



## 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
<b>Lesson 1</b> RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9b	<b>Analyze a Model Problem-Solution Essay</b> <b>Opening</b> A. Engage the Learner – RI.6.2 (5 minutes) <b>Work Time</b> A. Analyze a Model – W.6.4 (25 minutes) <b>Closing and Assessment</b> A. Debrief: Informative Writing Checklist – W.6.2 (15 minutes) <b>Homework</b> 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 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.	<ul style="list-style-type: none"> <li>• I can find the gist of a model problem-solution essay. (RI.6.2)</li> <li>• I can determine the purpose of a model problem-solution essay. (W.6.4)</li> <li>• I can apply my knowledge of the Painted Essay® to analyze the structure of a model problem-solution essay. (W.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (RI.6.2)</li> <li>• Work Time A: Annotated, color-coded Model Problem-Solution Essay (W.6.2, W.6.4, W.6.5, W.6.9b)</li> </ul>
<b>Lesson 2</b> RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.5, W.6.8, SL.6.2	<b>Plan a Collaborative Problem-Solution Essay</b> <b>Opening</b> A. Engage the Learner – W.6.2 (5 minutes) <b>Work Time</b> A. Guided Practice: Analyze a Model – W.6.5 (15 minutes) A. Group Practice: Plan a Problem-Solution Essay – W.6.2 (20 minutes) <b>Closing and Assessment</b> A. Debrief: Informative Writing Checklist – W.6.2 (5 minutes) <b>Homework</b> 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.  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.	<ul style="list-style-type: none"> <li>• I can collaboratively plan a problem-solution essay about William. (W.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (W.6.2, W.6.10)</li> <li>• 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)</li> <li>• 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)</li> </ul>

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<b>Lesson 3</b> W.6.2a, W.6.4, W.6.5, SL.6.2	<b>Collaborative Problem-Solution Essay: Draft Introduction</b>  <b>Opening</b> A. Engage the Learner – W.6.5 (5 minutes) <b>Work Time</b> 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) <b>Closing and Assessment</b> A. Reflect on Learning – SL.6.1 (5 minutes) <b>Homework</b> 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 writing plan to continue working on their collaborative essay, focusing specifically on drafting the introduction.	<ul style="list-style-type: none"> <li>I can analyze the structure of the model essay introduction. (W.6.2a)</li> <li>I can determine the characteristics of an effective focus statement by analyzing the model. (W.6.2a)</li> <li>I can collaboratively write an introduction with a strong focus statement for a problem-solution essay about William. (W.6.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Introduction Sentence Strips (W.6.2a)</li> <li>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)</li> </ul>
<b>Lesson 4</b> 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	<b>Collaborative Problem-Solution Essay: Draft Proof Paragraph 1</b>  <b>Opening</b> A. Engage the Learner – L.6.3a (5 minutes) <b>Work Time</b> 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) <b>Closing and Assessment</b> A. Debrief Collaborative Writing Process – SL.6.1b (5 minutes) <b>Homework</b> 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 (the problem) of their collaborative essays.	<ul style="list-style-type: none"> <li>I can analyze the structure of the model essay problem paragraph. (W.6.2b)</li> <li>I can collaboratively write the problem paragraph for an essay about William. (W.6.2b)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (L.6.3a)</li> <li>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)</li> <li>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)</li> </ul>

## Critical Problems and Design Solutions

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<b>Lesson 5</b> 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	<b>Collaborative Problem-Solution Essay: Draft Proof Paragraph 2</b>  <b>Opening</b> A. Engage the Learner – L.6.3a (5 minutes) <b>Work Time</b> A. Analyze a Model: Proof Paragraph 2 — W.6.2b (10 minutes) A. Collaborative Writing: Draft Proof Paragraph 2 – W.6.2b (25 minutes) <b>Closing and Assessment</b> A. Reflect on Learning – SL.6.1 (5 minutes) <b>Homework</b> 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 continue to draft their collaborative essay, focusing on Proof Paragraph 2 (the solution).	<ul style="list-style-type: none"> <li>• I can analyze the structure of the model essay solution paragraph. (W.6.2b)</li> <li>• I can collaboratively write the solution paragraph for an essay about William. (W.6.2b)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (L.6.3a)</li> <li>• 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)</li> </ul>
<b>Lesson 6</b> W.6.2f, W.6.4, W.6.5, L.6.3a	<b>Collaborative Problem-Solution Essay: Draft Conclusion</b>  <b>Opening</b> A. Engage the Learner – L.6.3a (5 minutes) <b>Work Time</b> 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) <b>Closing and Assessment</b> A. Peer Review – SL.6.2 (5 minutes) <b>Homework</b> 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 conclusion of their collaborative essay before engaging in a peer review of their writing.	<ul style="list-style-type: none"> <li>• I can analyze the structure of the model essay conclusion. (W.6.2f)</li> <li>• I can determine the characteristics of a strong reflection by analyzing the model. (W.6.2f)</li> <li>• I can collaboratively write a conclusion with a strong reflection for a problem-solution essay about William. (W.6.2f)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (L.6.3a)</li> <li>• Work Time A: Conclusion Paragraph strips (W.6.2f)</li> <li>• 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)</li> </ul>

