



Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9b</p>	<p>Analyze a Model Problem-Solution Essay</p> <p>Opening A. Engage the Learner – RI.6.2 (5 minutes)</p> <p>Work Time A. Analyze a Model – W.6.4 (25 minutes)</p> <p>Closing and Assessment A. Debrief: Informative Writing Checklist – W.6.2 (15 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students analyze the Model Problem-Solution Essay: “Bridges to Prosperity” and use the Painted Essay® structure to explore criteria for their own informative writing as well as compare the model essay to the Informative Writing checklist.</p>	<ul style="list-style-type: none"> • I can find the gist of a model problem-solution essay. (RI.6.2) • I can determine the purpose of a model problem-solution essay. (W.6.4) • I can apply my knowledge of the Painted Essay® to analyze the structure of a model problem-solution essay. (W.6.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.2) • Work Time A: Annotated, color-coded Model Problem-Solution Essay (W.6.2, W.6.4, W.6.5, W.6.9b)
<p>Lesson 2 RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.5, W.6.8, SL.6.2</p>	<p>Plan a Collaborative Problem-Solution Essay</p> <p>Opening A. Engage the Learner – W.6.2 (5 minutes)</p> <p>Work Time A. Guided Practice: Analyze a Model – W.6.5 (15 minutes) A. Group Practice: Plan a Problem-Solution Essay – W.6.2 (20 minutes)</p> <p>Closing and Assessment A. Debrief: Informative Writing Checklist – W.6.2 (5 minutes)</p> <p>Homework A. Plan Collaborative Problem-Solution Essay: Students work to complete their Problem-Solution Writing Planner: William. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students begin to collaboratively plan a problem-solution essay about William Kamkwamba, which they will write with instruction and support. This will prepare them for the mid-unit assessment, where they will apply what they have learned to independently write a problem-solution essay using the research they did in Unit 2.</p>	<ul style="list-style-type: none"> • I can collaboratively plan a problem-solution essay about William. (W.6.2) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (W.6.2, W.6.10) • Work Time B: Problem-Solution Writing Planner: William (RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.5, W.6.8, W.6.9b, SL.6.2, L.6.6) • Homework A: Problem-Solution Writing Planner: William (RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.5, W.6.8, W.6.9b, SL.6.2, L.6.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 3 W.6.2a, W.6.4, W.6.5, SL.6.2</p>	<p>Collaborative Problem-Solution Essay: Draft Introduction</p> <p>Opening A. Engage the Learner – W.6.5 (5 minutes)</p> <p>Work Time A. The Painted Essay®: Sort and Color-Code the Parts of an Introduction – W.6.2a (15 minutes) A. Collaborative Writing: Draft an Introduction – W.6.2a (20 minutes)</p> <p>Closing and Assessment A. Reflect on Learning – SL.6.1 (5 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent research reading journal.</p> <p>Students use their writing plan to continue working on their collaborative essay, focusing specifically on drafting the introduction.</p>	<ul style="list-style-type: none"> I can analyze the structure of the model essay introduction. (W.6.2a) I can determine the characteristics of an effective focus statement by analyzing the model. (W.6.2a) I can collaboratively write an introduction with a strong focus statement for a problem-solution essay about William. (W.6.2a) 	<ul style="list-style-type: none"> Work Time A: Introduction Sentence Strips (W.6.2a) Work Time B: Draft Collaborative Introduction (RI.6.1, RI.6.7, W.6.2a, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.8, W.6.9b, SL.6.2, L.6.6)
<p>Lesson 4 RI.6.1, RI.6.7, W.6.2a, W.6.2b, W.6.2c, W.6.4, W.6.5, SL.6.2, L.6.3a</p>	<p>Collaborative Problem-Solution Essay: Draft Proof Paragraph 1</p> <p>Opening A. Engage the Learner – L.6.3a (5 minutes)</p> <p>Work Time A. Analyze a Model: Proof Paragraph 1 – W.6.2b (10 minutes) A. Language Dive: Model Problem-Solution Essay: "Bridges to Prosperity," Proof Paragraph 1 – W.6.2c (10 minutes) A. Collaborative Writing: Draft Proof Paragraph 1 – W.6.2b (15 minutes)</p> <p>Closing and Assessment A. Debrief Collaborative Writing Process – SL.6.1b (5 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students draft the first proof paragraph (the problem) of their collaborative essays.</p>	<ul style="list-style-type: none"> I can analyze the structure of the model essay problem paragraph. (W.6.2b) I can collaboratively write the problem paragraph for an essay about William. (W.6.2b) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (L.6.3a) Work Time B: Language Dive: Model Problem-Solution Essay: "Bridges to Prosperity," Proof Paragraph 1 note-catcher (RI.6.1, W.6.2b, W.6.2c, W.6.8, SL.6.1, L.6.1d, L.6.3a) Work Time C: Problem-Solution Essay Proof Paragraph 1 (RI.6.1, RI.6.7, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.9b, SL.6.2, L.6.6)

