Summer School 6th Grade Writing Curriculum

Scope and Sequence:

<table>
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<tr>
<th>Timeframe</th>
<th>Unit</th>
<th>Instructional Topics</th>
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<tbody>
<tr>
<td>5 Weeks</td>
<td>Research-Based Informational Writing</td>
<td>Topic 1: Research-Based Informational Writing</td>
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</tbody>
</table>
Summer School Unit: Research-Based Informational Writing

**Subject:** English Language Arts  
**Grade:** 6

**Name of Unit:** Summer School 6th Grade Research-Based Informational Writing Unit  
**Length of Unit:** 5 weeks of instruction and assessment (24 days)

**Overview of Unit:** In this unit, students will participate in writer’s workshop, establish writer’s notebooks to gather topics and ideas for their writing, conduct short research projects, write informative/explanatory texts, and practice the use of Standard English conventions. Students will use *A Writer’s Notebook: Unlocking the Writer Within You* by Ralph Fletcher as a mentor text for gathering topics and ideas. Students will use Seymour Simon nonfiction books as mentor texts to develop strategies to select, organize and analyze relevant content for writing informative texts and to analyze conventions. Students will also use online resources through Mid Continent Public Library’s website, such as encyclopedias and databases, to conduct short research projects.

**Standards Addressed**

**Priority:**
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

**Supporting:**
- W.6.2.A Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2.B Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2.C Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
- L.6.2 Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.
<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>informative/explanatory texts</td>
<td>write</td>
<td>understand</td>
<td>3</td>
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<tr>
<td>topic</td>
<td>examine</td>
<td>analyze</td>
<td>3</td>
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<tr>
<td>ideas, concepts and information</td>
<td>convey</td>
<td>understand</td>
<td>2</td>
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<tr>
<td>relevant content</td>
<td>select</td>
<td>analyze</td>
<td>3</td>
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<tr>
<td>relevant content</td>
<td>organize</td>
<td>analyze</td>
<td>3</td>
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<td>short research projects</td>
<td>conduct</td>
<td>analyze</td>
<td>4</td>
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<tr>
<td>questions</td>
<td>answer</td>
<td>understand</td>
<td>4</td>
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<tr>
<td>sources</td>
<td>draw on</td>
<td>analyze</td>
<td>4</td>
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<tr>
<td>inquiry</td>
<td>refocus</td>
<td>evaluate</td>
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**Essential Questions:**
- How do writers construct an effective informational paragraph?

**Enduring Understanding/Big Ideas:**
- Writers construct an effective informational paragraph by including a topic sentence to identify the main idea, relevant supporting details with explanations and examples, transitions to show connections among ideas, and a concluding statement that follows from the information that is included or explained.

**Unit Vocabulary:**

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>analyze</td>
<td>informative/explanatory texts</td>
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<td>examine</td>
<td>topic sentence</td>
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<td>convey</td>
<td>main idea</td>
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<td>conduct</td>
<td>supporting details</td>
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<td>topic</td>
<td>transitions</td>
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<td>ideas</td>
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<td>concepts</td>
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<td>information</td>
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<td>relevant</td>
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<tr>
<td>effective</td>
<td></td>
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<td>sources</td>
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<td>inquiry</td>
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</table>

**Resources for Vocabulary Development:**

**All Resources needed for Unit:**
- Supplies
- Composition Notebooks - 1 per student and teacher
Anchor Chart Paper & markers (for teacher)
Dry Erase Markers (for teacher)
Stapler & staples
Sharpies
Clear/invisible tape
Blue masking tape
Colored pencils - class set
Markers - class set
Scissors - class set
Glue sticks - class set
Pencils, blue pens, red pens - class set
Magic Rub Erasers - class set
Sticky Notes (3”x3”) - class set
Pads of yellow-lined paper for writing drafts - class set
Lined notebook paper - wide-rule
Index cards lined, 3x5 (400)
White construction paper, 12x18 (400 sheets)
Facial tissues/Kleenex
hand sanitizer

