



EXPEDITIONARY  
LEARNING

# Grade 6: Module 2A Unit 3: Overview



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Building on the background students learned in Unit 1 through reading *Bud, Not Buddy* and the Steve Jobs speech, as well as the study of “If” in Unit 2, students will write informative essays based on one of their personal “rules to live by.” At the start of the unit, students will be presented with three relevant real-world topics (bullying, healthy habits, and environmental stewardship) with which they likely have significant personal experience. Based initially on this personal experience, students will discuss how those issues might translate into “rules to live by.” Then students will consider what it will take to truly inform others about their potential rules, given that personal experience is rarely sufficient to be a true expert on a topic. Ultimately, their “rules” will need to be informed by evidence. This emphasis on evidence will serve as the launch of a short research project. Students will be organized into “research teams” around one of the three real-world topics that most

interests them. In these research teams, students read about their topic, gathering relevant information to support their possible rule. Across multiple lessons, they use a Researcher’s Notebook to add information they gather and then answer focusing questions. The research skills taught in this unit are modeled through a class research project (about the importance of reading every day). This unit also has a heavy emphasis on speaking and listening skills. At the start of the unit, the teacher will model good habits of discussion. Throughout the unit, students will participate in a series of discussion groups as they research their topic. Each discussion revolves around a focusing question; the teacher tracks students’ mastery of speaking and listening skills using a Discussion Tracker. As a part of the mid-unit assessment, over the course of two lessons, the teacher will use the same tracker to assess students’ speaking and listening skills.

#### Guiding Questions And Big Ideas

- **What are rules to live by?**
- **How do people formulate and use “rules” to lead better lives?**
- **How can a “rule to live by” be supported with research-based evidence?**
- *Individuals develop their own “rules to live by” based on their experiences.*
- *“Rules to live by” can be supported through research and evidence.*
- *Researchers discuss their findings with one another to build their knowledge and understanding.*



Mid-Unit 3 Assessment	<p><b><i>Summarizing, Analyzing and Discussing Research</i></b></p> <p>This is a two-part assessment that centers on standards NYSP12 ELA CCLS RI.6.1, RI.6.2, and SL.6.1. Over the course of two lessons (Lessons 3 and 4), students participate in a discussion with their peers centered on a focusing question: “Should our rules to live by be personal choice or made into laws?” For this part of the assessment, the teacher uses a Discussion Tracker, introduced to students in an earlier lesson, to track their mastery of discussion skills built from SL.6.1. During Lesson 4, students read a new informational article related to the class research topic. Students summarize the article and then choose the evidence that best supports the claim made by the model essay. This part is a reading assessment: The purpose is for students to demonstrate their ability to summarize an informational article and choose evidence to support a claim. When appropriate, select students may demonstrate these skills without writing by presenting the summary verbally and highlighting their choice of evidence from the text.</p>
End of Unit 3 Assessment	<p><b><i>Draft of Essay to Inform: “My Rule to Live By”</i></b></p> <p>This assessment centers on standards NYSP12 ELA CCLS RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9. Students write their best first draft of their essay to inform, “My Rule to Live By” (Students have worked in small “research teams” to research a topic and gather evidence. They have worked in partnerships to study a model text and plan the structure of their essay.) Because this is a writing assessment, students should write this first draft independently.</p>
Performance Task	<p><b><i>Essay to Inform: “My Rule to Live By”</i></b></p> <p>After studying the “rules to live by” of Bud in <i>Bud, Not Buddy</i>, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “expert groups” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, students will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (with which they are familiar from Module 1). Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2.</p>



### Content Connections

- This module is designed to address English Language Arts standards as students read literature and informational text about rules to live by and the Great Depression. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.
- Big Ideas and Guiding Questions are informed by the New York State Common Core K–8 Social Studies Framework: <http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>
- Because research teams will be studying different research questions, the content connections will vary between groups. The topics of “bullying” and “reading for a better life” are more focused on social studies curriculum. “Healthy habits” is focused on science curriculum. Environmental stewardship through “reduce, reuse, recycle” spans both social studies and science standards.

### NYS Social Studies Core Curriculum

4. Geography, Humans, and the Environment
  - Relationship between human populations and the physical world (people, places, and environments)
  - Impact of human activities on the environment
  - Interactions between regions, locations, places, people, and environment
5. Development and Transformation of Social Structures
  - Role of social class, systems of stratification, social groups, and institutions
  - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
  - Social and political inequalities
  - Expansion and access of rights through concepts of justice and human rights
7. Civic Ideals and Practices
  - Basic freedoms and rights and responsibilities of citizens in a democratic republic
  - Role of the citizen in the community and nation and as a member of the global community
  - Civic participation and engagement
  - Respect for diversity
  - Civic ideals and practices in countries other than our democratic republic
  - Struggle for rights, access to citizenship rights, and universal human rights



### Science

The research project connects to a variety of science standards, dependent upon which topic students are researching: For “healthy habits,” this includes the human body; for “reduce, reuse, recycle,” this includes the availability and use of natural resources.

### Texts

Unit 3 involves a short research project with many additional informational texts. See specifically Unit 2, Lesson 16 for a complete list of texts students use for this research.



**This unit is approximately 2 weeks or 9 sessions of instruction.**

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 1</b>	Researching Part 1: Reading for Gist and Gathering Evidence Using the Researcher's Notebook	<ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>• I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>• I can pose questions that help me clarify what is being discussed. (SL.6.1c)</li> <li>• I can pose questions that elaborate on the topic being discussed. (SL.6.1c)</li> <li>• I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)</li> <li>• After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the gist of informational texts.</li> <li>• I can identify the main points in an informational text.</li> <li>• I can identify details relevant to my research question in an informational text.</li> <li>• I can respectfully have productive discussions with peers who have a different perspective and background than me.</li> </ul>	<ul style="list-style-type: none"> <li>• Researcher's notebook</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 2</b>	Researching Part 2: Reading for Gist and Gathering Evidence Using the Research Guide	<ul style="list-style-type: none"> <li>• I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>• I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>• I can pose questions that help me clarify what is being discussed. (SL.6.1c)</li> <li>• I can pose questions that elaborate on the topic being discussed. (SL.6.1c)</li> <li>• I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)</li> <li>• After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• I can find the gist of informational texts.</li> <li>• I can identify the main points in an informational text.</li> <li>• I can identify details relevant to my research question in an informational text.</li> <li>• I can respectfully have productive discussions with peers who have a different perspective and background than me.</li> </ul>	<ul style="list-style-type: none"> <li>• Entrance ticket: Step Back and See the Big Picture</li> <li>• Researcher's notebook</li> <li>• Exit ticket: What Did You Learn in Your Focused Discussion Today?</li> </ul>	<ul style="list-style-type: none"> <li>• Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 3</b>	Mid-Unit 3 Assessment, Part 1: Summarizing, Analyzing and Discussing Research	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can refocus or refine my question when appropriate. (W.6.7)</li> <li>I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)</li> <li>I can express my own ideas clearly during discussions. (SL.6.1)</li> <li>I can build on other's ideas during discussions. (SL.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can get the gist of an informational text.</li> <li>I can identify details relevant to my research question in an informational text.</li> <li>I can respectfully have productive discussions with peers who have a different perspective and background from me.</li> </ul>	<ul style="list-style-type: none"> <li>Researcher's notebook</li> <li>Whole Class Discussion Tracker for focused discussion</li> <li>Focused Discussion Self-Assessment exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li> </ul>
<b>Lesson 4</b>	Mid-Unit 3 Assessment, Part 2: Summarizing, Analyzing and Discussing Research	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)</li> <li>I can express my own ideas clearly during discussions. (SL.6.1)</li> <li>I can build on others' ideas during discussions. (SL.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>I can summarize an article on the importance of reading.</li> <li>I can explain how text evidence supports the claim about the importance of reading.</li> <li>I can respectfully have productive discussions with peers who have a different perspective and background from me.</li> </ul>	<ul style="list-style-type: none"> <li>Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text</li> <li>Whole Class Discussion Tracker for focused discussion</li> <li>Focused Discussion Self-Assessment exit ticket</li> </ul>	<ul style="list-style-type: none"> <li>Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li> </ul>





Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 5</b>	Analyzing the Structure and Content of an Essay to Inform	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can use several sources in my research. (W.6.7)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze the structure and content of a model essay about the importance of reading every day.</li> <li>I can outline “My Rule to Live By” essay to inform.</li> </ul>	<ul style="list-style-type: none"> <li>“The Importance of Reading Every Day” model essay annotations and highlighting</li> <li>Outline for “My Rule to Live By” essay to inform</li> <li>Structure and Content of an Essay to Inform anchor chart</li> </ul>	<ul style="list-style-type: none"> <li>Structure and Content of an Essay to Inform</li> </ul>
<b>Lesson 6</b>	End of Unit 3 Assessment, Part 1: Drafting Body Paragraphs of an Essay to Inform	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> </ul>	<ul style="list-style-type: none"> <li>I can analyze how a topic is developed in each body paragraph of the model essay.</li> <li>I can draft the body paragraphs of my essay to inform.</li> </ul>	<ul style="list-style-type: none"> <li>Draft of essay to inform</li> <li>Self-assessment against Rows 1 and 2 of NYS Expository Writing Evaluation Rubric</li> </ul>	<ul style="list-style-type: none"> <li>Structure and Content of an Essay to Inform</li> </ul>



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 7</b>	End of Unit 3 Assessment, Part 2: Drafting Introduction and Conclusion of an Evidence-Based Essay	<ul style="list-style-type: none"><li>• I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li><li>• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li><li>• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)</li><li>• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li></ul>	<ul style="list-style-type: none"><li>• I can draft the introduction and conclusion of my evidence-based essay.</li></ul>	<ul style="list-style-type: none"><li>• Draft of essay to inform</li><li>• Self-assessment against Rows 1 and 3 of NYS Expository Writing Evaluation Rubric</li></ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 8</b>	Performance Task Preparation: Peer Critique and Mini-Lesson Addressing Common Errors: Revising Draft Evidence-Based Essay	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> <li>I can use correct grammar and usage when writing or speaking. (L.6.1)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can use the NYS Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers.</li> <li>I can use teacher feedback to revise my essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric.</li> </ul>	<ul style="list-style-type: none"> <li>Revised draft of evidence-based essay</li> <li>Exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise?</li> </ul>	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
<b>Lesson 9</b>	Final Performance Task Final Draft of Evidence-Based Essay	<ul style="list-style-type: none"> <li>I can cite text-based evidence to support an analysis of an informational text. (RI.6.1)</li> <li>I can summarize an informational text using only information from the text. (RI.6.2)</li> <li>I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2)</li> <li>With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)</li> <li>I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)</li> <li>I can use correct grammar and usage when writing or speaking. (L.6.1)</li> <li>I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>I can use my draft to write a final, best version of an evidence-based 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>	<ul style="list-style-type: none"> <li>Final evidence-based essay about a rule to live by</li> </ul>	



### Optional: Experts, Fieldwork, And Service

#### **Experts:**

- As students consider the idea of “rules to live by,” a number of options for experts are possible. Consider bringing in guests from a variety of walks of life to share their own life “rules” based on the experiences they have had. (It will be important to discuss the nature of the rules and experiences with each expert before he or she shares them with students.) Examples include: the school guidance counselor, family members of students, high school or college students who previously attended your school and have succeeded, local business owners, other teachers, etc.

#### **Fieldwork:**

- Consider taking students to a local library to do further research on their topic.

#### **Service:**

- Students can develop plans for service relating to their own “rules to live by.” For example, if a student’s rule relates to the environment, he or she can volunteer for a local litter pickup. If there is a common theme across the class, students may want to participate as a group.
- Students can share their “life lessons” with younger students.

### Optional: Extensions

- Students may turn their essays into speeches that they perform for a live audience, such as parents or younger students.
- For all students independently proficient with technology, consider allowing them to create a recorded public service announcement (PSA) based on their essay (e.g., iMovie, Garage Band).
- Students interested in, or independently proficient in, the arts may consider:
  - \* Creating an accompanying poster for their essay
  - \* Creating a graphic essay (similar to a graphic novel, but informational)



#### **Research Folders**

Because this is a “controlled research” experience in which students are provided all of their research materials, teachers will need to create research folders for each student. In this folder are copies of articles (lists can be found in Unit 2, Lesson 15) relevant to the topic, as well as glossaries of words, specific to each article, that students might find challenging (also found in Unit 2, Lesson 15).

#### **Research’s Notebook**

Students are guided through the research process through the use of a Researcher’s Notebook (introduced in Unit 2, Lesson 15). In this notebook, students collect source information, important details, and summaries of the various articles they read in preparation for their essay to inform.