Critical Problems and Design Solutions

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 5 RI.6.1, RI.6.7, W.6.2a, W.6.2b, W.6.2c, W.6.4, W.6.5, W.6.8, SL.6.1, SL.6.2, L.6.3a</p>	<p>Collaborative Problem-Solution Essay: Draft Proof Paragraph 2</p> <p>Opening A. Engage the Learner – L.6.3a (5 minutes)</p> <p>Work Time A. Analyze a Model: Proof Paragraph 2 — W.6.2b (10 minutes) A. Collaborative Writing: Draft Proof Paragraph 2 – W.6.2b (25 minutes)</p> <p>Closing and Assessment A. Reflect on Learning – SL.6.1 (5 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students continue to draft their collaborative essay, focusing on Proof Paragraph 2 (the solution).</p>	<ul style="list-style-type: none"> • I can analyze the structure of the model essay solution paragraph. (W.6.2b) • I can collaboratively write the solution paragraph for an essay about William. (W.6.2b) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (L.6.3a) • Work Time B: Problem-Solution Essay Proof Paragraph 2 (RI.6.1, RI.6.7, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.9b, SL.6.2, L.6.3a, L.6.6)
<p>Lesson 6 W.6.2f, W.6.4, W.6.5, L.6.3a</p>	<p>Collaborative Problem-Solution Essay: Draft Conclusion</p> <p>Opening A. Engage the Learner – L.6.3a (5 minutes)</p> <p>Work Time A. The Painted Essay®: Sort and Color-Code the Parts of the Conclusion – W.6.2f (10 minutes) A. Language Dive: Model Problem-Solution Essay: “Bridges to Prosperity,” Conclusion – W.6.2f (10 minutes) A. Collaborative Writing: Draft Conclusion – W.6.2f (15 minutes)</p> <p>Closing and Assessment A. Peer Review – SL.6.2 (5 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students draft the conclusion of their collaborative essay before engaging in a peer review of their writing.</p>	<ul style="list-style-type: none"> • I can analyze the structure of the model essay conclusion. (W.6.2f) • I can determine the characteristics of a strong reflection by analyzing the model. (W.6.2f) • I can collaboratively write a conclusion with a strong reflection for a problem-solution essay about William. (W.6.2f) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (L.6.3a) • Work Time A: Conclusion Paragraph strips (W.6.2f) • Work Time C: Draft Conclusion of Problem-Solution Essay (RI.6.1, RI.6.7, W.6.2a, W.6.2b, W.6.2c, W.6.2d, W.6.2e, W.6.4, W.6.5, W.6.9b, SL.6.2, L.6.3a, L.6.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 7 RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.5, W.6.8, SL.6.1, SL.6.2</p>	<p>Plan a Problem-Solution Essay: Research</p> <p>Opening A. Engage the Learner – W.6.2 (5 minutes)</p> <p>Work Time A. Independent Practice: Plan a Problem-Solution Essay – W.6.2 (30 minutes)</p> <p>Closing and Assessment A. Peer Critique: Problem-Solution Writing Planner – SL.6.1 (10 minutes)</p> <p>Homework A. Plan Independent Problem-Solution Essay: Students work to complete their Problem-Solution Writing Planner: Research. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Students use what they learned during the collaborative writing process to independently plan their problem-solution essay based on their research in Unit 2.</p>	<ul style="list-style-type: none"> I can plan a problem-solution essay about my research. (W.6.2) I can give kind, helpful, and specific feedback to my partner. (SL.6.1) 	<ul style="list-style-type: none"> Work Time A: Problem-Solution Writing Planner: Research (RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.5, W.6.8, W.6.9b, SL.6.2, L.6.6)
<p>Lessons 8–9 RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.6, W.6.9b, W.6.8, SL.6.2, L.6.6</p>	<p>Mid-Unit 3 Assessment: Write a Problem-Solution Essay</p> <p>Opening A. Return End of Unit 2 Assessments (10 minutes)</p> <p>Work Time A. Mid-Unit 3 Assessment: Write a Problem-Solution Essay (65 minutes)</p> <p>Closing and Assessment A. Track Progress – W.6.2 (15 minutes)</p> <p>Homework A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.</p> <p>Over the course of two lessons, students complete the Mid-Unit 3 Assessment for which they independently draft their problem-solution essays based on their research in Unit 2.</p>	<ul style="list-style-type: none"> I can draft a problem and solution essay about my research. (RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.8, W.6.9b, SL.6.2, L.6.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Mid-Unit 3 Assessment (RI.6.1, RI.6.7, RI.6.10, W.6.2, W.6.4, W.6.6, W.6.8, W.6.9b, W.6.10, SL.6.2, L.6.6) Closing and Assessment A: Track Progress (W.6.2)

