6th Grade English Language Arts--Writing Curriculum

Course Description: 6th Grade English Language Arts--Writing is a course that focuses on creating thoughtful readers and writers. The reading portion of this course emphasizes student reading comprehension across literature and informational/expository text while utilizing a variety of strategies. The writing portion has students compose narratives as well as informational/expository and argumentative pieces with additional focus on research, language, speaking and listening, and multimedia integration. The ultimate goal is to produce lifelong readers and writers who can be successful in future endeavors.

Course Philosophy: In the writing classroom, we value authenticity, compassion, opportunity, structures, and feedback. We value these things because writing is powerful, collaborative, difficult, messy, personal, interdisciplinary, and evolving.

Course Format: The day-to-day operation of the classroom should follow a workshop model. This model consists of 5 parts: Read, Write, Study, Do, Share. These parts should be adjusted to meet the needs of students each day, but a general structure would be:

- Read (5 minutes) - Students independently read content-related material.
- Write (15 minutes) - Students perform some aspect of the writing process (prewrite, draft, revise, edit) with the purpose of building towards the day's mini-lesson.
- Study (20 minutes) - Students receive direct instruction (mini-lesson) from the teacher.
- Do (35 minutes) - Students apply what they've learned through the day's instruction.
- Share (5 minutes) - Debrief and reflect on the successes of the class

6th Grade English Language Arts Scope and Sequence: Reading and Writing

WRITING		READING	
Blocks	**Unit**	**Blocks**	**Unit**
5	Unit 0: Intro to Writer's Workshop	5	Unit 0: Intro to Reader's Workshop
15	Unit 1: Narrative Writing	15	Unit 1: Elements of Literature
30	Unit 2: Informational/Expository Writing	30	Unit 2: Close Reading
20	Unit 3: Argumentative Writing	20	Unit 3: Deep Reading with Fiction & Informational Texts
10	Unit 4: Blended Writing & Public Speaking	10	Unit 4: Culminating Unit

Sample Block Break Down: Classes are organized in a writer's workshop model.

Opening (Read)	QuickWrite (Write)	Mini Lessons (Study)	Student Work Time (Do)	Reflection (Share)
5-10 min	10-15 min	20 min	30-40 min	5 min

	6th Grade	**7th Grade**	**8th Grade**

Conventions	● Parts of speech (noun, verb, adjective, adverb, pronoun)
	● Complete sentences
	● Fragment sentences
	● Run-on sentences
	● Capitalization
	  o First word of a sentence
	  o Proper nouns
	  o I (the pronoun)
	● Pronouns (common ones, what do they replace)
		● Sentence families (simple, compound, complex)
		● Conjunctions
		● Verb Tense
		● Coordinate Adjectives
		● Clauses and phrases
		● Modifiers (dangling and misplaced)
		● Quotations
		● Pronoun-antecedent agreement
		● Subject-verb agreement
			● Complex-compound sentences (how to combine)
			● Gerunds
			● Participles
			● Infinitives
			● Verbs
			● Active vs. Passive Voice
			● Parallelism

Curriculum Revision Tracking

Spring 2022
- Suggested resources to support student learning within units were provided from StudySync, the new ELA & Reading resource adopted beginning SY '22-'23
- Engaging Experiences structure was redesigned to better align with the workshop model
- Scope, sequence, and content alignment across ELA and Reading were improved
- Learning targets and success criteria were developed for each DESE-identified priority standard
- All standards were realigned to match DESE priority standards

Spring 2020

Unit 1
- Added details to all experiences

Unit 2
- Adjusted the number of days for the unit
- Revised the entire unit, including topics and experiences

Unit 3
- Added details to all experiences within topic 1
- Deleted topic 2 (added it to unit 4)

Unit 4
- New topic 1 and all new experiences
- New engaging scenario

Spring, 2019

Unit 1
- Added 2 Essential Questions and Enduring Understandings/Big Ideas
- Renamed Experience 1 in Topic 1
- Added further details to all experience descriptions
- Adjusted timing in all experiences
- Added ongoing skill building expectations for all mini-lessons

Unit 2
- Adjusted the length of the unit from 40 workshops to 20-25
- Added 2 Essential Questions and Enduring Understandings/Big Ideas
- Changed Topic 1 from "Elements of Argumentative Writing and Debate" to "Research and Elements of Argument Writing"
- Created all new experiences in Topic 1
- Deleted Topic 2

- Added ongoing skill building expectations for all mini-lessons

Unit 3
- Changed unit name to "Narrative Writing"
- Removed 1 Essential Questions and Enduring Understandings/Big Ideas
- Removed Topic 2
- Revised all Engaging Experiences in Topic 1
- Added ongoing skill building expectations for all mini-lessons

Added a new Unit 4

Fall, 2018
- Unit 1
  - Time frame changed from 25 writer's workshops to 30
  - Topic 1
    - Title changed from Setting-Up Writer's Workshop to Establishing Writer's Workshop
    - Time frame changed from 5 writer's workshops to 10 writer's workshops
    - Supporting standard 6.W.3.A-E added
- Unit 2
  - Time frame changed from 40 writer's workshops to 35 writer's workshops
  - Topic 2
    - Engaging Experience 1: suggested length of time changed from 10 writer's workshops to 7-10 writer's workshops
    - Engaging Experience 3: suggested length of time changed from 15 writer's workshops to 12-15 writer's workshops

Spring, 2018
- Course Description and Scope and Sequence revised to include expository with informational
- All units revised to include expository with informational
- Unit 1 Vocabulary: Content/Domain Specific revised
- Unit 2 added detail to Enduring Understanding/Big Ideas
- Unit 2 Vocabulary: Content/Domain Specific revised
- Unit 3 Vocabulary: Content/Domain Specific revised

Spring, 2017
- Added detail to all Engaging Experiences in the curriculum.
- Units 2 and 3 were switched in order, and experiences within were revised.
- Unit 4: Added Topic 3: Finalizing the Writing Process

Unit 0: Intro to Writer's Workshop

Subject: ELA
Grade: 6th
Name of Unit: Intro to Writer's Workshop
Length of Unit: 5 Blocks
Overview of Unit: Students will be introduced to writer's workshop, and establish norms and procedures to be a successful writer.

Priority Standards for unit:
- None

Supporting Standards for unit:
- 6.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Essential Questions:
1. How can I establish norms to grow as a writer?

Enduring Understanding/Big Ideas:
1. Set ups norms and expectations for writer's workshop.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Norms Procedures	Writer's Workshop Idea Lists Mentor Texts Publish

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- "The Dot" Peter H. Reynolds
- StudySync Blasts of interest to students

Engaging Experience 1

Title: Classroom and Building Expectations for Students	Suggested Time Length: 1 Block

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will brainstorm and set classroom notes and expectations for the school year.	• I can create norms and expectations.	Creating	3

Supporting Standard(s):

Read	Write	Study	Do	Share
Students read the classroom syllabus	Students brainstorm classroom norms and expectations on their own.			Students share out loud with their peers an expectation they brainstormed.

Instructional Notes:
- Review classroom and building expectations for students
- Workshop routine expectations

Engaging Experience 2

Title: Creating The Writer's Notebook	Suggested Time Length: 1 Block

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will create a writer's notebook.	• I can bring a notebook to class. • I can organize my writer's notebook into sections. • I can familiarize myself with model examples of writer's notebooks.	Remembering/ Understanding	1

Supporting Standard(s):

Read	Write	Study	Do	Share
		Students will listen to the teacher describe the importance of having a writer's notebook. Students study examples of writer's notebooks and their entries.	Students create and label the different sections of their writer's notebooks (notes, mentor texts, ideas, brainstorming, and quickwrites).	

Instructional Notes:
- Resource Section:
  - Notes
  - Mentor Texts Student
- Writing Section:
  - Ideas
  - Brainstorming
  - Quickwrites

Engaging Experience 3

Title: Idea Lists & Publishing Spaces	Suggested Time Length: 2 Blocks

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will brainstorm multiple ideas for future writing tasks.	● I can brainstorm ideas and organize them for future writing tasks.	Remembering/ Understanding	1
The student will create a space to publish their writing throughout the year.	● I can create a space in my notebook or digitally to publish my writing.	Remembering/ Understanding	1

Supporting Standard(s):

Read	Write	Study	Do	Share
	Students independently brainstorm a list of interests for their Idea Lists.		Students create their publishing space for future writings.	Students share out their interests from the Idea List to the class/with a partner.

Instructional Notes:
- Students create a place to publish their writing (in notebooks or digitally) with others (This could be in a Google Drive, a blog, a website)
- Students generate a list of ideas to write about for the year
- **First writer's notebook entry:** Students should respond to quickwrites using mentor texts as writerly guides. They should practice reading a text (like a mentor text) multiple times (cold read, second read) and then respond to text-based prompt(s) after reading. They should practice rereading and revising their writing.

Engaging Experience 4

Title: Setting Goals	**Suggested Time Length:** 1 Block

Priority Standard(s): None

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will write goals for their learning as a writer as they learn throughout the year.	• I can create a goal that has a clear plan and action steps.	Remembering/ Understanding	1

Supporting Standard(s):
● 6.SL.1.A Collaborating Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Read	**Write**	**Study**	**Do**	**Share**
	Students will write 3 goals for their writing over the course of the school year.	Students will study an example goal from the teacher and PDSA over how the goal will be achieved.		Students will participate think-pair-share with other students about their goals. Students will share one challenge that might stand in their way to achieve their goal.