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<b>Lesson 7</b> RI.6.1, RI.6.7, W.6.2, W.6.4, W.6.5, W.6.8, SL.6.1, SL.6.2	<b>Plan a Problem-Solution Essay: Research</b>  <b>Opening</b> A. Engage the Learner – W.6.2 (5 minutes) <b>Work Time</b> A. Independent Practice: Plan a Problem-Solution Essay – W.6.2 (30 minutes) <b>Closing and Assessment</b> A. Peer Critique: Problem-Solution Writing Planner – SL.6.1 (10 minutes) <b>Homework</b> 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.  Students use what they learned during the collaborative writing process to independently plan their problem-solution essay based on their research in Unit 2.	<ul style="list-style-type: none"> <li>• I can plan a problem-solution essay about my research. (W.6.2)</li> <li>• I can give kind, helpful, and specific feedback to my partner. (SL.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>• 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)</li> </ul>
<b>Lessons 8–9</b> 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	<b>Mid-Unit 3 Assessment: Write a Problem-Solution Essay</b>  <b>Opening</b> A. Return End of Unit 2 Assessments (10 minutes) <b>Work Time</b> A. Mid-Unit 3 Assessment: Write a Problem-Solution Essay (65 minutes) <b>Closing and Assessment</b> A. Track Progress – W.6.2 (15 minutes) <b>Homework</b> 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.  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.	<ul style="list-style-type: none"> <li>• 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)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket</li> <li>• 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)</li> <li>• Closing and Assessment A: Track Progress (W.6.2)</li> </ul>

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<b>Lesson 10</b> W.6.2, W.6.5, SL.6.1	<b>Problem-Solution Essay: Peer Critique and Revision</b>  <b>Opening</b> A. Engage the Learner – W.6.2 (5 minutes) <b>Work Time</b> A. Peer Critique: Problem-Solution Essay – W.6.5 (20 minutes) A. Revise Problem-Solution Essay – W.6.2 (15 minutes) <b>Closing and Assessment</b> A. Review Performance Task (5 minutes) <b>Homework</b> 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.  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.	<ul style="list-style-type: none"> <li>I can provide kind, specific, and helpful feedback to peers. (SL.6.1)</li> <li>I can use feedback to revise my problem-solution essay. (W.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (W.6.2, W.6.10)</li> <li>Work Time A: Peer Critique (W.6.2, W.6.5, SL.6.1)</li> <li>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)</li> </ul>
<b>Lesson 11</b> SL.6.2, SL.6.5	<b>Prepare for Performance Task: Analyze a Model</b>  <b>Opening</b> A. Engage the Learner – W.6.10 (5 minutes) <b>Work Time</b> A. Analyze Model Performance Task – SL.6.2 (15 minutes) A. Prepare Performance Task Visual – SL.6.5 (15 minutes) <b>Closing and Assessment</b> A. Independent Research Reading Share – RI.6.10 (10 minutes) <b>Homework</b> A. Solution Symposium Preparation: Students continue to prepare the graphics for their performance task visual.  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.	<ul style="list-style-type: none"> <li>I can analyze a model for characteristics of an effective performance task presentation. (SL.6.2)</li> <li>I can create an effective performance task presentation using visuals. (SL.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (W.6.10)</li> <li>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)</li> <li>Closing and Assessment A: QuickWrite: Reading and Research Connections (W.6.10, SL.6.2)</li> <li>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)</li> </ul>

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



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<b>Lesson 14</b> RI.6.7, W.6.7, W.6.8, SL.6.1, SL.6.2, SL.6.4, SL.6.5, SL.6.6	<b>Performance Task: Solution Symposium</b>  <b>Opening</b> A. Engage the Learner (5 minutes) <b>Work Time</b> A. Performance Task: Solution Symposium – SL.6.4 (30 minutes) <b>Closing and Assessment</b> A. Prepare for End of Unit 3 Assessment – SL.6.1 (10 minutes) <b>Homework</b> 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.  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.	<ul style="list-style-type: none"> <li>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)</li> <li>I can interpret information presented in diverse formats by my peers during the Solution Symposium. (SL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Work Time A: Solution Symposium note-catcher (RI.6.7, SL.6.1, SL.6.2)</li> </ul>
<b>Lesson 15</b> SL.6.1a, SL.6.1b, SL.6.1c, SL.6.2, SL.6.6	<b>End of Unit 3 Assessment: Fishbowl Discussion: Habits of Character to Solve Critical Problems</b>  <b>Opening</b> A. Return Mid-Unit 3 Assessments (5 minutes) <b>Work Time</b> 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) <b>Closing and Assessment</b> A. Track Progress: Collaborative Discussion – SL.6.1 (10 minutes) <b>Homework</b> <ul style="list-style-type: none"> <li>None for this lesson.</li> </ul> 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?”	<ul style="list-style-type: none"> <li>I can use evidence to support my ideas during a discussion. (SL.6.1a, SL.6.2)</li> <li>I can follow discussion norms to have an effective text-based discussion. (SL.6.1b)</li> <li>I ask questions to better understand what others are saying and to explore the topic. (SL.6.1c)</li> </ul>	<ul style="list-style-type: none"> <li>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)</li> <li>Closing and Assessment A: Track Progress: Collaborative Discussion (SL.6.1)</li> </ul>