



Unit-at-a-Glance

This unit is approximately 3 weeks or 13 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 1 RI.6.1, RI.6.2, W.6.1, W.6.4, W.6.5, W.6.9a	Analyze a Model Literary Argument Essay Opening A. Engage the Learner – W.6.1 (10 minutes) Work Time A. Analyze a Model Literary Argument Essay – W.6.1 (15 minutes) A. Debrief Literary Argument Writing Checklist – W.6.1 (10 minutes) Closing and Assessment A. Debrief Literary Argument Writing Anchor Chart – W.6.1 (10 minutes) 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. Students begin work on the literary argument essay by analyzing a model.	<ul style="list-style-type: none"> • I can find the central idea of a model literary argument essay. (RI.6.2) • I can determine the purpose of a literary argument essay. (W.6.4) • I can apply my knowledge of the Painted Essay® to analyze the structure of a model literary argument essay. (W.6.1) 	<ul style="list-style-type: none"> • Work Time A: Annotated, color-coded model argument essay (RI.6.1, RI.6.2, W.6.1, W.6.4, W.6.5, W.6.9a) • Closing and Assessment A: Argument Writing Checklist (W.6.1)

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Lesson 2 RL.6.1, RI.6.8, W.6.1a, W.6.1b, W.6.4, W.6.5, W.6.9a, SL.6.1	Gather Evidence and Plan Collaborative Literary Argument Essay Opening A. Engage the Learner – RI.6.8 (5 minutes) Work Time A. Collect Evidence and Make Claim – RL.6.3, W.6.1 (20 minutes) A. Group Practice: Plan a Literary Argument Essay – W.6.1, W.6.5 (15 minutes) Closing and Assessment A. Peer Share: Writing Planners – W.6.1, SL.6.1 (5 minutes) Homework A. Plan a Collaborative Literary Argument Essay: Students work to complete their assigned section (introduction or conclusion) of the Collaborative Literary Argument Writing Plan graphic organizer. 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. Students deconstruct the model essay and then work with a partner to plan their collaborative essays, using their Argument Writing Plan graphic organizers to introduce their main claim and organize their reasons and evidence.	<ul style="list-style-type: none"> I can gather and evaluate evidence in order to make a claim for a literary argument essay about whether Cal should leave school to find Pop. (RL.6.3, W.6.1) I can plan a literary argument essay about whether Cal should leave school to find Pop. (W.6.1, W.6.5) I can provide kind, specific, and helpful feedback to peers. (W.6.1, SL.6.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RI.6.8, W.6.1) Work Time A: Collaborative Literary Argument Evidence note-catcher (RL.6.1, RL.6.3, W.6.1b, W.6.4, W.6.9a) Work Time B: Collaborative Literary Argument Writing Plan graphic organizer (RL.6.1, W.6.1a, W.6.1b, W.6.1e, W.6.4, W.6.5, W.6.9a)
Lesson 3 RL.6.1, RI.6.1, W.6.1a, W.6.1d, W.6.4, W.6.5, W.6.9a	Collaborative Literary Argument Essay: Analyze a Model and Draft an Introduction Opening A. Engage the Learner – W.6.1d (5 minutes) Work Time A. Analyze Model Introduction – W.6.1a (10 minutes) A. Language Dive: Model Essay Claim – W.6.1a (10 minutes) A. Collaborative Writing: Draft an Introduction – W.6.1a (15 minutes) Closing and Assessment A. Peer Review – W.6.1a, W.6.5 (5 minutes) 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. Students use their completed writing planner to continue working on their collaborative essay, focusing specifically on drafting the introduction.	<ul style="list-style-type: none"> I can determine the characteristics of an effective main claim by analyzing the model. (W.6.1a) I can collaboratively write an introduction with a strong main claim for an argument essay about whether Cal should leave school to find Pop. (W.6.1a) I can provide kind, specific, and helpful feedback to peers. (W.6.1a, W.6.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RI.6.1, W.6.10) Work Time B: Language Dive note-catcher (RI.6.1, W.6.1a, W.6.1c, SL.6.1a) Work Time C: Introduction of Collaborative Literary Argument Essay (RL.6.1, RL.6.3, RL.6.10, W.6.1, W.6.4, W.6.5, W.6.6, W.6.9a, L.6.2, L.6.3, L.6.6) Closing and Assessment: Peer review on sticky note (RI.6.1, W.6.1a, W.6.5)