Instructional Notes:
● Students will set writing goals for the different types of writing throughout the year.
● Students will create PDSAs (plan, do, study, act) for their goals

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Teacher/Student Expectations	Students will review classroom and building expectations, as well as workshop routine expectations.	1 Block
Setting Up Writer's Notebooks	Students will set up and organize their resource and writings sections of their notebook.	1 Block
Creating a Space to Publish	● Create a place to publish their writing (in notebooks or digitally) with others (Google Drive, a blog, a website). ● Generate a list of ideas to write about for the year ● Practice quickwriting, reading texts multiple times, responding to text-based prompts, and rereading or revising their writing.	2 Blocks
Setting Up Writer's Goals	● Students will set writing goals for the different types of writing throughout the year. ● Students will create PDSAs for their goals	1 Block

Unit 1: Narrative

Subject: ELA
Grade: 6th
Name of Unit: Narrative
Length of Unit: 15 blocks
Overview of Unit: Students will go through the writing process to produce an effective fictional or imaginary narrative piece that includes use of effective narrative techniques.

Priority Standards for unit:
- 6.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.
- 6.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
- 6.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Supporting Standards for unit:
- 6.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Unwrapped Priority Standards

Priority Standard			
6.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will follow a writing process to produce narrative (poem and story).	• I can prewrite • I can plan an outline • I can write a first draft, redraft and revise, edit and proofread, and publish a narrative piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	• I can use an organizer. • I can choose a point of view. • I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4
The student will produce a narrative appropriate to task, purpose, and audience.	• I can identify the audience, purpose, and task. • I can write a piece in response to the purpose and task for a specific audience	Create	4
The student will write a narrative with clearly identified characters.	• I can identify a protagonist and antagonist. • I can determine if a character is static or dynamic. • I can develop a character's speech, thoughts, effects on others, actions, and looks.	Create	4
The student will produce a narrative with a well-structured plot.	• I can develop exposition, rising action, climax, falling action, and resolution. • I can create a significant/meaningful conflict that builds tension. • I can create a clear climax scene where the conflict comes to an end.	Create	4
The student will produce a narrative using narrative techniques such as theme, dialogue, figurative language, and descriptive details.	• I can choose a topic to develop an overall theme in my narrative. • I can craft scenes with purposeful dialogue. • I can stretch important scenes using sensory details and figurative language.	Create	4

Priority Standard

6.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience.	Analyze	3
The student will reread a passage of writing for a variety of complete sentences.	● I can reread to look for sentence length. ● I can expand my sentence length by adding details where necessary. ● I can take out unnecessary	Analyze	3
The student will choose concrete or specific words for a piece of writing.	● I can look for words that are specific to the topic of the text. ● I can provide a range of words that would better serve the task and purpose of the writing piece. ● I can discern if a word has a positive or negative connotation and analyze to see how it affects the writing piece.	Analyze	3
The student will read a piece of writing for a clear set tone that is consistent throughout the piece.	● I can analyze a piece of writing to understand the author's tone and voice. ● I can choose words that help provide a clear tone and voice in my writing.	Analyze	3

Priority Standard

6.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience.	Analyze	3
The student will read sentences for correct usage of parts of speech (nouns, verbs, adjectives, adverbs, pronouns).	● I can identify the different parts of speech in a sentence. ● I can analyze a sentence to see if a necessary part of speech is missing.	Analyze	3

The student will read a piece of writing for a consistent use of complete sentences.	• I can analyze a sentence to see if a necessary part of speech is missing to see if it is a fragment sentence. • I can analyze a sentence to see if it has multiple subject predicates and provide punctuation where needed in order to make the sentence complete.	Analyze	3
The student will read for correct usage of capitalization in a text.	• I can look for capitalization at the beginning of each sentence in a text. • I can look for capitalization of proper nouns and the letter "I" in a text.	Analyze	3
The student will read for consistent correct usage of pronouns in a text.	• I can identify common pronouns. • I can discern which common pronoun to replace a noun in a sentence.	Analyze	3
The student will read for consistent correct spelling in a text.	• I can identify misspelled words. • I can replace misspelled words with the correct spelling.	Analyze	3
The student will read for consistent correct punctuation in a text.	• I can identify sentences without punctuation at the end. • I can identify lists in sentences and look for proper comma usage.	Analyze	3

Essential Questions:

1. How can I write a narrative using narrative techniques to captivate my audience?
2. How does word choice, style, and syntax impact a piece of writing?
3. How do conventions impact a piece of writing?

Enduring Understanding/Big Ideas:

4. I can write a narrative piece with development, organization, style, voice, and narrative techniques.
5. I can review, revise, and edit a piece of writing's word choice, style, and syntax.
6. I can review, revise, and edit a piece of writing's conventions.

Unit Vocabulary:

Academic Cross-Curricular Words	**Content/Domain Specific**
Story Scene Author Structure	Characters (Static, Dynamic, Protagonist, Antagonist) Character Motives Theme Plot Narrative Strategies (*dialogue, pacing, tone*) Writing Process (*pre-write/brainstorm, draft, revise, edit, publish*)

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- *Eleven by Sandra Cisneros (StudySync)
- *A Wrinkle in Time by Madeleine L'Engle (StudySync)
- *Hatchet by Gary Paulsen (StudySync)
- *Scout's Honor by Avi (StudySync)
- *Red Scarf Girl: A Memoir of the Cultural Revolution by Ji-li Jiang (StudySync)
- *The Mighty Miss Malone by Christopher Paul Curtis (StudySync)
- *Thank you Ma'am by Langston Hughes (StudySync)

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (3 blocks)
You will write a short story, realistic fiction or of a different genre. As a writer, you'll need to plan, draft, revise, and edit your story over the course of 3 blocks. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:
- Include all the scenes for a well structured plot
- Have a clear protagonist and antagonist
- Elaborate using narrative techniques (theme, dialogue, figurative/descriptive language) to help readers picture your story

One way to do this would be to write their short story and then present it as an elevator pitch to their classmates. In their presentations, they will describe their story's conflict, characters, scenes of their plot, how a character is dynamic/ static, the story's theme, important lines of dialogue, and why an audience should read their story. Classmates will then rate how likely they would read their story.

Another way to incorporate this scenario would be that students could choose one particular quickwrite from the unit and take it through the entire writing process.

Students could also create a narrative trailer to present to peers.

Engaging Experience 1

Title: How does a writer tell a good story?	**Suggested Time Length:** 2 Blocks

Priority Standard(s):
- **6.W.2.A.a:** (Approaching the Task as a Writer) Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will follow a writing process to produce narrative (poem and story).	● I can prewrite.	Applying	2

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
Read multiple mentor texts showing narrative techniques. 1st Read - Cold Read Mentor Texts (See suggested texts above)	Begin a narrative idea list. Students will keep a running list of ideas inspired by the different mentor texts Each block students will chose 1 -2 ideas and begin a Quickwrite narratives	2nd Read - Analyze and mark the text for ● Purpose and text ● Word choice ● Theme ● Narrative techniques		Give One - Get One: Students get in partners. Students will share one thing they marked in the text and will get one thing their partner marked in the text Quickwrite share out - Students can choose to share a line or entire quickwrite piece

Instructional Notes:
-Mentor Texts
-Analyzing author's purpose/task, word choice, organization, characters, theme, narrative technique
-Generate ideas for narrative; start quick writes

Suggested order of activities: Read, Study, Write, Share

Engaging Experience 2

Title: Character Development	**Suggested Time Length:** 3 Blocks

Priority Standard(s):
- 6.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will write a narrative with clearly identified characters.	- I can identify a protagonist and antagonist. - I can determine if a character is static or dynamic. - I can develop a character's speech, thoughts, effects on others, actions, and looks.	Create	4

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
Read how a character affects a story. Mentor Texts (See suggested texts above)	Brainstorm at least 3 different kinds of characters	Teacher will explicitly teach character development *(Optional StudySync Resources: Spotlight: Character)* Identify a protagonist and antagonist. Determine if a character is static or dynamic. Analyze a character's speech, thoughts, effects on others, actions, and looks.		

Instructional Notes:
-Study and analyze how a character affects a story
-Characterization (STEAL)
-Protagonist/Antagonist
-Characters' motives
-Dynamic vs. Static
-Create at least 3 different kinds of characters

Suggested order of activities: Read, Study, Write

Engaging Experience 3

Title: Plot- Conflict	Suggested Time Length: 1 Block

Priority Standard(s):

6.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will produce a narrative with a well-structured plot.	● I can create a significant/meaningful conflict that builds tension.	Create	4

Supporting Standard(s):

Read	Write	Study	Do	Share
Read and annotate a mentor text (see suggested texts above) for the text's conflict scene. Annotate for the protagonist's initial conflict and the character's reactions.	Write out the complete conflict scene for a story featuring a character you developed.	Analyze a mentor text's conflict scene. Teacher will teach plot/conflict. *(Optional StudySync Resources: Spotlight: Plot)* Teacher will model how to develop a problem that is meaningful, relevant, and believable.	Students will use an organizer to brainstorm possible character motives and problems their characters may face in their world.	Students will talk and discuss why a conflict is important to a story. Students will have opportunities to share aloud problems they have developed for their characters.

Instructional Notes:
-analyze conflicts in stories as writers
-create a conflict based on a character's motive
-determine if a conflict is meaningful and significant

Suggested order of activities: Read, Study, Do, Share, Write

Engaging Experience 4

Title: Plot - Climax	**Suggested Time Length:** 1 Block

Priority Standard(s):
- 6.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will produce a narrative with a well-structured plot.	● I can create a clear climax scene where the conflict comes to an end.	Create	4

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
Read and annotate a mentor text (see suggested texts above) for the text's climax scene. Mentor Texts (See suggested texts above)	Write out the complete climax scene showcasing how the protagonist deals with the conflict.	Analyze a mentor text's conflict scene. Teacher will teach the plot/climax. *(Optional StudySync Resources: Spotlight: Plot)* Compare and contrast key components of conflict scenes vs. climax scenes.	Brainstorm a list of conflict scenes that could take place within a story.	Present to peers compare and contrast conflict scenes vs. climax scenes.

Instructional Notes:
-Analyze how a problem gets dealt with in a story.
-Students will write climax scenes that showcase how a protagonist ultimately deals with or fixes a problem.