Critical Problems and Design Solutions

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 10 W.6.2, W.6.5, SL.6.1</p>	<p>Problem-Solution Essay: Peer Critique and Revision</p> <p>Opening A. Engage the Learner – W.6.2 (5 minutes)</p> <p>Work Time A. Peer Critique: Problem-Solution Essay – W.6.5 (20 minutes) A. Revise Problem-Solution Essay – W.6.2 (15 minutes)</p> <p>Closing and Assessment A. Review Performance Task (5 minutes)</p> <p>Homework A. Review Independent Research Reading Journal: Students review their independent research reading journal entries in preparation for the Independent Reading Research Share in the next lesson.</p> <p>Students engage in the Peer Critique Protocol, in which they pair up with another peer to critique the use of sentence variety in the essays they wrote for the Mid-Unit 3 Assessment.</p>	<ul style="list-style-type: none"> I can provide kind, specific, and helpful feedback to peers. (SL.6.1) I can use feedback to revise my problem-solution essay. (W.6.2) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (W.6.2, W.6.10) Work Time A: Peer Critique (W.6.2, W.6.5, SL.6.1) Work Time B: Revise Problem-Solution Essay (RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.5, W.6.8, W.6.9b, SL.6.2, L.6.6)
<p>Lesson 11 SL.6.2, SL.6.5</p>	<p>Prepare for Performance Task: Analyze a Model</p> <p>Opening A. Engage the Learner – W.6.10 (5 minutes)</p> <p>Work Time A. Analyze Model Performance Task – SL.6.2 (15 minutes) A. Prepare Performance Task Visual – SL.6.5 (15 minutes)</p> <p>Closing and Assessment A. Independent Research Reading Share – RI.6.10 (10 minutes)</p> <p>Homework A. Solution Symposium Preparation: Students continue to prepare the graphics for their performance task visual.</p> <p>Students begin working on the Module 2 Performance Task by analyzing a model and planning their visual for the Solution Symposium. Students also share their progress on their independent research reading task.</p>	<ul style="list-style-type: none"> I can analyze a model for characteristics of an effective performance task presentation. (SL.6.2) I can create an effective performance task presentation using visuals. (SL.6.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (W.6.10) Work Time B: Performance Task Visual (RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6) Closing and Assessment A: QuickWrite: Reading and Research Connections (W.6.10, SL.6.2) Homework A: Performance Task Visual (RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 12 SL.6.1c, SL.6.2, SL.6.5</p>	<p>Prepare for Performance Task: Create Materials</p> <p>Opening A. Engage the Learner – SL.6.5 (5 minutes)</p> <p>Work Time A. Prepare Performance Task Visual – SL.6.5 (30 minutes)</p> <p>Closing and Assessment A. Peer Share: Performance Task Visual – SL.6.1c (10 minutes)</p> <p>Homework A. Prepare Solution Symposium: Students continue to prepare the graphics and text for their performance task visual.</p> <p>Students continue to prepare their performance task. The Solution Symposium occurs in Lesson 14.</p>	<ul style="list-style-type: none"> I can create an effective performance task presentation using visuals. (SL.6.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (W.6.10, SL.6.2, SL.6.5) Work Time A: Performance Task Flip-Down Visual (RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.1c, SL.6.2, SL.6.4, SL.6.5, SL.6.6) Homework A: Performance Task: Flip-Down Visual (RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6)
<p>Lesson 13 SL.6.1, SL.6.4</p>	<p>Prepare for Performance Task: Rehearse and Refine</p> <p>Opening A. Engage the Learner – W.6.10 (5 minutes)</p> <p>Work Time A. Prepare Performance Task: Presentation Prompts – SL.6.1 (15 minutes) A. Rehearse Performance Task – SL.6.4 (20 minutes)</p> <p>Closing and Assessment A. Share Stars – SL.6.1. (5 minutes)</p> <p>Homework A. Prepare Solution Symposium: Students continue to prepare for and rehearse their performance task presentation.</p> <p>Students continue preparing for the performance task by composing the presentation prompt answers and rehearsing their presentation.</p>	<ul style="list-style-type: none"> I can respond to symposium guests' presentation prompts. (SL.6.1c) I can give kind, helpful, and specific feedback to my peers. (SL.6.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (W.6.10) Work Time A: Performance Task (RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6) Work Time B: Peer Critique (SL.6.1, SL.6.4, SL.6.5, SL.6.6, L.6.6) Homework A: Performance Task (RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6)

