



EXPEDITIONARY  
LEARNING

# **Grade 6: Module 2A: Unit 2: Lesson 17**

## **End of Unit 2 Assessment: Final Draft of Literary Argument Essay**



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

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)

With support from peers and adults, I can use the writing process to ensure that purpose and audience have been addressed. (W.6.5)

**Supporting Learning Targets**

- I can use the Literary Argument Essay Rubric to provide kind, specific, and helpful feedback to my peers.
- I can use teacher feedback to revise my argument essay to further meet the expectations of the Literary Argument Essay Rubric.

**Ongoing Assessment**

- End of Unit 2 Assessment: Final Draft of Literary Argument Essay

**Agenda**

1. Opening
  - A. Engaging the Reader: Independent Reading (5 minutes)
  - B. Unpacking Learning Targets (2 minutes)
2. Work Time
  - A. Mini Lesson: Addressing Common Errors (10 minutes)
  - B. Peer Critique: Draft Literary Arguments (10 minutes)
  - C. Essay Revision (16 minutes)
3. Closing and Assessment
  - A. Collecting End of Unit Assessments (2 minutes)
4. Homework
  - A. If you haven't done so already, finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.
  - B. Continue reading your independent reading book for this unit at home.

**Teaching Notes**

- This lesson is an opportunity for students to review and revise their essays to meet the expectations of the Literary Argument Essay Rubric.
- In advance, be sure to have reviewed students' first drafts (from Lesson 14) against Rows 1 and 3 of the rubric. Give specific positive feedback for at least one thing each student did well. Provide at least one specific area of focus for each student for revision.
- This lesson includes 5 minutes to address common mistakes you noticed while reviewing student essays. A sample structure is provided here. Focus the lesson on one specific common convention error you noticed as you assessed students' drafts.
- Some students may need more help with revising than others. There is space for this during the revision time.
- If students used computers in Lessons 13 and 14 to write their first draft, allow them to use computers to revise.
- Some students may not finish their final draft during this lesson. Consider whether to allow them to finish their essays at home and hand them in at the beginning of the next lesson.
- Post: Learning targets and Peer Critique guidelines (see supporting materials)
- Review: Concentric Circles (Appendix 1)



Lesson Vocabulary	Materials
peer critique	<ul style="list-style-type: none"> <li>• <i>Bud, Not Buddy</i> (book; one per student)</li> <li>• End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive? Argument Essay (from Lesson 9; included again in this lesson for Teacher Reference; one per student and one to display)</li> <li>• Literary Argument Essay Rubric (from Lesson 12)</li> <li>• Peer Critique Guidelines (one to display)</li> <li>• Stars and Steps recording form (one per student)</li> <li>• Students’ draft argument essays (collected in Lesson 14; with teacher feedback and a specific leading question/suggestion)</li> <li>• Rows 1 and 3 of Literary Argument Essay Rubric (collected in Lesson 14; students’ self-assessments reviewed by the teacher)</li> <li>• Materials for student writing (computers or lined paper)</li> </ul>

Opening	Meeting Students’ Needs
<p><b>A. Engaging the Reader: Independent Reading (5 minutes)</b></p> <ul style="list-style-type: none"> <li>• Concentric Circles:               <ol style="list-style-type: none"> <li>1. Remind students of the focus question for their independent reading: “Who is the intended audience of your book? Why do you think that?”</li> <li>2. Split the group in half. Have half the group make a circle facing out.</li> <li>3. Have the other half make a circle around them facing in.</li> <li>4. Invite students on the inside circle to share the audience of their book and why they think that with the person opposite them on the outside circle.</li> <li>5. Invite students on the outside circle to do the same.</li> <li>6. Invite students on the inside circle to move two people to the right to do the same thing again.</li> <li>7. Repeat until students have spoken to three people.</li> </ol> </li> </ul>	
<p><b>B. Unpacking Learning Targets (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Be sure students have their novels <i>Bud, Not Buddy</i>. Display the End of Unit 2 Assessment Prompt: How Does Bud Use His Rules—To Survive or To Thrive? Argument Essay (originally distributed in Lesson 9).</li> <li>• Invite the class to read the learning targets with you:               <ul style="list-style-type: none"> <li>* “I can use the Literary Argument Essay Rubric to provide kind, specific, and helpful feedback to my peers.”</li> <li>* “I can use teacher feedback to revise my argument essay to further meet the expectations of the Literary Argument Essay Rubric.”</li> </ul> </li> <li>• Ask students to Think-Pair-Share:               <ul style="list-style-type: none"> <li>* “Given what you have been learning from looking at the model essay and the rubric, and from planning your own essay, what do you want to focus on as you revise?”</li> </ul> </li> <li>• Emphasize that writing well is hard, and revision is important to make one’s message as clear as possible for one’s readers. Encourage students and thank them in advance for showing persistence and stamina. Revising is difficult, but it is one of the things that can help make a good essay great.</li> </ul>	<ul style="list-style-type: none"> <li>• The review of the learning targets is yet another identifier of what is expected on the student essays.</li> <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. Mini Lesson: Addressing Common Errors (10 minutes)</b></p> <ul style="list-style-type: none"><li>• Tell students that you noticed a common error in their essays (for instance, comma splices or inconsistent capitalization).</li><li>• Display an example of the error. 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 thumbs-down. If some students are still struggling, consider checking in with them individually.</li><li>• Tell students that they will be getting their essays back now with specific 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>• Return students' draft essays with your feedback and their self-assessments from Lesson 14.</li></ul>	



