



EXPEDITIONARY
LEARNING

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

Final Performance Task: Final Draft of Essay to Inform



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

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

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

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

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

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

Supporting Learning Targets

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

Ongoing Assessment

- Final informative essay about a rule to live by.



Agenda	Teaching Notes
<ol style="list-style-type: none">Opening<ol style="list-style-type: none">Independent Reading Review (5 minutes)Unpacking Learning Targets (2 minutes)Work Time<ol style="list-style-type: none">Final Revisions Based on Teacher Feedback (10 minutes)Writing a Final Draft of an Informative Essay (15 minutes)Closing and Assessment<ol style="list-style-type: none">Popcorn Read (13 minutes)Homework<ol style="list-style-type: none">Look over all of Bud's rules again. Which one do you think proves to be the most useful to him? Why?	<ul style="list-style-type: none">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.If students used computers in Lessons 6, 7, and 8 to write and revise their first draft, allow them to use computers to revise.Review Popcorn Read protocol (Appendix)Post: Learning targets.

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



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



Work Time	Meeting Students' Needs
<p>A. Final Revisions Based on Teacher Feedback (10 minutes)</p> <ul style="list-style-type: none">• Hand back students' draft essays 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.• Invite students to revise essays in line with the feedback.	
<p>B. Writing a Final Draft of an Evidence-Based Essay (15 minutes)</p> <ul style="list-style-type: none">• 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.• 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.	



Closing and Assessment	Meeting Students' Needs
<p>A. Popcorn Read (13 minutes)</p> <ul style="list-style-type: none">Remind students of the learning target:<ul style="list-style-type: none">* "I can choose a quote from my essay that captures the spirit of my rule to live by."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.Give students a couple of minutes to locate that quote in their essay and to underline it.Invite students to share their quotes with their research teams and to explain why they have chosen that quote.If there is time, students could share their quotes with the whole group.Distribute homework: Bud's Most Useful Rule.	
Homework	Meeting Students' Needs
<ul style="list-style-type: none">Look over all of Bud's rules again. Which one do you think proves to be the most useful to him? Why?	



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Supporting Materials



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