Critical Problems and Design Solutions

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 14 RI.6.7, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6</p>	<p>Performance Task: Solution Symposium</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Performance Task: Solution Symposium – SL.6.4 (30 minutes)</p> <p>Closing and Assessment A. Prepare for End of Unit 3 Assessment – SL.6.1 (10 minutes)</p> <p>Homework A. Prepare for End of Unit 3 Assessment: Students review their Solution Symposium note-catcher in preparation for the End of Unit 3 Assessment discussion.</p> <p>Students participate in the performance task: Solution Symposium. The students function as presenters as well as audience guests. The students complete a Solution Symposium note-catcher to document their learning from the symposium.</p>	<ul style="list-style-type: none"> I can effectively present my performance task and interact with my audience during the Solution Symposium. (RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6) I can interpret information presented in diverse formats by my peers during the Solution Symposium. (SL.6.2) 	<ul style="list-style-type: none"> Work Time A: Performance Task (RI.6.7, RI.6.10, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6) Work Time A: Solution Symposium note-catcher (RI.6.7, SL.6.1, SL.6.2)
<p>Lesson 15 SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL.6.6</p>	<p>End of Unit 3 Assessment: Fishbowl Discussion: Habits of Character to Solve Critical Problems</p> <p>Opening A. Return Mid-Unit 3 Assessments (5 minutes)</p> <p>Work Time A. End of Unit 3 Assessment, Part I: QuickWrite – W.6.10 (5 minutes) A. End of Unit 3 Assessment, Part II: Fishbowl Discussion – SL.6.1, SL.6.2, SL.6.6 (25 minutes)</p> <p>Closing and Assessment A. Track Progress: Collaborative Discussion – SL.6.1 (10 minutes)</p> <p>Homework • None for this lesson.</p> <p>Students participate in a modified fishbowl discussion in which they synthesize their learning from the module by discussing, “How do habits of character help people solve critical problems?”</p>	<ul style="list-style-type: none"> I can use evidence to support my ideas during a discussion. (SL.6.1a, SL.6.2) I can follow discussion norms to have an effective text-based discussion. (SL.6.1b) I ask questions to better understand what others are saying and to explore the topic. (SL.6.1c) 	<ul style="list-style-type: none"> Work Time A: End of Unit 3 Assessment: Fishbowl Discussion (W.6.10, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL.6.6) Closing and Assessment A: Track Progress: Collaborative Discussion (SL.6.1)