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Lesson 4 RL.6.1, RI.6.1, RI.6.8, W.6.1a, W.6.1b, W.6.4, W.6.5, W.6.9a	Collaborative Literary Argument Essay: Analyze a Model and Draft Proof Paragraph 1 Opening A. Engage the Learner – W.6.1 (5 minutes) Work Time A. Analyze a Model: Proof Paragraph 1 – RI.6.8, W.6.1b (20 minutes) A. Collaborative Writing: Draft Proof Paragraph 1 – W.6.1b (15 minutes) Closing and Assessment A. Debrief Collaborative Writing Process – SL.6.1b (5 minutes) 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. Students draft the first Proof Paragraph of their collaborative essays.	<ul style="list-style-type: none"> • I can analyze the structure of Proof Paragraph 1 of the model essay. (W.6.1b) • I can determine the characteristics of an effective support paragraph by analyzing the model. (W.6.1b) • I can collaboratively write Proof Paragraph 1 for an essay on whether Cal should leave school to find Pop. (W.6.1b) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (W.6.1a, W.6.1b) • Work Time B: Proof Paragraph 1 of Collaborative Literary Argument Essay (RL.6.1, RL.6.3, RL.6.10, W.6.1, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2, L.6.3, L.6.6)
Lesson 5 RL.6.1, RI.6.1, RI.6.5, RI.6.8, W.6.1a, W.6.1b, W.6.1c, W.6.4, W.6.5, W.6.9a	Collaborative Literary Argument Essay: Analyze a Model and Draft Proof Paragraph 2 Opening A. Engage the Learner – RI.6.8 (5 minutes) Work Time A. Analyze a Model: Proof Paragraph 2 – RI.6.8, W.6.1b, W.6.1c (20 minutes) A. Collaborative Writing: Draft Proof Paragraph 2 – W.6.1b, W.6.1c (15 minutes) Closing and Assessment A. Reflect on Learning – SL.6.1 (5 minutes) Homework A. Review Independent Reading Journal: Students review their independent reading journal entries in preparation for the independent research reading share in the next lesson. Students continue to analyze the model and draft their collaborative essay, focusing next on Proof Paragraph 2.	<ul style="list-style-type: none"> • I can revise a Proof Paragraph to make it more effective (RI.6.8, W.6.5) • I can analyze the structure of Proof Paragraph 2 of the model. (W.6.1b, W.6.1c) • I can collaboratively write Proof Paragraph 2 for an essay on whether Cal should leave school to find Pop. (W.6.1b, W.6.1c) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.8, W.6.1b) • Work Time A: Analyze a Model: Proof Paragraph 2 (RI.6.5, RI.6.8, W.6.1a, W.6.1b, W.6.1c) • Work Time B: Proof Paragraph 2 of Collaborative Literary Argument Essay (RL.6.1, RL.6.3, RL.6.10, W.6.1, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2, L.6.3, L.6.6)