Suggested order of activities: Read, Study, Share, Do, Write

Engaging Experience 5

Title: Plot - Intros/Leads	**Suggested Time Length:** 1 Block

Priority Standard(s):
- 6.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will produce a narrative with a well-structured plot.	• I can develop exposition, rising action.	Create	4

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
Read and annotate a mentor text (see suggested texts above) for the text's exposition scene.	Teacher will provide a simple intro scene for a story where students will need to write out different types of exposition using narration, description, and/or dialogue.	Analyze mentor texts for how an author hooks an audience. Teacher will teach story intro/leads. *(Optional StudySync Resources: Spotlight: Story Beginnings)* Study how these components are used in the exposition of a story: • Narration • Description • Dialogue		Students will choose their favorite intro that they wrote to share out loud with a small group.

Instructional Notes:
-Analyze mentor texts
-write/practice different styles to hook a reader
Suggested order of activities: Read, Study, Write, Share

Engaging Experience 6

Title: Plot - Story Spine	**Suggested Time Length:** 1 Block

Priority Standard(s):
- 6.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
I can follow a writing process to produce narrative (poem and story).	• I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish a narrative piece.	Applying	2
I can produce clear, coherent writing with development, organization, style, and voice in mind.	• I can use an organizer. • I can choose a point of view. • I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Creating	4
I can produce a narrative appropriate to task, purpose, and audience.	• I can identify the audience, purpose, and task. • I can write a piece in response to the purpose and task for a specific audience.	Creating	4
I can produce a narrative with a well-structured plot.	• I can develop exposition, rising action, climax, falling action, and resolution. • I can create a significant/meaningful conflict that builds tension. • I can create a clear climax scene where the conflict comes to an end.	Creating	4

Supporting Standard(s):

Read	Write	Study	Do	Share
Analyze a mentor text and organize the different scenes of a story into a plot organizer.	Students will choose a character they've brainstormed and write out the different scenes of a story in a story spine organizer. After brainstorming and organizing, students will write out each scene in length.	1. Teacher will teach how stories are organized (pieces of plot). *(Optional StudySync Resources: Organizing Narrative Writing; Conclusions)* 2. Using an organizer (ex: Pixar/ Khan Academy Storytelling Online - Story Spine), the teacher models how to brainstorm story scenes based off of a character they've brainstormed in previous lessons. The teacher will then organize the scenes into the organizer.		Students will discuss and share what they labeled the different scenes of their mentor texts.

Instructional Notes:
-Students write and fill out the story spine organizer for a short story of their own creation

Suggested order of activities: Study, Read, Share, Study, Write

Engaging Experience 7

Title: Narrative Techniques	**Suggested Time Length:** 2 Blocks

Priority Standard(s):

- 6.W.2.A.a Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Narrative: Develop narratives including poems about real or imagined experiences, with clearly identified characters, well-structured event sequences, narrative techniques and relevant, descriptive details.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will produce a narrative using narrative techniques such as theme, dialogue, figurative language, and descriptive details.	- I can choose a topic to develop an overall theme in my narrative. - I can craft scenes with purposeful dialogue. - I can stretch important scenes using sensory details and figurative language.	Creating	4

Supporting Standard(s):

Read	Write	Study	Do	Share
1.) Read and annotate a mentor text (see suggested texts above) for sensory language/thoughts and feelings.. 2.) Read and annotate a mentor text (see suggested texts above) for dialogue..	1.) Students will add sensory language and thoughts/ feelings to their scenes in their story spine. 2.) Students will add dialogue to their most dramatic scenes in their story spine.	1.) Teacher will explicitly teach narrative techniques (sensory language/thoughts and feelings). Teacher explains how and when author's decide to stretch out scenes using narrative techniques. *(Optional StudySync Resources: Spotlight: Narrative Techniques; Descriptive Details; Figurative Language - Literary Texts)* 2.) Teacher will explicitly teach narrative techniques (dialogue).	1.) Students will practice with multiple prompts how to write showing sensory language/ thoughts and feelings. 2.) Students will analyze a mentor text's dialogue. Students will practice writing dialogue in a scene. They will go back and revise their dialogue.	1.) Students will share out loud a paragraph from their story that includes sensory language and thoughts/feelings. 2.) Students will discuss when dialogue helps add to a scene or is not necessary to a scene.

Instructional Notes:
-Sensory Language
-Thoughts/Feelings
-Dialogue

Suggested order of activities: 1st Block–Read, Study, Do, Write, Share; 2nd Block–Read, Study, Do, Write, Share

Engaging Experience 8

Title: Revision	Suggested Time Length: 1 Block

Priority Standard(s):
- 6.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
- 6.W.3.A.c Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Conventions of standard English and usage: Demonstrate a command of the conventions of standard English grammar and usage, including spelling and punctuation

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	I can reread a piece of writing. I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience.	Analyzing	3
The student will reread a piece of writing for a variety of complete sentences.	I can reread to look for sentence length. I can expand my sentence length by adding details where necessary. I can take out unnecessary details	Analyzing	3
The student will choose concrete or specific words for a piece of writing.	I can look for words that are specific to the topic of the text. I can provide a range of words that would better serve the task and purpose of the writing piece. I can discern if a word has a positive or negative connotation and analyze to see how it affects the writing piece.	Analyzing	3
The student will read a piece of writing for a clear set tone that is consistent throughout the piece.	I can analyze a piece of writing to understand the author's tone and voice. I can choose words that help provide a clear tone and voice in my writing.	Analyzing	3
The student will read sentences for correct usage of parts of speech (nouns, verbs, adjectives, adverbs, pronouns).	I can identify the different parts of speech in a sentence. I can analyze a sentence to see if a necessary part of speech is missing.	Analyzing	3
The student will read a piece of writing for a consistent use of complete sentences.	I can analyze a sentence to see if a necessary part of speech is missing to see if it is a fragment sentence. I can analyze a sentence to see if it has	Analyzing	3

	multiple subject predicates and provide punctuation where needed in order to make the sentence complete.		
The student will read for correct usage of capitalization in a text.	• I can look for capitalization at the beginning of each sentence in a text. • can look for capitalization of proper nouns and the letter "I" in a text.	Analyzing	3
I can read for consistent correct usage of pronouns in a text.	• I can identify common pronouns. • I can discern which common pronoun to replace a noun in a sentence.	Analyzing	3
I can read for consistent correct spelling in a text.	• I can identify misspelled words. • I can replace misspelled words with the correct spelling.	Analyzing	3
I can read for consistent correct punctuation in a text.	• I can identify sentences without punctuation at the end. • I can identify lists in sentences and look for proper comma usage.	Analyzing	3

Supporting Standard(s):
- 6.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others

Read	**Write**	**Study**	**Do**	**Share**
Students will reread their short story and annotate for plot, characters, narrative techniques.	Students will revise and add to the writing to best organize their writing and showcase their style of writing. Students will fix spelling and conventional errors.	Teacher models how to revise and edit a story for organization, style, and conventions. *(Optional StudySync Resources: Spotlight Parts of Speech, Capitalization, Spelling; Language, Style, and Audience - Literary Texts)*	Students pair up and revise and edit each other's stories.	

Instructional Notes: Students will revise and edit their short stories and other students' short stories.
Suggested order of activities: Study, Read, Write, Do

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
How Does a Writer Tell a Good Story?	● Mentor Texts ● Analyzing author's purpose/task, word choice, organization, characters, theme, narrative technique ● Generate ideas for narrative; start quick writes	2 Blocks
Character Development	● Study and analyze how a character affects a story ● Characterization (STEAL) ● Protagonist/Antagonist ● Characters' motives ● Dynamic vs. Static ● Create at least 3 different kinds of characters	3 Blocks
Plot - Conflict	● Analyze conflicts in stories as writers ● Create a conflict based on a character's motive ● Determine if a conflict is meaningful and significant	1 Blocks
Plot - Climax	● Analyze how a problem gets dealt with in a story. ● Students will write climax scenes that showcase how a protagonist ultimately deals with or fixes a problem.	1 Blocks
Plot - Intro/Leads	● Analyze mentor texts ● Write/practice different styles to hook a reader	1 Blocks
Plot - Story Spine	● Students write and fill out the story spine organizer for a short story of their own creation	1 Blocks
Narrative Techniques	● Sensory language ● Thoughts/feelings ● Dialogue	2 Blocks
Revision	● Students will revise and edit their short stories and other students' short stories.	1 Blocks
Engaging Scenario	Students will plan, draft, revise, and edit a short story, realistic fiction or of a different genre. Story must include all the scenes for a well structured plot, have a clear protagonist and antagonist , and elaborate using narrative techniques (theme, dialogue, figurative/descriptive language) to help readers picture your story. Alternatively, students could create a narrative trailer to present to peers.	3 Blocks

Unit 2: Informational/Expository Writing

Subject: ELA
Grade: 6th
Name of Unit: Informational/Expository Writing
Length of Unit: 30 blocks
Overview of Unit: Students will conduct research and later go through the writing process to produce an expository piece that includes all elements of an informational essay, as well as relevant evidence gathered from multiple sources.

