Sixth Grade	Quarter 2: EL Curriculum Map	Module 2A

Introduction

In 2014, the Shelby County Schools Board of Education adopted a set of ambitious, yet attainable goals for school and student performance. The District is committed to these goals, as further described in our strategic plan, *Destination 2025*.

By 2025,

- **80% of our students will graduate from high school college or career ready**
- **90% of students will graduate on time**
- **100% of our students who graduate college or career ready will enroll in a post-secondary opportunity.**

In order to achieve these ambitious goals, we must provide our students with high-quality, standards-aligned instruction in English Language Arts (ELA) that prepares them to be strong readers, writers, thinkers, and communicators. High-quality instruction provides quality content, effective teacher practices, and effective student practices every day for every student. In our ELA classrooms, we integrate the elements of literacy instruction and consistently provide opportunities for students to take ownership over their learning, as outlined in the SCS ELA Instructional Framework (see the full Framework on page 4).

The curriculum maps are meant to help teachers and their support providers (e.g., coaches, leaders) to provide College and Career Ready (CCR) aligned instruction in pursuit of Destination 2025. The curriculum maps are a resource for organizing instruction to reach the TN State Standards, which define what to teach and what students need to learn at each grade level. The maps also support teachers in reaching the ELA Instructional Framework by providing resources and content that represent our vision for excellent ELA instruction, including the instructional shifts

How to Use the Curriculum Maps

The curriculum map is meant to **support effective planning and instruction**; it is not meant to replace teacher planning or instructional practice. In fact, our goal is not to merely "cover the curriculum," but rather to "uncover" it by developing students' deep understanding of the content and mastery of the standards. While the curriculum map provides the foundation for what is taught in SCS classrooms, and that much is non-negotiable, teacher planning and decision making bring instructional materials to life in the classroom. The curriculum map should be viewed as a *guide,* not a *script*, and teachers should work to become experts in teaching and adapting the curriculum to meet the needs of their students.

This curriculum is composed of four modules. Each module consists of three units, and each unit consists of a set of lesson plans. **Each module provides eight weeks of instruction constituting three units**. The unit includes a set of sequenced, coherent progressions of learning experiences that build knowledge and understanding of major concepts. The modules sequence and scaffold content aligned to CCSS for ELA & Literacy. Module 1 at each grade level establishes the foundation of instructional routines used throughout the year. Individual modules culminate in an end-of-module performance task, similar to those that students will encounter on high-stakes assessments. This assessment provides information to educators on whether students in their classrooms are achieving the standards.

Each module is designed to be adapted to a group's specific instructional needs. Lessons are not scripts, but are intended to illustrate how instruction might be sequenced. Lessons are adaptable and allow for teacher preference and flexibility both to meet students' needs and to meet the requirements of the shifts and the standards. The expectation is that teachers complete all the lessons of the week within that week, but pacing may vary depending on the needs of the students. Therefore, "flex" time has been added to allow teachers to extend critical learning opportunities and to accommodate various scheduling needs.

Structure of a Module

Each module provides eight weeks of instruction, broken into three shorter units. Each module includes seven assessments:

- Six unit-level assessments that are almost always on-demand: students' independent work on a reading, writing, speaking, or listening task
- One final performance task that is a more supported project, often involving research.

Modules include: **daily lesson plans, guiding questions, recommended texts, scaffolding strategies, and other classroom resources**. Instructional resources address the needs of all learners. Ancillary resources, including graphic organizers and collaborative protocols and formative assessment practices, apply to all modules.

The Module Overview provides a road map of the entire module, and includes the module's guiding questions and big ideas, a description of the final performance task, key features of the central texts, the standards addressed and assessed in the module, and long-term "I can" statements that translate the standards into student-centered targets. The Week-at-a-Glance Calendar adds detail to the description provided in the Module Overview, including the instructional focus and a brief description of assessments. A detailed description in the Module Assessments section, including the performance task, further clarifies the trajectory of instruction and the specific skills in context that students will understand by the end of the module.

The MS English Companion Guide emphasizes that literacy instruction should *integrate* the elements of literacy instruction, so that reading, writing, speaking, listening, and language instruction work together for students to make meaning of texts and express their understanding.

Guidance for EL Units

One of the most challenging choices we make as educators is how to spend our time with students, especially when no one structure or recipe will work for all students in all contexts. But, research suggests that some elements of instruction should happen daily, while others can occur less frequently. In order for our students to meet the literacy demands of the Standards, our students should be reading and discussing text daily. Teachers are encouraged to build structures and utilize embedded protocols into instruction that support student-driven explorations of text and discussions of content. Writing should be an extension of discussion so that students may record thinking or explain thinking. This may be done formally or informally, on graphic organizers or in journals, as a quick response or an extended response. The more authentic the writing experience, the more students will build knowledge while processing the text and discussion.

Working with High Quality Texts (60 minutes daily EL lessons)- including listening to, reading, speaking, and writing about texts within the curriculum. The primary goal is to deliver EL lessons that provides strong and engaging instruction and learning experiences in each lesson, throughout each unit and module, and across all grade levels. Students develop expertise in the standards as they practice them with a variety of topics and tasks. The routines and protocols are consistent throughout the lessons, units, and modules, and across grade levels. This predictable structure provides scaffolds for students as they grow toward independence and accountability for their own learning.

Modules are arranged in units comprising one or more texts. The texts in each module share common elements in relation to genre, authors' craft, text structure, or central ideas. Each unit in a module builds on the skills and knowledge students develop in the preceding unit(s). The number of lessons in a unit varies based on the length of the text(s).

Each lesson is designed to span one class period but may extend beyond that time frame depending on student needs.

EL Curriculum is planned and developed according to the principles of Universal Design for Learning (UDL) to support

- English Language Learners (ELL)
- Students with Disabilities (SWD)
- Accelerated learners
- Students achieving and performing below grade level

Guidance on Assessments and Tasks

The EL Curriculum provides a full complement of assessments, including ongoing formative assessment practices and protocols in each lesson, unit-level assessments, and a culminating performance task at the conclusion of each module.

- Formative assessment practices and opportunities are embedded in and across lessons. Students self-assess against daily learning targets and receive frequent feedback from the teacher and peers.
- Each unit includes two formal assessments. Mid-unit assessments typically are reading assessments requiring text-based answers. End-of-unit assessments often require using multiple sources in a written essay.
- The final assessment for each module is a performance task. In these culminating projects, students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks incorporate the writing process, scaffolds for students, and peer critique and revision.
- Assessments offer curriculum-embedded opportunities to practice the types of skills needed on high-stakes assessments and include multiple-item formats:
  - Selected response (multiple-choice questions)
  - Short constructed response
  - Extended response, either on demand or supported
  - Speaking and listening (discussion or oral presentation)
  - Formal argumentative, explanatory, and narrative essays (involving planning, drafting, and revision)

The standards assessed and addressed in each module specifically support the study of the module text(s), and include standards in all four domains: reading, writing, speaking and listening, and language.

Unit-Level Assessments:

- Each unit includes two assessments, most of which are "on-demand" (that is, show what you know/can do on your own).
- Mid-Unit Assessments typically, though not always, are reading assessments: text-based answers.
- End-of-Unit Assessments typically, though not always, are writing assessments: writing from sources.
- Most assessments have a heavy emphasis on academic vocabulary, particularly on determining words in context.
- Assessments are designed to be curriculum-embedded opportunities to practice the types of skills needed on state assessments.
- The curriculum map that follows lists the title of each assessment, the standards assessed, and the assessment format, of which there are five types.
  - Selected response (multiple-choice questions)
  - Short constructed response (short-answer questions of the type that is scored using a 2-point rubric)
  - Extended response (longer writing or essays of the type that is scored using a 4-point rubric) (either on-demand or supported)
  - Speaking and listening (discussion or oral presentation)
  - Scaffolded essay (involving planning, drafting, and revision)

Final Performance Task: This is a culminating project, which takes place during Unit 3 of every module. Performance tasks are designed to help students synthesize and apply their learning from the module in an engaging and authentic way. Performance tasks are developed using the writing process, are scaffolded, and almost always include peer critique and revision. Performance tasks are not "on-demand" assessments. (Note: The End-of-Unit 3 Assessment often addresses key components of the performance task.)

Sixth Grade	Quarter 2: EL Curriculum Map	Weeks 10-18

SCS Instructional Framework

The purpose of this Instructional Framework is to increase our capacity to improve students' literacy by outlining research-supported instructional practices and a shared language for what effective ELA instruction looks like and sounds like in Shelby County School. We believe that consistent use of these practices in every classroom could make measurable positive differences in SCS literacy achievement.

The recommended practices should occur throughout the day, including being integrated into science and social studies learning. These practices should be viewed as the minimum standard of literacy instruction for SCS, not as an exhaustive list of ELA instructional practices.

In our ELA classrooms, students will:

- **Build strong reading foundational skills, starting in the early grades.** Foundational literacy skills unlock the code of text so that students can read and write. We aim for all students to gain these critical skills in the early grades while supporting students of all ages as they strive towards reading proficiently.
- **Work with worthwhile and complex texts.** By reading, discussing and writing about rich texts students build their understanding of the world and their understanding of language. Students must experience a staircase of text complexity across their K-12 experience to prepare them for college and career.
- **Experience a volume of reading to build knowledge, vocabulary, fluency, and independence.** Reading a large volume and wide variety of texts provides students with critical practice in both skills-based and EL competencies. This practice also builds more confident readers and lifelong habits of reading.
- **Regularly discuss and write about texts, grounded in evidence.** Students read texts closely and are challenged to speak and write about what they have read using evidence to justify their positions. Practice should include a focus on the academic language of texts and using such language in discussions and writing.
- **Own the thinking of the lesson.** Students should do most of the reading, thinking, speaking and talking in our classrooms, supported by their peers and their teacher. Students engage in the work of the lesson and take ownership of their learning.