#### **Vocabulary**

Vocabulary continues to be a centerpiece of students’ reading, thinking, talking, and writing in this module. Students will build their academic vocabulary as they work with research materials. They will also collect vocabulary specific to the topic about which they are reading, which will then be important in their discussions and in their writing. Students will continue to use the “word-catcher” they have been using throughout this module.

#### **Discussion**

Discussion plays an important role in this unit. Specific discussion skills, built upon speaking and listening standards, are modeled and practiced throughout the first half of the unit. Then, in Lessons 2 and 3 of Unit 3, students’ speaking and listening skills and participation in discussion are assessed as part of the mid-unit assessment.

#### **Independent Reading**

Students continue an independent reading routine, launched in Unit 2.



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# **Grade 6: Module 2A: Unit 3: Lesson 1**

## **Researching Part 1: Reading for Gist and Gathering Evidence Using the Research Guide**



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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 pose questions that help me clarify what is being discussed. (SL.6.1c)  
I can pose questions that elaborate on the topic being discussed. (SL.6.1c)  
I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)  
After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)

**Supporting Learning Targets**

- I can find the gist of informational texts.
- I can identify the main points in an informational text.
- I can identify details relevant to my research question in an informational text.
- I can respectfully have productive discussions with peers who have a different perspective and background than me.

**Ongoing Assessment**

- Researcher's notebook





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Unpacking Learning Targets (4 minutes)</li><li>Becoming Familiar with the Researcher's Notebook (6 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Reading All Research Texts for Gist (12 minutes)</li><li>Reading One Research Text to Identify Details Relevant to Research Question (10 minutes)</li><li>Focused Discussion (9 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Refining the Question (4 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Finish revising your question on your Researcher's Notebook if necessary.</li><li>Choose another text from your research folder that you think is relevant to your research question. Read it to familiarize yourself with it and be ready to use it to research in the next lesson.</li></ol></li></ol>	<ul style="list-style-type: none"><li>Although this is the first official lesson of Unit 3, students began preparing for the research portion of this unit in Lessons 15 and 16 of Unit 2.</li><li>It is important that students have a general sense of each article in their research folder before they begin researching so that they can choose a text that is relevant to answering their research question. Students use a colored pencil to underline the details that are relevant to their research question.</li><li>In the Researcher's Notebook, students are asked to write a summary of the text. Students may need additional modeling, time, and support to do this successfully.</li><li>In advance: prepare one copy of "Make Your Move" from the healthy habits research folder to display during Work Time A. Select three students to be in the middle of the fishbowl. Give them a role (Student 1, 2, or 3) and a copy of the script in advance and ask them to read through the script to become familiar with their part.</li><li>Post: Learning targets; list of research teams (from Unit 2, Lesson 16).</li></ul>



Lesson Vocabulary	Materials
gist, respectfully, productive; see the glossary in each research folder for vocabulary for each of the informational texts	<ul style="list-style-type: none"><li>• List of research teams (new; teacher-created based on teams formed in Unit 2, Lesson 16)</li><li>• Researcher's Notebook (from Unit 2, Lesson 15)</li><li>• Research task card (one per student)</li><li>• "Make Your Move" (from "Healthy Habits" research folder; one to display)</li><li>• Research folders (from Unit 2, Lesson 15)</li><li>• Document camera</li><li>• Colored pencils (one per student)</li><li>• Discussion Tracker (from Unit 2, Lesson 15; one per student)</li><li>• Fishbowl Script 2 (one per student and one to display)</li><li>• Effective Discussion Language anchor chart (begun in Unit 2, Lesson 15)</li><li>• Steve Jobs' Rules to Live By (one to display)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (4 minutes)</b></p> <ul style="list-style-type: none"><li>• Be sure students are sitting with their teams as listed on the <b>List of research teams</b>.</li><li>• Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* "I can find the gist of informational texts."</li><li>* "I can summarize an informational text."</li><li>* "I can respectfully have productive discussions with peers who have a different perspective and background than I do."</li></ul></li><li>• Students should be quite familiar with the term <i>gist</i>. Cold call a student to remind the class what it means. Listen for: "Getting an initial sense of what a text is mostly about."</li><li>• Explain to students that real researchers read a lot of texts and need to be able to do a first read just to get a basic sense of the text and determine whether it is "trash or treasure," which means whether or not the text is relevant to their research questions.</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "What does <i>respectfully</i> mean in a discussion?"</li></ul></li><li>• Cold call students to share their responses. Listen for students to explain that <i>respectfully</i> means listening to other people when they are speaking; trying to see their point of view and understand their perspective, even when it is different to theirs; and trying to understand how the varying backgrounds, cultures, and experiences of others can have an impact on their ideas.<ul style="list-style-type: none"><li>* "What does <i>productive</i> mean in a discussion?"</li></ul></li><li>• Select volunteers to share their responses. Listen for students to explain that <i>productive</i> means participants in the discussion can move forward in their thinking by being asked questions that encourage them to clarify their ideas and elaborate on their ideas.</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>



Opening	Meeting Students' Needs
<p><b>B. Becoming Familiar with the Researcher's Notebook (6 minutes)</b></p> <ul style="list-style-type: none"><li>• Ask students to refer to their Researcher's Notebook, with which they familiarized themselves for homework in Unit 2, Lesson 15. Invite students to reread the headings of the columns and rows. Ask students to discuss in teams:<ul style="list-style-type: none"><li>* "What do you notice?"</li><li>* "What do you wonder?"</li></ul></li><li>• Select volunteers to share their team discussion with the whole group.</li><li>• Ask students to discuss in teams:<ul style="list-style-type: none"><li>* "So what information will go in the left column? Why is it important to read this information?"</li><li>* "What about the right column? Why is it important to record this information?"</li></ul></li><li>• Listen for students to use the prompts and questions in the columns to explain what they need to record in each column. Listen also for students to explain that this information is important because they need to gather enough information from the text to be able to see quickly what it is about without having to read the whole thing again.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>A. Reading All Research Texts for Gist (12 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>research task cards</b>. Focus students on Part A: Reading for Gist. Read the directions aloud as students read silently in their heads.</li><li>• Emphasize that reading for gist is something real researchers do. Use a healthy habits research folder and model following the directions on the task card with the “<b>Make Your Move</b>” informational text. However, only model finding the gist of one paragraph to save time. Using a <b>document camera</b>, display a Researcher's Notebook and model how to fill it out using this article, as the task card suggests.</li><li>• Invite students to read the informational texts in their <b>research folders</b> for gist.</li><li>• Circulate to assist students with reading.</li></ul>	<ul style="list-style-type: none"><li>• Refer students to the glossary for each of the texts in the research folders to help them understand unfamiliar words.</li><li>• Providing students with task cards ensures that expectations are consistently available.</li><li>• Encourage students to choose a text from the research folder that is most appropriate for their reading level—encourage students to challenge themselves within reason.</li><li>• Graphic organizers and recording forms engage students more actively and provide scaffolding that is especially critical for learners with lower levels of language proficiency and/or learning.</li><li>• When reviewing the graphic organizers or recording forms, consider using a document camera to display the document for students who struggle with auditory processing.</li><li>• Providing models of expected work supports all learners, especially challenged learners.</li></ul>



Work Time	Meeting Students' Needs
<p><b>B. Reading One Research Text to Identify Details Relevant to Research Question (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that now that they have gotten a sense of the gist of the various texts in their folders, they will choose a text that seems like it might be relevant to helping them answer their research question to read in more detail.</li><li>• Focus students on Part B of the task card: Rereading for Details Relevant to Your Research Question. Answer clarifying questions as needed.</li><li>• Remind students of the research question you chose in Unit 2, Lesson 16:<ul style="list-style-type: none"><li>* How often do I need to exercise to stay healthy? Why?</li></ul></li><li>• Display the “Make Your Move” informational text from the healthy habits research folder. Write the research question at the top. Follow the directions on the task card to model for students how to underline the first two pages of the text as the task card directs. In the first two pages of this article, there are not actually many details that are relevant to the question. This is a good learning experience for students, as they may find the same with some of the informational texts in their research folders. Research details to underline: <input type="checkbox"/><ul style="list-style-type: none"><li>• At least 30 minutes of cardio should be an important part of your daily routine.</li></ul></li><li>• Ask students to follow the Part B directions to identify and underline in colored pencil the details relevant to their research question. Ask students not to write their summary yet, as they will discuss that as a whole group first.</li><li>• Circulate to assist students with reading to identify the details relevant to helping them answer their question.</li><li>• Refocus the whole group. Point to the section on the Researcher’s Notebook that asks for a “Summary of the text” and the final step on the task card. Ask students:<ul style="list-style-type: none"><li>* “What is a summary?”</li></ul></li><li>• Listen for students to explain that a summary is a brief outline of the main points of a text.</li><li>• Remind students that they have already underlined the details relevant to their research question in their informational text. Use the informational text you underlined earlier as a model to guide students in how to use the details you underlined to write a summary. For example: <input type="checkbox"/><ul style="list-style-type: none"><li>• You need to do at least 30 minutes of cardio per day.</li></ul></li><li>• Invite students to write a summary of the details relevant to their research question in the text they read.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>C. Focused Discussion (9 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Discussion Tracker</b> and remind students that they first saw this in Unit 2, Lesson 15 when they practiced the first five of the skills on the Discussion Tracker.</li><li>• Focus students' attention on the Effective Discussion Language anchor chart and remind them of the criteria and language that will help them have a productive discussion and achieve the first five skills on the Discussion Tracker.</li><li>• Focus students on the final three criteria of the Discussion Tracker and invite them to read them with you: <input type="checkbox"/><ul style="list-style-type: none"><li>• Seeks out different peer perspectives and backgrounds <input type="checkbox"/></li><li>• Acknowledges different peer perspectives and backgrounds <input type="checkbox"/></li><li>• Respectfully compares own perspective with someone else</li></ul></li><li>• Remind students of the word “respectfully” in the learning target and explain that these three criteria help to assess how respectful students are being in a discussion.</li><li>• Invite the four students who have prepared for the fishbowl discussion to sit in the fishbowl and all of the other students to sit around them. Ensure they have their copies of the script.</li><li>• Tell the students on the outside to focus on how students are respectful of different perspectives in the fishbowl. Ask students in the fishbowl to follow the script to have a discussion.</li><li>• At the end of the fishbowl ask students on both the inside and the outside of this fishbowl to Think-Pair-Share with an elbow partner:<ul style="list-style-type: none"><li>* “What did you notice about how students were respectful in this discussion?”</li></ul></li><li>• Select students to share their notices with the class.</li><li>• Display and distribute the <b>Fishbowl Script 2</b>. Invite students to spend a couple of minutes reading it. Ask students to Think-Pair-Share: <input type="checkbox"/><ul style="list-style-type: none"><li>• “How are the listeners respectful?”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What language do the listeners use to seek out, acknowledge, and compare perspectives?”</li> <li>* “What other language could you use to make it clear to the speaker that you are asking a question?”</li> </ul> </li> <li>• Record student ideas on the <b>Effective Discussion Language anchor chart</b>. Ensure the following are included:             <ul style="list-style-type: none"> <li>• Why is this important to you ...<input type="checkbox"/></li> <li>• I hear that (insert person’s background experience/beliefs) is really important to you ... <input type="checkbox"/></li> <li>• I disagree/agree because ...<input type="checkbox"/></li> <li>• How does that connect with your research?</li> <li>• Another point of view is ...</li> <li>• Have you considered ...</li> <li>• I wonder if something in your past or your beliefs are leading you to think ...</li> </ul> </li> <li>• Tell students that now they are going to apply what they learned from the fishbowl to have their own discussion in research teams about a focus question that you are going to give them. Remind them that to have an effective discussion, they should focus on the criteria on the Discussion Tracker and the language they have recorded on the Effective Discussion Language anchor chart.</li> <li>• Give students the focus question:             <ul style="list-style-type: none"> <li>* “Which of Steve Jobs’ rules to live by resonates with you? Why?”</li> </ul> </li> <li>• Post <b>Steve Jobs’ Rules to Live By</b> for all students to see:             <ul style="list-style-type: none"> <li>• You have to trust in something—your gut, destiny, life, karma, whatever.</li> <li>• Sometimes life hits you in the head with a brick. Don’t lose faith.</li> <li>• You’ve got to find what you love.</li> <li>• Your time is limited, so don’t waste it living someone else’s life.</li> <li>• Don’t be trapped by dogma—which is living with the results of other people’s thinking.</li> <li>• Don’t let the noise of others’ opinions drown out your own inner voice.</li> <li>• Have the courage to follow your heart and intuition.</li> </ul> </li> </ul>	