Books (Mentor Texts):
A Writer’s Notebook: Unlocking the Writer Within You by Ralph Fletcher - class set
Seymour Simon books
- Wolves (2009) - 15 copies per class
- Extreme Oceans (2013) - 4 copies
- Global Warming (2010) - 4 copies
- Tropical Rainforest (2010) - 4 copies
- Butterflies (2011) - 4 copies
- Dolphins (2009) - 4 copies
- Penguins (2007) - 4 copies
- Spiders (2007) - 4 copies

NOTE: Coordinate with MCPL to organize a school-wide day for library card registration during the first two weeks of summer school. Students’ and teachers will need Mid-Continent Public Library card numbers to access online databases. Students without library cards may access online resources with the Plaza Middle School account number: 20005001149298

Printouts:
- Day 1 - Autobiography Prompt Sheet (1 copy/student)
- Day 3 - Heart Map example
- Day 5 - Mentor Text: I Am a Person Who... (1 copy/student)
- Day 5 - List of Common Prepositions (1 copy/student)
- Day 6 - 5th grade models of Four Metaphor Poetry (1 copy/student)
- Day 6 - 6th grade models of Four Metaphor Poetry (1 copy/student)
- Day 6 - Four Metaphor Poetry: Pre-Writing page (1 copy/student)
- Day 7 - Revising and Editing Checklist - SS 6th Grade Writing
- Day 8 - Mentor Text: “Rebound,” copy for each student
- Day 8 - Motion Poems - Student Models
- Day 8 - “Motion” Poem Frame, copy for each student
- Day 11 - “I Wonder” Poem, copy for each student
- Day 12 - Anchor Chart: Seymour Simon Noticings

DRAFT—January, 2016
Day 12 - Biography: Meet Seymour Simon
Day 12 - Recording Form: Seymour Simon Noticings
Day 13 - Text Structures Chart for Notebooks (1 copy/student)
Day 15 - Revising and Editing Checklist - SS 6th Grade Writing (2 copies/student)
Day 19 - Revising and Editing Checklist - SS 6th Grade Writing (2 copies/student)
Day 22 - Revising and Editing Checklist - SS 6th Grade Writing (2 copies/student)
Day 22 - Summer School 6th Grade Writing Reflection
Day 22 - Summer School Sixth-Grade Research-Based Informational Writing Scoring Guide
Day 24 - SS-Gr6 Compliments Sheet

Google Slides:
- Writer's Workshop - 6th Grade Summer School
- Language Study Lessons - 6th Grade Summer School (Begins Day 5)
- SS 6th Grade Writing Portfolio, copy for each student to edit in Google Classroom
- Publishing Celebration: 6th Grade Summer School Writer's Workshop, separate copy for each class for students to edit as a group and add their final drafts to for Days 10 and 23
- Research Notes - Text Structure Graphic Organizers

Anchor Charts:
- Day 2 - Classroom Expectations Brainstorm
- Day 3 - Reasons to Write
- Day 6 - Strategies for Finding Topics & Gathering Ideas
- Day 11 - Questions Writers Ask
- Day 12 - Anchor Chart: Seymour Simon Noticings
- Day 13 - Text Structures Chart
- Day 14 - Anchor Chart: Traffic Light Paragraph

Websites:
- Google Classroom
- School House Rock Preposition Video
- Storyline Online: Wilfred Gordon McDonald Partridge (Online read-aloud version on http://www.storylineonline.net/)
- Writing Fix lesson resources for Four Metaphor Poetry
- BrainPop Video: Similes and Metaphor
- BrainPop Video: Subject-Verb Agreement
- BrainPop Video: Adverbs
- School House Rock: Lolly, Lolly, Lolly, Get Your Adverbs Here
- BrainPop Video: Show, Not Tell
- Mid-Continent Public Library - Online Resources (Research Databases / Student Resources for Kids)
  - Encyclopedia Britannica for Kids
  - Explora for Kids
  - National Geographic Kids
- Seymour Simon - official website
- The Curriculum Corner: Author Study
  - Seymour Simon biography
  - Noticings Chart
  - Noticings Recording Form
  - Topic, Subtopic & Details Graphic Organizer
- Reading Rockets Author Interview Video and Biography
● BrainPop Video: Subjects and Predicates
● BrainPop Video: Semicolon
● Prezi: Main Idea and Details
● Prezi: Compare and Contrast Paragraph
● BrainPop Video: Run-On Sentences
Engaging Experience 1 (Days 1 - 4, including pre-test on Day 4)