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Lesson 6 RL.6.1, RI.6.1, W.6.1a, W.6.1e, W.6.4, W.6.5, W.6.9a	Collaborative Literary Argument Essay: Analyze a Model and Draft Conclusion Opening A. Engage the Learner – W.6.1a, W.6.1e (5 minutes) Work Time A. Analyze a Model Conclusion – W.6.1e (10 minutes) A. Write a Collaborative Conclusion – W.6.1e (15 minutes) A. Peer Review – W.6.1e, W.6.5 (5 minutes) Closing and Assessment A. Share Independent Research Reading – RL.6.10, RI.6.10 (10 minutes) Homework A. Claim, Evidence, and Reasoning: Students complete Homework: Strengthen Claim, Evidence, and Reasoning. Students draft the conclusion of their collaborative essay.	<ul style="list-style-type: none"> • I can determine the characteristics of a strong reflection by analyzing the model. (W.6.1e) • I can collaboratively write a conclusion with a strong reflection for an essay about whether Cal should leave school to find Pop. (W.6.1e) • I can provide kind, specific, and helpful feedback to peers. (W.6.1a, W.6.5) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (W.6.1a, W.6.1e) • Work Time A: Analyze the Model Conclusion Chunk (RI.6.1, W.6.1e) • Work Time B: Conclusion of Collaborative Literary Argument Essay (RL.6.1, RL.6.3, RI.6.10, W.6.1, W.6.4, W.6.5, W.6.6, W.6.9a, W.6.10, L.6.2, L.6.3, L.6.6) • Work Time C: Peer review on sticky note (RI.6.1, W.6.1e, W.6.5)
Lesson 7 RL.6.1, W.6.1a, W.6.1b, W.6.1e, W.6.4, W.6.5, W.6.9a	Gather Evidence and Plan Independent Literary Argument Essay Opening A. Engage the Learner (5 minutes) Work Time A. Gather and Evaluate Evidence – RL.6.3, W.6.1 (10 minutes) A. Plan Literary Argument Essay – W.6.1, W.6.5 (25 minutes) Closing and Assessment A. Whole Group Reflection (5 minutes) Homework A. Plan Independent Literary Argument Essay: Students work to complete their Independent Literary Argument Writing Plan graphic organizer Students use what they learned during the collaborative writing process to independently plan their argument essay.	<ul style="list-style-type: none"> • I can gather and evaluate evidence in order to make a claim for a literary argument essay about whether Cal should return to Challagi. (RL.6.3, W.6.1) • I can plan a literary argument essay about whether Cal should return to Challagi. (W.6.1, W.6.5) 	<ul style="list-style-type: none"> • Work Time A: Independent Literary Argument Evidence note-catcher (RL.6.1, RL.6.3, W.6.1b, W.6.4, W.6.9a, W.6.10) • Work Time B: Independent Literary Argument Writing Plan graphic organizer (RL.6.1, RL.6.3, W.6.1a, W.6.1b, W.6.1e, W.6.4, W.6.5, W.6.9a)

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Lessons 8–9 RL.6.1, RL.6.3, W.6.1, W.6.4, W.6.6, W.6.9a, L.6.2, L.6.3, L.6.6.	Mid-Unit 3 Assessment: Write a Literary Argument Essay Opening A. Engage the Learner (10 minutes) Work Time A. Mid-Unit 3 Assessment: Write a Literary Argument Essay (65 minutes) Closing and Assessment A. Track Progress – W.6.1 (15 minutes) Homework A. Preread Performance Task Texts: Students preread the options within the Performance Task Recording: Text List in preparation for choosing a text during the next lesson. Over the course of two lessons, students complete the Mid-Unit 3 assessment for which they independently draft their Literary Argument essays based on their evidence gathering and planning.	<ul style="list-style-type: none"> I can write a literary argument essay about whether Cal should return to Challagi. (W.6.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Mid-Unit 3 Assessment (RL.6.1, RL.6.3, RL.6.10, W.6.1, W.6.4, W.6.6, W.6.9a, W.6.10, L.6.2, L.6.3, L.6.6) Closing and Assessment A: Track Progress (W.6.1)
Lesson 10 RI.6.1, RI.6.6, SL.6.2	Prepare for Performance Task: Analyze a Model and Select a Text Opening A. Engage the Learner (5 minutes) Work Time A. Analyze a Model Recording – SL.6.2 (20 minutes) A. Select a Text – RL.6.10, RI.6.10 (15 minutes) Closing and Assessment A. Peer Share – SL.6.1 (5 minutes) Homework A. Select a Text and Provide Context: Students continue to review and then select a text for the performance task recording. Students should also begin adding to the Preface: Background and Context section of the Performance Task Recording Planner. Students prepare for the end of unit assessment and performance task by analyzing a model and then reviewing and choosing a text with which to work.	<ul style="list-style-type: none"> I can paraphrase the key ideas and demonstrate understanding of the perspective being conveyed in the model performance task recording. (SL.6.2) I can analyze a model for characteristics of an effective performance task. 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Analyze a Model Performance Task Recording (RI.6.1, RI.6.6, SL.6.2, SL.6.6, L.6.6) Work Time B: Select a text (RL.6.10, RI.6.10)