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Give students a couple of minutes to think about the question.</li><li>• Invite research teams to discuss the focus question. Circulate to listen and observe students and to provide feedback against the criteria on the Discussion Tracker. Encourage students to use the language on the anchor charts to be respectful.</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “Which of the skills on the Discussion Tracker would you mark off from the conversation you just heard?”</li></ul></li><li>• Listen for students to say they could mark off the final three on the list.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Refining the Question (4 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention on the part of the Researcher's Notebook that asks whether the text they dug into during this lesson made them want to revise or refine their research question.</li><li>• Ask students questions to guide their thinking:<ul style="list-style-type: none"><li>* "Did your research today reveal anything unexpected about your research question? Did it reveal a new rule to live by that you hadn't considered?"</li><li>* "Did you see something in your research today that made you want to go down a different route with your research and your possible rule to live by?"</li><li>* "Did your research today make you realize that you need to focus your question more because it is too broad?"</li></ul></li><li>• Give students a couple of minutes to think before inviting them to record their thinking on their Researcher's Notebook. Emphasize that they don't have to revise or refine their question if they don't think it is necessary at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Guiding questions can help students determine whether they need to refine their question or not. Consider posting these questions for students to refer to during thinking time.</li></ul>
Homework	Meeting Students' Needs
<p>A. Finish revising your question on your Researchers Notebook if necessary.</p> <p>B. Choose another text from your research folder that you think is relevant to your research question. Read it to familiarize yourself with it and be ready to use it to research in the next lesson.</p> <p><i>Note: For Lesson 2, students will need their Tracking Bud's Rules graphic organizer from Units 1 and 2. Remind students to bring them or, if you collected them, be prepared to pass them back.</i></p>	



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# Grade 6: Module 2A: Unit 3: Lesson 1

## Supporting Materials



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### **A. Reading for Gist**

1. Pair up within your teams (If there is an odd number of people in your team, you can either work in threes or someone can work on his or her own.)
2. In your pair, browse all of the texts in your folder; skim the titles and get a sense of what each text is mostly about.
3. Individually, choose one text to read more thoroughly based on which you think is most likely to help you answer your research question.
4. On your own, read the text you chose.
5. Annotate the text for the gist one paragraph at a time.
6. Record the text title, author, and source in the left column of your Researcher's Notebook.

### **B. Rereading for Details Relevant to Your Research Question**

1. Be sure you have two different colored pencils (or highlighters).
2. Underline with a colored pencil/highlight details relevant to your research question.
3. Record the details relevant to your research question in bullet points in the right column of your Researcher's Notebook.
4. Summarize the text on your Researcher's Notebook.



**Student 1:** My rule to live by is that school should come first.

**Student 2:** I agree that school is important, but have you considered that there are other things in life that are just as important, like family? Can you tell me more about why this rule is important to you?

**Student 1:** I agree that family are also very important because they are always there for you when you need help, but if we put school first, we will be successful in the future and will be able to look after our families better financially. My mom works so hard and is often very tired. I would like to be successful enough for her not to have to work anymore.

**Student 3:** I hear what you are saying and I respect your opinion, but I disagree because I love my family way more than I will ever love school. They love me and look after me in a way that school never will. I think it is important to work hard at school to be successful, but I think that family should come first. I wonder if something in your life led you to make that decision.

**Student 1:** I understand what you are saying, but my dad has always told me to put school first above everything else. He didn't work hard at school and, as a result, he didn't do very well and doesn't have a very good job. He works hard, but doesn't earn much money. I want to make him proud.

**Student 3:** Yes, that makes sense. I can see why you would want to make your dad proud.



- You have to trust in something—your gut, destiny, life, karma, whatever.
- Sometimes life hits you in the head with a brick. Don't lose faith
- You've got to find what you love.
- Your time is limited, so don't waste it living someone else's life.
- Don't be trapped by dogma—which is living with the results of other people's thinking.
- Don't let the noise of others' opinions drown out your own inner voice.
- Have the courage to follow your heart and intuition.



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

## **Researching Part 2: Reading for Gist and Gathering Evidence Using the Researcher's Notebook**



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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 pose questions that help me clarify what is being discussed. (SL.6.1c)
- I can pose questions that elaborate on the topic being discussed. (SL.6.1c)
- I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c)
- After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d)

**Supporting Learning Targets**

- I can find the gist of informational texts.
- I can identify the main points in an informational text.
- I can identify details relevant to my research question in an informational text.
- I can respectfully have productive discussions with peers who have a different perspective and background than me.

**Ongoing Assessment**

- Entrance ticket: Step Back and See the Big Picture
- Researcher's notebook
- Exit ticket: What Did You Learn in Your Focused Discussion Today?





Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Entrance Ticket: Step Back and See the Big Picture (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. Research: Reading Text for Gist and to Identify Details Relevant to Research Question (18 minutes)</li><li>B. Focused Discussion (10 minutes)</li><li>C. Teacher Feedback (5 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Refining the Question (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Finish revising your question on your Researcher's Notebook if necessary.</li><li>B. Choose another text from your research folder that you think is relevant to your research question. Read it to familiarize yourself with it and be ready to use it to research in the next lesson.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• It is important that students have a general sense of each article in their research folder before they begin researching so that they can choose a text that is relevant to answering their research question. Students use a colored pencil to underline the details that are relevant to their research question.</li><li>• In the Researcher's Notebook, students are asked to write a summary of the text. Students may need additional modeling, time, and support to do this successfully.</li><li>• Be sure students have their structured notes from Units 1 and 2 about the rules in Bud, Not Buddy.</li><li>• Post: Learning targets; list of research teams (from Unit 2, Lesson 16).</li></ul>



Lesson Vocabulary	Materials
gist, respectfully, productive; see the glossary in each research folder for vocabulary for each of the informational texts	<ul style="list-style-type: none"><li>• Entrance ticket: Step Back and See the Big Picture (one per student)</li><li>• Research folders (from Unit 2, Lesson 15)</li><li>• Research task card (from Lesson 1; one per student)</li><li>• Researcher's Notebook (from Unit 2, Lesson 15)</li><li>• Colored pencils (one per student)</li><li>• Discussion Tracker (from Unit 2, Lesson 15)</li><li>• Effective Discussion Language anchor chart (begun in Unit 2, Lesson 15)</li><li>• Tracking Bud's Rules graphic organizer (begun in Unit 1, Lesson 20)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Entrance Ticket: Step Back and See the Big Picture (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute entrance ticket: Step Back and See the Big Picture.</li> <li>• Ask students to take a couple of minutes to consider the following questions: <ul style="list-style-type: none"> <li>* “What have you learned about your research question so far?”</li> <li>* “What more do you need to find out about your topic?”</li> </ul> </li> <li>• Invite students to answer the questions on their entrance tickets.</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>
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students are sitting with their teams.</li> <li>• Invite students to read the learning targets with you: <ul style="list-style-type: none"> <li>* “I can find the gist of informational texts.”</li> <li>* “I can summarize an informational text.”</li> <li>* “I can respectfully have productive discussions with peers who have a different perspective and background than me.”</li> </ul> </li> <li>• Students should be quite familiar with the term <i>gist</i>. Cold call a student to remind the class what it means. Listen for: “Getting an initial sense of what a text is mostly about.”</li> <li>• Remind students of what <i>respectful</i> and <i>productive</i> mean in discussions.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>A. Research: Reading Text for Gist and to Identify Details Relevant to Research Question (18 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that for homework they were to read another informational text from their <b>research folder</b> to familiarize themselves with it before researching in this lesson.</li> <li>Focus students on Part A, 5 and 6 of the <b>research task card</b>. Tell students to follow 5 and 6 to annotate their text for the gist and to record the relevant information on their <b>Researcher's Notebook</b>.</li> <li>Refocus the whole group. Focus students' attention on Part B of the task card: Rereading for Details Relevant to Your Research Question. Remind students that they did this in the previous lesson.</li> <li>Ask students to follow the Part B directions to identify and underline in <b>colored pencil</b> the details relevant to their research question and to use the details they have underlined to write a summary.</li> <li>Circulate to assist students with reading to identify the details relevant to helping them answer their question and in writing a summary of those details.</li> </ul>	<ul style="list-style-type: none"> <li>Refer students to the glossary for each of the texts in the research folders to help them understand unfamiliar words.</li> <li>Providing students with task cards ensures that expectations are consistently available.</li> <li>Encourage students to choose a text from the research folder that is most appropriate for their reading level—encourage students to challenge themselves within reason.</li> </ul>
<p><b>B. Focused Discussion (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Display the Discussion Tracker and the Effective Discussion Language anchor chart.</li> <li>Tell students that they are going to practice all these skills in a discussion about a focus question that you give to them. Remind them that to have an effective discussion, they should focus on the criteria on the Discussion Tracker and the language they have recorded on the Effective Discussion Language anchor chart.</li> <li>Give students the focus question: <ul style="list-style-type: none"> <li>* “Which of Bud’s rules would you use yourself? Why?”</li> </ul> </li> <li>Give students a couple of minutes to refer to their Tracking Bud’s Rules graphic organizer from previous units and to think about the question.</li> <li>Invite research teams to discuss the focus question. Circulate to listen to observe students and to provide feedback against the criteria on the Discussion Tracker. Encourage students to use the language on the anchor charts to be respectful.</li> </ul>	



Work Time	Meeting Students' Needs
<p><b>C. Teacher Feedback (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Provide feedback to the whole group using the Discussion Tracker as a guide based on the patterns you saw in the research team discussions. For example: "I noticed that not many of you are asking questions to encourage other people to elaborate because you want to share your own ideas first. It is great that you want to share your ideas, but remember to question others to find out more, so that you can help them to clarify their thoughts and further their ideas."</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Refining the Question (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students' attention on the part of the Researcher's Notebook that asks whether the text they dug into during this lesson made them want to revise or refine their research question.</li><li>• Ask students questions to guide their thinking:<ul style="list-style-type: none"><li>* "Did your research today reveal anything unexpected about your research question? Did it reveal a new rule to live by that you hadn't considered?"</li><li>* "Did you see something in your research today that made you want to go down a different route with your research and your possible rule to live by?"</li><li>* "Did your research today make you realize that you need to focus your question more because it is too broad?"</li></ul></li><li>• Give students a couple of minutes to think before inviting them to record their thinking in their Researcher's Notebook. Emphasize that they don't have to revise or refine their question if they don't think it is necessary at this stage.</li></ul>	<ul style="list-style-type: none"><li>• Guiding questions can help students determine whether they need to refine their question or not. Consider posting these questions for students to refer to during thinking time.</li></ul>
Homework	Meeting Students' Needs
<p>A. Finish revising your question on your Researcher's Notebook if necessary.</p> <p>B. Choose another text from your research folder that you think is relevant to your research question. Read it to familiarize yourself with it and be ready to use it to research in the next lesson.</p>	



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

## Supporting Materials



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.....  
**Name:**

.....  
**Date:**

**What have you learned about your research question so far?**

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**What more do you need to find out about your topic?**

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

## **Mid-Unit 3 Assessments, Part 1: Summarizing, Analyzing and Discussing Research**



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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 refocus or refine my question when appropriate. (W.6.7)
- I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)
- I can express my own ideas clearly during discussions. (SL.6.1)
- I can build on other's ideas during discussions. (SL.6.1)

**Supporting Learning Targets**

- I can find the gist of informational texts.
- I can identify details relevant to my research question in an informational text.
- I can respectfully have productive discussions with peers who have a different perspective and background than me.