Title: Gathering Ideas

Suggested Length of Time: 4 blocks/writer’s workshops

Standards Addressed

Priority:
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

Supporting:
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Detailed Description/Instructions: Students will be introduced to the structure of writer’s workshop and interview and introduce partners to get to know each other. They will brainstorm and collaborate to develop classroom expectations for writer’s workshop and use strategies from Ralph Fletcher’s book, *A Writer’s Notebook: Unlocking the Writer Within You*, to establish a writer’s notebook and gather ideas in a meaningful way. Students will create a heart map and generate lists of possible ideas and topics based on personal experiences and interests. They will also complete an on-demand informational writing pretest.

Bloom’s Levels: understand, apply

Webb’s DOK: 3

Engaging Experience 2 (Days 5 - 10)

Title: Using Mentor Texts to Grow as Writers

Suggested Length of Time: 6 blocks/writer’s workshops

Standards Addressed

Priority:
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ISTE-S.1. Creativity and innovation: Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
- ISTE-S.2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Supporting:
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.6.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

Detailed Description/Instructions: Students will be introduced to the language study part of workshop and establish the “Language Study” section of their notebooks. They will use mentor texts, including poems, an online version of the picture book *Wilfred Gordon McDonald Partridge* by Mem Fox, and Ralph Fletcher’s book, *A Writer’s Notebook: Unlocking the Writer Within You*, to study author’s craft and conventions and to create their own poems. They will use a checklist to revise and edit their writing and then publish their writing using Google Slides to create digital writing portfolios. They will present and share a piece of their writing in class during a Publishing Celebration.

Bloom’s Levels: analyze

Webb’s DOK: 4
Engaging Experience 3 (Days 11 - 20)

Title: The Research and Writing Process

Suggested Length of Time: 10 blocks/writer’s workshops

Standards Addressed

Priority:
- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ISTE.S.3 Research and information fluency: Students apply digital tools to gather, evaluate, and use information.

Supporting:
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Detailed Description/Instructions: Students will generate research questions and explore resources to find answers to their questions through the online research databases on the Mid-Continent Public Library website. They will use nonfiction books by Seymour Simon as mentor texts to analyze conventions and to develop strategies to select, organize and analyze relevant content for writing informative texts, using definition/description and comparison/contrast text structures. They will use the writing process to research, draft, revise, edit and publish informational paragraphs about an animal, ecosystem, or natural phenomenon (hurricane, tornado, earthquake, etc.) of their choice, to define and describe their topics and to compare and contrast it with another topic. Students will be introduced to the Engaging Scenario for the unit, compare and contrast the features and structures of Seymour Simon’s nonfiction books with articles from National Geographic Kids magazine, and brainstorm ideas for their topic for the Engaging Scenario.

Bloom’s Levels: analyze

Webb’s DOK: 4

Engaging Experience 4 (Days 21-24)

Title: Assess, Reflect and Celebrate

Suggested Length of Time: 4 blocks / Writer’s Workshops

Standards Addressed

Priority:
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- ISTE-S.2. Communication and collaboration: Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.

Supporting:
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

Detailed Description/Instructions: Students will complete the Engaging Scenario Post-Test. Then they will use a checklist to self-assess their post-tests and compare their levels of skills on their pretest to their post-test. They will also complete a reflection to evaluate their growth in confidence and skill level. Students will publish and present a piece of their writing from summer school Writer’s Workshop with the other writers in their class, give each other feedback, and celebrate their work. Students will end the unit with a gallery-walk to share their chosen informational pieces with writers from another class, provide feedback to the other writers in their school community using compliments pages, and complete a final reflection on their strengths as a writer based on the feedback they received from the gallery walk.