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Lesson 11 W.6.4, W.6.10, L.6.2, L.6.3a	Plan Performance Task: Audio Museum Opening A. Engage the Learner (5 minutes) Work Time A. Language Dive: Model Recording Preface – L.6.3a (10 minutes) A. Write Preface and Reflection – W.6.4, W.6.10 (25 minutes) Closing and Assessment A. Prepare Listening Station (5 minutes) Homework A. Performance Task Recording Planner: Students finish planning and continue to refine and rehearse their performance task for the recording in the next lesson. A. Listening Station Visuals: Students work on the visual materials and artifacts to be featured at their listening station during the audio museum. Students continue to prepare for the performance task. They participate in a Language Dive to examine a key sentence from the preface of the model recording. Then, they write their own preface and reflection, which will frame their reading.	<ul style="list-style-type: none"> I can analyze the “context for reading” sentence from the model performance task preface. (L.6.3a) I can plan the preface and reflection sections of my performance task recording. (W.6.4, W.6.10) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A: Language Dive: Model Recording Preface note-catcher (W.6.4, W.6.10, SL.6.1a, L.6.3a, L.6.6) Work Time B: Performance Task Recording Planner (RI.6.1, RI.6.6, RI.6.10, W.6.4, W.6.10)
Lesson 12 RI.6.1, RI.6.6, SL.6.2, SL.6.6, L.6.3b, L.6.6 (optional L.6.1)	End of Unit 3 Assessment: Rehearse and Refine Performance Task Recording Opening A. Return Mid-Unit 3 Assessment (5 minutes) Work Time A. End of Unit 3 Assessment: Part I (10 minutes) A. End of Unit 3 Assessment: Part II (10 minutes) A. End of Unit 3 Assessment: Part III (15 minutes) Closing and Assessment A. Assessment Debrief (5 minutes) Homework A. Performance Task Recording (optional): Students finalize their performance task recordings for the audio museum in the next lesson. A. Listening Station Visuals: Students finish creating the visual materials and artifacts to be featured at their listening station during the audio museum. As part of the end of unit assessment, students record themselves reading aloud their preface, their selected text, and their reflection to be featured during the audio museum performance task.	<ul style="list-style-type: none"> I can assess and revise my performance task recording. (SL.6.6, L.6.6) I can reflect on, assess, and give feedback on my peers’ recording. (SL.6.2) I can correctly use pronouns and vary my sentences for meaning and interest. (optional) (L.6.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket Work Time A, B, and C: End of Unit 3 Assessment: Rehearse and Refine Performance Task Recording (RI.6.1, RI.6.6, SL.6.2, SL.6.6, L.6.3b, L.6.6 [optional L.6.1]) Homework A: Performance Task Recording (RI.6.10, W.6.4, W.6.10, SL.6.2, SL.6.6, L.6.3a, L.6.6)

American Indian Boarding Schools

Module 3: Unit 3

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
Lesson 13 RI.6.1, RI.6.6, SL.6.1, SL.6.2, L.6.6	Participate in Performance Task: Audio Museum Opening A. Engage the Learner (5 minutes) Work Time A. Participate in Audio Museum – SL.6.2 (30 minutes) Closing and Assessment A. Module Reflection – SL.6.1 (10 minutes) Homework A. None Students participate in the Voices of American Indian Boarding Schools Audio Museum event. They answer questions about their classmate's performance task recordings, using evidence from the recording to support their analysis.	<ul style="list-style-type: none"> I can paraphrase the key ideas and demonstrate understanding of the perspectives being conveyed in the audio museum recordings. (SL.6.2) I can participate in a discussion to reflect on the audio museum, the module overall, and my own learning. (SL.6.1) 	<ul style="list-style-type: none"> Work Time A: Audio Museum: Responses and Reflections note-catcher (RI.6.1, RI.6.6, W.6.10, SL.6.2)