Effective ELA instruction requires research-based instructional practices which include:

- **Thoughtfully planned and executed lessons**. Teachers use a deep understanding of grade-level standards, literacy development, and the curriculum units to ensure daily lessons have clear objectives, worthwhile texts, and aligned tasks. Lesson implementation supports students in achieving the lesson goals while maintaining the rigor of tasks and requiring students to do the thinking.
- **Attention to both skills-based and EL competencies.** Proficient readers simultaneously use skills-based competencies (including decoding, word recognition, and fluency) and EL competencies (including vocabulary and knowledge) to read and make sense of texts. Our students must receive instruction and practice in both competencies to become strong readers.
- **Daily integration of reading, speaking, listening and writing to understand texts and express understanding.** Literacy skills are complex and intertwined and are best developed when practiced in combination, not in isolation. Students need daily, connected practice with the *inputs* of reading and listening and the *outputs* of speaking and writing to develop and express understanding. Strong environments also provide students with regular opportunities to write about their acquired understanding of text and topics.
- **An environment that supports text-based discourse**. Teachers create habits of culture that provide opportunities for students to engage in text-based discussions. Student discussion in ELA builds understanding of the text and topic being studied.
- **Data-informed instruction.** Teachers develop a clear vision of success and use evidence of student thinking to monitor and adjust instruction. Student mistakes are viewed as opportunities for learning and guide teachers in providing strategic scaffolding for students to access rigorous content.

Research suggests these practices can have a positive impact on students, but they do not prescribe how the practices will be used as we know there is no one set recipe for success. Our students depend on educators making deliberate, researched-informed decisions daily to best meet their students. This document is intended to assist you in making those choices.

ELA Coaching Guide

The ELA Coaching Guide is a tool to diagnose when and if classrooms are meeting the expectations of the Instructional Framework. Designed as a developmental rather than an evaluation tool, it can be used for planning, reflection, and collaboration.

The Coaching Guide is based on the Instructional Practice Guide from Achieve the Core.

Resource Toolkit
The Tennessee ELA Standards & TNReady Blueprints

The Tennessee State ELA Standards: https://www.tn.gov/assets/entities/sbe/attachments/4-15-16_V_B_English_Language_Arts_Standards_Attachment.pdf	Teachers can access the Tennessee State Standards through this link, which are featured throughout this curriculum map and represent college and career ready student learning at each respective grade level. These standards are new for the 2017-18 school year.
TNReady Blueprints https://www.tn.gov/assets/entities/education/attachments/tnready_blueprints_ela_grade_9-12.pdf	This document provides information about the design of TNReady assessments. Keep in mind, the TDOE advises that the blueprint "is not intended to be used solely as an instructional resource or as a pacing guide," instead the Standards (above) should be the primary guide for instructional decision making. The blueprint provides additional clarify about how the Standards will be assessment this year.

Shift 1: Regular Practice with Complex Text and its Academic Language

Student Achievement Partners Text Complexity Collection: http://achievethecore.org/page/642/text-complexity-collection	Teachers can learn more about how to select complex texts (using quantitative, qualitative, and reader/task measures) using the resources in this collection.
Student Achievement Partners Academic Word Finder: http://achievethecore.org/page/1027/academic-word-finder	Teachers can copy and paste a text into this tool, which then generates the most significant Tier 2 academic vocabulary contained within the text.

Shift 2: Reading, Writing, and Speaking Grounded in Evidence from the Text

Student Achievement Partners Text-Dependent Questions Resources: http://achievethecore.org/page/710/text-dependent-question-resources	Teachers can use the resources in this set of resources to craft their own text-dependent questions based on their qualitative and reader/task measures text complexity analysis.

Shift 3: Building Knowledge through Content-Rich Non-Fiction

Student Achievement Partners Text Set Projects Sequenced: http://achievethecore.org/page/1098/text-set-project-sequenced-under-construction	Teachers can use this resource to learn about how to sequence texts into "expert packs" to build student knowledge of the world.

ESSA

Student success is expected for all students. In order to provide students with equitable access to the ELA curriculum, scaffolded instruction is expected to support student mastery of the TN Academic Standards. It is imperative for instructional practices to provide each student with the best opportunity to meet these standards by supporting their learning needs.

Module Overview: Working with Evidence: Rules to Live By

What are "rules to live by"? How do people formulate and use "rules" to improve their lives? How do people communicate these "rules" to others? In this module, students consider these questions as they read the novel *Bud, Not Buddy*, Steve Jobs' 2005 commencement address at Stanford University, President Barack Obama's Back-to-School Speech, "If" by Rudyard Kipling, and informational research texts. At the start of Unit 1, students launch their study of *Bud, Not Buddy*, establishing a set of routines for thinking, writing, and talking about Bud's rules to live by. They read the novel closely for its figurative language and word choice, analyzing how these affect the tone and meaning of the text. In the second half of the unit, students engage in a close reading of the Steve Jobs speech, focusing on how Jobs develops his ideas at the paragraph, sentence, and word level. Students use details from the speech to develop claims about a larger theme. During Unit 2, students continue to explore the theme of "rules to live by" in the novel as well as through close reading of the poem "If" by Rudyard Kipling. Students analyze how the structure of a poem contributes to its meaning and theme. In a mid-unit assessment, students compare and contrast how *Bud, Not Buddy* and "If" address a similar theme. Unit 2 culminates with students writing a literary argument essay in which they establish a claim about how Bud uses his "rules": to survive or to thrive. Students substantiate their claim using specific text-based evidence including relevant details and direct quotations from the novel. In Unit 3, students shift their focus to their own rules to live by and conduct a short research project. Students work in expert groups (research teams) to use multiple informational sources to research that topic. As a final performance task, students use their research to write an essay to inform about one important "rule to live by" supported with facts, definitions, concrete details, quotations, and examples. **This performance task centers on ELA CCSS 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.**

Guiding Questions and Big Ideas

- **What are "rules to live by"?**
- **How do people formulate and use "rules" to lead better lives?**
- **How do people communicate these "rules" to others?**
- *People develop "rules to live by" through their own life experience.*
- *These "rules to live by" are communicated through a variety of literary modes.*

Performance Task

Essay to Inform: "My Rule to Live By"
After studying the "Rules to Live By" of Bud in Bud, Not Buddy, 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 "research teams" 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 (which they are familiar with from Module 1). Then, for the final performance task, students will revise their essay to create a final draft.
This essay centers on 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.

Content Connections
This module is designed to address English Language Arts standards. However, the module intentionally incorporates Social Studies content that may align to additional teaching during other parts of the day. These intentional connections are described below.

Social Emotional Learning (SEL) Connections
EL Education curriculum is a focus on social-emotional learning. Students work to become effective learners, developing mindsets and skills for success in college, career, and life (e.g., initiative, responsibility, perseverance, collaboration); work to become ethical people, treating others well and standing up for what is right (e.g., empathy, integrity, respect, compassion); and work to contribute to a better world, putting their learning to use to improve communities (e.g., citizenship, service).

Module 2 intentionally incorporates Social Emotional Learning content. These intentional connections are described below.

- Role of social, political, and cultural interactions in the development of identity
- Personal identity is a function of an individual's culture, time, place, geography, interactions with groups, influences from institutions and lived experiences
- Development, Movement, and Interaction of Cultures
- Role of diversity within and among cultures

For additional informational on EL and **Social Emotional Learning:** *Fostering Character in a Collaborative Classroom* Please click link below:

https://drive.google.com/file/d/1D6F8cLZ5sseD-54BW-GnvyypLAbJ-poE/view?usp=sharing

Note: You will notice throughout this curriculum map that opportunities for students to engage in social emotional learning are **in bold print** under the protocol heading. This could be discussion related to the mindsets and skills as listed above or opportunities for students to interactively engage in their learning communities.

Sixth Grade Module 2A Unit 1: Analyzing Figurative Language, Word Choice, Structure and Meaning: Bud, Not Buddy and Steve Jobs' Commencement Address
Unit 1 Overview

Unit 1 begins with a launch of the novel *Bud, Not Buddy*, with a focus on character development and the author's use of language. Students will get to know Bud by looking at the challenges he faces and his response to those challenges. They will read excerpts of the novel closely to interpret figurative language and explain how Bud's use of figurative language and his word choice affect tone and meaning. Another view into Bud's character is his "Rules to Live By," which students will analyze: They will consider what various rules mean, determine whether specific rules are meant to help him survive or thrive, and make an inference about where the rule might have originated (in terms of Bud's experiences). In the mid-unit assessment, students will read a new excerpt from the novel: They will determine the meaning of a simile used by the author, examples of word choices the author makes, and analyze a new a "rule" of Bud's.

In the second half of the unit, students continue their exploration of the idea of "rules to live by" through close reading of real-world examples: speeches. Through a series of reading cycles, students identify Steve Jobs' "rules to live by" that he articulates in his commencement address at Stanford University. They analyze how structure and word choice add to the meaning of Jobs' ideas. Finally, students use a focusing question and important details to form an evidence-based claim about the speech. (The lessons related to the Steve Jobs speech are adapted from Odell Education.) Students will then apply these same skills of analyzing text structure and word choice to the end of unit assessment, in which they read Barack Obama's Back-to-School Speech.

Mid-Unit 1 Assessment: Figurative Language and Word Choice in *Bud, Not Buddy*

This assessment centers on standards ELA RL.6.4 and L.6.5. In this assessment, students will read a passage of the novel that the class has not yet discussed. They will complete constructed-response questions that assess their ability to analyze the text, focusing specifically on interpreting figurative language and explaining how word choice affects both tone and meaning. This is a reading assessment: The purpose is for students to demonstrate only reading skills. When appropriate, select students may demonstrate these skills without writing. These students may respond to the questions verbally.