Work Time	Meeting Students' Needs
<p><b>B. Peer Critique: Draft Literary Arguments (10 minutes)</b></p> <ul style="list-style-type: none"> <li>Remind students that a <i>peer critique</i> is when we look over someone else's work and provide them with feedback. 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>Literary Argument Essay Rubric</b> and ask students to refer to their own copies.</li> <li>Focus students on the second row, Command of Evidence. In Column 3, highlight/underline this section: "Develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s)."</li> <li>Invite students to read each part of this section of the rubric aloud with you. Tell them that during the peer critique time they will be focusing on this specific element of someone else's argument 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 done this in the first module. Today they will give one "star" and one "step" based on Row 3 of the rubric.</li> <li>Briefly model how to give "kind, specific, helpful" stars. Be sure to connect your comments directly to each row of the rubric. For example: "You have used three details from the novel to support your claims."</li> <li>Repeat, briefly modeling how to give "kind, specific, helpful" steps. For example: "Can you find a detail from the novel to support that claim?"</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 star and step for their <u>partner</u> 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 a star and step 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 star and step they recorded for their partner. Invite students to question their partner where they don't understand the star and step they have been given.</li> </ul>	<ul style="list-style-type: none"> <li>The use of leading questions on student essays helps struggling students understand what areas they should improve on before submitting their essay again.</li> <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 students 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	Meeting Students' Needs
<p><b>C. Essay Revision (16 minutes)</b></p> <ul style="list-style-type: none"> <li>• Invite students to apply their self-assessment at the end of Lesson 14, the mini-lesson, the stars and steps from the peer critique, and the feedback given on their draft to revise their essay.</li> <li>• If using <b>computers</b> to word process, students can review and revise. If handwriting, students will need <b>lined paper</b> to write a best copy of their essay, incorporating the feedback and learning from the mini lesson.</li> <li>• Circulate around the room, addressing questions. Consider checking in first with students who need extra support to make sure they can use their time well.</li> <li>• When a few minutes are left, if students are working on computers, ask them to save their work.</li> </ul>	
Closing and Assessment	Meeting Students' Needs
<p><b>A. Collecting End of Unit Assessments (2 minutes)</b></p> <ul style="list-style-type: none"> <li>• Give students specific positive praise for perseverance you observed. Collect the final drafts from those students who feel that they have finished (plus all of their organizers and planners).</li> <li>• Based on whether you want this to be a timed assessment, consider giving students who still want more time the option of finishing their essay for homework.</li> </ul>	
Homework	Meeting Students' Needs
<p>A. If you haven't done so already, finish the final draft of your essay to turn in tomorrow, along with the first draft, rubric, and planners.</p> <p>B. Continue reading your independent reading book for this unit at home.</p>	



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## Supporting Materials



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*Learning Targets*

*I can cite text-based evidence to support an analysis of literary text. (RL.6.1)*

*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)*

Focusing question: How does Bud use his “rules” to help him: to *survive* or to *thrive*?

In the novel *Bud, Not Buddy*, the main character, Bud Caldwell, creates a set of rules to live by that he calls “Caldwell’s Rules and Things for Making a Funner Life and Making a Better Liar out of Yourself.” These rules are Bud’s response to his life experiences.

In this assessment, you are asked to write a literary argument essay in which you will establish a claim about whether Bud uses those “rules to live by” to help him survive or thrive in his life. You will establish your claim in an introduction. Then to support your claim, you will use evidence about how Bud uses three of his rules. Finally, you will provide closure to your essay with a conclusion.

**In your essay, be sure to:**

- Write an introduction that presents your claim.
- Select three of Bud’s rules to support your claim.
- Use relevant and specific text evidence, including direct quotations, to support your claim.
- Explain how your evidence supports your claim.
- Use transitional words and phrases to make your writing cohesive and logical.





1. **Be kind:** Always treat others with dignity and respect. This means we never use words that are hurtful, including sarcasm.
2. **Be specific:** Focus on particular strengths and weaknesses, rather than making general comments like “It’s good” or “I like it.” Provide insight into why it is good or what, specifically, you like about it.
3. **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.
4. **Participate:** Peer critique is a process to support each other, and your feedback is valued!



Name:		Date:	
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“Develops the claim with relevant facts, definitions, details, quotations, or other information and examples from the text(s).”

Star:


Step:
