EXPEDITIONARY LEARNING

Grade 6: Module 2A: Unit 2: Lesson 13

Writing: Drafting Body Paragraphs and Revising for Language

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Long-Term Targets Addressed (Based on NYSP12 ELA CCLS)
I can cite text-based evidence to support an analysis of literary text. (RL.6.1)
I can determine a theme based on details in a literary text. (RL.6.2)
I can write arguments to support claims with clear reasons and relevant evidence. (W.6.1)
I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4)
With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5)
I can accurately use sixth-grade academic vocabulary to express my ideas. (L.6.6)

Supporting Learning Targets	Ongoing Assessment
• I can draft the body paragraphs of my literary argument essay. • I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules.	• Draft of body paragraphs • Writing with a Formal Style recording form

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Agenda	Teaching Notes
1. Opening A. Unpacking Learning Targets (3 minutes) 2. Work Time A. Independent Writing: Drafting Body Paragraphs of the Literary Argument Essay (20 minutes) B. Revising Word Choice: Maintaining a Formal Style (16 minutes) 3. Closing and Assessment A. Partner Writing: Reading Aloud a Revised Paragraph (6 minutes) 4. Homework A. Complete the word choice revisions to your body paragraphs if you did not finish them in class.	• This lesson asks students to draft their three body paragraphs based on the model essay, their planning documents, and the instruction provided in Lessons 11 and 12. • In Work Time Part B, the Guided Mini Lesson on Formal Style (see supporting materials) is a script of the think-aloud about how to revise for word choice. The excerpts from the Steve Jobs model essay are from an earlier draft of the model essay given to students in Lesson 9. The script highlights which revisions were made, as a model for revising word choice in an essay. The purpose of the mini lesson is to focus students on how to create a formal style in their writing by selecting precise and domain-specific vocabulary, which is also part of the Literary Argument Essay Rubric. • In the closing, students will not have time to provide feedback to each other. The purpose is to have students hear their own writing read aloud, which supports their revision process. • As a routine, when students are assigned independent reading for homework, the next lesson will open with time for students to review their independent reading.

Lesson Vocabulary	Materials
precise, domain-specific; synonym	• Word-catcher (from Unit 1, Lesson 1) • Rule Sandwich Guide: *Bud, Not Buddy* (from Lesson 12) • Writing with a Formal Style recording form (one per student) • Thesauruses (available for student use as needed) • Guided Mini Lesson on Formal Style (for Teacher Reference)

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Opening	Meeting Students' Needs

A. Unpacking Learning Targets (3 minutes)
• Read aloud the learning targets for today:
  * "I can draft the body paragraphs of my literary argument essay."
  * "I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules."
• Ask:
  * "What does *precise* mean?"
• Listen for: "Precise means to be exact and accurate."
• Share an example with students and say:
  * "For example, the precise word for how I feel is 'furious,' not just mad. 'Furious' shows the precise degree to which I feel mad."
• Ask:
  * "What might *domain-specific* language mean? Let me give you an example in context. To work as a biologist, you have to learn a lot of domain-specific words about biology. So, what do you think *domain-specific* language means?"
• Listen for: "It means words used for a specific study or work."
• Explain that in this essay, the domain-specific language is from the novel and writing techniques. For example, remind students that in Unit 1 they focused on the similes and metaphors used by the author to express his ideas. "Simile" is a domain-specific word that would fit in their essay. And while reading, they learned a lot about being orphaned during the Depression. Words such as "orphaned" and "Depression" are domain-specific to the novel.
• Encourage students to refer to their **word-catcher** to help them use all their "impressive" vocabulary they have been learning along the way.
	• Consider circling important words in the learning targets. Then annotate these words with their meaning to assist students' comprehension of the target.

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Work Time	Meeting Students' Needs
A. Independent Writing: Drafting Body Paragraphs of the Literary Argument Essay (20 minutes) • Direct students to retrieve their **rule sandwiches** from Lesson 12, as they will use these as well as the model essay to guide their paragraph writing. • Remind students that there are expectations for quiet writing time. Explain that talking is a great way to learn and share ideas; however, quiet, focused writing is also a great way to learn. They have had several lessons to talk about Bud's use of his rules, and today the focus is on working independently to draft a quality literary argument essay. • Explain that students will write the introduction and conclusion in Lesson 14. Their goal today is to write the three body paragraphs in a logical way, as reviewed in Lesson 12. • Ask: * "How are you feeling, fist to five, about your readiness to start writing on your own today? A five means you are ready and eager, a three means you might need help getting started, and a one means please confer with me first." • Make a note of students who have a one, two, or three. Circulate to those students first. Then continue conferring with students during this work time. Focus on how students are meeting the learning target "I can draft the body paragraphs of my literary argument essay" and how students are using the organizational structure of the rule sandwich to support their writing. Consider postponing feedback related to conventions and grammar. These writing skills will be instructed when students revise their early draft for a final draft in later lessons.	• The use of domain-specific vocabulary may be challenging for ELLs. Consider pairing these students with students for whom English is their first language to support them in the revision process.