Priority Standards for unit:
- 6.W.1.A.a Approaching the Task as a Researcher Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- 6.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details
- 6.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text,and provide a conclusion that follows from the text.
- 6.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships and connect ideas, claims and signal time shifts

Unwrapped Priority Standards

Priority Standard			
6.W.1.A.a Approaching the Task as a Researcher Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will research a topic using multiple sources	● I can gather information from multiple sources (printed or digital). ● I can identify if a source is credible and reliable narrative piece.	Apply	2
The student cite a source using a standard citation system.	● I can operate a citation tool to create a bibliography and in-text citations ● I can identify the author, page number, and publisher of a source	Remember	1
Priority Standard			
6.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will follow a writing process to produce an expository piece.	● I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish an expository piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	● I can use a text structure organizer. ● I can choose a point of view. ● I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4
The student will produce an expository piece appropriate to task, purpose, and audience.	● I can identify the audience, purpose, and task. ● I can write a piece in response to the purpose and task for a specific audience.	Create	2
The student will examine a topic with relevant facts, examples, and details.	● I can research a topic and gather relevant information from multiple sources. ● I can evaluate if a source is reliable and credible. ● I can quote and paraphrase relevant information from a source. ● I can properly cite information using in-text citations and a bibliography.	Create	4

Priority Standard			
6.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience.	Analyze	3
The student will organize a piece of writing by having a clear introduction.	● I can reread and look for a hook, a claim/thesis, and transition sentences in the introduction. ● If any of the pieces above are missing, I can generate and rewrite to add to the introduction.	Analyze	3
The student will analyze and organize a piece of writing to ensure there is a clear focus throughout the piece.	● I can reread and track the main focus throughout a piece. ● If the focus is unclear, I can incorporate more writing to help maintain clarity.	Analyze	3
The student will organize a piece of writing by providing a conclusion and the end.	● I can reread the conclusion and look for a restated claim/thesis, summary of main point, and conclusion sentence. ● If any of the pieces above are missing, I can generate and rewrite to add to the conclusion.	Analyze	3
Priority Standard			
6.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships and connect ideas, claims and signal time shifts			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience..	Analyze	3
The student will read for correct usage of signal words in a text based on the text's structure.	● I can identify a text's purpose and structure. ● I can provide, when needed, a list of signal words based on the text's structure.	Analyze	3
The student will read for correct usage of transitional words in an introduction paragraph.	● I can provide, when needed, a list of signal words to help guide a reader from the introduction to the body of a text.	Analyze	3
The student will read for correct usage of transitional words in a conclusion paragraph.	● I can provide, when needed, a list of signal words to help guide a reader from the body to the conclusion of a	Analyze	3

	text.		

Essential Questions:

1. How can I research and cite information about a topic?
2. How can I write an expository piece using research to captivate and inform my audience on a specific topic?
3. How does organization impact a piece of writing?
4. How does transitions impact a piece of writing?

Enduring Understanding/Big Ideas:

1. I can curate research from multiple sources relevant to my research topic.
2. I can write an expository piece of writing with development, organization, style and voice using relevant facts, examples, and details from my research.
3. I can review, revise, and edit a piece of writing's organization.
4. I can review, revise, and edit a piece of writing's transitions.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Research Plagiarize Nonfiction Conduct Relevant Audience	Expository Credible/Reliable In-Text Citations Text Structure Source Voice Tone Hook Claim/ Thesis Transition Signal Words

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- *Eleven by Sandra Cisneros (StudySync)
- *Hatshepsut: His Majesty, Herse (StudySync)
- *Margaret Bourke-White: Fearless Photographer (StudySync)
- *Donna O'Meara: The Volcano Lady (StudySync)
- *Hoot (StudySync)
- *Dare to Be Creative! (StudySync)
- *Heroes Every Child Should Know (StudySync)
- *Perseus (StudySync)
- Articles from Newsela (accessible in the Portal)

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (10 blocks)

Think of a topic that you've studied or that you know a lot about (or could even be pulled from a previous quick write from the unit). You will write an informational/expository or explanatory text that teaches others interesting and important information and ideas about this topic. Write in such a way that shows all you know about informational or explanatory writing. In your writing, make sure you:

- Choose a topic and purpose you would like to inform others about.
- Curate information from reliable sources.
- Organize your writing in a text structure, introduction, body, conclusion. Include transitional words and phrases that help your reader follow the text structure.
- Include properly cited, relevant text evidence from research.
- Review, revise, edit your piece prior to publication.

Some ways to complete this Engaging Scenario could be:

- You can choose a topic you have learned about in another class. Reteach the topic in the form of an informative writing piece for an authentic audience (consider upper grade level students). You can publish your piece on a digital platform such as Edublogs.

You can partner this project with Reading by incorporating specific and purposeful word choice, figurative language, and text features.

- Another way to incorporate this scenario would be that students could choose one particular quickwrite from the unit and take it through the entire writing process. *Optional StudySync Resource: Organizing Informative Writing.*

Engaging Experience 1

Title: How Does a Writer Communicate in Nonfiction Texts?	**Suggested Time Length:** 2 Blocks

Priority Standard(s):

- **6.W.3.A.a** Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text,and provide a conclusion that follows from the text
- **6.W.3.A.d** Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships and connect ideas, claims and signal time shifts

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience.	Analyze	3
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience..	Analyze	3
The student will read for correct usage of signal words in a text based on the text's structure.	● I can identify a text's purpose and structure. ● I can provide, when needed, a list of signal words based on the text's structure.	Analyze	3
The student will read for correct usage of transitional words in an introduction paragraph.	● I can provide, when needed, a list of signal words to help guide a reader from the introduction to the body of a text.	Analyze	3
The student will read for correct usage of transitional words in a conclusion paragraph.	● I can provide, when needed, a list of signal words to help guide a reader from the body to the conclusion of a text.	Analyze	3

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
1.) Students will briefly read different styles of nonfiction texts around the room. 2.) Students will read and practice looking for key components in texts. *(Optional StudySync Resources: Spotlight: Informational Text Structure - Warriors Don't Cry)*	1.) Students will write down and brainstorm what they noticed about nonfiction texts.	1.) Teacher introduces nonfiction texts for students to become familiar with. These can be example texts or mentor texts by explaining the rules and norms for the gallery walk activity. 2.) Teacher models how and what to look for in nonfiction texts. *(Optional StudySync Resources: Spotlight: Informational Text Structure - Warriors Don't Cry)*	1.) Students will walk around and practice in a gallery walk to observe key components of nonfiction texts. 2.) Students will practice familiarizing themselves with text structures *(Optional StudySync Resources: Spotlight: Informational Text Structure - eWarriors Don't Cry)*	1.) Students will share their findings with the whole group.

Instructional Notes:
Students will be introduced to nonfiction texts.

Suggested order of activities: 1st Block–Study, Do, Read, Write, Share; 2nd Block–Study, Read, Do

Engaging Experience 2

Title: Text Structure: Description	**Suggested Time Length:** 2 Blocks

Priority Standard(s):

6.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details

6.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships and connect ideas, claims and signal time shifts

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will follow a writing process to produce an expository piece.	● I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish an expository piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	● I can use a text structure organizer. ● I can choose a point of view. ● I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4
The student will produce an expository piece appropriate to task, purpose, and audience.	● I can identify the audience, purpose, and task. ● I can write a piece in response to the purpose and task for a specific audience.	Create	2
The student will read for correct usage of signal words in a text based on the text's structure.	● I can identify a text's purpose and structure. ● I can provide, when needed, a list of signal words based on the text's structure.	Analyze	3

Supporting Standard(s):

Read	Write	Study	Do	Share
1.) Read and annotate mentor text with description text structure. Annotate for purpose, organization, and signal words. 2.) Students will reread their first draft to look for key components of description text structure, voice and tone, variety of sentences, and style.	1.) Students quickwrite with prompt that encourages descriptive structure 2.) Students will write their first draft. After rereading their work, students will revise and edit.	1.) Teacher explicitly teaches description text structure's purpose, organizer, and signal words. *(Optional StudySync Resources: Spotlight: Informational Text Structure -)*	2.) Students will receive a new writing prompt for descriptive structure. Students will prewrite and brainstorm their thoughts. Students will take their thoughts and organize them using the description text structure organizer.	2.) Students publish their writing in a digitally-shared space; students comment on each others' work.

Instructional Notes:
Students will learn and analyze the following components of description text structure:
-Organization
-Signal Words
-Topic sentence
-Mentor texts
-Voice
-Purpose

Suggested order of activities: 1st Block–Write, Study, Read; 2nd Block–Do, Write, Read, Write, Share

Engaging Experience 3

Title: Text Structure: Sequence of Events	**Suggested Time Length:** 2 Blocks

Priority Standard(s):

6.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details

6.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships and connect ideas, claims and signal time shifts

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will follow a writing process to produce an expository piece.	● I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish an expository piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	● I can use a text structure organizer. ● I can choose a point of view. ● I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4
The student will produce an expository piece appropriate to task, purpose, and audience.	● I can identify the audience, purpose, and task. ● I can write a piece in response to the purpose and task for a specific audience.	Create	2
The student will read for correct usage of signal words in a text based on the text's structure.	● I can identify a text's purpose and structure. ● I can provide, when needed, a list of signal words based on the text's structure.	Analyze	3

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
1.) Read and annotate mentor text with sequence of events text structure. Annotate for purpose, organization, and signal words. 2.) Students will reread their first draft to look for key components of sequence of events text structure, voice and tone, variety of sentences, and style.	1.) Students quickwrite with prompt that encourages sequence of events structure. 2.) Students will write their first draft. After rereading their work, students will revise and edit.	1.) Teacher explicitly teaches sequence of events text structure's purpose, organizer, and signal words. *(Optional StudySync Resources: Spotlight: Informational Text Structure - Malala Yousafzai - Nobel Lecture)*	2.) Students will receive a new writing prompt for sequence of events text structure. Students will prewrite and brainstorm their thoughts. Students will take their thoughts and organize them using the sequence of events text structure organizer.	2.) Students publish their writing in a digitally-shared space; students comment on each others' work.