Bloom’s Levels: analyze; Webb’s DOK: 3
**Engaging Scenario** (An Engaging Scenario is a culminating activity that includes the following components: situation, challenge, specific roles, audience, product or performance.)

You are an author of children’s books. The editors of *National Geographic Kids* magazine have invited you to be a guest writer for an upcoming issue. You need to research and write an informative piece to examine a topic of your choice and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content that will interest the readers of *National Geographic Kids* magazine. You will publish your informative piece to share with the writers in your writer’s workshop community before submitting your final draft to the editors of *National Geographic Kids* magazine.

**Rubric for Engaging Scenario:**
Summer School Sixth-Grade Research-Based Informational Writing Scoring Guide
<table>
<thead>
<tr>
<th>Engaging Experience Title</th>
<th>Lesson</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Engaging Experience 1: Gathering Ideas</strong></td>
<td>(Week 1) Day 1 Introduction to Writer’s Workshop and Getting to Know Each Other</td>
<td>Students will get to know the structure of Writer’s Workshop and each other by interviewing a partner, finding similarities they share, and introducing their partners to the rest of the class.</td>
<td>1 Block/Writer’s Workshop</td>
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<td></td>
<td>Day 2 Use Writing Process to Develop and Present Classroom Expectations Mini-Posters</td>
<td>Students will discuss the goal of creating a safe, caring writing community and establish classroom expectations for writer’s workshop. They will work in groups to use the writing process (brainstorm, plan, draft, revise, edit, and publish) to make and present mini-posters for classroom expectations.</td>
<td>1 Block/Writer’s Workshop</td>
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<td></td>
<td>Day 3 Launching the Writer’s Notebook and Gathering Ideas</td>
<td>Students will establish a writer’s notebook and use strategies from Ralph Fletcher’s book, <em>A Writer’s Notebook: Unlocking the Writer Within You</em>, to gather ideas and topics in a meaningful way. Students will create a heart map and generate lists of possible ideas and topics based on personal experiences and interests.</td>
<td>1 Block/Writer’s Workshop</td>
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<td>Day 4 Pre-Assessment: On-Demand Informational Writing</td>
<td>Students will have one block to write an informational (or all-about) text that teaches others interesting and important information and ideas about the topic. They will plan, draft, revise, and edit in one sitting.</td>
<td>1 Block/Writer’s Workshop</td>
</tr>
<tr>
<td><strong>Engaging Experience 2: Using Mentor Texts to Grow as Writers</strong></td>
<td>Day 5 Introduce Language Study - Writing that Inspires</td>
<td>Students will be introduced to the language study part of workshop and set-up the “Language Study” section of their writer’s notebooks. Students will use a mentor text from Chapter 10, “Writing that Inspires,” of <em>A Writer’s Notebook: Unlocking the Writer Within You</em>, to analyze the language and structure of the poem and to write their own “I am a person who . . .” poems.</td>
<td>1 Block/Writer’s Workshop</td>
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<td>(Week 2) Day 6</td>
<td>Students will learn about nouns and metaphors and free write to brainstorm ideas for their own comparisons and</td>
<td>1 Block/Writer’s Workshop</td>
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<tr>
<td>Day 7</td>
<td>Revising, Editing, and Publishing Metaphor Poems</td>
<td>Students will use a checklist to revise their four metaphor poems for focus/idea development and language/word choice, and edit for conventions. They will then publish their final drafts in a digital writing portfolio or on paper.</td>
<td>1 Block/Writer’s Workshop</td>
</tr>
<tr>
<td>Day 8</td>
<td>Writing off a Mentor Text - “Motion” Poems</td>
<td>Students will analyze Nancy Mack’s poem “Rebound” and create their own “Motion” poems that include five or more adverbs.</td>
<td>1 Block/Writer’s Workshop</td>
</tr>
<tr>
<td>Day 9</td>
<td>Revising and Editing: “Motion” Poems</td>
<td>Students will use a checklist and peer reviews to revise their “Motion” poems for focus/idea development and language/word choice, and edit for conventions. They will then publish their final drafts.</td>
<td>1 Block/Writer’s Workshops</td>
</tr>
<tr>
<td>Day 10</td>
<td>Publishing Celebration</td>
<td>Students will publish and share a piece of their writing from the first two weeks of summer school with the other writers in their community, give each other feedback, and celebrate their work.</td>
<td>1 Block/Writer’s Workshop</td>
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<tr>
<td><strong>Engaging Experience 3: The Research and Writing Process</strong></td>
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<tr>
<td><strong>(Week 3)</strong></td>
<td>Day 11</td>
<td>Fierce Wonderings</td>
<td>Using Chapter 2, “Fierce Wonderings,” from Ralph Fletcher’s book, <em>A Writer’s Notebook: Unlocking the Writer Within You</em>, students will generate a list of possible ideas and topics by recording in their notebooks questions that they have about the world around them. They will explore resources to find answers to their questions through the online research databases on the Mid-Continent Public Library website.</td>
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<td>Days 12</td>
<td>Seymour Simon Noticings</td>
<td>Students will be introduced to the nonfiction author, Seymour Simon. They will record observations of “noticings” about his author’s craft and style through a review of a collection of his books.</td>
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<tr>
<td>Day 13</td>
<td>Analyze Text Structures: Define and Describe</td>
