia*. *Encyclopædia Britannica Online Library Edition*. Encyclopædia Britannica Inc., 2013. Web. 20 Aug. 2013.



Assessing the Model Essay

Name: _____

Date: _____

Directions:

1. Reread the model essay and look at Row 1 of the rubric below.
2. Discuss with your partner where you would score the model essay on this rubric. When you have come to an agreement, underline which descriptor on the rubric you would score the model.
3. Justify your score using evidence from the text on the lines below the rubric.
4. Repeat with the next row of the rubric.

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



Assessing the Model Essay

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:
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Assessing the Model Essay

Justification (include evidence from the model to justify your scoring)

Row 1: Content and Analysis

Row 2: Command of Evidence



Homework: Three Adversities

.....
Name:

.....
Date:

Which of the adversities you found through research would you like to focus on in your essay? Why?

1. _____

2. _____

3. _____