Instructional Notes:
Students will learn and analyze the following components of sequence of events text structure:
-Organization
-Signal Words
-Topic sentence
-Mentor texts
-Voice
-Purpose

Suggested order of activities: 1st Block–Write, Study, Read; 2nd Block–Do, Write, Read, Write, Share

Engaging Experience 4

Title: Text Structure: Compare & Contrast	**Suggested Time Length:** 1 Block

Priority Standard(s):

6.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details

6.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships and connect ideas, claims and signal time shifts

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will follow a writing process to produce an expository piece.	● I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish an expository piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	● I can use a text structure organizer. ● I can choose a point of view. ● I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4
The student will produce an expository piece appropriate to task, purpose, and audience.	● I can identify the audience, purpose, and task. ● I can write a piece in response to the purpose and task for a specific audience.	Create	2
The student will read for correct usage of signal words in a text based on the text's structure.	● I can identify a text's purpose and structure. ● I can provide, when needed, a list of signal words based on the text's structure.	Analyze	3

Supporting Standard(s):

Read	Write	Study	Do	Share
1.) Read and annotate mentor text with compare and contrast text structure. Annotate for purpose, organization, and signal words. 2.) Students will reread their first draft to look for key components of compare and contrast text structure, voice and tone, variety of sentences, and style.	1.) Student quickwrite with prompt that encourages compare and contrast structure. 2.) Students will write their first draft. After rereading their work, students will revise and edit.	1.) Teacher explicitly teaches compare and contrast text structure's purpose, organizer, and signal words. *(Optional StudySync Resources: Spotlight: Compare and Contrast Informational Texts)*	2.) Students will receive a new writing prompt for compare and contrast structure. Students will prewrite and brainstorm their thoughts. Students will take their thoughts and organize them using the compare and contrast text structure organizer.	2.) Students publish their writing in a digitally-shared space; students comment on each others' work.

Instructional Notes:
Students will learn and analyze the following components of compare and contrast text structure:
-Organization
-Signal Words
-Topic sentence
-Mentor texts
-Voice
-Purpose

Suggested order of activities: 1st Block–Write, Study, Read; 2nd Block–Do, Write, Read, Write, Share

Engaging Experience 5

Title: Text Structure: Cause & Effect	**Suggested Time Length:** 2 Blocks

Priority Standard(s):

6.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details

6.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships and connect ideas, claims and signal time shifts

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will follow a writing process to produce an expository piece.	● I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish an expository piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	● I can use a text structure organizer. ● I can choose a point of view. ● I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4
The student will produce an expository piece appropriate to task, purpose, and audience.	● I can identify the audience, purpose, and task. ● I can write a piece in response to the purpose and task for a specific audience.	Create	2
The student will read for correct usage of signal words in a text based on the text's structure.	● I can identify a text's purpose and structure. ● I can provide, when needed, a list of signal words based on the text's structure.	Analyze	3

Supporting Standard(s):

Read	Write	Study	Do	Share
1.) Read and annotate mentor text with cause and effect text structure. Annotate for purpose, organization, and signal words. 2.) Students will reread their first draft to look for key components of cause and effect text structure, voice and tone, variety of sentences, and style.	1.) Students quickwrite with prompt that encourages cause and effect structure. 2.) Students will write their first draft. After rereading their work, students will revise and edit.	1.) Teacher explicitly teaches cause and effect text structure's purpose, organizer, and signal words.	2.) Students will receive a new writing prompt for cause and effect structure. Students will prewrite and brainstorm their thoughts. Students will take their thoughts and organize them using the cause and effect text structure organizer.	2.) Students publish their writing in a digitally-shared space; students comment on each others' work.

Instructional Notes:
Students will learn and analyze the following components of cause and effect text structure:
-Organization
-Signal Words
-Topic sentence
-Mentor texts
-Voice
-Purpose

Suggested order of activities: 1st Block–Write, Study, Read; 2nd Block–Do, Write, Read, Write, Share

Engaging Experience 6

Title: Text Structure: Problem & Solution	Suggested Time Length: 2 Blocks

Priority Standard(s):

6.W.2.A.b Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details.

6.W.3.A.d Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use transitions to clarify relationships and connect ideas, claims and signal time shifts.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will follow a writing process to produce an expository piece.	● I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish an expository piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	● I can use a text structure organizer. ● I can choose a point of view. ● I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4
The student will produce an expository piece appropriate to task, purpose, and audience.	● I can identify the audience, purpose, and task. ● I can write a piece in response to the purpose and task for a specific audience.	Create	2
The student will read for correct usage of signal words in a text based on the text's structure.	● I can identify a text's purpose and structure. ● I can provide, when needed, a list of signal words based on the text's structure.	Analyze	3

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
1.) Read and annotate mentor text with problem and solution text structure. Annotate for purpose, organization, and signal words. 2.) Students will reread their first draft to look for key components of problem and solution text structure, voice and tone, variety of sentences, and style.	1.) Students quickwrite with prompt that encourages problem and solution structure. 2.) Students will write their first draft. After rereading their work, students will revise and edit.	1.) Teacher explicitly teaches problem and solution text structure's purpose, organizer, and signal words. *(Optional StudySync Resources: Informational Text Structure - Everybody Jump)*	2.) Students will receive a new writing prompt for problem and solution structure. Students will prewrite and brainstorm their thoughts. Students will take their thoughts and organize them using the problem and solution text structure organizer.	2.) Students publish their writing in a digitally-shared space; students comment on each others' work.

Instructional Notes:
-Students will learn and analyze the following components of problem and solution text structure:
-Organization
-Signal Words
-Topic sentence
-Mentor texts
-Voice
-Purpose

Suggested order of activities: 1st Block–Write, Study, Read; 2nd Block–Do, Write, Read, Write, Share

Engaging Experience 7

Title: Credible & Reliable Sources	Suggested Time Length: 1 Block

Priority Standard(s):
- **6.W.1.A.a** Approaching the Task as a Researcher Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will research a topic using multiple sources	• I can gather information from multiple sources (printed or digital). • I can identify if a source is credible and reliable narrative piece.	Apply	2

Supporting Standard(s):

Read	Write	Study	Do	Share
		Teacher models on how to evaluate resources for their reliability and credibility.	Students are given a list of sources and they need to determine if a source is reliable or not.	

Instructional Notes:
- Teacher models on how to evaluate resources for their reliability and credibility.
- Students are given a list of sources and they need to determine if a source is reliable or not.

Suggested order of activities: Study, Do

Engaging Experience 8

Title: How to Gather Relevant Information	Suggested Time Length: 3 Blocks

Priority Standard(s):
- **6.W.1.A.a** Approaching the Task as a Researcher Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- **6.W.2.A.b** Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will research a topic using multiple sources	● I can gather information from multiple sources (printed or digital). ● I can identify if a source is credible and reliable narrative piece.	Apply	2
The student will examine a topic with relevant facts, examples, and details.	● I can research a topic and gather relevant information from multiple sources. ● I can evaluate if a source is reliable and credible.	Create	4

Supporting Standard(s):

Read	Write	Study	Do	Share
1.) Read and annotate (sample texts→ Oh, Yikes!: History's Grossest Wackiest Moments; Eleven by Sandra Cisneros, Hatshepsut: His Majesty, Herself 2.) Read and annotate for strong pieces of text evidence that support the prompts.	1.) Students will take notes during teacher presentation. 2.) Students will respond to multiple prompts in relation to text evidence using their mentor texts. Students should practice identifying and writing strong pieces of textual evidence to support their answers.	1.) Teacher will explicitly teach what is textual evidence and what it is used for. *(Optional StudySync Resources: Spotlight: Text Evidence Informational Text)* 2.) Teacher will model how to collect strong textual evidence. Students should practice collecting strong/relevant/ useful textual evidence to support their answers. 3.) Teacher models an example of a one-pager.	3.) Teacher provides students a task to create a one-pager over a topic of the students' choosing. Students must provide multiple pieces of strong textual evidence from multiple reliable sources.	3.) Students present their one-pager with others in the class.

Instructional Notes:
Over the course of a few blocks, students will learn, practice, and demonstrate their learning of textual evidence.

Suggested order of activities: 1st Block–Study, Read, Write; 2nd Block–Study, Read, Write; 3rd Block–Study, Do, Share

Engaging Experience 9

Title: Quotes and Paraphrase	**Suggested Time Length:** 1 Blocks

Priority Standard(s):
- **6.W.1.A.a** Approaching the Task as a Researcher Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.
- **6.W.2.A.b** Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Expository: Develop informative/explanatory writing to examine a topic with relevant facts, examples, and details

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will research a topic using multiple sources	● I can gather information from multiple sources (printed or digital). ● I can identify if a source is credible and reliable narrative piece.	Apply	2
The student will examine a topic with relevant facts, examples, and details.	● I can research a topic and gather relevant information from multiple sources. ● I can evaluate if a source is reliable and credible. ● I can quote and paraphrase relevant information from a source.	Create	4

Supporting Standard(s):

Read	Write	Study	Do	Share
	Students will write a quickwrite to a prompt for the day. (Note: make sure the prompt response will require research.)	Teacher explicitly models how to make a quote from a piece of text and properly punctuates the quote. Teacher also models how to paraphrase a piece of text. Teacher reviews that all quotes and paraphrases should be relevant and purposeful to support your writing. *(Optional StudySync Resources: Spotlight: Paraphrasing)*	Students will practice collecting quotes and punctuating them correctly. Students will practice writing paraphrases in their own words. Students will research and add a quote and paraphrase to their quickwrite from earlier.	

Instructional Notes:
Students will learn and write quotes and paraphrases.

Suggested order of activities: Write, Study, Do

Engaging Experience 10

Title: Plagiarism & Citations	**Suggested Time Length:** 1 Blocks

Priority Standard(s):
- **6.W.1.A.a** Approaching the Task as a Researcher Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will research a topic using multiple sources	● I can gather information from multiple sources (printed or digital). ● I can identify if a source is credible and reliable narrative piece.	Apply	2
The student cite a source using a standard citation system.	● I can operate a citation tool to create a bibliography and in-text citations ● I can identify the author, page number, and publisher of a source	Remember	1

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
	Students will apply their citation skills to a previous piece they have already written and researched for. Students will need to find credible and reliable sources, choose specific textual evidence that supports their piece, and properly cite their evidence.	Teacher will explicitly explain plagiarism and the importance of citing your sources. Teacher will model how to cite a source with in-text citations and a works cited page. *(Optional StudySync Resources: Spotlight: Sources and Citations)*	Students will practice using an online citation tool.	

Instructional Notes:
- Teacher will explicitly explain plagiarism and the importance of citing your sources.
- Teacher will model how to cite a source with in-text citations and a works cited page.
- Students will practice using an online citation tool.
- Students will apply their citation skills to a previous piece they have already written and researched for. Students will need to find credible and reliable sources, choose specific textual evidence that supports their piece, and properly cite their evidence.