<td>Students will be introduced to descriptive text structures and analyze examples of definition and description in Seymour Simon’s writing. Then they will gather information and facts about an animal, ecosystem, or natural phenomenon (hurricane, tornado, earthquake, etc.) of their choice, using an online encyclopedia and database, to gather and organize facts and descriptions for an informational paragraph to define and describe their topics.</td>
<td>1 Block/Writer’s Workshop</td>
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<tr>
<td>Day 14</td>
<td>Research: Definition/Description Paragraph</td>
<td>Students will use concept maps to record information their topic, using sources from the database <em>Explora for Kids</em> through the Mid-Continent Public Library website, to gather and organize facts and descriptions for an informational paragraph to define and describe their topics.</td>
<td>1 Block/Writer’s Workshop</td>
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<tr>
<td>Day 15</td>
<td>Draft, Revise and Edit: Definition/Description Paragraph</td>
<td>Students will write the first draft of an informational paragraph using description and definition to organize their information. Then they will use a checklist to revise and edit their paragraph for focus, organization, elaboration, language and conventions.</td>
<td>1 Block/Writer’s Workshop</td>
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<tr>
<td>(Week 4) Day 16</td>
<td>Analyze Text Structure: Comparison and Contrast</td>
<td>Students will learn about comparison and contrast text structure. They will analyze examples of comparison and contrast in Seymour Simon’s writing. Then they will gather information and facts about two animals, ecosystems, or natural phenomenon of their choice, using an online encyclopedia, to write a paragraph using comparison and contrast.</td>
<td>1 Block/Writer’s Workshop</td>
</tr>
<tr>
<td>Day 17</td>
<td>Research: Comparison/Contrast Paragraph</td>
<td>Students will complete their research using a t-chart to organize their information to compare and contrast two animals, ecosystems, or natural phenomenon of their choice. They will use sources from the database <em>Explora for Kids</em> through the Mid-Continent Public Library website, to gather information to write a paragraph using comparison and contrast text structure.</td>
<td>1 Block/Writer’s Workshop</td>
</tr>
<tr>
<td>Day 18</td>
<td>Draft: Comparison/Contrast Paragraph</td>
<td>Students will write the first draft of an informational paragraph using comparison and contrast to organize their information about an animal, ecosystem, or natural phenomenon (hurricane, tornado, earthquake, etc.) of their choice. Then they will gather information and facts, using an online encyclopedia and database, to write a paragraph using comparison and contrast text structure</td>
<td>1 Block/Writer’s Workshop</td>
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<td>Day 19</td>
<td>Revise and Edit: Comparison/Contrast Paragraph</td>
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<tr>
<td>Students will use a checklist and peer reviews to revise and edit their comparison/contrast paragraph for focus, organization, elaboration, language and conventions.</td>
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<td>1 Block/Writer’s Workshop</td>
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<thead>
<tr>
<th>Day 20</th>
<th>Compare and Contrast Informational Writing Formats</th>
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<tbody>
<tr>
<td>Students will be introduced to the engaging scenario for the unit. They will compare and contrast the format, structures, and text features of Seymour Simon’s nonfiction books with articles from <em>National Geographic Kids</em> magazine.</td>
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<td>1 Block/Writer’s Workshop</td>
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<tr>
<th>Engaging Experience 4: Assess, Reflect and Celebrate (Week 5) Day 21 Engaging Scenario: Post-Assessment</th>
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<tbody>
<tr>
<td><strong>Engaging Scenario Culminating Project</strong></td>
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<tr>
<td>Students will have one block to write an informational (or all-about) text that teaches others interesting and important information and ideas about the topic. They will plan, draft, revise, and edit in one sitting.</td>
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<td>1 Block/Writer’s Workshop</td>
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<th>Day 22</th>
<th>Self-assess and Reflect on Growth</th>
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<td>Students will use a checklist to self-assess their post-tests and compare their levels of skills on their pretest to their post-test. Then they will complete a reflection to evaluate their growth in confidence and skill level.</td>
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<td>1 Block/Writer’s Workshop</td>
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<tr>
<th>Day 23</th>
<th>Publish and Present Final Piece</th>
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<tr>
<td>Students will publish and present a piece of their writing from summer school Writer’s Workshop with the other writers in their class, give each other feedback, and celebrate their work.</td>
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<td>1 Block/Writer’s Workshop</td>
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<tr>
<th>Day 24</th>
<th>Final Publishing Celebration</th>
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<td>Students will use a gallery-walk to share their chosen informational pieces with writers from another class and provide feedback to the other writers in their school community using compliments pages.</td>
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<tr>
<td>1 Block/Writer’s Workshop</td>
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Unit of Study Terminology