**Ongoing Assessment**

- Researcher's notebook
- Whole Class Discussion Tracker for focused discussion
- Exit Ticket: My Stars and Steps for Focused Discussion



Agenda	Teaching Notes
<ol style="list-style-type: none"> <li>1. Opening               <ol style="list-style-type: none"> <li>A. Unpacking the Learning Targets (5 minutes)</li> </ol> </li> <li>2. Work Time               <ol style="list-style-type: none"> <li>A. Research: Reading Text for Gist and Identifying Details Relevant to Research Question (18 minutes)</li> <li>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into a Law? Round 1 (19 minutes)</li> </ol> </li> <li>3. Closing and Assessment               <ol style="list-style-type: none"> <li>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</li> </ol> </li> <li>4. Homework               <ol style="list-style-type: none"> <li>A. Continue your independent reading novel at home. In the next lesson, be prepared to share a brief summary of your novel.</li> </ol> </li> </ol>	<ul style="list-style-type: none"> <li>• In this lesson, students continue reading articles and completing their Researcher’s Notebook. This is the last lesson where students will conduct research on their topic. Lesson 4 is the mid-unit assessment and in Lesson 5, students begin drafting their final essay for Unit 3.</li> <li>• In the Researcher’s Notebook, students are asked to write a summary of the text. Students may need additional modeling, time, and support to do this successfully.</li> <li>• Collect the Researcher’s Notebook at the end of this lesson and assess students you did not assess after Lesson 2. Again, you are not collecting notebooks for descriptive feedback, but to assess who needs more time for research in the next lesson.</li> <li>• In Work Time Part B, begin Round 1 of the speaking and listening mid-unit oral assessment. The prompt for focused discussion, “Should Our ‘Rules to Live By’ be Personal Choice or Made into a Law?” is specifically geared to engage students in a value-based conversation. The purpose is to assess the Speaking and Listening Standard 6.1e.</li> <li>• All students participate in discussion both days. Assess half of the students in Round 1 and the other half of the students in Round 2 (Lesson 4). Since this is an assessment, silently listen and observe the conversations, rather than provide feedback.</li> <li>• In closing, students complete Round 1 of the Focused Discussion Self-Assessment exit ticket. The purpose for this exit ticket is twofold: one, to engage students in self-reflection, and two, to provide a place for written feedback based on the formal assessments during the discussion. Students will have discussions in future modules and descriptive feedback on their strengths and growth areas is important to their continued success with group discussions.</li> <li>• Students will use this self-assessment exit ticket in both Round 1 and Round 2.</li> <li>• Post: Learning targets; Effective Discussion Language anchor chart (from Unit 2, Lesson 15).</li> <li>• In advance: Pair up two research teams for a larger focused discussion. They will stay matched for this lesson and Lesson 4.</li> <li>• Make enough copies of the Whole Class Discussion Tracker to assess all students. Two students can be assessed per page.</li> </ul>



Lesson Vocabulary	Materials
respectful, productive	<ul style="list-style-type: none"><li>• Research folders (from Unit 2, Lesson 15)</li><li>• Research task card (from Lesson 1; one per student)</li><li>• Researcher's Notebook (from Unit 2, Lesson 15)</li><li>• Colored pencils (one per student)</li><li>• Whole Class Discussion Tracker (one to display)</li><li>• Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li><li>• Mid-Unit 3 Assessment, Part 1: Discussion Prompt (one per student)</li><li>• Exit Ticket: My Stars and Steps for Focused Discussion (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that the mid-unit assessment is broken into two parts: a writing section and the focus discussion section that they began in Lesson 3.</li><li>• Invite students to read the first three learning targets with you:<ul style="list-style-type: none"><li>* “I can summarize an article on the importance of reading.”</li><li>* “I can explain how text evidence supports the claim about the importance of reading.”</li><li>* “I can refocus or refine a research question when appropriate.”</li></ul></li><li>• Explain that these are the targets for the written section and that students have been doing all of this for their own topic in their Researcher’s Notebook for the past five lessons.</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><li>• Refer students to the glossary for each of the texts in the research folders to help them understand unfamiliar words.</li><li>• Providing students with task cards ensures that expectations are consistently available.</li><li>• Encourage students to choose a text from the research folder that is most appropriate for their reading level—encourage students to challenge themselves within reason.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Research: Reading Text for Gist and Identifying Details Relevant to Research Question (18 minutes)</b></p> <ul style="list-style-type: none"><li>• Remind students that for homework they were to read another informational text from their research folder to familiarize themselves with it before using it for researching in this lesson.</li><li>• Focus students on Part A, 5 and 6 of the research task card. Tell students to follow 5 and 6 to annotate their text for the gist and to record the relevant information on their Researcher's Notebook. Give students a few minutes to complete this step.</li><li>• Refocus the whole group. Focus student attention on Part B of the task card: Rereading for Details Relevant to Your Research Question. Remind students that they did this in the previous lesson.</li><li>• Ask students to follow the Part B directions to identify and underline in colored pencil the details relevant to their research question and to use the details they have underlined to write a summary.</li><li>• Circulate to assist students with reading to identify the details relevant to helping them answer their question and in writing a summary of those details. Give students several minutes to complete this step.</li><li>• Collect students' Researcher's Notebooks to assess if there are students who will need more time for research.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into Laws?</b></p> <p><b>Round 1 □ (19 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to read the last learning target with you:<ul style="list-style-type: none"><li>* “I can respectfully have productive discussions with peers who have a different perspective and background from me.”</li></ul></li><li>• Ask a volunteer:<ul style="list-style-type: none"><li>* “Who can remind us again how we have respectful conversations?”</li></ul></li><li>• Listen for and guide the student to explain that you have a nice tone of voice and you are trying to understand where someone else is coming from.<ul style="list-style-type: none"><li>* “How do we have productive conversations?”</li></ul></li><li>• Listen for and guide the student to share that being productive means acknowledging the other person’s point of view by paraphrasing, asking a question, and explaining why you agree or disagree politely.</li><li>• Explain that the focused discussion today is the start to the mid-unit oral assessment. During the discussion in this lesson and in the next lesson the students will be formally assessed on their ability to speak and listen to each other.</li><li>• Remind them of the speaking and listening target they have been working toward: “I can respectfully have productive discussions with peers who have a different perspective and background from me.”</li><li>• Display the <b>Whole Class Discussion Tracker</b> for students to see what you will be using to assess them with as you listen to conversations.</li><li>• Review the <b>Effective Discussion Language anchor chart</b> by reading it out loud. Encourage students to follow their norms and to use the sentence stems written on the anchor chart (from Lesson 1). Remind students that when people disagree in a conversation, it can be challenging. Being respectful and productive are keys to success in the conversation.</li><li>• Ask if students have any questions about this assessment and clarify as needed.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Direct students to get into their research teams. Tell students that while in previous lessons they have been doing smaller group discussions within their teams, now they are going to have a larger group discussion by working with another team. Pair up two teams and tell them where to circle up for their focused discussion.</li><li>• Once students are seated, display the <b>Mid-Unit 3 Assessment, Part 1: Discussion Prompt</b>.</li><li>• Tell students that this question is referring to their rules about bullying, the environment, and healthy habits. The question is asking if the rules the students wrote about should be laws, which people are forced to follow (e.g., laws about exercise and healthy food, laws about bullying, laws about recycling), or if these rules should be left to people's individual choices. Process this question with students to answer any questions they may have about its meaning, and to clarify any misconceptions.</li><li>• Circulate and listen to students. Use the Whole Class Discussion Tracker to assess students as you listen closely to students' conversations. Do not confer or provide feedback at this time, as it is an assessment for students. Feedback will come during debrief and post-assessment. Consider scripting or paraphrasing a short question or response from each student that you can use as evidence in your feedback to students.</li><li>• Once students are finished, direct students to return to their own seats for closing.</li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute the Exit Ticket: My Stars and Steps for Focused Discussion.</li><li>• Invite students to review the criteria listed at the top and reflect on their own participation in today's discussion.</li><li>• Direct students to complete the Round 1 portion of the exit ticket.</li><li>• For example, you might write: "My star is paraphrasing what someone else said. My step is posing probing questions."</li><li>• Collect the exit tickets when students are done. They will need them in the next lesson. Consider writing feedback, one star and one step, to students based on your assessment of their discussions.</li></ul>	<ul style="list-style-type: none"><li>• Using entrance/exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul>
Homework	Meeting Students' Needs
<p>A. Continue your independent reading book at home. In the next lesson, be prepared to share a brief summary of your book so far.</p>	



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

## Supporting Materials



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Student Name and Date:	Criteria	
	Paraphrases ideas and questions	
	Asks clarifying questions	
	Asks probing questions	
Notes/Comments	Clearly explains own ideas	
	Responds to questions with details	
	Seeks out different peer perspectives and backgrounds	
	Acknowledges different peer perspectives and backgrounds	
	Respectfully compares own perspective with someone else's	



Student Name and Date:	Criteria	
	Paraphrases ideas and questions	
	Asks clarifying questions	
	Asks probing questions	
Notes/Comments	Clearly explains own ideas	
	Responds to questions with details	
	Seeks out different peer perspectives and backgrounds	
	Acknowledges different peer perspectives and backgrounds	
	Respectfully compares own perspective with someone else's	



**For Part 1 of the Mid-Unit 3 Assessment, you will participate in a discussion on the question: "Should our "Rules to Live by" Be Personal Choice or Made Into a Law?"**

**You will have two opportunities to participate in this discussion: one in this lesson and one in the next lesson.**



.....  
**Name:**

.....  
**Date:**

**Speaking and Listening Criteria**

- Paraphrases ideas and questions
- Asks clarifying questions
- Asks probing questions
- Clearly explains own ideas
- Responds to questions with details
- Seeks out different peer perspectives and backgrounds
- Acknowledges different peer perspectives and backgrounds
- Respectfully compares own perspective with someone else's

**Round 1:** List two stars and two steps based on the criteria listed above from the Discussion Tracker.

My Stars	My Steps
1.	1.
2.	2.



**Round 2:**

Write one specific way you worked on one of your steps from Round 1. For example, you might paraphrase how you compared your own perspective to someone else or a specific question you asked.

List one star and one step from the criteria listed above for Round 2.

My Stars	My Steps



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# **Grade 6: Module 2A: Unit 3: Lesson 4**

## **Mid-Unit 3 Assessments, Part 2: Summarizing, Analyzing and Discussing Research**



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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 effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1)
- I can express my own ideas clearly during discussions. (SL.6.1)
- I can build on other's ideas during discussions. (SL.6.1)

**Supporting Learning Targets**

- I can summarize an article on the importance of reading.
- I can explain how text evidence supports the claim about the importance of reading.
- I can respectfully have productive discussions with peers who have a different perspective and background from me.

**Ongoing Assessment**

- Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text
- Whole Class Discussion Tracker for focused discussion
- Exit Ticket: My Stars and Steps for Focused Discussion



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Unpacking the Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (25 minutes)</li><li>Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into a Law? Round 2 (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue your independent reading novel at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>In this lesson, students complete the written and the oral Mid-Unit Assessment. The written assessment uses a new text about the importance of reading. Students will have to read, summarize, and analyze text evidence from the article in support of the teacher’s claim to read every day.</li><li>The oral mid-unit assessment is Round 2 and continues the same discussion from Lesson 3. Use the Whole Class Discussion Tracker as you circulate among discussion groups. Focus on students who you were not able to assess in Lesson 3. Since this is an assessment, silently listen and observe the conversations, rather than provide feedback.</li><li>Be prepared to return students’ Exit Tickets: My Stars and Steps for Focused Discussion that were collected at the end of Lesson 3. Be sure to have given students’ feedback (stars and steps; see Teaching Note at the end of Lesson 3). In closing, students will continue the self-assessment from Lesson 3.</li><li>Assess student responses on the Mid-Unit Assessment using the Grade 6 2-Point Rubric—Short Response.</li><li>Post: Learning targets; Effective Discussion Language anchor chart (from Unit 2, Lesson 15).</li><li>In advance: Determine which students are priorities for you to assess during Round 2 of the focused discussion.</li></ul>



Lesson Vocabulary	Materials
National Endowment for the Arts, decade	<ul style="list-style-type: none"> <li>• Assessment Text: “Unhappily Ever After?” (one per student)</li> <li>• Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (one per student)</li> <li>• Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (Answers; for Teacher Reference)</li> <li>• Grade 6 2-Point Rubric: Short Response (from Unit 1, Lesson 5; for Teacher Reference for scoring student assessments)</li> <li>• Exit Ticket: My Stars and Steps for Focused Discussion (from Lesson 3; with teacher feedback)</li> <li>• Effective Discussion Language anchor chart (from Unit 2, Lesson 15)</li> <li>• Whole Class Discussion Tracker (from Lesson 3; for teacher use to assess student discussion; see teaching note above)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Unpacking Learning Targets (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Remind students that the mid-unit assessment is broken into two parts: a written section and the focus discussion section that they began in Lesson 3.</li> <li>• Invite students to read the first two learning targets with you:             <ul style="list-style-type: none"> <li>* “I can summarize an article on the importance of reading.”</li> <li>* “I can explain how text evidence supports the claim about the importance of reading.”</li> </ul> </li> <li>• Explain that these are the targets for the written section and that students have been doing all of this for their own topic in their Researcher’s Notebook for the past five lessons.</li> <li>• Invite students to read the last learning target with you:             <ul style="list-style-type: none"> <li>* “I can respectfully have productive discussions with peers who have a different perspective and background from me.”</li> </ul> </li> <li>• Explain that this is the same learning target from Lesson 3, when the class began the mid-assessment focus discussion.</li> <li>• Ask if there are any questions about the learning targets and clarify as needed.</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. Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (25 minutes)</b></p> <ul style="list-style-type: none"><li>• Explain to students that the first half of class is the written Mid-Unit 1 Assessment. In this lesson, students will read an article related to the teachers research topic: the importance of reading everyday. They will work independently to demonstrate their own ability to summarize and analyze a research article.</li><li>• Distribute and display <b>Assessment Text: “Unhappily Ever After?”</b> Invite students to read along with you as you read the text aloud.</li><li>• Distribute the <b>Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text</b>. Invite students to read the directions along with you as you read them out loud.</li><li>• Ask if there are any questions.</li><li>• Explain to students that the <i>National Endowment for the Arts</i> is a government organization that supports arts across our country.</li><li>• Call on a volunteer and ask:<ul style="list-style-type: none"><li>* “How long is a <i>decade</i>?”</li></ul></li><li>• Listen for students to say 10 years. Guide them to understand that the research is comparing information from two decades ago, which mean 20 years ago.</li><li>• Direct students to do their best to complete the tasks using evidence from the article.</li><li>• Circulate to assist students in reading the article where they need it.</li><li>• Collect the mid-unit assessments to assess against the <b>Grade 6-8 2-Point Rubric—Short Response</b>. See also <b>Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (Answers; for Teacher Reference)</b>.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>B. Focused Discussion: Should Our “Rules to Live By” Be Personal Choice or Made into Laws? Round 2</b> □ (15 minutes)</p> <ul style="list-style-type: none"><li>• Explain this is the second half of the mid-unit oral assessment. Students will have Round 2 of the focused discussion from Lesson 3, “Should our ‘rules to live by’ be personal choice or made into a law?”</li><li>• Redistribute students’ <b>Exit Ticket: My Stars and Steps for Focused Discussion</b> from the previous lesson. Direct students to review their own stars and steps. Encourage them to continue doing their stars.</li><li>• Tell them that their Round 2 self-assessment asks them to state a specific way they tried to improve one of their steps.</li><li>• Invite them to review the <b>Effective Discussion Criteria anchor chart</b> and pick language or sentence stems from the chart that will help them improve on their steps.</li><li>• Direct students to get into the same discussion groups from Lesson 3 (research teams of two).</li><li>• Once students are seated, prompt the discussion by saying:<ul style="list-style-type: none"><li>* “Should our ‘rules to live by’ be personal choice or made into laws?”</li></ul></li><li>• Circulate and listen, focusing on those students/research teams you were not able to assess in Lesson 3.</li><li>• Use the <b>Whole Class Discussion Tracker</b> as you listen closely to students’ conversations. Again, do not confer or provide feedback at this time, as it is an assessment for students. Feedback will come during debrief and post-assessment. Consider scripting or paraphrasing a short question or response from each student that you can use as evidence in your feedback to students.</li><li>• Once students are finished, direct them to return to their own seats.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)</b></p> <ul style="list-style-type: none"><li>• Focus students again on their <b>Exit Ticket: My Stars and Steps for Focused Discussion</b>. Ask students to now complete the Round 2 portion of this exit ticket. Direct students to complete the Round 2 portion of the exit ticket.</li><li>• Collect the exit tickets when students are done. Consider providing feedback to students based on your assessment of their discussions.</li></ul>	<ul style="list-style-type: none"><li>• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul>
Homework	Meeting Students' Needs
<p><b>A. Continue your independent reading book at home. In the next lesson be prepared to share a brief summary of your independent reading book so far.</b></p>	



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# Grade 6: Module 2A: Unit 3: Lesson 4

## Supporting Materials



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NEWS BRIEFS

# Unhappily Ever After?

**Americans are closing the book on reading for fun.**

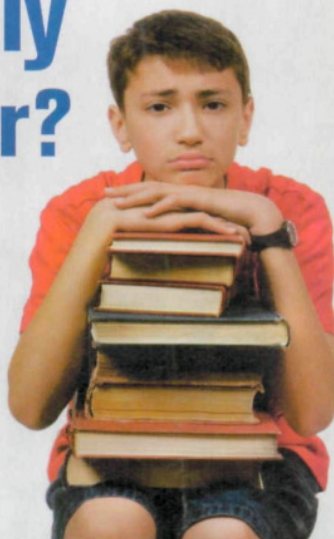
Harry Potter, Judy Moody, and Eragon need your help! A new report shows that U.S. kids and adults are reading less for pleasure than ever before.

Less than one-third of 13-year-olds read for fun daily, according to the National Endowment for the Arts (NEA). That's 5 percent less than two decades ago. More than one in 10 teens say they never or hardly ever read for fun.

Kids who do read often send instant messages, watch TV, play video games, and even surf the Web at the same time. Almost 60 percent of middle and high schoolers reported using other media while they read.

The findings are troubling, NEA officials say, because reading for pleasure is often linked with better reading and writing skills. For example, 9-year-olds who read for fun tend to score higher on reading tests than other kids their age.

That's not all. “Our report shows that readers are, in fact, more active and engaged in a number of ways,” says Sunil Iyengar, NEA's director of research and analysis. Readers are more likely to visit museums, volunteer, and play sports than nonreaders. In



addition, readers **typically**, or usually, end up with better-paying jobs as adults.

Those aren't the only reasons to flip open a good book, says Lois Lowry, author of *The Giver*. “Reading is like megavitamins for the imagination,” she told *WR News*. “To be able to enter different worlds and do it all while sitting in a chair! I can't imagine any better way to exercise your brain.”

## MAILBAG

In issue 4, we wrote about one student's quest to pass an antismoking bill in Connecticut. Here's what you had to say.



I know how it feels to be affected by secondhand smoke. My mom smoked for a long time and then found a way to quit. I hope that the law passes and encourages smokers to stop.

—Tayah T., Ohio

I want people to stop smoking because they are hurting other people's health and themselves. They should stop selling cigarettes all over the world.

—Claudia P., Arizona

Like Justin, I am also encouraging our leaders to ban smoking in confined places where there are children. I recently wrote to my state representative. Fifty-three percent of my class is exposed to secondhand smoke.

—Holly B., Michigan

I think I'll go see if there are any problems I can solve. Who knew that an 11-year-old kid could do so much? It's kids like Justin who make the world a better place.

—Jalyn W., Nevada

Send us your comments at

[wnews@weeklyreader.com](mailto:wnews@weeklyreader.com).

Be sure to include your name, city, and state.

## PICTURE OF THE WEEK



Howdy, doody! International Rhino Foundation officials recently came up with an unusual fund-raiser. They're selling feces to save species! They auctioned off four pieces of rhino dung, each from an endangered rhino species. Together, the poop scooped up more than \$2,000 for rhino conservation efforts. Sounds like a job well dung.





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**Name:**

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**Date:**

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### Speaking and Listening Criteria

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)

#### Directions:

Read the text then use information from the text to complete the tasks. First you will list bullet points of relevant information from the text and summarize the article in a format similar to your Researcher's Notebook. Second, you will list three pieces of evidence and explain in your own words how this evidence supports the teacher's claim about reading. Remember, the claim you are researching here is "It is important to read everyday."



1. Complete the chart below listing relevant information from the text and writing a summary using only information from the text.

Article Information	This side is where you will gather relevant information and summarize your text.
Text Title:	Relevant information from this text (bullet points):
Source:	



2. Complete the chart below based on the article you read above, “Unhappily Ever After?” Choose evidence that is relevant to the claim and explain how it connects.

Text evidence from the article “Unhappily Ever After?”	Explanation: Why would this be a good supporting detail for the claim?



**Learning Targets:**

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)

**Directions:**

Read the text below. Then use information from the text to complete the tasks below. First you will list bullet points of relevant information from the text and summarize the article in a format similar to your Researcher's Notebook. Second, you will list three pieces of evidence and explain in your own words how this evidence supports the teacher's claim about reading.



1. Complete the chart below listing relevant information from the text and writing a summary using only information from the text.

Article Information	This side is where you will gather relevant information and summarize your text.
Text Title: “Unhappily Ever After? Americans are closing the book on reading for fun”	Relevant information from this text (bullet points): Report from NEA finds fewer kids read for fun any more. Many kids do other things while reading, such as texting. Reading for fun helps you get higher test scores. Readers visit museums, play sports, and volunteer more often than nonreaders. Readers get higher-paying jobs. Using your imagination when you read exercises your brain.
Source: <i>Weekly Reader</i>	<div>Summary of the text:</div> <p>This article is based on a study from the National Endowment for the Arts (NEA) on kids and reading. The study finds that fewer kids read for fun, and that many of the kids who do read are doing something else while they are reading. The study also finds that those kids who read for fun have a lot of benefits, like scoring higher on tests and getting higher-paid jobs. They are more likely to visit museums, play sports, and volunteer. Finally, reading makes you use your imagination and exercises your brain.</p>



2. Complete the chart below based on the article you read above, “Unhappily Ever After?” Choose evidence that is relevant to the claim and explain how it connects.

Text evidence from the article “Unhappily Ever After?”	Explanation: Why would this be a good supporting detail for the claim?
“A nine-year-old who reads for fun scores higher on reading tests.”	Reading every day helps you score better on tests, which is important to your success in school. By getting higher scores on tests, you have more choices in school and you feel good about yourself, too.
“Readers are more likely to visit museums, volunteer, and play sports than nonreaders.”	When you read, you discover other things beyond your own neighborhood, city, etc., so you become more interested in doing other things, like going to museums or volunteering to help others.
“In addition, readers typically, or usually, end up with better-paying jobs as adults.”	If you read every day, you learn so many words that help you do well in school and get into college. If you finish college, you can get a well-paying job.



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# **Grade 6: Module 2A: Unit 3: Lesson 5**

## **Analyzing the Structure and Content 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 use several sources in my research. (W.6.7)
- I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9)
- I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)
- With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)

**Supporting Learning Targets**

- I can analyze the structure and content of a model essay about the importance of reading every day.
- I can outline “My Rule to Live By” essay to inform.

**Ongoing Assessment**

- “The Importance of Reading Every Day” model essay annotations and highlighting
- Outline for “My Rule to Live By” essay to inform
- Structure and Content of an Essay to Inform anchor chart





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 (3 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Studying the Model Essay: “The Importance of Reading Every Day” (8 minutes)</li><li>B. Backwards Planning: Examining the Model Essay for Structure and Content (12 minutes)</li><li>C. Writing: Drafting an Outline for the Body Paragraphs of “My Rule to Live By” Essay to Inform (15 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Reflection: How Does an Outline Help You Plan for the Structure and the Content of Your Essay? (2 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Complete your outline and bring it to the next lesson to use for the end of unit assessment.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• This lesson launches the end of unit assessment and the performance task for the end of Module 2. Students will write an essay, which they have done in Module 1. The New York State Grade 6–8 Expository Writing Evaluation Rubric will be used to assess students for this essay.</li><li>• Students use an outline to scaffold the thinking and writing process. In this lesson, they examine how the model essay on reading would look in an outline format. Then they outline their own essay using their research information collected in their Researcher’s Notebook. In Lesson 6, students will use this outline to support Part 1 of the end of unit assessment, where they will draft their body paragraphs.</li><li>• In Work Time Part B, there are specific questions to ask students during the think-aloud to help students understand the connection between the Supporting Topic and the Supporting Evidence.</li><li>• In advance: Review “The Importance of Reading Every Day” model essay and the “Importance of Reading Every Day” Outline (For Teacher Reference) in order to understand how to guide students’ thinking during Work Time.</li></ul>