Suggested order of activities: Study, Do, Write

Engaging Experience 11

Title: Analyzing Texts	**Suggested Time Length:** 2 Blocks

Priority Standard(s):

6.W.3.A.a Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Organization and Content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience.	Analyze	3
The student will organize a piece of writing by having a clear introduction.	● I can reread and look for a hook, a claim/thesis, and transition sentences in the introduction. ● If any of the pieces above are missing, I can generate and rewrite to add to the introduction.	Analyze	3
The student will analyze and organize a piece of writing to ensure there is a clear focus throughout the piece.	● I can reread and track the main focus throughout a piece. ● If the focus is unclear, I can incorporate more writing to help maintain clarity.	Analyze	3
The student will organize a piece of writing by providing a conclusion and the end.	● I can reread the conclusion and look for a restated claim/thesis, summary of main point, and conclusion sentence. ● If any of the pieces above are missing, I can generate and rewrite to add to the conclusion.	Analyze	3

Supporting Standard(s):

Read	Write	Study	Do	Share
Teacher will supply a "bad" example of informational writing. Students will read the "bad" example.	Students will revise and edit using an informational writing checklist and/or rubric.	Teacher will review the key elements to informational writing: Purpose Topic Sentence Text Structure (Organization) Textual Evidence (Quotes and Paraphrases; Source reliability) Citations		Students share what they would score the "bad" example and what pieces are missing that the author will need to add.

Instructional Notes:
- Teacher will review the key elements to informational writing.
- Teacher will supply a "bad" example of informational writing. Students will read the "bad" example.
- Students will revise and edit using an informational writing checklist and/or rubric.
- Students share what they would score the "bad" example and what pieces are missing that the author will need to add.

Suggested order of activities: Study, Read, Write, Share

Summary of Engaging Learning Experiences & Scenario(s)		
Engaging Experience Title	**Description**	**Suggested Length of Time**
How Does a Writer Communicate in Nonfiction Text?	Students will be introduced to nonfiction texts.	2 Blocks
Text Structure: Description	Students will learn and analyze the following components of description text structure: ● Organization ● Signal Words ● Topic sentence ● Mentor texts ● Voice ● Purpose	2 Blocks
Text Structure: Sequence of Events	Students will learn and analyze the following components of sequence of events text structure: ● Organization ● Signal Words ● Topic sentence ● Mentor texts ● Voice ● Purpose	2 Blocks
Text Structure: Compare & Contrast	Students will learn and analyze the following components of compare and contrast text structure: ● Organization ● Signal Words ● Topic sentence ● Mentor texts ● Voice ● Purpose	2 Blocks
Text Structure: Cause and Effect	Students will learn and analyze the following components of cause and effect text structure: ● Organization ● Signal Words ● Topic sentence ● Mentor texts ● Voice ● Purpose	2 Blocks

Text Structure: Problem and Solution	Students will learn and analyze the following components of problem and solution text structure: ● Organization ● Signal Words ● Topic sentence ● Mentor texts ● Voice ● Purpose	2 Blocks
Credible & Reliable Sources	● Teacher models on how to evaluate resources for their reliability and credibility. ● Students are given a list of sources and they need to determine if a source is reliable or not.	1 Block
How to Gather Relevant Information	Over the course of a few blocks, students will learn, practice, and demonstrate their learning of textual evidence.	3 Blocks
Quotes and Paraphrases	Students will learn and write quotes and paraphrases.	1 Block
Plagiarism and Citations	● Teacher will explain why citing your sources is important and model how to cite your sources. ● Students will practice using an online citation tool. ● Students will apply their citation skills to a previous piece they have already written and researched for. ● Students will need to find credible and reliable sources, choose specific textual evidence that supports their piece, and properly cite their evidence.	1 Block
Analyzing Texts	● Teacher will review the key elements to informational writing. ● Teacher will supply a "bad" example of informational writing. Students will read the "bad" example. ● Students will revise and edit using an informational writing checklist and/or rubric. ● Students share what they would score the "bad" example and what pieces are missing that the author will need to add.	2 Blocks
Engaging Scenario	Students will create an informational/expository or explanatory product that teaches others interesting and important information and ideas about chosen.	10 Blocks

Unit 3: Argumentative

Subject: ELA
Grade: 6th
Name of Unit: Argumentative
Length of Unit: 20 blocks
Overview of Unit: Students will conduct research and later go through the writing process to produce an effective argumentative piece that includes all elements of an argumentative essay, as well as relevant evidence gathered from multiple sources.

Priority Standards for unit:
- 6.W.1.A.b Approaching the Task as a Researcher 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.
- 6.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.
- 6.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
- 6.SL.1.B Collaborating Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Unwrapped Priority Standards

Priority Standard			
6.W.1.A.b Approaching the Task as a Researcher 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.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will gather relevant information from multiple sources.	● I can use a search engine to gather information ● I can analyze a source to see if it's relevant to my topic	Apply	2
The student evaluate a source's reliability and credibility.	● I can identify the author, publisher, date, and purpose of a source. ● I can evaluate the author/publisher of a text assess their credibility. ● I can look for bias in a source.	Apply	2
The student will quote and/or paraphrase information from a source without plagiarizing.	● I can determine what information from my research should be stated directly from the author vs. information that should be paraphrased. ● I can properly punctuate a relevant, direct quote from a source. ● I can rewrite information from a source in my own words. ● I can add an in-text citation after a quote and/or paraphrase properly.	Analyze	3
The student will cite a source.	● I can operate a citation tool to create a bibliography and in-text citations ● I can identify the author, page number, and publisher of a source	Remember	1

Priority Standard

6.W.2.A.c Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will follow a writing process to produce an argumentative piece.	● I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish an argumentative piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	● I can use an organizer. ● I can choose a point of view. ● I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4
The student will produce an argumentative piece appropriate to task, purpose, and audience.	● I can identify the audience, purpose, and task. ● I can write a piece in response to the purpose and task for a specific audience.	Create	4
The student will examine a topic with relevant facts, examples, and details.	● I can research a topic and gather relevant information from multiple sources. ● I can evaluate if a source is reliable and credible. ● I can quote and paraphrase relevant information from a source. ● I can properly cite information using in-text citations and a bibliography.	Create	4
The student will produce an argumentative piece with a claim, with clear reasoning and relevant evidence.	● I can create a claim stating my argument. ● I can develop clear reasons to support my claim. ● I can provide relevant pieces of evidence for each of my reasons.	Create	4
The student will produce an argumentative piece using persuasive techniques such as ethos, pathos, and logos.	● I can identify ethos, pathos, logos in various texts, advertisements, commercials. ● I can apply ethos, pathos, logos in my writing to persuade my audience.	Create	4

Priority Standard

6.W.3.A.b Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience..	Analyze	3
The student will reread a piece of writing for a variety of complete sentences.	● I can reread to look for sentence length. ● I can expand my sentence length by adding details where necessary. ● I can take out unnecessary	Analyze	3
The student will choose concrete or specific words for a piece of writing.	● I can look for words that are specific to the topic of the text. ● I can provide a range of words that would better serve the task and purpose of the writing piece. ● I can discern if a word has a positive or negative connotation and analyze to see how it affects the writing piece.	Analyze	3
The student will read a piece of writing for a clear set tone that is consistent throughout the piece.	● I can analyze a piece of writing to understand the author's tone and voice. ● I can choose words that help provide a clear tone and voice in my writing.	Analyze	3

Priority Standard
6.SL.1.B Collaborating Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Learning Targets	Success Criteria	Bloom's Taxonomy Levels	Webb's DOK
The student will delineate a speaker's argument and claims.	● I can analyze a speaker's argument for the claims, evidence, and reasoning written to appropriately answer the task, purpose, and audience..	Analyze	3
The student will pose and respond to specific questions with elaboration and detail.	● I can create a response with a clear claim, evidence, and reasoning (details) to another's argument. ● I can speak my response with a clear tone of voice.	Create	4
The student will make comments that contribute to the topic, text, and issue under discussion.	● I can listen and follow a discussion amongst peers. ● I can add to the discussion with relevant comments that include evidence and reasoning of the topic, text, and issue. ● I can speak and share my comments with a clear tone of voice.	Analyze	3

Essential Questions:

1. How does quoting, paraphrasing, and citing information from credible, reliable sources enrich my writing?
2. How can I write an argumentative piece using research and persuasive techniques to persuade my audience on a specific topic?
3. How does word choice, style, and syntax impact a piece of writing?
4. How can I form a clear response and another's argument in a discussion?

Enduring Understanding/Big Ideas:

1. I can curate research that is relevant to a topic from multiple sources and quote or paraphrase properly cited, unplagiarized information.
2. I can write an argumentative piece with development, organization, style and voice with a claim, clear reasons, relevant pieces of evidence, and persuasive techniques to support my argument.
3. I can review, revise, and edit a piece of writing's word choice, style, and syntax.
4. I can delineate a speaker's argument, pose and respond with my own argument, and comment in a discussion.