**Big Ideas/Enduring Understandings:** Foundational understandings teachers want students to be able to discover and state in their own words by the end of the unit of study. These are answers to the essential questions.

**Engaging Experience:** Each topic is broken into a list of engaging experiences for students. These experiences are aligned to priority and supporting standards, thus stating what students should be able to do. An example of an engaging experience is provided in the description, but a teacher has the autonomy to substitute one of their own that aligns to the level of rigor stated in the standards.

**Engaging Scenario:** This is a culminating activity in which students are given a role, situation, challenge, audience, and a product or performance is specified. Each unit contains an example of an engaging scenario, but a teacher has the ability to substitute with the same intent in mind.

**Essential Questions:** Engaging, open-ended questions that teachers can use to engage students in the learning.

**Priority Standards:** What every student should know and be able to do. These were chosen because of their necessity for success in the next course, the state assessment, and life.

**Supporting Standards:** Additional standards that support the learning within the unit.

**Topic:** These are the main teaching points for the unit. Units can have anywhere from one topic to many, depending on the depth of the unit.

**Unit of Study:** Series of learning experiences/related assessments based on designated priority standards and related supporting standards.

**Unit Vocabulary:** Words students will encounter within the unit that are essential to understanding. Academic Cross-Curricular words (also called Tier 2 words) are those that can be found in multiple content areas, not just this one. Content/Domain Specific vocabulary words are those found specifically within the content.

**Symbols:**

- This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.

- This symbol depicts an experience that integrates professional skills, the development of professional communication, and/or the use of professional mentorships in authentic classroom learning activities.