End-of-Unit 1 Assessment: Analyzing the Barack Obama Back-to-School Speech

This assessment centers on standards ELA RI.6.2 and RI.6.5. In this assessment, students will read a selected passage of the Back-to-School Speech by President Barack Obama. They will analyze the key details of the speech and then use these details to determine the central idea. They will analyze a paragraph of the speech, identifying how that section contributes to the main idea of the passage. Finally, students will look closely at individual phrases and then determine how they are used to add meaning to the speech and emphasize the main idea.

Required Unit Trade Book(s): *Bud, Not Buddy*

Suggested Pacing: This unit is approximately 2.5 weeks or 12 sessions of instructio

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task

Lesson 1
 	
*B*ud, Not Buddy: Launching the Novel and Understanding Its Context (Chapter 1)
 	
Lesson Vocabulary
Inference
Evidence
Narrator
protagonist
vagrant
orphaned
Depression
	1. **Opening**
	  A. Unpacking Learning Target (2 minutes)
	2. **Work Time**
	  A. Establishing a Context for *Bud, Not Buddy* (20 minutes)
	  B. Whole Class Read of Chapter 1: Who Is Buddy? (20 minutes)
	3. **Closing and Assessment**
	  A. Exit Ticket: Who's Bud? (3 minutes)
	4. **Homework**
	
	  A. Read Chapter 2. Complete the Bud's Rules graphic organizer for rules 3 and 118.
		• I can cite text-based evidence to support an analysis of literary text.
		  (RL.6.1) (6.RL.KID.1)
		
		Ongoing Assessment
		• Exit ticket: Who's Bud?
		
		Protocols
		None
			Work Time A
			
			Reason: Work Time A sets the foundation of the setting, characters, and introduces the hardship of the economy during the depression.
			
			Notes: This chapter is short and if you are unable to finish in class, assign Work Time B for homework.

Lesson 2
 	
Figurative Language and Word Choice: A Closer Look at Bud, Not Buddy (Chapter 2)
 	
Lesson Vocabulary
figurative language, tone, meaning; slug, swat, tap, ilk, race, vermin, survive, thrive
 	
•
	Opening
	  A. **Engaging the Reader:** Tracking Bud's Rules: Rule 118 (8 minutes)
	  B. Unpacking Learning Targets (4 minutes)
	Work Time
	  A. Introducing Figurative Language in Bud, Not Buddy (10 minutes)
	  B. Explaining How Word Choice Affects Tone: Strategies for Answering Selected Response Questions (18 minutes)
	Closing and Assessment
		• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4) **6.RL.CS.4**
		• I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4) **6.RL.CS.4**
		• I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5) **6.L.VAU.5**
		Ongoing Assessment
		• Tracking Bud's Rules graphic
			Work Time A and B
			
			Notes: Teacher modeling of how to determine figurative language is necessary for students to answer questions on Mid Unit Assessment. The exit ticket will also serve as practice for what the assessment will look like.
			
			Anchor Charts & Protocols:
			Strategies for Answering Selected Response Questions

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task
	A. Exit Ticket: Interpreting Figurative Language in Chapter 2 of Bud, Not Buddy (5 minutes) **Homework** A. Read Chapter 3. Add to the Tracking Bud's Rules graphic organizer.	organizer • Figurative Language in Bud, Not Buddy graphic organizer • Selected Response Questions: Word Choice in Chapter 2 • Exit ticket: Interpreting Figurative Language in Chapter 2 of *Bud, Not Buddy* **Protocols** None	
Lesson 3 Analyzing Figurative Language and How the Author's Word Choice Affects Tone and Meaning (Chapter 3) **Lesson Vocabulary:** tone, figurative language; revenge, simmered (down)	**Opening** A. Engaging the Reader: Triad Discussion—Rules in Chapter 3 of *Bud, Not Buddy* (6 minutes) B. Unpacking Learning Targets (2 minutes) **Work Time** A. Analyzing Author's Word Choice, Meaning, and Tone in Chapter 3 of Bud, Not Buddy (12 minutes) B. Carousel of Quotes: Figurative Language in Chapter 3 (20 minutes) **Closing and Assessment** A. Carousel of Quotes Synthesis (5 minutes) **Homework** Read Chapter 4 of *Bud, Not Buddy*.	• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4) **6.RL.CS.4** • I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4) **6.RL.CS.4** • I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5) **6.L.VAU.5** **Ongoing Assessment:** • Chapter 3 of Bud, Not Buddy: Author's Word Choice and Tone graphic organizer **Protocols:** • **Carousel of Quotes protocol** • **Back-to-Back and Face-to-Face**	<u>Work Time A</u> **Reason:** *Notes: Work Time A reflects the same format that question 1 of the Mid Unit Assessment* •

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task
Lesson 4 Interpreting Figurative Language and Answering Selected Response Questions (Chapter 4) **Lesson Vocabulary:** word choice, tone, meaning, figurative language; tortured	**Opening** A. Entrance Ticket: What Would You Title Chapter 4? (8 minutes) B. Unpacking Learning Targets (2 minutes) **Work Time** A. Writing: Interpreting Figurative Language in Bud, Not Buddy (10 minutes) B. Read-aloud of Excerpt from Chapter 4 and Completion of Selected Response Questions (20 minutes) **Closing and Assessment** A. Discussion of Selected Response Question (5 minutes) **Homework** A. Read Chapter 5 of Bud, Not Buddy.	• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. (RL.6.4) 6.RL.CS.4 • I can analyze how an author's word choice affects tone and meaning in a literary text. (RL.6.4) 6.RL.CS.4 • I can analyze figurative language, word relationships, and nuances in word meanings. (L.6.5) 6.L.VAU.5 <u>**Ongoing Assessment:**</u> • Entrance ticket: What Would You Title Chapter 4? • Selected Response Questions, Chapter 4 of Bud, Not Buddy • Figurative Language in *Bud, Not Buddy* graphic organizer <u>**Protocols:**</u> Strategies for Selected Response Questions	<u>Work Time A and B</u> **Reason:** *Notes: Although work time B is good practice, the test is not a multiple-choice test. Students will have to identify and explain the figurative language from a given passage.*
Lesson 5 Mid-Unit 1 Assessment: Figurative Language and Word Choice in Bud, Not Buddy (Chapter 5) **Lesson Vocabulary:** Do not pre-teach vocabulary for this assessment.	**Opening** A. Engage the Reader: Tracking Bud's Rules, Number 83 (5 minutes) B. Unpacking Learning Targets (2 minutes) **Work Time** A. Mid-Unit 1 Assessment (35	• I can determine the meaning of literal and figurative language (metaphors and similes) in literary text. **(RL.6.4) 6.RL.CS.4** • I can analyze how an author's word choice affects tone and meaning in a literary text. **(RL.6.4) 6.RL.CS.4**	<u>Work Time A</u> **Reason: Assessment** *Notes:*

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task
	minutes) **Closing and Assessment** A . Reflecting on Learning Targets: Fist to Five (3 minutes) **Homework** A . Read Chapter 6 of *Bud, Not Buddy*.	• I can analyze figurative language, word relationships, and nuances in word meanings. **(L.6.5) 6.L.VAU.5** **Ongoing Assessment:** • Mid-Unit 1 Assessment: Figurative Language and Word Choice in Bud, Not Buddy **Protocols:** None	

Lesson 6
 	
 Gist: Getting the gist Steve Jobs Commencement Address (Focus on Paragraphs 6-8, and connecting to Chapter 6)
 	
Lesson Vocabulary:
gist; university commencement address, dorm, deposits, Hare Krishna, intuition, typography, typefaces, proportionally
•
	1. **Opening**
	
	  A. Entrance Ticket: What Would You Title Chapter 6? (8 minutes)
	
	  B. Unpacking Learning Targets (2 minutes)
	
	2. **Work Time:**
	
	  A. Read and Discuss Paragraph 1 (8 minutes)
	
	  B. Reading and Listening to Paragraphs 1–8 of the Steve Jobs Speech (10 minutes)
	
	  C. Getting the Gist and Identifying Vocabulary, Paragraphs 6–8 (12 minutes)
	
	3. **Closing and Assessment**
	
	  A. Exit Ticket: Why Do People Have Rules to Live By? (5
		• I can cite text-based evidence to support an analysis of informational text. **(RI.6.1) 6.RL.KID.**1
		
		• I can use a variety of strategies to determine word meaning in informational texts. **(RI.6.4) 6.RL.CS.4**
		
		Ongoing Assessment:
		• Entrance ticket
		• Steve Jobs speech
		• Exit ticket
		
		Protocols:
		• Strategies for Determining Unknown Words
			Work Time A and C
			
			Reason:
			
			Notes: Be sure to touch on the question of "how was the speech structured?" as students take notes on the gist of paragraphs 6-8

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task
	minutes) **4. Homework** A. Read Chapter 7 of Bud, Not Buddy. Complete the Tracking Bud's Rules graphic organizer for any rules you encounter in this chapter.		
Lesson 7 Text-Dependent Questions and Choosing Details to Support a Claim: Digging Deeper into Paragraphs 6–8 of Steve Jobs' Commencement Address (and connecting to Chapter 7) **Lesson Vocabulary:** claim	**1. Opening** A. Unpacking Learning Targets (2 minutes) **2. Work Time** A. Text-Dependent Questions, Paragraphs 6–8 (20 minutes) B. Forming Evidence-Based Claims: Paragraphs 6–8 (15 minutes) **3. Closing and Assessment** A. Connecting the Steve Jobs Speech to Bud, Not Buddy (8 minutes) **4. Homework** A. Read Chapter 8 of Bud, Not Buddy.	• I can cite text-based evidence to support an analysis of informational text. (**RI.6.1**) **6.RL.KID.1** • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (**SL.6.1**) **6.SL.CC.1** **Ongoing Assessment:** • Forming Evidence-Based Claims graphic organizer • Connecting Events in the Steve Jobs Speech to Those in *Bud, Not Buddy* graphic organizer **Protocols:** • Connections between Steve Jobs and Bud	<u>Work Time B</u> **Reason:** *Notes: The graphic organizer used on Work Time B will be seen again on the End of Unit Test.*
Lesson 8 Getting the Gist and Determining Word Meaning: Paragraphs 12–14 of Steve Jobs' Commencement Address (and connecting to Chapter 8)	**Opening** A. Engaging the Reader: *Bud, Not Buddy* (6 minutes) B. Unpacking Learning Targets	• I can cite text-based evidence to support an analysis of informational text. (RI.6.1) (**6.RL.KID.1**)	<u>Work Time A</u> **Reason:**