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific	
Research	Argumentative	Persuasive
Plagiarize	Credible/Reliable	In-Text Citations
Nonfiction	Source	Voice
Conduct	Tone	Hook
Relevant	Claim	Ethos, Pathos, Logos
Audience	Bias	
Support		

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- *Priscilla and the Wimps (StudySync)
- *All Summer in a Day (StudySync)
- *Freedom Walkers: The Story of the Montgomery Bus Boycott (StudySync)
- *Letter to Xavier High School (StudySync)
- *Freedom's Daughters: The Unsung Heroines of the Civil Rights Movement form 183-1970 (StudySync)
- Articles from Newsela

Podcast transcripts from [Smash Boom Best](#)

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (7 blocks)

Think of a topic that you've studied or that you know a lot about (or could even be pulled from a previous quick write from the unit). You will write an argumentative text that teaches others interesting and persuasive information and ideas about this topic. Write in such a way that shows all you know about argumentative writing. In your writing, make sure you:

- Establish a clear claim for your argument.
- Curate information from reliable sources, and state text evidence that supports your claim.
- Use reasons to support your claim while also using persuasive techniques (*ethos, pathos, logos*)
- Organize your writing with an introduction, body, conclusion. Include transitional words and phrases to help communicate your argument.
- Include properly cited, relevant text evidence from research.
- Review, revise, edit your piece prior to publication.
- Share your argument aloud in a group discussion

Some ways to complete this Engaging Scenario could be:

- After learning about different mythological creatures in Social Studies, answer the question: Which mythological creature is the best? Defend your answer with a clear written argument (claim, evidence, and reasoning) in a formal debate against another side's argument.
-

You can partner this project with Reading and Social Studies by having students delineate other students' arguments in the debate.

- Another way to incorporate this scenario would be for students to create a podcast script over their topic with all of the components mentioned above. Students can go to Anchor.fm to publish their finished podcast to an authentic audience (fellow classmates). Their classmates will then partner, listen to each other's podcasts, and discuss to determine the author's stance on the topic.

Engaging Experience 1

Title: How does a writer argue?	Suggested Time Length: 2 Blocks

Priority Standard(s):

- **6.W.3.A.b** Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	● I can reread a piece of writing. ● I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience..	Analyze	3
The student will reread a piece of writing for a variety of complete sentences.	● I can reread to look for sentence length. ● I can expand my sentence length by adding details where necessary. ● I can take out unnecessary	Analyze	3
The student will choose concrete or specific words for a piece of writing.	● I can look for words that are specific to the topic of the text. ● I can provide a range of words that would better serve the task and purpose of the writing piece. ● I can discern if a word has a positive or negative connotation and analyze to see how it affects the writing piece.	Analyze	3
The student will read a piece of writing for a clear set tone that is consistent throughout the piece.	● I can analyze a piece of writing to understand the author's tone and voice. ● I can choose words that help provide a clear tone and voice in my writing.	Analyze	3

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
1.) Students will reread and annotate for their purpose, claim, and reasons from their quickwrite. 2.)	1.) Students will write in a quick write response to an engaging topic for them to argue with others. 2.) Students will rewrite their response from their quickwrite from the previous block to add clear argumentative elements to their writing.	1.) Teacher reviews the author's purpose and explains claims and reasoning. 2.) Teacher will review the author's purpose, claims, evidence, and reasoning with a mentor text. *(Optional StudySync Resources: Recognizing Genre - Argumentative Text*	1.) Students will practice identifying an author's purpose and claim for multiple examples. 2.) Students will practice identifying claims, evidence, and reasoning on the StudySync Recognizing Genre - Argumentative Text assignment.	1.) Students will share what they wrote from their quickwrite. 2.)

Instructional Notes:
Students will be introduced to argumentative writing mentor texts and review the author's purpose, claims, and reasoning.

Suggested order of activities: 1st Block–Write, Study, Do, Read, Share; 2nd Block–Study, Do, Write

Engaging Experience 2

Title: What is bias?	**Suggested Time Length:** 1 Block

Priority Standard(s):
- **6.W.1.A.b** Approaching the Task as a Researcher 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.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will gather relevant information from multiple sources.	• I can use a search engine to gather information • I can analyze a source to see if it's relevant to my topic	Apply	2
The student evaluate a source's reliability and credibility.	• I can identify the author, publisher, date, and purpose of a source. • I can evaluate the author/publisher of a text assess their credibility. • I can look for bias in a source.	Apply	2

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
1.) Students read a mentor text that shows bias.		1.) Teacher models how to look for bias in an article.		1.) Students participate in a classroom discussion to discuss the following questions about the mentor text: • How do readers know what to believe in what they read in the article? • Does the factual information in the article support the author's purpose and claim?

Instructional Notes:
Students analyze a text to look for bias.

Suggested order of activities: 1st Block–Read, Share, Study;

Engaging Experience 3

Title: Researching for an Argument	**Suggested Time Length:** 1 Block

Priority Standard(s):

- **6.W.1.A.b** Approaching the Task as a Researcher 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.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will gather relevant information from multiple sources.	● I can use a search engine to gather information ● I can analyze a source to see if it's relevant to my topic	Apply	2
The student evaluate a source's reliability and credibility.	● I can identify the author, publisher, date, and purpose of a source. ● I can evaluate the author/publisher of a text assess their credibility. ● I can look for bias in a source.	Apply	2
The student will quote and/or paraphrase information from a source without plagiarizing.	● I can determine what information from my research should be stated directly from the author vs. information that should be paraphrased. ● I can properly punctuate a relevant, direct quote from a source. ● I can rewrite information from a source in my own words. ● I can add an in-text citation after a quote and/or paraphrase properly.	Analyze	3
The student will cite a source.	● I can operate a citation tool to create a bibliography and in-text citations ● I can identify the author, page number, and publisher of a source	Remember	1

Supporting Standard(s):

Read	Write	Study	Do	Share
	1.) Quickwrite→ List the steps in determining the credibility of a source.	1.) Teacher reviews how to evaluate resources for their reliability and credibility.	1.) Students will be presented with an engaging, controversial topic in class and will then be asked to complete the following: • Determine source's reliability/purpose • Determine if source is free of bias • Identify a piece of relevant evidence to support their opinion and paraphrase it • Citation from the article	1.) Students will share out their opinion, paraphrases, citation over the topic, and publish their findings in a digital platform for others to view and comment on.

Instructional Notes:
Students will demonstrate their understanding of a reliable and credible source by finding a source that supports their argument.

Suggested order of activities: Write, Study, Do, Share

Engaging Experience 4

Title: Delineating an Argument	**Suggested Time Length:** 2 Blocks

Priority Standard(s):
- **6.SL.1.B** Collaborating Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will delineate a speaker's argument and claims.	● I can analyze a speaker's argument for the claims, evidence, and reasoning written to appropriately answer the task, purpose, and audience..	Analyze	3

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
Students read and annotate a whole article for the author's claim, evidence, and reasoning.	Students will rewrite and organize the claim, evidence, and reasoning pieces into an organizer.	Teacher models how to analyze a piece of text (using mentor texts) for the author's arguments. The teacher will model how to identify the author's claims, evidence, and reasoning in the mentor text.	Students will practice with small pieces of text to look for the author's claims, evidence, and reasoning.	Students will share and discuss what sentence from the text best supports the author's claim.

Instructional Notes:
Students will practice delineating an argument with multiple examples (this will last over the course of two blocks).

Suggested order of activities: Study, Do, Read, Write, Share

Engaging Experience 5

Title: Persuasive Techniques	**Suggested Time Length:** 4 Blocks

Priority Standard(s):
- **6.W.3.A.b** Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
- **6.W.2.A.c** Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will review, revise, and edit a piece while keeping in mind the task, purpose, and audience.	• I can reread a piece of writing. • I can analyze a piece of writing to see if the piece is written to appropriately answer the task, purpose, and audience..	Analyze	3
The student will reread a piece of writing for a variety of complete sentences.	• I can reread to look for sentence length. • I can expand my sentence length by adding details where necessary. • I can take out unnecessary	Analyze	3
The student will choose concrete or specific words for a piece of writing.	• I can look for words that are specific to the topic of the text. • I can provide a range of words that would better serve the task and purpose of the writing piece. • I can discern if a word has a positive or negative connotation and analyze to see how it affects the writing piece.	Analyze	3
The student will read a piece of writing for a clear set tone that is consistent throughout the piece.	• I can analyze a piece of writing to understand the author's tone and voice. • I can choose words that help provide a clear tone and voice in my writing.	Analyze	3
The student will produce an argumentative piece using persuasive techniques such as ethos, pathos, and logos.	• I can identify ethos, pathos, logos in various texts, advertisements, commercials. • I can apply ethos, pathos, logos in my writing to persuade my audience.	Create	4

Supporting Standard(s):

Read	Write	Study	Do	Share
2.) Students will read and annotate a mentor text for voice and tone. 3.) Students will read and annotate a mentor text for connotations of different words used.	2.) Students will look at a piece of writing that does not have a clear, consistent, formal tone and rewrite the piece to demonstrate a formal tone throughout. 4.) Students will receive a prompt to respond with clear arguments. Students should include in their writing all of the persuasive techniques they have discussed in the previous blocks: ethos, pathos, logos, tone, voice, and connotation.	1.) Teacher will explicitly teach ethos, pathos, and logos and give examples for each (some examples could be pieces from articles, headlines, commercials, ect.) 2.) Teacher models how to use a formal tone in an argumentative piece. *(Optional StudySync Resources:* *Style 6th grade -* *Argument)* 3.) Teacher will review and model connotations of different words in an argumentative writing piece.	1.) Students will take notes over ethos, pathos, and logos. They will identify which persuasive technique the article, headline, and/ or commercial is using. 2.) Students will practice and model how to communicate with a formal tone. 3.) Students will identify and organize a list of words that have positive and negative connotations from a mentor text.	1.) Students will share their favorite commercials and identify the persuasive techniques they are using. 3.) Students will share out why they think the author used the words in the text. 4.) Students will share what they wrote with a peer.

Instructional Notes:
Over the course of 4 blocks, students will be learning about persuasive techniques: ethos, pathos, logos, voice, tone, and connotation. They will annotate texts for the techniques. They will also apply the techniques to their own writing piece.