Lesson Vocabulary	Materials
structure, content, evidence-based essay; consequences, proportion, possess	<ul style="list-style-type: none"><li>• Model Essay: “The Importance of Reading Every Day” (one per student)</li><li>• “The Importance of Reading Every Day” Outline (one to display)</li><li>• Document camera</li><li>• “The Importance of Reading Every Day” Outline (for Teacher Reference; see teaching note)</li><li>• Structure and Content of an Informative Essay anchor chart (new; co-constructed with students during Work Time B)</li><li>• Equity sticks</li><li>• Outline for “My Rule to Live By” Essay (one per student)</li><li>• Steps for Outlining the Body Paragraphs (one to display)</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 they were asked to be ready to give a brief summary of their independent reading book so far. Remind students that a summary is an outline of the main points.</li> <li>Invite students to pair up. Give each student in the pair one minute to give a brief summary of their independent reading book. Tell students to listen carefully to each other because afterwards, they will be asked about the summary their partner gives.</li> <li>Circulate to listen to students and to get an idea of who is reading independently.</li> <li>Cold call students to ask them to paraphrase the summary their partner gave.</li> </ul>	<ul style="list-style-type: none"> <li>Independent reading reviews hold all students accountable for doing their independent reading homework.</li> <li>Asking students to repeat what their partner has told them encourages them to listen carefully.</li> </ul>
<p><b>B. Unpacking Learning Targets (3 minutes)</b></p> <ul style="list-style-type: none"> <li>Invite students to read along with you while you read the learning targets out loud:             <ul style="list-style-type: none"> <li>* “I can analyze the structure and content of a model essay about the importance of reading every day.”</li> </ul> </li> <li>Ask students to turn and talk:             <ul style="list-style-type: none"> <li>* “What does the <i>structure</i> of an essay mean?”</li> </ul> </li> <li>Listen for and guide students to say something like: “The way it is held together, like the walls of a building.”</li> <li>Ask:             <ul style="list-style-type: none"> <li>* “What is the <i>content</i> of an essay?”</li> </ul> </li> <li>Listen for and guide students to say it is the ideas and the evidence of the essay.</li> <li>Invite students to read the next learning target with you:             <ul style="list-style-type: none"> <li>* “I can outline ‘My Rule to Live By’ essay to inform.”</li> </ul> </li> <li>Explain that an essay to inform is an <i>evidence-based essay</i> and that understanding what an evidence-based essay means is key to their success in the next several lessons.</li> <li>Explain to students that in this essay, they will make a claim like they have done many times in Modules 1 and 2, but this time, the claim is their “rule to live by.” Then they will use evidence from their research to support their rule.</li> <li>Tell students that in order to get ready to write their own essays, the lesson today will focus on studying the model essay and beginning to outline the evidence they are going to use for their own 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. Studying the Model Essay: “The Importance of Reading Every Day” (8 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display and distribute “<b>The Importance of Reading Every Day</b>” <b>model essay</b>.</li> <li>• Explain that you are going to read the essay out loud. Ask students to circle any unfamiliar words and underline the rule in this essay. Invite students to follow along as you read the essay aloud.</li> <li>• When you finish, ask a volunteer to tell the class what the rule is from the essay. Listen for them to say something like: “The rule is to read every day.”</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “Why has evidence been used to support the rule?”</li> </ul> </li> <li>• Listen for students to explain that other people wouldn’t trust the rule if evidence hadn’t been used because without knowing the author, they don’t know if the author has enough expertise in the subject.</li> <li>• Remind students that essays use formal language and it is important that everyone understand the language in this essay. Ask students to turn to a partner and discuss any of the unknown words in the essay that they circled.</li> <li>• After a few minutes, prompt students with these text-dependent questions to make sure they understand the meaning of certain words.</li> <li>• Ask a different volunteer to answer each of the following questions:             <ul style="list-style-type: none"> <li>* “What do I mean by both ‘negative and serious <i>consequences</i>’ in this essay?”</li> </ul> </li> <li>• Listen for students to say something like: “They are the bad things that happen to you if you can’t read.” Guide students to understand that a consequence is a result of an action. Negative means that it is a bad result.             <ul style="list-style-type: none"> <li>* “What does it mean that a ‘high <i>proportion</i>’ of prisoners, who are high school dropouts, can’t read?”</li> </ul> </li> <li>• Listen for students to explain that a high proportion means many or most.             <ul style="list-style-type: none"> <li>* “What does it mean to <i>possess</i> a strong vocabulary?”</li> </ul> </li> <li>• Listen for students to say that possess means to have a hold of something, and in this essay, it means to have a lot of words in your head.</li> <li>• Invite students to add any words they were unfamiliar with to their word chart.</li> </ul>	<ul style="list-style-type: none"> <li>• Allowing students to discuss their thinking with their peers before writing helps to scaffold student comprehension as well as assist in language acquisition for ELLs.</li> <li>• Consider placing students in homogeneous pairs and provide more specific, direct support to students who need it most.</li> </ul>



Work Time (continued)	Meeting Students' Needs
<p><b>B. Backwards Planning: Examining the Model Essay for Structure and Content (12 minutes)</b></p> <ul style="list-style-type: none"><li>Using the <b>document camera</b>, display the “<b>Importance of Reading Every Day</b>” <b>Outline</b>. Ask students to raise their hands if they have ever used an outline to plan their writing before.</li><li>Call on a student who raised his/her hand to explain why you use an outline. If no one raises a hand, you can explain that an outline helps you plan structure for an essay and helps you plan the content you are going to use.</li><li>Ask students to turn and talk after you say:<ul style="list-style-type: none"><li>* “Based on the outline, what is going to be the structure of our essay?”</li></ul></li><li>Refocus whole class and cold call on a student to share the structure of the essay.</li><li>Paraphrase student thinking and write on the new <b>Structure and Content of an Informative Essay anchor chart</b>:<ul style="list-style-type: none"><li>* Five paragraphs</li><li>* Three body paragraphs with one introduction and one conclusion</li></ul></li><li>Explain that the first paragraph is the introduction and the last paragraph is the conclusion. Students will study these paragraphs in detail in Lesson 7. Today, the focus is on examining the body paragraphs.</li><li>Invite students to see how an outline works by listening to your think-aloud.</li><li>Read the second paragraph of the “Importance of Reading Every Day” essay. Think aloud about “Supporting Topic B.” Explain that the topic of this paragraph is the consequence of not reading and you wrote that in the line for Supporting Topic B. Tell students this came from one article in your research.</li><li>Ask yourself out loud:<ul style="list-style-type: none"><li>* “How does not reading lead to bad consequences?”</li></ul></li><li>Explain that each line of the Supporting Evidence for Section B should answer that question. Read each line. Tell students again that this is information within the article you read during your research.</li><li>Pause and ask students to turn and talk:<ul style="list-style-type: none"><li>* “What did I just do to help myself figure out what supporting evidence from my research to use to explain my topic?”</li></ul></li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Cold call a student to answer. Listen for and guide the student to say that you asked yourself how the topic supported the rule for reading (or not reading in this specific example).</li><li>• Thank the student for sharing. Ask them to pay close attention to the relationship between the Supporting Topic and the Supporting Evidence as they continue. Ask them to use a “how” question about the Supporting Topic to determine the Supporting Evidence. This will help them think about the content of the body paragraphs.</li><li>• Direct students to look at the displayed outline again and read aloud to the students Supporting Topic C: “Reading helps you achieve more.”</li><li>• Tell students to work with their elbow partner to find the three pieces of Supporting Evidence from the third paragraph of the essay. Invite students to number the different pieces of Supporting Evidence as they read.</li><li>• Circulate among students, listening and looking for students to number the evidence that is cited from the research. You can prompt students by asking: “How does reading help you achieve more?”</li><li>• Refocus whole class to look at the displayed outline again. Cold call on a student and ask:<ul style="list-style-type: none"><li>• “Based on the paragraph, how does reading help you achieve more?” Paraphrase the student response and list the bullets below on the outline:<ul style="list-style-type: none"><li>— You will gain a large vocabulary. <input type="checkbox"/></li><li>— You will be better at both reading and writing. <input type="checkbox"/></li><li>— You will do better at school and work.</li></ul></li></ul></li><li>• Ask for thumbs-up or thumbs-down from the other classmates if they have the same three details.</li><li>• Ask the class to give a show of hands in response to the question:<ul style="list-style-type: none"><li>* “How many of you asked yourself the question ‘How does reading help you achieve more?’”</li></ul></li><li>• Survey the students who do not raise their hands and circulate to those students in the next round.</li><li>• Explain that asking a “how” question will help them understand how the topic of each paragraph is developed.</li><li>• Invite a volunteer to tell you the big idea for the Supporting Topic in the fourth paragraph of the essay. Guide the student toward something like: “Reading gives you freedom.” Write this on the line for Supporting Topic D.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Prompt students to work independently and find the Supporting Evidence for this topic by asking a “how” question: (<i>How</i> does reading give you freedom?)</li><li>• Circulate to the students who did not raise their hands earlier, and support them by asking what their “how” question will be about reading and freedom.</li><li>• Refocus whole class. Cold call on a student to list the three pieces of Supporting Evidence for Section D. □<ul style="list-style-type: none"><li>* Paraphrase the student response and list the bullets below on the outline: Teaches you to think critically□</li><li>* Helped slaves gain freedom□</li><li>* Allows you to get all different types of information on your own□</li><li>* Other people can't control your thinking if you can read information on your own</li></ul></li><li>• Write the following questions on the board:<ul style="list-style-type: none"><li>* “What is the Supporting Topic?”</li><li>* “What is the Supporting Evidence?”</li><li>* “How do the Supporting Evidence and the Supporting Topic work together?”</li></ul></li><li>• Refocus whole class and ask students to silently answer each question in their head. Use equity sticks to call on students to answer each question.</li></ul>	



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>Listen for students to explain something like:<ul style="list-style-type: none"><li>* Topic is the big idea that supports your rule.</li><li>* Supporting Evidence is the details, data, and quotes you found in your research.</li><li>* You use the evidence to explain more about the topic and how it supports your rule.</li></ul></li><li>Add this to the Structure and Content of an Informative Essay anchor chart.</li></ul>	
<p><b>C. Writing: Drafting an Outline for the Body Paragraphs of “My Rule to Live By” Essay to Inform (15 minutes)</b></p> <ul style="list-style-type: none"><li>Distribute to each student an Outline Form for “My Rule to Live By” Essay.</li><li>Tell students that they are each going to write an outline for their own essay. Invite them to work with one person from their research team. Explain that in the next lesson they will be able to use their outline to write their body paragraphs. Also, explain that in the next lesson, this will be Part 1 of the end of unit assessment.</li><li>Encourage students to use their resources from their Researcher’s Notebook to write the outline of just their three body paragraphs.</li><li>Display and review Steps for Outlining the Body Paragraphs:<ol style="list-style-type: none"><li>Begin by determining the three Supporting Topics in your Researcher’s Notebook that best support their rule.</li><li>Ask a “how” question to figure out the supporting evidence from your research you want to include in your topic paragraph.</li></ol></li><li>Circulate among students. Celebrate their focused work and use of the outline. Support students by asking them a few questions:<ul style="list-style-type: none"><li>* “What are the three biggest reasons to live by your rule?”</li><li>* “Now that you have identified your Supporting Topic, ask your ‘how’ question to determine the details you will include.”</li></ul></li></ul>	





Closing and Assessment	Meeting Students' Needs
<p><b>A. Reflection: How Does an Outline Help You Plan for the Structure and the Content of Your Essay? □ (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How does an outline help you write the structure and the content of your essay?”</li></ul></li><li>• Explain that the next lesson is Part 1 of the end of unit assessment where they will independently draft their body paragraphs. They will be able to use their outline as a tool to help them write.</li></ul>	
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Complete your outline and bring it to the next lesson to use for the end of unit assessment.</li></ul>	



EXPEDITIONARY  
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# Grade 6: Module 2A: Unit 3: Lesson 5

## Supporting Materials



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**“The ability to read well gives a person access to all of the knowledge already discovered by others.”  
—Abraham Lincoln**

One of the best ways to learn to read well is to read every day, and there are many lifelong benefits that come with reading every day. Reading keeps you out of trouble, contributes to high achievement in life, and provides freedom. Reading every day is a rule we should all live by, and it is essential for a life that thrives.

There are many negative consequences that result when a person does not read well. Students who do not read at grade level by third grade are four times more likely to leave school without a diploma when compared to students who read well (The Annie E. Casey Foundation). In addition, the Coalition for Juvenile Justice (2001) reported that 82% of prisoners are high school dropouts, and a very high proportion of them cannot read. To avoid these serious consequences, it is important that all students learn to read and read every day.

Reading helps you achieve more through a larger vocabulary. 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. Possessing a strong vocabulary allows you to use the perfect word to express what you are thinking and feeling. When you develop a larger vocabulary from reading every day, you will achieve more in school and work.

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.

In life, we all have rules that we live by. These rules express our values and guide our words and actions. Reading every day is a rule to help you thrive in life, as it helps you stay out of trouble, achieve more, and be free. So I am challenging each of you to go home, kick up your feet, and open a book tonight. You may find that reading every day becomes a rule to live your life by.



Introduction A. Hook: Quote from Abraham Lincoln about reading.

Rule: Read every day.

1. Reading every day helps us thrive.
2. Keeps you out of trouble, increases your achievement, provides freedom.

Supporting Topic B. There are consequences for not reading.

Supporting Evidence

1. If you don't read, you're likely to drop out of high school.
2. 82% of prisoners are high school dropouts.
3. Many of these prisoners can't read.

Supporting Topic C. Reading helps you achieve more.

Supporting Evidence

1.
2.
3.

Supporting Topic D.

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Supporting Evidence

1.
2.
3.



**Conclusion E.**

1.
2.
3.



.....  
**Name:**

.....  
**Date:**

**Introduction A. Hook: Quote from Abraham Lincoln about reading.**

**Rule: Read every day.**

1. Reading every day helps us thrive.
2. Keeps you out of trouble, increases your achievement, provides freedom.

**Supporting Topic B. There are consequences for not reading.**

**Supporting Evidence**

1. If you don't read, you're likely to drop out of high school.
2. 82% of prisoners are high school dropouts.
3. Many of these prisoners can't read.

**Supporting Topic C. Reading helps you achieve more.**

**Supporting Evidence**

1. You will gain a large vocabulary.
2. You will be better at both reading and writing.
3. You will do better at school and work.