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Work Time	Meeting Students' Needs
B. Revising Word Choice: Maintaining a Formal Style (16 minutes) • Review the second learning target: "I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules." Explain that this learning target is based on a section in the rubric that asks students to "establish and maintain a formal style using precise language and domain-specific vocabulary." • Ask: * "What does precise language mean again?" * "What does domain-specific language mean?" • Invite volunteers to answer each question. Listen for them to say that precise to be exact and accurate. *Domain-specific* language means language used for a specific study or work, like the novel and writing techniques. Remind students that using these words will help them create a formal style in their essay. Invite them to use words from their word-catcher. • Distribute **Writing with a Formal Style recoding form**. Students work through this handout in concert with the **Guided Mini Lesson on Formal Style (for Teacher Reference)**. • After delivering this mini lesson, direct students to begin independently revising their writing, reading one sentence at a time and circling any words that could be revised for more formal or domain-specific word choice. Direct them to follow the steps they recorded during the mini lesson. • Encourage students to use a **thesaurus**, their word-catcher, and their writing partner as resources to identify synonyms as needed. • Explain that students do not need every word to be formal, but they want enough words across a paragraph to maintain a formal and sophisticated style. • Explain that unfinished revisions can be completed for homework. • Circulate and observe student revisions. Support students by providing feedback in accordance with the steps generated in the mini lesson.	• The use of domain-specific vocabulary may be challenging for ELLs. Consider pairing these students with students for whom English is their first language to support them in the revision process.

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Closing and Assessment	Meeting Students' Needs
A. Partner Writing: Reading Aloud a Revised Paragraph (6 minutes) • Direct students to work with their writing partner from Lesson 12. Ask them to take turns reading their body paragraphs out loud to each other. Have students decide who will be writer 1 and writer 2. • Invite writer 1 to begin first, reading one of their revised body paragraphs out loud to their partner. The writer is listening for logical order and formal style. Tell them to mark their own paragraph as they read aloud when the language and explanations are not clear or formal. This will help them know where to revise as a next step. • Have students continue alternating reading their body paragraphs to each other as time allows.	• Consider having select students hear their essay read aloud, as hearing their own writing may help them notice opportunities for revision of word choice or syntax.
Homework	**Meeting Students' Needs**
A. Complete the word choice revisions to your body paragraphs if you did not finish them in class. *Note: Invite students to read their paragraphs out loud at home so they can hear whether the language and explanations sound clear and formal.*	

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Grade 6: Module 2A: Unit 2: Lesson 13
Supporting Materials

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Name:

Date:

Learning Target: I can use precise and domain-specific language to formally argue my claim about how Bud uses his rules.

Excerpts from DRAFT of Student Model Essay	Steps to Revise for a Formal Style
Life gives many chances to make choices. Life can be both easy and hard. When we make choices during the easy or hard times, we are either surviving or thriving.	
Steve Jobs used his rules in his life to help him thrive. He did this despite being orphaned, dropping out of college, being fired, and having cancer. In his speech in 2005, Jobs shared his three rules to follow in order to thrive in life.	
While remembering his Reed College days, Steve Jobs shared his first rule: "You have to trust in something." ... Jobs followed his rule to trust his gut and enrolled in a calligraphy college course, and that led to the typefaces and spacing used in computers today. Following the rule to trust helped Jobs thrive in life because he trusted in himself and didn't spend energy worrying about the future.	