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task
Lesson Vocabulary: _gist; heaviness, lightness, animated, feature film, studio, heart, renaissance, convinced, settle	(2 minutes) **Work Time** A. Listening to the Steve Jobs Speech (Paragraphs 9–14) While Reading Along (5 minutes) B. Reading for the Gist and Vocabulary, Paragraphs 12–14 (22 minutes) **Closing and Assessment** A. Love and Loss Venn Diagram (10 minutes) **Homework** A. Read Chapter 9 of *Bud, Not Buddy*.	• I can use a variety of strategies to determine word meaning in informational texts. (RI.6.4) **(6.RL.CS.4)** **Ongoing Assessment:** • Stanford University Commencement Address: Steve Jobs: Paragraphs 12-14 Gist Note-catcher • Venn Diagram **Protocols:** • Connections between Steve Jobs and Bud • Strategies for Determining Unknown Words	*Notes: As students read for gist and unknown words, be sure to ask students "how does this paragraph add meaning to the speech?"*
Lesson 9 Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 12–14 of Steve Jobs' Commencement Address (and connecting to Chapter 9) **Lesson Vocabulary** claim, evidence •	**1. Opening** A. Engaging the Reader: Triad Discussion—Questions from Chapter 9 of Bud, Not Buddy (5 minutes) B. Unpacking Learning Targets (2 minutes) **2. Work Time** A. Text-Dependent Questions, Paragraphs 12–14 (15 minutes) B. Forming Evidence-Based Claims: Paragraphs 9–14 (18 minutes) **3. Closing and Assessment** A. Connecting the Steve Jobs	• I can cite text-based evidence to support an analysis of informational text (RI.6.1) **(6.RI.KID.1)** • I can determine the main idea of an informational text based on details in the text. (RI.6.2) **(6.RI.KID.2)** • I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. (RI.6.5) **(6.RI.CS.5)** **Ongoing Assessment**	<u>Work Time B</u> **Reason:** *Notes: This is the same graphic organizer and format students will see on the End of Unit Test.*

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task
	Speech to <u>Bud, Not Buddy</u> (5 minutes) **4. Homework** A. Read Chapter 10 of <u>Bud, Not Buddy.</u> Identify the rules Bud refers to in the chapter and complete your Tracking Bud's Rules graphic organizer.	• Stanford University Commencement Address: Steve Jobs: Paragraphs 12-14 Details to Support the Claim Note-catcher • Forming Evidence-Based Claims graphic organizer <u>**Protocols:**</u> • Connections between Steve Jobs and Bud	

Lesson 10
Getting the Gist and Determining Word Meaning: Paragraphs 20–23 of Steve Jobs' Commencement Address (and connecting to Chapter 10)
 	
<u>**Lesson Vocabulary:**</u>
gist; decades, intellectual concept, destination, invention, agent, gradually, dogma, noise, intuition
 	
•
	Opening
	  A. Engaging the Reader: Triad Discussion—Rules in Chapter 10 of Bud, Not Buddy (8 minutes)
	  B. Unpacking Learning Targets (2 minutes)
	Work Time
	  A. Listening to the Steve Jobs Speech (Paragraphs 15–26) While Reading Along (5 minutes)
	  B. Getting the Gist and Vocabulary, Paragraphs 20–23 (20 minutes)
	Closing and Assessment
	  A. Exit Ticket: Give One, Get One (10 minutes)
	Homework
	  A. Read Chapter 11 of Bud, Not Buddy.
		• I can cite text-based evidence to support an analysis of informational text. **(RI.6.1) (6.RI.KID.1)**
		
		• I can use a variety of strategies to determine word meaning in informational texts. **(RI.6.4) (6.RI.CS.4)**
		
		<u>**Ongoing Assessment**</u>
		• Stanford University Commencement Address: Steve Jobs: Paragraphs 20-23 Gist Note-catcher
		• Exit ticket
		
		<u>**Protocols:**</u>
		Strategies for Determining Unknown Words
			<u>Work Time B</u>
			
			Reason:
			
			Notes: Ask students how do certain words or sentences contribute to the speech or a paragraph of the speech for practice on the End of Unit Assessment.

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task
Lesson 11 Text-Dependent Questions and Making a Claim: Digging Deeper into Paragraphs 20–23 of Steve Jobs' Commencement Address (and connecting to Chapter 11) **Lesson Vocabulary:** claim	**Opening** A. Engaging the Reader: Triad Discussion—Rules in Chapter 11 of *Bud, Not Buddy* (5 minutes) B. Unpacking Learning Targets (2 minutes) **Work Time** A. Text-Dependent Questions, Paragraphs 20–23 (15 minutes) B. Forming Evidence-Based Claims: Paragraphs 20–23 (18 minutes) **Closing and Assessment** A. Connecting the Steve Jobs Speech to *Bud, Not Buddy* (5 minutes) **Homework** A. Read Chapter 12 of *Bud, Not Buddy*.	• I can cite text-based evidence to support an analysis of informational text **(RI.6.1) 6.RI.KID.1** • I can determine the main idea of an informational text based on details in the text. **(RI.6.2) 6.RI.KID.2** • I can analyze how a particular sentence, paragraph, chapter, or section fits in and contributes to the development of ideas in a text. **(RI.6.5) (6.RI.CS.5)** **Ongoing Assessment** • Stanford University Commencement Address: Steve Jobs: Paragraphs 20-23 Details to Support the Claim Note-catcher • Forming Evidence-Based Claims graphic organizer **Protocols:** None	Work Time A and B **Reason:** *Notes: The text dependent questions in Work Time A will prepare students for questions 1-3 on the End of Unit Assessment which mostly focusing on word meaning contributing to the speech and paragraph structure. Work Time B will prepare students for the final question "*
Lesson 12 End of Unit 1 Assessment: Analyzing an Excerpt from Barack Obama's Back-to-School Speech **Lesson Vocabulary** Excerpt	**Opening** A. Unpacking Learning Targets (2 minutes) **Work Time** A. Reading and Listening to an Excerpt from President Obama's Speech (5	• I can determine the main idea of an informational text based on details In the text. **(RI.6.2) (6.RI.KID.2)** • I can analyze how a particular sentence, paragraph, chapter, or section fits in and	Work Time A and B **Reason:** *Notes: Students should form a claim to answer the question: "What does President Obama believe students need to do to be*

Unit 1 Lesson	Agenda	Daily Learning	Prioritized Task
	minutes) B. End of Unit Assessment (35 minutes) **Closing and Assessment** A. Mix and Mingle: What Does President Obama Believe Students Need to Do to Be Successful? (3 minutes) **Homework:** A. Read Chapter 13 of *Bud, Not Buddy*.	contributes to the development of ideas in a text.**(RI.6.5) (6.RI.CS.5)** **<u>Ongoing Assessment</u>** • End of Unit 1 Assessment: Analyzing President Obama's 2009 Back-to-School Speech **<u>Protocols:</u>** None	*successful?"* *The need to use three details from the President Obama speech to support their claim*

Sixth Grade Module 2A Unit 2:
Analyzing Structure and Communicating Theme in Literature:
"If" by Rudyard Kipling and *Bud, Not Buddy*

Unit 2 Overview

In the first half of this second unit, students continue to explore the topic of "rules to live by" as they closely read the poem "If" by Rudyard Kipling. Students determine themes of the poem, consider what "rules to live by" Rudyard Kipling is communicating, and analyze how individual stanzas contribute to the poem's overall meaning. They compare the experience of reading the poem and listening to it read aloud, noticing the importance of pacing and intonation. Finally, students compare and contrast approaches to theme between the poem and the novel. In the mid-unit assessment, students will read a new excerpt of "If," analyze how that stanza contributes to the overall meaning of the poem, determine a theme communicated in that stanza, and compare and contrast how that theme is communicated in *Bud, Not Buddy*.

In the second half of Unit 2, students return to a close reading of the novel as they prepare to write a literary argument essay about the nature of "Bud's Rules." Throughout the unit, as students read *Bud, Not Buddy*, they continue to pay close attention and keep track of how the plot unfolds as Bud responds to each new experience and person he encounters on his journey. Specifically, they continue to think, talk, and write about the nature of his rules.

For the end of unit assessment, students write a literary argument essay in which they establish a claim about how Bud uses his rules: to *survive* or to *thrive*. Students substantiate their claim using specific text-based evidence. The formal start of Unit 3 is contained in two lessons of this unit in order to give teachers time to read and provide feedback on the end of unit assessment. This unit also launches an independent reading routine. The series of lessons for launching independent reading can be found as a stand-alone document. Teachers should consider launching this once students have completed reading *Bud, Not Buddy* after the mid-unit assessment.
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Mid-Unit 2 Assessment: *Analyzing Poetry: Structure and Theme in Stanza 4 of "If" by Rudyard Kipling*

This assessment centers on standards P 12 ELA CCSS RL.6.5, RL.6.7, RL.6.9 and L.6.5. Students will read a new stanza of "If" by Rudyard Kipling. They analyze how that stanza contributes to the overall meaning of the poem. They compare and contrast the experience of hearing the poem and reading it. Finally, students reflect on the themes, or "rules," of the poem and compare and contrast how a similar theme is communicated in the poem and *Bud, Not Buddy*.

End-of-Unit 2 Assessment: *How Does Bud Use His Rules—to Survive or to Thrive? Argument Essay*
This is a two-part writing assessment. **Part 1 centers on standards ELA CCSS RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9**. Students

submit their own best independent draft of a literary argument essay in which they establish a claim about how Bud uses Caldwell's Rules and Things for Making a Funner Life and Making a Better Liar Out of Yourself to either survive or thrive.

They substantiate their claim using specific text-based evidence, including relevant details and direct quotations from the novel. (Students will have worked in partnerships to study a model text, collect evidence, and plan the structure of their essay.) This draft will be assessed to gauge students' individual understanding of the texts and skill in writing before they receive peer or teacher feedback. **Part 2 adds standards L.6.1, L.6.2, and W.6.5**: Students write a final draft, revised after peer and teacher feedback.

Required Unit Trade Book(s):
1. Christopher Paul Curtis, *Bud, Not Buddy* (Yearling, 2002), ISBN-13: 978-0440413288.
2. Steve Jobs, "Stanford University Commencement Address," speech made on June 12, 2005.
3. Rudyard Kipling, "If," 1910 (audio version found at: http://archive.org/details/if_kipling_librivox).

Suggested Pacing: This unit is approximately 3.5 weeks or 17 sessions of instruction.

Unit 2 Lessons	Agenda	Daily Learning	Prioritized Task
Lesson 1 How Does the Author Convey Themes in *Bud, Not Buddy*? **Lesson Vocabulary** inference, evidence, narrator, protagonist; vagrant, orphaned, Depression	**1. Opening** A. Engaging the Reader: Chapter 13 of Bud, Not Buddy (8 minutes) B. Unpacking Learning Targets (2 minutes) **2. Work Time** A. Triads Complete Conveying Theme in *Bud, Not Buddy* Charts (25 minutes) B. Gallery Walk of Charts (5 minutes) **3. Closing and Assessment** A. A. Exit Ticket: How Does the Author Convey Theme? (5 minutes) **4. Homework** Read Chapter 14 of Bud, Not Buddy.	• I can determine a theme based on details in a literary text and how it is conveyed through details in the text. **(RL.6.2) (6 RL KID.2)** • I can compare and contrast how different genres communicate the same theme or idea.**(RL.6.9) (6.RL.IKI.9)** **Ongoing Assessment** • Conveying Theme in *Bud, Not Buddy* charts • Exit ticket: How Does the Author Convey Theme? **Protocols:** • **Gallery Walk** • Conveying Themes	Work Time A **Reason: This Work Time A reflects what students be seeing on the Mid Unit assessment** *Notes: There will be a question on the tests that asks which theme is conveyed* *Students can use Anchor charts for test* This where the bulk of the lesson needs to be spent because students have to eventually compare the novel with the poem and write an essay on the theme of surviving or thriving and support it.

| **Lesson 2**
Introducing "If" and Noting Notices and Wonders of the First Stanza

Materials:
Lesson Vocabulary
stanza, make allowance | **1. Opening**

A. Engaging the Reader: Chapter 14 of Bud, Not Buddy (8 minutes)
B. Unpacking Learning Targets (2 minutes)

2. Work Time

A. Reading and Listening to Audio Recording of "If" (10 minutes)
B. Notices and Wonders of First Stanza (15 minutes)
C. Digging Deeper into the First Stanza: Vocabulary (5 minutes)

3. Closing and Assessment

   A. Exit Ticket: What Does Bud Mean? (5 minutes)

4. Homework

Read Chapter 15 of Bud, Not Buddy. Complete the Tracking Bud's Rules graphic organizer for any rules you encounter in Chapter 15. | • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text **(RL6.5) (6.RL.CS.5)**

Ongoing Assessment
• Notices and wonders of the first stanza on the Analyzing "If" graphic organizer

• Exit Ticket: What does Bud mean?

Protocols:
None | Work Time A

Reason: This is the first time students are exposed to the text. It's important that they listen to the poem fluently.

Notes: The poem should not take more than 2 minutes to read or listen to on YouTube, not 10 minutes.

Do not play the fourth stanza until the day of the test |

Lesson 3 Looking Closely at Stanza 1—Identifying Rules to Live By Communicated in "If" **Lesson Vocabulary** figurative language, paraphrase	**1. Opening** A. Engaging the Reader: Chapter 15 of *Bud, Not Buddy* (8 minutes) B. Unpacking Learning Targets (2 minutes) **2. Work Time** A. Analyzing the Meaning of Excerpts of the First Stanza (15 minutes) B. Paraphrasing the First Stanza (5 minutes) C. Determining Rules to Live By in the First Stanza (10 minutes) **3. Closing and Assessment** A. Exit Ticket: Connecting "If" with Bud, Not Buddy (5 minutes) **4. Homework** Read Chapter 16 of Bud, Not Buddy. Use evidence flags to mark details in the chapter to answer this question: "How do the band members feel about Bud?"	• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. **(RL6.5) (6.RL.CS.5)** • I can compare and contrast how different genres communicate the same theme or idea. **(RL.6.9) (6.RL.IKI.9)** • I can analyze figurative language, word relationships, and nuances in word meanings. **(L.6.5) (6.L.VAU.5)** **Ongoing Assessment** • The first stanza of "If" paraphrased on the Analyzing "If" graphic organizer • Exit ticket: Connecting "If" with *Bud, Not Buddy* **Protocols:** Rules to Live By in "If"	<u>Work Time A and B</u> **Reason: This is the first lesson where a teacher will model how to analyze word meaning** *Notes:* Work Time C of the lesson is important as it does address the skill of interpreting figurative language but it also ties into the mid unit and final unit assessment

Lesson 4 Notices and Wonders of the Second Stanza of "If" **Lesson Vocabulary** master, triumph, disaster, impostors, bear, knaves	**1. Opening** A. Engaging the Reader: Chapter 16 of *Bud, Not Buddy* (8 minutes) B. Unpacking Learning Targets (2 minutes) **2. Work Time** A. Notices and Wonders of Second Stanza (15 minutes) B. Digging Deeper into the Second Stanza: Vocabulary (10 minutes) **3. Closing and Assessment** A. Venn Diagram: Comparing and Contrasting "If" and *Bud, Not Buddy* (10 minutes) **4. Homework** A. Read Chapter 17 of *Bud, Not Buddy*. Use an evidence flag to identify the most important moment in this chapter.	• I can analyze how an author's word choice affects tone and meaning in a literary text. **(RL.6.4)** **(6.L.VAU.4)** • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. **(RL6.5)** **(6.RL.CS.5)** **Ongoing Assessment** Notices and wonders of the second stanza on the Analyzing "If" graphic organizer **Protocols:** **None**	*Work Time A and B* ***Reason: Students need to make observations about the stanza to understand unknown words they will encounter and word patterns.*** *Notes: This lesson is a priority is because it is a direct practice for the mid unit assessment. Work time B and C are most important as they build vocabulary and address themes that are compared and contrasted across texts. The mid unit assessment requires students to complete two of the same type of Venn diagrams.*

| Lesson 5

Looking Closely at Stanza 2—Identifying Rules to Live By Communicated in "If"

Lesson Vocabulary
figurative language, paraphrase | 1. **Opening**

A.   Unpacking Learning Targets (2 minutes)

2. **Work Time**

A.   Analyzing the Meaning of Excerpts of the Second Stanza (23 minutes)
B.   Paraphrasing the Second Stanza (5 minutes)
C.   Determining Rules to Live By in the Second Stanza (8 minutes)

3. **Closing and Assessment**

A.   Concentric Circles: Connecting "If" with *Bud, Not Buddy* (7 minutes)

4. **Homework**

A.   Read Chapter 18 of *Bud, Not Buddy*. Use evidence flags to identify the important details that lead to Bud's realization that Herman Calloway is not his father but his grandfather. | • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. **(RL6.5) (6.RL.CS.5)**

• I can compare and contrast how different genres communicate the same theme or idea. **(RL.6.9) (6.RL.IKI.9)**

• I can analyze figurative language, word relationships, and nuances in word meanings. **(L.6.5) (6.L.VAU.5)**

Ongoing Assessment
• Notes on Stanza 2 of "If" by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher
• The second stanza of "If" paraphrased on the Analyzing "If" graphic

Protocols:
Rules to Live By in "If" | Work Time B and C

Reason: This work time C will be required for students to complete on the Mid Unit Assessment.

Notes: |

| **Lesson 6**

Notices, Wonders, and Vocabulary of the Third Stanza of "If"

Lesson Vocabulary
heap, winnings, pitch-and-toss, sinew, serve your turn, will | **1. Opening**

A.   Engaging the Reader: Chapter 18 of *Bud, Not Buddy* (8 minutes)
B.   Unpacking Learning Targets (2 minutes)

2. Work Time

A.   Notices and Wonders of Third Stanza (10 minutes)
B.   Digging Deeper into the Third Stanza: Vocabulary (15 minutes)
C.   Comparing the Audio Version to the Written Poem (5 minutes)

3. Closing and Assessment

Exit Ticket: Venn Diagram Comparing Listening to and Reading "If" (5 minutes)

4. Homework

Read Chapter 19 of *Bud, Not Buddy*. Complete the Tracking Bud's Rules graphic organizer for any rules you encounter in Chapter 19. | I can analyze how an author's word choice affects tone and meaning in a literary text. **(RL.6.4) (6.L.VAU.4)**

I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. **(RL6.5) (6.RL.CS.5)**

I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. **(RL.6.7) (6.RL.IKI.7)**

Ongoing Assessment
• Notices and wonders of the third stanza on the Analyzing "If" graphic organizer
• Exit ticket: Venn diagram— Comparing Listening to and Reading "If"

Protocols:
None | <u>Work Time B and C</u>

Reason: These two sections set students up for success on the Mid Unit Assessment because this is what they do with Stanza 4

Notes: Work Time C is going to be question 7 on the Mid Unit Assessment. Skip worktime A and have students practice worktime C |

| **Lesson 7**

Looking Closely at Stanza 3—Identifying Rules to Live By Communicated in "If"

Lesson Vocabulary
Figurative Language, paraphrase | **1. Opening**

A.   Engaging the Reader: Chapter 19 of *Bud, Not Buddy* (5 minutes)
B.   Unpacking Learning Targets (2 minutes)

2. Work Time

A.   Analyzing the Meaning of Excerpts of the Third Stanza (16 minutes)
B.   Paraphrasing the Third Stanza (5 minutes)
C.   Determining Rules to Live By in the Third Stanza (8 minutes)

3. Closing and Assessment

Mix and Mingle: Connecting "If" with *Bud, Not Buddy* (9 minutes)

4. Homework

Read the afterword of *Bud, Not Buddy*. Use evidence flags to identify three facts in the afterword that you find particularly interesting. | • I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. **(RL6.5) (6.RL.CS.5)**

• I can compare and contrast how different genres communicate the same theme or idea. **(RL.6.9) (6.RL.IKI.9)**

• I can analyze figurative language, word relationships, and nuances in word meanings. **(L.6.5) (6.L.VAU.5)**

Ongoing Assessment
• Notes on Stanza 3 of "If" by Rudyard Kipling—Interpreting Text to Make Meaning note-catcher
• The third stanza of "If" paraphrased on the Analyzing "If" graphic organizer

Protocols:
• **Rules to Live By in "If"**
• **Mix and Mingle** | <u>Work Time A and C</u>

Reason: Students have already had practice with analyzing words and how to paraphrase. Work Time C is going to be question 4 on the assessment.

Notes: A and C are most important as they build vocabulary and address themes that are compared and contrasted across texts. The mid unit assessment requires students to complete two of the same type of Venn diagrams. This lesson is very similar to lesson 4 |

Lesson 8 Mid-Unit 2 Assessment: Analyzing Structure and Theme in Stanza 4 of "If" **Lesson Vocabulary** figurative language, paraphrase	**1. Opening** A. Engaging the Reader: Afterword of *Bud, Not Buddy* (5 minutes) B. Unpacking Learning Targets (2 minutes) **2. Work Time** A. Mid-Unit 3 Assessment, Part 1: Comparing the Listening and Reading Experience of Stanza 4 of "If" (8 minutes) B. Vocabulary Pre-teaching (6 minutes) C. Mid-Unit 3 Assessment, Part 2: Analyzing Stanza 4 of "If" (19 minutes) **3. Closing and Assessment** A. Paraphrasing the Fourth Stanza (5 minutes) **4. Homework**	• I can analyze how a particular sentence, stanza, scene, or chapter fits in and contributes to the development of a literary text. **(RL6.5) (6.RL.CS.5)** • I can compare and contrast how reading a text is different from watching a movie or listening to a literary text. **(RL 6.7) (6.RL.IKI.7)** • I can compare and contrast how different genres communicate the same theme or idea. **(RL 6.9) (6.RL.IKI.9)** • I can analyze figurative language, word relationships, and nuances in word meanings. **(L 6.5) (6.L.VAU.5)** **Ongoing Assessment** Mid-Unit 2 Assessment: Analyzing Stanza 4 of "If" **Protocols:** None	Work TimeA- C **Reason:** Work Time C of the assessment which requires them to work independently so you can accurately assess students over the standards. *Notes: This is the mid unit assessment where students make meaning of the fourth stanza, compare listening and reading the text and then compare the noel to the poem. All of the previous skills are used in this lesson*

| **Lesson 9**
Qualities of a Strong Literary Argument Essay

Lesson Vocabulary
literary argument, qualities | 1. **Opening**

Unpacking Learning Targets (5 minutes)

2. **Wor Time**

A.　Unpacking the End of Unit 2 Assessment Prompt (10 minutes)
B.　Reading Like a Writer: Annotating the Model Essay about Rules in the Steve Jobs Speech (12 minutes)
C.　Analyzing Evidence-Based Claims: Essay about the Steve Jobs Speech (16 minutes)

3. **Closing and Assessment**

Reflection: Why Do We Analyze Models? (2 minutes)

4. **Homework**

Review the novel and the Bud's Rules graphic organizer that you completed in Units 1 and 2. In preparation for Lesson 10, think about what claim you might make about how Bud used his rules. Bring both the *Bud, Not Buddy* novel and your Bud's Rules graphic organizer to class for Lesson 10. | • I can cite text-based evidence to support an analysis of literary text. **(RL 6.1) (6.RL.KID.1)**

• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.6.4) (6.W.PDW.4)**

• With support from peers and adults, I can use a writing process to produce clear and coherent writing. **(W 6.5) (6.W.PDW.5)**

Ongoing Assessment
• Qualities of a Strong Literary Argument Essay anchor chart
• "Steve Jobs' Rules to Live By" model essay annotations

Protocols:
• Qualities of a Strong Literary Argument Essay | <u>Work Time A, B, and C</u>

Reason: Students need to learn how to unpack the prompt or End of Unit 2 assessment.   They also need practice learning how to annotate the prompt.

Notes: Reiterate to students that their essay will be the same format and style of the model but not the same topic. Showcase how the model is considered "mastery" but there is still room for improvement in the model essay. |

| Lesson 10
Revisiting Bud's Rules: *Survive* or *Thrive*?

Lesson Vocabulary
argue | **1. Opening**

A. Discussion: Survive or Thrive? (5 minutes)
B. Unpacking Learning Targets (2 minutes)

2. Work Time

A. Finding Text Evidence: How Did Bud Use His Rules? (18 minutes)
B. Silent Gallery Walk: Weighing Evidence: Survive vs. Thrive (15 minutes)

3. Closing and Assessment

A. Triads: What Do You Think about Bud's Rules Now? Thrive or Survive? (5 minutes)

4. Homework

Continue your independent reading. In Lesson 11, be prepared to explain what you think of your book so far. | • I can cite text-based evidence to support an analysis of literary text. **(RL 6.1) (6.RL.KID.1)**

• I can write arguments to support claims with clear reasons and relevant evidence. **(W.6.1) (6.W.TTP.1)**

• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.6.4) (6.W.PDW.4)**

• With support from peers and adults, I can use a writing process to produce clear and coherent writing. **(W.6.5) (6.W.PDW.5)**

Ongoing Assessment
• How Did Bud Use His Rule? charts
• *Bud, Not Buddy*: Forming Evidence-Based Claims graphic organizer

Protocols:
• **Gallery Walk**
• **Mix and Mingle** | Work Time A and B

Reason: Work Time A offers more scaffolding from the teacher on how to model which evidence to select for their paper.

Notes: Work Time B is where students find textual evidence to support how Bud used his rules. This chart is used to help student eventually develop the claim for their unit assessment and have evidence to support that claim. |

| **Lesson 11**
Pitching Your Claim with Best Evidence

Lesson Vocabulary
pitch (an idea) | **1. Opening**

A.   Independent Reading Review (5 minutes)
B.   Unpacking Learning Targets (3 minutes)

2. Work Time

A.   Take a Stand: Does Bud Use His Rules to Survive or Thrive? (20 minutes)
B.   Evaluating Evidence: Choosing Best Evidence to Support a Claim (15 minutes)

3. Closing and Assessment

Exit Ticket: Survive or Thrive?

4. Homework

A. If needed, finish making revisions to your Forming Evidence-Based Claims graphic organizer with your claim, your text evidence, and your explanation. | • I can cite text-based evidence to support an analysis of literary text. **(RL 6.1) (6.RL.KID.1)**

• With support from peers and adults, I can use a writing process to produce clear and coherent writing. **(W. 6.5) (6.W.PDW.5)**

Ongoing Assessment
• Forming Evidence-Based Claims graphic organizer
• Exit Ticket: Survive or Thrive?

Protocols:
• **Taking Sides**
• Qualities of a Strong Literary Argument Essay | <u>Work Time A and B</u>

Reason: Students need to evaluate all eleven rues before determining which side they want to argue: survive or thrive

Notes: Work Time B of the lesson requires students to evaluate the best evidence to support their thinking. While the taking the stand portion of the lesson in work time A is important, this part of the lesson is where students often struggle and the data points to students being able to find evidence, but they are unable to explain why it is the best to use. |

| **Lesson 12**
Selecting Evidence to Logically Support Claims

Lesson Vocabulary
logically, skillfully | 1. **Opening**

A.   Discussing the Rubric (8 minutes)
B.   Unpacking Learning Targets (2 minutes)

2. **Work Time**

A.   Studying the Model Essay: Backward Planning a Body Paragraph (12 minutes)
B.   Writing: Making a "Rule Sandwich" for *Bud, Not Buddy* Literary Argument Essay (20 minutes)

3. **Closing and Assessment**

A. Debrief: How Have You Skillfully Chosen the Rules That Support Your Claim? (3 minutes)

4. **Homework**

Complete your Rule Sandwich Guide for *Bud, Not Buddy* if you did not complete it in class. Continue reading in your independent reading book at home. | • I can cite text-based evidence to support an analysis of literary text. **(RL 6.1) (6.RL.KID.1)**

• I can determine a theme based on details in a literary text. **(RL.6.2) 6.RL.KID.2**

• I can write arguments to support claims with clear reasons and relevant evidence. **(W 6.1) (6.W.TTP.1)**

• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.6.4) (6.W.PDW.4)**

• With support from peers and adults, I can use a writing process to produce clear and coherent writing. **W.6.5) 6.W.PDW.5**

Ongoing Assessment

• Rule Sandwich Guide: *Bud, Not Buddy*
• Qualities of a Strong Literary Argument Essay anchor chart

Protocols:
• Qualities of a Strong Literary Argument Essay | Work Time A and B

Reason: It is important for students to see the format of the "rule sandwich" before they begin their writing.

Notes: Make three copies of the "Rule Sandwich" worksheet, one sandwich is one paragraph, students can finish for homework. |

| Lesson 13

Writing: Drafting Body Paragraphs and Revising for Language

Lesson Vocabulary
precise, domain-specific; synonym | 1. **Opening**

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. | I can cite text-based evidence to support an analysis of literary text. **(RL.6.1) 6.RL.KID.1**

I can determine a theme based on details in a literary text. **(RL.6.2) 6.RL.KID.2**

I can write arguments to support claims with clear reasons and relevant evidence. **(W.6.1) 6.W.TTP.1**

I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.6.4) 6.W.PDW.4**

With support from peers and adults, I can use a writing process to produce clear and coherent writing. **W.6.5) 6.W.PDW.5**

I can accurately use sixth-grade academic vocabulary to express my ideas. **(L.6.6) 6.L.VAU.6**

Ongoing Assessment
1. Draft of body paragraphs
2. Writing with a Formal Style recording form

Protocols:
None | <u>Work Time A</u>

Reason: This is much of the work they will complete for their essay.

Notes: |

Lesson 14 Planning for Writing: Introduction and Conclusion of a Literary Argument Essay **Lesson Vocabulary** introduction, conclusion •	**1. Opening** Unpack Learning Target (5 minutes) **2. Work Time** A. Studying the Model and Drafting an Introductory Paragraph (17 minutes) B. Studying the Model and Drafting a Concluding Paragraph (18 minutes) **3. Closing and Assessment** Self-Assessment against the Literary Argument Essay Rubric (5 minutes) **4. Homework** Continue independent reading. Select five words that grabbed your attention and describe what it is about those words that caught your eye.	• I can write arguments to support claims with clear reasons and relevant evidence. **(W.6.1) 6.W.TTP.1** • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.6.4) 6.W.PDW.4** • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. **(W.6.9) 6.W.RBPK.9** **Ongoing Assessment** • First draft of argument essay. • Self-assessment against Rows 1 and 3 of Literary Argument Essay Rubric **Protocols:** Qualities of a Strong Literary **Argument Essay**	Work Time A and B **Reason:** Students need practice with how to write their hook and claim for the introduction. They need to use the model essay as well as the scaffolding from the teacher to practice how to write before they draft their introduction paragraph. *Notes: If students are unable to finish their conclusion in class, have them complete it for homework.*

| Lesson 15

Asking Probing Questions and Choosing a Research Topic

Lesson Vocabulary
clarify, elaborate | **1. Opening**

A. Independent Reading: Five Vocabulary Words (5 minutes)
B. Unpacking Learning Targets (3 minutes)

2. Work Time

A. Studying the Performance Task Prompt (7 minutes)
B. Focused Discussion: Asking Questions and Paraphrasing (18 minutes)
C. Introducing the Discussion Tracker (7 minutes)

3. Closing and Assessment

Exit Ticket: Topic Choice (5 minutes)

4. Homework

A. Continue independent reading. Answer this question: "Who is the intended audience of your book? Why do you think that?"
B. Familiarize yourself with the researcher's notebook to get ready for the next lesson. | I can conduct short research projects to answer a question. **(W.6.7)** 6.W.RBPK.7

I can pose questions that help me clarify what is being discussed. **(SL.6.1)** 6.SL.CC.1

I can pose questions that elaborate on the topic being discussed. **(SL.6.1)** 6.SL.CC.1

I can respond to questions with elaboration and detail that connect with the topic being discussed. **(SL.6.1)** 6.SL.CC.1

After a discussion, I can paraphrase what I understand about the topic being discussed. **(SL.6.1)** 6.SL.CC.1

Ongoing Assessment
• Exit ticket: Topic Choice

Protocols:
• Effective Discussion Criteria | Work Time A and B

Reason: Students can get a better understanding of what the final performance task will look like in Unit 3

Notes: Both of these need to be prioritized because they will study the performance task but then have the discussion. The students must practice those discussion skills. |

Lesson 16 Introducing Research Folders and Generating a Research Question **Lesson Vocabulary** norms, irrelevant	**1. Opening** A. Unpacking Learning Targets (2 minutes) **2. Work Time** A. Introducing Research Teams and Creating Group Norms (8 minutes) B. Topic Chalk Talk: Rules to Live By (8 minutes) C. Evaluating Research Materials and Generating a `Research Question (22 minutes) **3. Closing and Assessment** A. Recording Research Question (5 minutes) **4. Homework** Continue independent reading. Answer this question: "Who is the intended audience of your book? Why do you think that?"	• I can cite text-based evidence to support an analysis of informational text. **(RI.6.1) 6.RI.KID.1** • I can summarize an informational text using only information from the text. **(RI.6.2) 6.RI.KID.2** • I can use several sources in my research. **(W.6.7) 6.W.RBPK.7** • I can conduct short research projects to answer a question. **(W.6.7) 6.W.RBPK.7** **Ongoing Assessment** Research question on researcher's notebook **Protocols:** Criteria for Research Questions	Work Time A and C **Reason: This part of the lesson gives students an understanding the directions of the research project.** *Notes:* This is a new topic for students where they learn about research topics and will begin to evaluate sources. It is important that they learn this as it will be the focus of the Unit 3.

| **Lesson 17**
End of Unit 2 Assessment: Final Draft of Literary Argument Essay

Lesson Vocabulary
peer critique | **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. | • I can use correct grammar and usage when writing or speaking. **(L.6.1) 6.L.CSE.1**

• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. **(L.6.2) 6.L.CSE.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) 6.W.PDW.5**

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

Protocols:
Concentric Circles | <u>Work Time A</u>

Reason: Students need modeling of what common errors are.

Notes: Provide the TN Writing Argument Rubric Grades 6-8 for students to use |

Sixth Grade Module 2A Unit 3: Essay to Inform: "My Rule to Live By"

Culminating Project: "My Rule to Live By"

Unit 3 Overview

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.

Mid-Unit 3 Assessment: *Summarizing, Analyzing and Discussing Research*

This is a two-part assessment that centers on standards ELA CCSS 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.

End-of-Unit 3 Assessment: *Draft of Essay to Inform: "My Rule to Live By"*

This assessment centers on standards ELA CCSS 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.

Required Unit Trade Book(s): *Bud, Not Buddy*

Suggested Pacing: This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson 1 Researching Part 1: Reading for Gist and Gathering Evidence Using the Researcher's Notebook **Lesson Vocabulary** gist, respectfully, productive; see the glossary in each research folder for vocabulary for each of the informational texts	**1. Openin** A. Unpacking Learning Targets (4 minutes) B. Becoming Familiar with the Researcher's Notebook (6 minutes) **2. Work Time** A. Reading All Research Texts for Gist (12 minutes) B. Reading One Research Text to Identify Details Relevant to Research Question (10 minutes) C. Focused Discussion (9 minutes) **3. Closing and Assessment** A. Refining the Question (4 minutes) **4. Homework** A. Finish revising your question on your Researcher's Notebook if necessary. B. Choose another text from your research folder that you think is relevant to your research question.	• I can cite text-based evidence to support an analysis of an informational text. **(RL.6.1) (6 RI KID.1)** • I can summarize an informational text using only information from the text. **(RI.6.2) 6.RI.KID.2** • I can pose questions that help me clarify what is being discussed. **(SL.6.1) (6.Cs.1)** • I can pose questions that elaborate on the topic being discussed. **(SL.6.1) (6.Cs.1)** • I can respond to questions with elaboration and detail that connect with the topic being discussed. **(SL.6.1) (6.Cs.1)** • After a discussion, I can paraphrase what I understand about the topic being discussed. **(SL.6.1d)** **Ongoing Assessment** Researcher's notebook **Protocols:** Effective Discussion Language anchor chart (from Unit 2, Lesson 15) .	<u>Work Time A</u> **Reason: This is where students obtain a bulk of their research for their End of Unit Assessment** *Notes:*

| **Lesson 2**
Researching Part 2: Reading for Gist and Gathering Evidence Using the Research Guide

Engage the Reader: none

Lesson Vocabulary
gist, respectfully, productive; see the glossary in each research folder for vocabulary for each of the informational texts | **1. Opening**

A. Entrance Ticket: Step Back and See the Big Picture (5 minutes)
B. Unpacking Learning Targets (2 minutes)

2. Work Time

A. Research: Reading Text for Gist and to Identify Details Relevant to Research Question (18 minutes)
B. Focused Discussion (10 minutes)
C. Teacher Feedback (5 minutes)

3. Closing and Assessment

A. Refining the Question (5 minutes)

4. Homework

A. Finish revising your question on your Researcher's Notebook if necessary.
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. | • I can cite text-based evidence to support an analysis of an informational text. **(RI.6.1) 6.RI.KID.1**

• I can summarize an informational text using only information from the text. **(RI.6.2) 6.RI.KID.2**

• I can pose questions that help me clarify what is being discussed. **(SL.6.1c) 6.SL.CC.1**

• I can pose questions that elaborate on the topic being discussed. ((**SL.6.1c) 6.SL.CC.1**

• I can respond to questions with elaboration and detail that connect with the topic being discussed. **(SL.6.1c) 6.SL.CC.1**

• After a discussion, I can paraphrase what I understand about the topic being discussed. **SL.6.1d) 6.SL.CC.1**

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?
Protocols:
Effective Discussion Language anchor chart (from Unit 2, Lesson 15) | <u>Work Time A and B</u>

Reason: This is the Mid Unit Assessment

Notes: |

Lesson 3 Mid-Unit 3 Assessment, Part 1: Summarizing, Analyzing and Discussing Research **Engage the Reader:** none <u>**Lesson Vocabulary**</u> respectful, productive •	**1. Opening** Unpacking the Learning Targets (5 minutes) **2. Work Time** A. Research: Reading Text for Gist and Identifying Details Relevant to Research Question (18 minutes) B. Focused Discussion: Should Our "Rules to Live By" Be Personal Choice or Made into a Law? Round 1 (19 minutes) **3. Closing and Assessment** A. Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes) **4. Homework** A. Continue your independent reading novel at home. In the next lesson, be prepared to share a brief summary of your novel.	• I can cite text-based evidence to support an analysis of an informational text. **(RI.6.1) 6.RI.KID.1** • I can summarize an informational text using only information from the text. **(RI.6.2) (6.RI.KID.2)** • I can refocus or refine my question when appropriate. **(W.6.7) (6.W.RBPK.7)** • I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. **(SL.6.1) 6.SL.CC.1** • I can express my own ideas clearly during discussions. **(SL.6.1) 6.SL.CC.1)** • I can build on other's ideas during discussions. **(SL.6.1) 6.SL.CC.1)** <u>**Ongoing Assessment**</u> • Researcher's notebook • Whole Class Discussion Tracker for focused discussion • Focused Discussion Self-Assessment exit ticket <u>**Protocols:**</u> Effective Discussion Language anchor chart (from Unit 2, Lesson 15)	<u>Work Time A</u> **Reason: This is the assessment** *Notes:*

| **Lesson 4**
Mid-Unit 3 Assessment, Part 2: Summarizing, Analyzing and Discussing Research

Lesson Vocabulary
National Endowment for the Arts, decade | 1. **Opening**

A.   Unpacking the Learning Targets (2 minutes)

2. **Work Time**

A.   Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text (25 minutes)
B.   Focused Discussion: Should Our "Rules to Live By" Be Personal Choice or Made into a Law? Round 2 (15 minutes)

3. **Closing and Assessment**

A.   Exit Ticket: My Stars and Steps for Focused Discussion (3 minutes)

4. **Homework**

A.   Continue your independent reading novel at home. | • I can cite text-based evidence to support an analysis of an informational text. **(RI.6.1) 6.RI.KID.1**
• I can summarize an informational text using only information from the text. **(RI.6.2) 6.RI.KID.2**

• I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. **(SL.6.1) 6.SL.CC.1**

• I can express my own ideas clearly during discussions. **(SL.6.1) 6.SL.CC.1**

• I can build on others' ideas during discussions.
• **(SL.6.1) 6.SL.CC.1**

Ongoing Assessment
• Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text
• Whole Class Discussion Tracker for focused discussion
• Focused Discussion Self-Assessment exit ticket

Protocols:
• Structure and Content of an Essay to Inform | Work Time A-C

Reason: All parts of this lesson are crucial to students successfully completing the essay.

Notes: |

| **Lesson 5** Analyzing the Structure and Content of an Essay to Inform **Lesson Vocabulary** structure, content, evidence-based essay; consequences, proportion, possess | **1. Opening** A. Independent Reading Review (5 minutes) B. Unpacking Learning Targets (3 minutes) **2. Work Time** A. Studying the Model Essay: "The Importance of Reading Every Day" (8 minutes) B. Backwards Planning: Examining the Model Essay for Structure and Content (12 minutes) C. Writing: Drafting an Outline for the Body Paragraphs of "My Rule to Live By" Essay to Inform (15 minutes) **3. Closing and Assessment** A. Reflection: How Does an Outline Help You Plan for the Structure and the Content of Your Essay? (2 minutes) **4. Homework** A. Complete your outline and bring it to the next lesson to use for the end of unit assessment. | • I can cite text-based evidence to support an analysis of an informational text. **(RI.6.1) (6.RI.KID.1)** • I can use several sources in my research. **(W.6.7) (6.W.RBPK.7)** • With support from peers and adults, I can use a writing process to produce clear and coherent writing. **(W.6.5) (6.W.PDW.5)** • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.6.4) (6.W.PDW.4)** • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. **(W.6.9) (6.W.RBPK.9)** **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 **Protocols:** Structure and Content of an Essay to Inform | Work Time A and B **Reason: The Wok** *Notes: If students do not finish their independent writing: drafting the body paragraphs have them complete it for homework* |

| **Lesson 6**
End of Unit 3 Assessment, Part 1: Drafting Body Paragraphs of an Essay to Inform

Lesson Vocabulary: none | **1. Opening**

A.   Reviewing the Rubric (5 minutes)
B.   Unpacking Learning Targets (2 minutes)

2. Work Time

A.   Studying the Model Essay: Analyzing the Development of Ideas in a Body Paragraph (10 minutes)
B.   Independent Writing: Drafting the Body Paragraphs (23 minutes)

3. Closing and Assessment

A. Self-Assessment against the Expository Writing Evaluation Rubric (5 minutes)

4. Homework

A. If needed, complete your body paragraphs at home. | • I can cite text-based evidence to support an analysis of an informational text. **(RI.6.1) (6.RI.KID.1)**

• I can summarize an informational text using only information from the text. **(RI.6.2) (6.W.TTP.2)**

• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. **(W.6.2) (6.W.TTP.2)**

• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.6.4) (6.W.PDW.4)**

• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (**W.6.9) (6.W.RBPK.9)**

Ongoing Assessment
• Draft of essay to inform
• Self-assessment against Rows 1 and 2 of Expository Writing Evaluation Rubric

Protocols:
None | Work Time A and B

Reason: This is their final draft of their essay |

| **Lesson 7**
End of Unit 3 Assessment, Part 2: Drafting Introduction and Conclusion of an Evidence-Based Essay

Lesson Vocabulary
introduction, conclusion | 1. **Opening**

A.   Unpacking Learning Targets (2 minutes)

2. **Work Time**

A.   Studying the Model and Drafting an Introductory Paragraph (18 minutes)
B.   Studying the Model and Drafting a Concluding Paragraph (18 minutes

3. **Closing and Assessment**

Self-Assessment against the Expository Writing Evaluation Rubric (5 minutes)

4. **Homework**

Continue independent reading. Select five words that grabbed your attention and describe what it is about those words that caught your eye. | • I can cite text-based evidence to support an analysis of an informational text. **(RI.6.1) 6.RI.KID.1**

• I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. **(W.6.2) 6.W.TTP.2**

• I can produce clear and coherent writing that is appropriate to task, purpose, and audience. **(W.6.4) 6.W.PDW.4**

• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. **(W.6.9) 6.W.RBPK.9**

Ongoing Assessment
• Revised draft of evidence-based essay
• Exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise?

Protocols:
None | Work Time A

Reason:

Notes: |

Lesson 8 Performance Task Preparation: Peer Critique and Mini-Lesson Addressing Common Errors: Revising Draft Evidence-Based Essay **Lesson Vocabulary** peer critique	**1. Opening** A. Independent Reading: Five Vocabulary Words (5 minutes) B. Unpacking Learning Targets (2 minutes) **2. Work Time** A. Mini Lesson: Addressing Common Errors (5 minutes) B. Peer Critique: Draft Essay (13 minutes) C. Revising Draft Essay (15 minutes) **3. Closing and Assessment** Exit Ticket: How Is Your Essay Better after Applying Peer Feedback to Revise? (5 minutes) **4. Homework** Continue independent reading. Consider this question: What was the author's purpose or purposes in writing this book?	• I can cite text-based evidence to support an analysis of an informational text. **(RI.6.1) (6.RI.KID.1)** • I can summarize an informational text using only information from the text. **(RI.6.2) (6.RI.KID.2)** • I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. **(W.6.2) (6.W.TTP.2)** • With support from peers and adults, I can use a writing process to produce clear and coherent writing. **(W.6.5) (6.W.PDW.5)** • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. **(W.6.9) (6.W.RBPK.9)** • I can use correct grammar and usage when writing or speaking.**(L.6.1) (6.L.CSE.1)** • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. **(L.6.2) (6.L.CSE.2)** **Ongoing Assessment** • Revised draft of evidence-based essay • Exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise? **Protocols:** **None**	<u>Work Time A and B</u> **Reason: This is the assessment** *Notes:*

| **Lesson 9**
Final Performance Task Final Draft of Evidence-Based Essay

Lesson Vpirit | **1. Opening**

A. Independent Reading Review (5 minutes)
B. Unpacking Learning Targets (2 minutes)
2. Work Time
A. Final Revisions Based on Teacher Feedback (10 minutes)
B. Writing a Final Draft of an Informative Essay (15 minutes)

3. Closing and Assessment

Popcorn Read (13 minutes)

4. Homework

Look over all of Bud's rules again. Which one do you think proves to be the most useful to him? Why? | • I can cite text-based evidence to support an analysis of an informational text. **(RI.6.1) (6.RI.KID.1)**
• I can summarize an informational text using only information from the text. **(RI.6.2) (6.RI.KID.2)**
• I can write informative /explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. **(W.6.2) (6.W.TTP.2)**
• With support from peers and adults, I can use a writing process to produce clear and coherent writing. **(W.6.5) (6.W.PDW.5)**
• I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. **(W.6.9) (6.W.RBPK.9)**
• I can use correct grammar and usage when writing or speaking. **(L.6.1) (6.L.CSE.1)**
• I can use correct capitalization, punctuation, and spelling to send a clear message to my reader **(L.6.2) (6.L.CSE.2)**

Ongoing Assessment
Final evidence-based essay about a rule to live by | |