**Supporting Topic D.**

**Supporting Evidence**

1. Teaches you to think critically.
2. Helped slaves gain freedom.
3. Allows you to get all different types of information on your own.
4. Other people can't control your thinking if you can read information on your own.



**Conclusion E.**

1. Reading every day helps you thrive.
2. Reading keeps you out of trouble, increases achievement, sets you free.
3. Everyone try it!



**Introduction A.**

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1.
2.
3.

**Supporting Topic B.**

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**Supporting Evidence**

1.
2.
3.

**Supporting Topic C.**

---

**Supporting Evidence**

1.
2.
3.





Supporting Topic D.

---

Supporting Evidence

1.
2.
3.

Conclusion E.

4.
5.
6.

1. Begin by determining the three Supporting Topics in your Researcher's Notebook that best support their rule.
2. Ask a "how" question to figure out the Supporting Evidence from your research you want to include in your topic paragraph.



EXPEDITIONARY  
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# **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
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Reviewing the Rubric (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. Studying the Model Essay: Analyzing the Development of Ideas in a Body Paragraph (10 minutes)</li><li>B. Independent Writing: Drafting the Body Paragraphs (23 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. If needed, complete your body paragraphs at home.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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).</li><li>• If possible, provide access to computers for students to write their draft of their body paragraphs.</li><li>• Post: Learning targets; Structure and Content of an Essay to Inform anchor chart (from Lesson 5).</li><li>• 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.</li><li>• Determine whether you need to acquire yellow and green markers, highlighters, or dry erase pens.</li><li>• 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.</li></ul>



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



Opening	Meeting Students' Needs
<p><b>A. Reviewing the Rubric (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Distribute the <b>NYS Expository Writing Evaluation Rubric</b> and display it using a <b>document camera</b>.</li> <li>• Direct students to silently read the rubric.</li> <li>• 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.</li> <li>• Explain that you are going to only discuss Rows 1 and 2 for the opening today.</li> <li>• Ask a volunteer:             <ul style="list-style-type: none"> <li>* "Where will you write about your analysis of the research texts in your essay (Row 1)?"</li> </ul> </li> <li>• Listen for a student to say in the body paragraphs.</li> <li>• Ask a volunteer:             <ul style="list-style-type: none"> <li>* "Where will you develop the ideas of your essay (Row 2)?"</li> </ul> </li> <li>• Listen for a student to say in the body paragraphs.</li> <li>• Ask students to keep their rubric, as they will need it for a self-assessment during closing.</li> </ul>	
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Ask a student to read the learning targets aloud while the other students follow along:             <ul style="list-style-type: none"> <li>* "I can analyze how a topic is developed in each body paragraph of the model essay."</li> <li>* "I can draft the body paragraphs of my essay to inform."</li> </ul> </li> <li>• Invite students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* "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."</li> </ul> </li> <li>• 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."</li> <li>• Direct students' attention to the fact that this is the last bullet on the <b>Structure and Content of an Essay to Inform anchor chart</b>. Reassure students that this will be the focus of Work Time Part A.</li> </ul>	<ul style="list-style-type: none"> <li>• 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.</li> <li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li> </ul>



Work Time	Meeting Students' Needs
<p><b>A. Studying the Model Essay: Analyzing the Development of Ideas in a Body Paragraph (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>Analysis of the Body Paragraph</b>. Tell students you highlighted different parts of a body paragraph from your essay on the importance of reading.</li><li>• Explain that each color is a different way of developing the ideas of the essay.</li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “Describe how each color helps develop the ideas of the essay. Use language from the outline to help you describe this.”</li></ul></li><li>• Refocus whole class. Cold call on a pair to share how the yellow highlighting develops the ideas of the essay.</li><li>• Listen for and guide students to say: “This is where the rule of reading is connected to the topic of higher achievement.”</li><li>• Write: “Rule connected to the topic” on the line next to the yellow box.</li><li>• Next, cold call on a pair of students to share how the blue highlighting develops the ideas of the essay.</li><li>• Listen for and guide students to say: “This is where evidence is shared to support the topic of higher achievement.”</li><li>• Write: “Evidence to support the topic” on the line next to the blue box.</li><li>• Next, cold call on a pair to share how the green highlighting develops the ideas of the essay.</li><li>• Listen for and guide students to say: “This is where you explain the evidence and the topic in your words.”</li><li>• Write: “Explain the evidence and the topic in your words” on the line next to the green box.</li><li>• 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.</li><li>• 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.</li><li>• Cold call on a student and ask:<ul style="list-style-type: none"><li>* “What source is cited in this paragraph?”</li></ul></li><li>• Listen for: “The Power of Reading: Reading and Freedom.”</li></ul>	<ul style="list-style-type: none"><li>• Providing models of expected work supports all learners, especially challenged learners.</li></ul>



Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Add to the Structure and Content of an Informative Essay anchor chart:<ul style="list-style-type: none"><li>• Cite a source for each new piece of information you use.</li></ul></li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “Determine which lines you would highlight yellow and green in this paragraph. Be prepared to explain why.”</li></ul></li><li>• Circulate and support students by suggesting they look for a similar pattern to the other paragraph.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• 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.”</li></ul>	





Work Time (continued)	Meeting Students' Needs
<p><b>B. Independent Writing: Drafting the Body Paragraphs (23 minutes)</b></p> <ul style="list-style-type: none"><li>• Display the <b>End of Unit 3 Assessment Prompt: Draft of Essay to Inform: “My Rules to Live By”</b>. 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.</li><li>• Direct students to retrieve their own completed <b>Outline Form for “My Rule to Live By” Essay</b> from Lesson 5 to use for writing their body paragraphs.</li><li>• 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.</li><li>• 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.</li><li>• Circulate to assist students in drafting their body paragraphs. Ask:<ul style="list-style-type: none"><li>* “How is your rule connected to your topic?”</li><li>* “How does your evidence explain your topic?”</li><li>* “What are you explaining in your own words?”</li><li>* “What specific evidence are you going to cite in the paragraph?”</li></ul></li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• 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.</li><li>• Focus students on the <b>Self-Assessment: NYS Expository Evaluation Writing Rubric (rows 1 and 2)</b>. Remind students to be honest when self-assessing because identifying where there are problems with their work will help them improve.</li><li>• Circulate to ask questions to encourage students to think carefully about their scoring choices:<ul style="list-style-type: none"><li>* “You have underlined this part of your rubric. Why? Where is the evidence in your essay to support this?”</li></ul></li><li>• Students who finish quickly can begin revising their draft essays based on their scoring against the rubric.</li><li>• Collect the first drafts and the self-assessments.</li><li>• Students who have not finished will benefit from being able to take their essay home to finish the first draft.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• If needed, complete your body paragraphs at home.</li></ul> <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>	



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

## 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:
<b>CONTENT AND ANALYSIS:</b> 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:
<b>COMMAND OF EVIDENCE:</b> 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:
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	<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:
<b>CONTROL OF CONVENTIONS:</b> 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.



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EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 3: Lesson 7**

## **End of Unit Assessment, Part 2: Drafting Introduction and Conclusion 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 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 draft the introduction and conclusion of my informative essay.

**Ongoing Assessment**

- Draft of essay to inform
- Self-assessment against Rows 1 and 3 of NYS Expository Writing Evaluation Rubric



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>1. Opening<ol style="list-style-type: none"><li>A. Unpacking Learning Targets (2 minutes)</li></ol></li><li>2. Work Time<ol style="list-style-type: none"><li>A. Studying the Model and Drafting an Introductory Paragraph (18 minutes)</li><li>B. Studying the Model and Drafting a Concluding Paragraph (18 minutes)</li></ol></li><li>3. Closing and Assessment<ol style="list-style-type: none"><li>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</li></ol></li><li>4. Homework<ol style="list-style-type: none"><li>A. Continue independent reading. Select five words that grabbed your attention and describe what it is about those words that caught your eye.</li></ol></li></ol>	<ul style="list-style-type: none"><li>• In this lesson, students draft the introductory and concluding paragraphs for their end of unit assessment “My Rule to Live By” evidence-based essay. They revisit the model to get a firm grounding in what their introduction and conclusion should look like.</li><li>• By the end of this lesson, students should have finished their draft evidence-based 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.</li><li>• 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).</li><li>• Students will need their draft essays for peer critique in the next lesson, but these should be collected again at the end of Lesson 8 to continue assessing.</li><li>• If students used computers in Lesson 6 to write their first draft, allow them to use computers to revise.</li><li>• Post: Learning targets.</li></ul>

Lesson Vocabulary	Materials
introduction, conclusion	<ul style="list-style-type: none"><li>• Model Essay: “The Importance of Reading Every Day” (from Lesson 5)</li><li>• Equity sticks</li><li>• Chart paper (one piece; see Work Time A and B)</li><li>• NYS Expository Writing Evaluation Rubric (Rows 1 and 3) (one per student)</li><li>• Self-Assessment: NYS Expository Evaluation Writing Rubric (Rows 1 and 3) (one per student)</li></ul>



Opening	Meeting Students' Needs
<p><b>A. 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 draft the introduction and conclusion of my informative essay.”</li></ul></li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How are introductions and conclusions similar types of writing?”</li></ul></li><li>• 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 and are not about details.”</li><li>• Again, invite students Think-Pair-Share:<ul style="list-style-type: none"><li>* “How are introductions and conclusions different?”</li></ul></li><li>• 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.”</li></ul>	<ul style="list-style-type: none"><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><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Drafting an Introductory Paragraph (18 minutes)</b></p> <ul style="list-style-type: none"> <li>• Display <b>“The Importance of Reading Every Day” model essay</b>. Tell students that now that they have written a first draft of the body paragraphs of their argument essay, they are going to finish their end of unit assessment by completing the first draft of their informative essay by drafting introductory and concluding paragraphs.</li> <li>• Invite students to read along silently as you read the introduction of “The Importance of Reading Every Day” model essay.</li> <li>• Ask students to Think-Pair-Share:             <ul style="list-style-type: none"> <li>* “What does the author tell us in the introductory paragraph?”</li> </ul> </li> <li>• Use <b>equity sticks</b> to select students to share their responses. Record student responses on <b>chart paper</b> for students to refer to throughout the lesson. Ensure the following are included:             <ul style="list-style-type: none"> <li>• An introductory paragraph:</li> <li>• Begins with a quote to hook readers’ attention</li> <li>• Introduces the idea of rules to live by</li> <li>• Presents a rule</li> <li>• Explains where the evidence came from</li> </ul> </li> <li>• Invite students to pair up to verbally rehearse their introductory paragraphs. Remind students to refer to the notes on the chart paper.</li> <li>• Circulate to assist students in verbally rehearsing their introductory paragraphs. Ask:             <ul style="list-style-type: none"> <li>* “How can you begin the paragraph?”</li> <li>* “How did the author begin the model argument essay?” Did you find any quotes about your rule to live by that will capture a reader’s attention?”</li> <li>* “What is important for the reader to know right at the beginning? Why?”</li> <li>* “What is your rule to live by?”</li> </ul> </li> <li>• Invite students to draft their introductory paragraph using their verbal rehearsal and the notes on the chart paper. Students may need access to their research materials in order to locate a quote to use in their introduction.</li> </ul>	<ul style="list-style-type: none"> <li>• Providing models of expected work supports all learners, especially challenged learners.</li> <li>• Allowing students to discuss their thinking with peers before writing helps to scaffold student comprehension as well as assist in language acquisition for ELLs.</li> <li>• Consider placing students in homogeneous pairs and provide more specific, direct support to students who need it most.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Again circulate to assist students in drafting their introductory paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you begin the paragraph?”</li><li>* “How did the author begin the model argument essay?” * “What is important for the reader to know right at the beginning? Why?”</li><li>* “What is your rule to live by?”</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<p><b>B. Drafting a Concluding Paragraph (18 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to Think-Pair-Share the question from earlier in the lesson:<ul style="list-style-type: none"><li>* “In this type of an essay, how are introductions and conclusions similar?”</li></ul></li><li>• 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 and are not about details.”</li><li>• Again, invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “How are introductions and conclusions different?”</li></ul></li><li>• 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.”</li><li>• Invite students to read along silently as you read the concluding paragraph of “The Importance of Reading Every Day” model essay.</li><li>• Ask students to Think-Pair-Share:<ul style="list-style-type: none"><li>* “What does the author tell us in the concluding paragraph?”</li></ul></li><li>• Use equity sticks to select students to share their responses. Record student 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:</li><li>• A concluding paragraph:<ul style="list-style-type: none"><li>• Summarizes the main ideas</li><li>• Closes the paragraph by giving us something to think about at the very end</li></ul></li><li>• 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.</li><li>• Circulate to assist students in verbally rehearsing their concluding paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you summarize the main ideas?”</li><li>* “How did the author conclude the model argument essay?”</li><li>* “What are you going to give the reader to think about at the end?”</li></ul></li></ul>	