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Excerpts from DRAFT of Student Model Essay	Steps to Revise for a Formal Style

Life gives many chances to make choices. Life can be both easy and hard. When we make choices during the easy or hard times, we are either surviving or thriving.	**(10 minutes)**
	• Say to students: "Read in your heads while I read and think aloud about the precise and formal language used in our model essay. Underline the highlighted words and phrases as you read. These are words for which you will model how to revise word choice in the essay."
	• After reading the whole excerpt, say:
	  • "'Gives' and 'chances' are general language and more informal in style. Let's replace them with words that are more precise and formal. We need to look at synonyms. Remember, a synonym is a word or phrase that means almost exactly the same thing as another word or phrase. So synonyms for 'gives' are 'offer,' 'supply,' 'contribute,' and 'provide.' Let's reread the phrase with these synonyms: Life offers many chances ... Life contributes many chances ... Life supplies many chances. I like the precise meaning of 'offer' because this word is closest to giving something freely and having a choice. It is more precise in its meaning and simply sounds more formal than 'gives.' 'Supply' and 'contributes' are also formal, but they seem like more forced giving, which isn't the precise meaning I want to convey. Let's replace 'gives' with 'offer.'"
	• Cross out "gives" and write "offers" above it.
	• Say:
	  • "Let's repeat the same process with 'chances.' What are synonyms for chances? 'Long shots,' 'occasions,' 'opportunities,' and 'likelihood' are all synonyms. What words will make my essay more precise? 'Long shots' and 'likelihood' are not the precise meaning I want. I won't use those. Let's replace 'chances' with the other words: Life offers many occasions to make choices ... Life offers many opportunities to make choices. Both are good words, but I think an opportunity is more precise to my meaning. Jobs

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	thrived because he made life's events into opportunities to make change. Let's replace 'chances' with 'opportunities.'"
	• Cross out 'chances' and write 'opportunities' above it.
	• Reread the new sentence: "Life offers many opportunities to make choices."
	• Ask students to turn and talk to their elbow partner:
	  • "What were my steps to revise my word choice for more precise and formal language?"
	• Listen for and guide students to include these key steps:
	  • Select a few synonyms.
	  • Determine which synonyms have the precise meaning you want in the sentence.
	  • Reread potential new words in the sentence, double-checking the precise meaning and formal style.
	  • Cross out the word and write the new one above it.
	• Direct students to write the steps you modeled in the right-hand column of the Writing with a Formal Style recording form.

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Steve Jobs used his rules in his life to help him thrive. He did this despite being orphaned, dropping out of college, being fired, and having cancer. In his speech in 2005, Jobs shared his three rules to follow in order to thrive in life.	• Read the second excerpt. Invite students to read along, again paying attention to your steps to revise word choice. If students feel confident in this process, consider allowing them to make the word choices that will make this excerpt more formal. If students are struggling, then model with this excerpt.
	• Underline the word "speech" as you read.
	• After reading the excerpt, say:
	  • "'Speech' seems too general here. I am introducing the essay, and this is the first time I am bringing up the speech."
	• Ask:
	  • "Instead of 'speech,' what is a more formal way in which I could refer to it?"
	• Invite students to talk briefly with a partner about ideas and then share whole class.
	• Say: "I heard many of you say I should call it by something more specific, perhaps its official title. I am going to replace 'speech' with 'commencement address to Stanford University.'"
	• Cross out "speech" and write "commencement address to Stanford University" above it.
	• Reread the sentence for students to hear how the new words flow.
	• Ask students to turn and talk to their elbow partner:
	  • "How did changing my word choice here give my writing a more formal style?"
	• Listen for and guide students to include these key steps in addition to what they have already:
	  • Notice a general word that could have a formal style.
	  • Replace the words with something more formal and specific.

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	• Reread the sentence to make sure it flows well. • Direct students to write the steps you modeled in the right-hand column of the Writing with a Formal Style recording form.

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While remembering his Reed College days, Steve Jobs shared his first rule: "You have to trust in something." ... Jobs followed his rule to trust his gut and enrolled in a calligraphy college course, and that led to the typefaces and spacing used in computers today. Following the rule to trust in something helped Jobs thrive in life because he trusted in himself and didn't spend energy worrying about the future.	• Read the third excerpt. Circle the highlighted words as you read.
	• Say:
	  • "These are words that are specific from the speech given by Steve Jobs. They show domain-specific language used with computers. We don't need to revise them; just notice a good use of formal language already in this draft."
	• Ask:
	  • "What can we add to our steps about this model for using domain-specific language?"
	• Listen for and guide students to include these key steps:
	  • Use domain-specific language.
	  • Use language directly from your text/novel.
	• Direct students to write the steps you modeled in the right-hand column of the Writing with a Formal Style recording form.

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