Work Time	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Invite students to draft their concluding paragraph using their verbal rehearsal and the notes on the chart paper.</li><li>• Again circulate to assist students in drafting their concluding paragraphs. Ask:<ul style="list-style-type: none"><li>* “How can you summarize the main ideas?”</li><li>* “How did the author conclude the model argument essay?”</li><li>* “What are you going to give the reader to think about at the end?”</li></ul></li></ul>	



Closing and Assessment	Meeting Students' Needs
<p><b>A. Self-Assessment against the NYS Expository Writing Evaluation Rubric (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Distribute <b>NYS Expository Writing Evaluation Rubric (Rows 1 and 3)</b>. Tell students that they have already seen the whole rubric and these are the two rows that apply to the introductory and concluding paragraphs.</li><li>• Invite students to read the Criteria column and Column 3 with you.</li><li>• Distribute the new <b>Self-Assessment: NYS Expository Writing Evaluation Rubric (Rows 1 and 3)</b>. Tell students that 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.</li><li>• Remind students to be honest when self-assessing because identifying where there are problems with their work will help them to improve.</li><li>• Circulate to ask questions and encourage students to think carefully about their scoring choices:<ul style="list-style-type: none"><li>* “You have underlined this part of your rubric. Why? Where is the evidence in your essay to support this?”</li></ul></li><li>• Students who finish quickly can begin to revise their draft essays based on their scoring against the rubric.</li><li>• Tell students that now that they have finished the introductory and concluding paragraphs of their essays, they have now completed the first draft of their essay for their end of unit assessment. Make it clear that they will revise their essay once they have received feedback for their final performance task of the module.</li><li>• Collect the first drafts and the self-assessments.</li><li>• Students who have not finished will benefit from being able to take their essay home to finish the first draft.</li></ul>	<ul style="list-style-type: none"><li>• Developing self-assessment and reflection supports all learners, but research shows it supports struggling learners most.</li></ul>



Homework	Meeting Students' Needs
<p>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. □</p> <p><i>Note: Be prepared to provide students with feedback in Lesson 9 using Row 2 of the NYS Expository Writing Evaluation Rubric about 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 drafts should be collected again at the end of that lesson to continue assessing.</i></p>	



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# Grade 6: Module 2A: Unit 3: Lesson 7

## 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:
<b>CONTENT AND ANALYSIS:</b> 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:
<b>COHERENCE, ORGANIZATION, AND STYLE:</b> the extent to which the essay logically organizes complex ideas, concepts, and information using formal style and precise language	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	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	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	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	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





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EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 3: Lesson 8**

## **Performance Task Preparation: Peer Critique and Mini-Lesson Addressing Common Errors: Revising Draft 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 the NYS Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers.
- I can use teacher feedback to revise my essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric.

**Ongoing Assessment**

- Revised draft of informative essay
- Exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise?



Agenda	Teaching Notes
<ol style="list-style-type: none"><li>Opening<ol style="list-style-type: none"><li>Independent Reading: Five Vocabulary Words (5 minutes)</li><li>Unpacking Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Mini Lesson: Addressing Common Errors (5 minutes)</li><li>Peer Critique: Draft Essay (13 minutes)</li><li>Revising Draft Essay (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Exit Ticket: How Is Your Essay Better after Applying Peer Feedback to Revise? (5 minutes)</li></ol></li><li>Homework<ol style="list-style-type: none"><li>Continue independent reading. Consider this question: What was the author's purpose or purposes in writing this book?</li></ol></li></ol>	<ul style="list-style-type: none"><li>This lesson is an opportunity for students to review and revise their essays to meet the expectations of the NYS Expository Writing Evaluation Rubric.</li><li>This lesson includes 5 minutes to address common mistakes you may have noticed while reviewing some of the student essays. A sample structure is provided here. Focus the lesson on one specific common convention error you noticed as you assessed students' drafts.</li><li>Some students may need more help with revising than others. There is space for this during the revision time.</li><li>If students used computers in Lessons 6 and 7 to write their first draft, allow them to use computers to revise.</li><li>In advance: Prepare a chart with the Peer Critique Guidelines, or a copy of the guidelines for students to keep in their folders (see supporting materials).</li><li>Post: Learning targets; end of unit assessment prompt.</li></ul>



Lesson Vocabulary	Materials
peer critique	<ul style="list-style-type: none"><li>• Document camera</li><li>• Students' draft essays (collected in Lesson 7 for spot-checking)</li><li>• Peer Critique Guidelines (one to display) (From Unit 2, Lesson 16)</li><li>• NYS Expository Writing Evaluation Rubric (from Lesson 6; one for display and one per student)</li><li>• Stars and Steps recording form (one per student)</li><li>• Exit ticket: How Is Your Module 2A Essay Better after Applying Peer Feedback to Revise? (one per student; builds on similar document from Module 1)</li></ul>

Opening	Meeting Students' Needs
<p><b>A. Independent Reading: Five Vocabulary Words (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to pair up to share the five words that grabbed their attention in their independent reading and to explain why those words grabbed their attention.</li><li>• Circulate to listen and get an idea of who has been completing the independent reading homework.</li><li>• Invite students to choose the word that grabbed their attention the most from the five their partner listed.</li><li>• Invite students to pair up with someone else to share the one word they selected from the lists of their previous partners.</li></ul>	



Opening	Meeting Students' Needs
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"><li>• Refocus students whole group. Invite students to read the learning targets with you:<ul style="list-style-type: none"><li>* "I can use the NYS Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers."</li><li>* "I can use teacher feedback to revise my essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric."</li></ul></li><li>• Invite students to Think-Pair-Share:<ul style="list-style-type: none"><li>* "What does <i>peer critique</i> mean?"</li><li>* "Why is peer critiquing useful?"</li></ul></li><li>• Listen for: "Peer critique means to look at someone else's work and give them feedback that will help them to improve their writing." Clarify as needed.<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: "Reading other essays and providing feedback and improving my essay."</li></ul>	<ul style="list-style-type: none"><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><li>• Discussing and clarifying the language of learning targets helps build academic vocabulary.</li></ul>



Work Time	Meeting Students' Needs
<p><b>A. Mini Lesson: Addressing Common Errors (5 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that in the assessments you have looked at so far, you have noticed a common error in their essays (for instance, inconsistent capitalization).</li><li>• Using a <b>document camera</b>, display a teacher made example of the error, not actual student work. Explain why it is incorrect.</li><li>• Model how to revise and correct the error.</li><li>• Check for understanding. Ask students to give you a thumbs-up if they understand the error and how to fix it when revising, or a thumbs-down if they don't understand fully.</li><li>• If many students give a thumbs-down, show another example of the error. Ask students to think about how to fix it.</li><li>• Cold call a student to suggest how to correct it. If the answer is incorrect, clarify. Again ask students to give you a thumbs-up or a thumbs-down. If some students are still struggling, consider checking in with them individually.</li><li>• Return <b>students' draft essays</b>. Tell students that they won't have feedback from you on their individual work until the next lesson because you need more time to assess them.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>B. Peer Critique: Draft Essay (15 minutes)</b></p> <ul style="list-style-type: none"> <li>Explain that peer critiquing must be done very carefully because we want to be helpful to our peers so they can use our suggestions to improve their work. We don't want to make them feel bad. Post the <b>Peer Critique Guidelines</b>:             <ol style="list-style-type: none"> <li>Be kind: Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.</li> <li>Be specific: Focus on particular strengths and weaknesses rather than making general comments like "It's good" or "I like it." Provide insight into <i>why</i> it is good or what, specifically, you like about it.</li> <li>Be helpful: The goal is to positively contribute to the individual or the group, not to simply be heard. Echoing the thoughts of others or cleverly pointing out details that are irrelevant wastes time.</li> <li>Participate: Peer critique is a process to support each other, and your feedback is valued!</li> </ol> </li> <li>Display the <b>NYS Expository Writing Evaluation Rubric</b> and ask students to refer to their own copies.</li> <li>Focus students on Row 2, Command of Evidence. In Column 3, highlight/underline this section: "Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s)."</li> <li>Focus students on Row 3, Coherence, Organization, and Style. In Column 3, highlight/underline this section: "Exhibit clear organization, with the use of appropriate transitions to create a unified whole."</li> <li>Invite students to read each of these sections of the rubric aloud with you. Tell them that during the peer critique time they will be focusing on these two specific elements of the evidence-based essay.</li> <li>Emphasize that their job is to make sure that their peers' use of evidence and organization is strong. Distinguish peer critique from proofreading. It is fine if they catch errors in each other's work, but the goal is to make the thinking in the writing as strong as possible.</li> <li>Tell students that they will present feedback in the form of stars and steps. Remind them that they have already done this in both Modules 1 and 2. Today, they will give two "stars" (one related to Row 2 of the NYS rubric, one related to Row 3), and two "steps" (one related to Row 2, and one related to Row 3).</li> <li>Briefly model how to give two "kind, specific, helpful" stars. Be sure to connect your comments directly to each row of the rubric. For example: "You have used details from research texts to support your claims, and you used the word 'Finally' to begin your conclusion, which is a good transitional word."</li> </ul>	<ul style="list-style-type: none"> <li>Set up peer critiquing very carefully to ensure students feel safe giving and receiving feedback. Students must be given a set of clear guidelines for behavior, and they need to see the teacher model how to do it successfully. Asking students to provide feedback to their peers based on explicit criteria benefits both parties in clarifying what a strong piece of writing should look like. Students can learn from both the strengths and weaknesses that they notice in the work of peers.</li> </ul>





Work Time (continued)	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Repeat, briefly modeling how to give two “kind, specific, helpful” steps. For example: “Can you find a detail from an informational text to support that claim? Can you add a transition word at the beginning of this paragraph to make the paragraphs flow smoothly into each other?”</li><li>• Emphasize that it is especially important to be kind when giving steps. Asking a question of the writer is often a good way to do this. “I wonder if ...?” “Have you thought about ...?”</li><li>• Distribute the <b>Stars and Steps recording form</b>. Explain that today, students will record the stars and steps for their partner on this sheet so that their partner can remember the feedback he or she receives. They are to write the name of their partner at the top of their paper.</li><li>• Pair up students. Invite pairs to swap essays and to spend 3 minutes reading them in silence.</li><li>• Ask students to record stars and steps for their partner on the recording form. This form is designed to help them remember the feedback they want to give to their partner from the peer critique. Circulate to assist students who may struggle with recording their feedback.</li><li>• Ask students to return the essay and Stars and Steps recording form to their partner and to explain the stars and steps they recorded for their partner. Invite students to question their partner where they don’t understand the stars and steps they have been given.</li></ul>	
<p><b>C. Revising Draft Essay (15 minutes)</b></p> <ul style="list-style-type: none"><li>• Invite students to begin revising their draft essays based on the mini lesson and the stars and steps from the peer critique.</li></ul>	



Closing and Assessment	Meeting Students' Needs
<b>A. Exit Ticket: How Is Your Essay Better after Applying Feedback to Revise? (5 minutes)</b> <ul style="list-style-type: none"><li>• Distribute the exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise?</li><li>• Give students a couple of minutes to consider the question.</li><li>• Invite students to record their answers on the exit ticket.</li></ul>	<ul style="list-style-type: none"><li>• Using exit tickets allows you to get a quick check for understanding of the learning target so that instruction can be adjusted or tailored to students' needs during the lesson or before the next lesson.</li></ul>
Homework	Meeting Students' Needs
<ul style="list-style-type: none"><li>• Continue independent reading. Consider this question: What was the author's purpose or purposes in writing this book?</li></ul>	



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# Grade 6: Module 2A: Unit 3: Lesson 8

## Supporting Materials



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**“Develop the topic with relevant facts, definitions, details, quotations, or other information and examples from the text(s).”**

**Star:**


**Step:**




**“Exhibit clear organization, with the use of appropriate transitions to create a unified whole.”**

**Star:**

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# **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>Opening<ol style="list-style-type: none"><li>Independent Reading Review (5 minutes)</li><li>Unpacking Learning Targets (2 minutes)</li></ol></li><li>Work Time<ol style="list-style-type: none"><li>Final Revisions Based on Teacher Feedback (10 minutes)</li><li>Writing a Final Draft of an Informative Essay (15 minutes)</li></ol></li><li>Closing and Assessment<ol style="list-style-type: none"><li>Popcorn Read (13 minutes)</li></ol></li><li>Homework<ol 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></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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# Grade 6: Module 2A: Unit 3: Lesson 9

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