Suggested order of activities: 1st Block–Study, Do, Share; 2nd- Study, Read, Do, Write; 3rd Block - Study, Read, Do, Share; 4th Block - Write, Share

Engaging Experience 6

Title: Argumentative Discussions	**Suggested Time Length:** 3 Blocks

Priority Standard(s):
- **6.SL.1.B** Collaborating Delineate a speaker's argument and claims in order to pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
- **6.W.2.A.c** Approaching the Task as a Writer Follow a writing process to produce clear and coherent writing in which the development, organization, style, and voice are appropriate to the task, purpose and audience; develop writing with narrative, expository, and argumentative techniques. Argumentative: Develop argumentative writing by introducing and supporting a claim with clear reasons and relevant evidence.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will delineate a speaker's argument and claims.	● I can analyze a speaker's argument for the claims, evidence, and reasoning written to appropriately answer the task, purpose, and audience..	Analyze	3
The student will pose and respond to specific questions with elaboration and detail.	● I can create a response with a clear claim, evidence, and reasoning (details) to another's argument. ● I can speak my response with a clear tone of voice.	Create	4
The student will make comments that contribute to the topic, text, and issue under discussion.	● I can listen and follow a discussion amongst peers. ● I can add to the discussion with relevant comments that include evidence and reasoning of the topic, text, and issue. ● I can speak and share my comments with a clear tone of voice.	Analyze	3
The student will follow a writing process to produce an argumentative piece.	● I can prewrite, plan an outline, write a first draft, redraft and revise, edit and proofread, and publish an argumentative piece.	Apply	2
The student will produce clear, coherent writing with development, organization, style, and voice in mind.	● I can use an organizer. ● I can choose a point of view. ● I can use a variety of sentence structures and word choice to add voice and tone to my writing.	Create	4

The student will produce an argumentative piece appropriate to task, purpose, and audience.	● I can identify the audience, purpose, and task. ● I can write a piece in response to the purpose and task for a specific audience.	Create	4
The student will examine a topic with relevant facts, examples, and details.	● I can research a topic and gather relevant information from multiple sources. ● I can evaluate if a source is reliable and credible. ● I can quote and paraphrase relevant information from a source. ● I can properly cite information using in-text citations and a bibliography.	Create	4
The student will produce an argumentative piece with a claim, with clear reasoning and relevant evidence.	● I can create a claim stating my argument. ● I can develop clear reasons to support my claim. ● I can provide relevant pieces of evidence for each of my reasons.	Create	4

Supporting Standard(s):

Read	Write	Study	Do	Share
1.) Students are provided with 2 texts (both on same topic, opposing arguments) and will be required to annotate texts for claims, clear reasons, specific text evidence over topic.	1.) Quickwrite or 4 Corners→ Teacher presents an engaging, controversial topic for class to write about or vote on. 2.) Students are given additional work time to continue preparing research, as well as creating higher-order thinking questions regarding topic. 3.) Students are asked to reflect after discussion in an exit slip activity where they are to state their claim on the topic, provide one reason why, followed with relevant, properly cited text evidence.	2.) Teacher opens up with explicit lesson over argumentative discussion activity (fishbowl, philosophical chairs, Socratic Seminar). *(Optional StudySync Resource: Spotlight Skill: Collaborate Conversations*	2.) Students are invited to gather one additional source to support their opinion over topic.	3.) Argumentative Discussion activity is performed in class.

Instructional Notes: Over the course of 3 blocks, students will be presented with an engaging topic that they will further research, discuss, and delineate arguments.
Suggested order of activities: 1st Block– Write, Read: 2nd Block– Study, Do, Write; 3rd Block– Share, Write

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
How does a writer argue?	Students will be introduced to argumentative writing mentor texts and review the author's purpose, claims, and reasoning.	2 Blocks
What is bias?	Students analyze a text to look for bias.	1 Block
Research for an Argument	Students will demonstrate their understanding of a reliable and credible source by finding a source that supports their argument.	1 Block
Delineating an Argument	Students will practice delineating an argument with multiple examples (this will last over the course of two blocks).	2 Blocks
Persuasive Techniques	• Over the course of 4 blocks, students will be learning about persuasive techniques: ethos, pathos, logos, voice, tone, and connotation. • They will annotate texts for the techniques. They will also apply the techniques to their own writing piece.	4 Blocks
Argumentative Discussions	Over the course of 3 blocks, students will be presented with an engaging topic that they will further research, discuss, and delineate arguments.	3 Blocks
Engaging Scenario	Students will write an argumentative text that teaches others interesting and persuasive information and ideas about a chosen topic.	7 Blocks

Unit 4: Blended Writing & Public Speaking

Subject:ELA
Grade: 6th
Name of Unit: Blended Writing & Public Speaking
Length of Unit: 10 blocks
Overview of Unit: Students will go through the writing process and present a effective blended writing piece that includes use of effective informational, argumentative, and narrative techniques.

Priority Standards for unit:
- 6.SL.1.C Collaborating Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Supporting Standards for unit:
- 6.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others
- 6.SL.2.A Presenting Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.B Presenting Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
- 6.SL.2.C Presenting Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings, and ideas.

Unwrapped Priority Standards

Priority Standard			
6.SL.1.C Collaborating Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.			
Learning Targets	**Success Criteria**	**Bloom's Taxonomy Levels**	**Webb's DOK**
The student will review the key ideas expressed by the speaker including those presented in diverse media.	● I can listen/ read for the key ideas in a range of texts and multimedia.	Analyze	3

The student will reflect and paraphrase my understanding of a text and multimedia of multiple perspectives.	• I can paraphrase and summarize a text's key ideas and perspective.	Create	4

Essential Questions:

1. How can I review and reflect a text's perspective and key ideas?

Enduring Understanding/Big Ideas:

1. I can review, reflect, and paraphrase my understanding of the key ideas and perspective of texts and multimedia

Unit Vocabulary:

Academic Cross-Curricular Words	Content/Domain Specific
Collaborate Eye contact Gestures Present Speech	Narrative Techniques Voice Tone Claim Persuasive Techniques Expository Credible/Reliable In-Text Citations Text Structure Source Hook Transition Signal Words Author's Purpose

Suggested Core Mentor Texts, Anchor Texts, &/or Book Club Books: The resources listed here are recommended for repeated use throughout the unit for reading analysis and/or writer's craft analysis. (*Means shared ELA/Reading resource)

- Commencement Address to the Santa Fe Indian School (StudySync)
- I Have a Dream (StudySync)
- Malala Yousafzai - Nobel Lecture (StudySync)
- Malala Yousafzai's Speech at the United Nations (StudySync)
- TED-Talks
- Podcasts
- Speeches

Engaging Scenario

An Engaging Scenario is a culminating activity tied to the unit's priority standards, that includes the following components: situation, challenge, specific roles, audience, product or performance.

Engaging Scenario (5 blocks)

Create a blended learning culminating project that includes a claim supported by researched evidence. Informational, argumentative, and narrative writing should be within the final project. Students will present their final project to an audience.

Some ways to complete this Engaging Scenario could be:
- To choose a charity that you would recommend others to support. You will use informative, narrative, and argumentative techniques to describe what the charity does and how they are making an impact on society. Students will present in front of their peers (you can also have students invite their parents). Their audience will then decide which charity they would donate their (fake) money to in order to help the cause.
- 4 part series-

    1) Choose an engaging topic (such as zoos- Helpful or hurtful?) and curate research for them to read, annotate, and discuss.

    2) Students collect research on their position on the topic to be displayed in an infographic through Canva (accessible in the Park Hill Portal).

    3) Students could then publish their infographic to a blogging platform (Edublog), and then in writing using both narrative/persuasion will support their position on the topic.

    4) Students will then be invited to present their finished product to their peers.

Engaging Experience 1

Title: Analyzing Model Speakers	**Suggested Time Length:** 1 Block

Priority Standard(s):
- 6.SL.1.C Collaborating Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will review the key ideas expressed by the speaker including those presented in diverse media.	● I can listen/ read for the key ideas in a range of texts and multimedia.	Analyze	3
The student will reflect and paraphrase my understanding of a text and multimedia of multiple perspectives.	● I can paraphrase and summarize a text's key ideas and perspective.	Create	4

Supporting Standard(s):

Read	**Write**	**Study**	**Do**	**Share**
Students read and annotate the video/auto script for key ideas, purpose perspective.	Students paraphrase and summarize the text's key ideas and perspective on the topic.		Students watch and listen to a presentation done by an expert.	Students talk and discuss the author's purpose and perspective.

Instructional Notes:
It is recommended that the teacher chooses TED-Talks or any other multimedia presentations mentor texts to be related to the engaging scenario's topic.

Suggested order of activities: Do, Read, Share, Write

Engaging Experience 2

Title: Speaker's Strategies: Voice and Tone	Suggested Time Length: 1 Block

Priority Standard(s):
- 6.SL.1.C Collaborating Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will review the key ideas expressed by the speaker including those presented in diverse media.	● I can listen/ read for the key ideas in a range of texts and multimedia.	Analyze	3
The student will reflect and paraphrase my understanding of a text and multimedia of multiple perspectives.	● I can paraphrase and summarize a text's key ideas and perspective.	Create	4

Supporting Standard(s):

Read	Write	Study	Do	Share
Students annotate the transcript of a presentation for tone, voice, and style. Students also annotate for persuasive techniques featured in the presentations.	Students participate in an exit slip activity to paraphrase and summarize the text's key ideas and perspective.	Teacher models how to annotate a speaker's tone, voice, and style in a presentation. *(Optional StudySync Considering Audience and Purpose)*	Students listen and watch a different TED-Talk, audio/ podcast, or other presentation.	

Instructional Notes:
Students will analyze a mentor text presentation for voice, tone, and style.

Suggested order of activities: Study, Do, Read, Write

Engaging Experience 3

Title: Writing a Script	Suggested Time Length: 1 Block

Priority Standard(s): None

Learning Target(s):	Success Criteria:	Bloom's Taxonomy Levels:	Webb's DOK:
The student will write a script for a presentation communicating key ideas, perspectives, and purpose.	• I can write an engaging hook. • I can write with a clear focus. • I can write with a clear claim, multiple pieces of relevant evidence, and supporting reasons. • I can organize my writing to communicate to my audience.	Creating	4

Supporting Standard(s):
- 6.W.3.A.e Approaching the Task as a Reader Review, revise, and edit writing with consideration for the task, purpose, and audience. Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others

Read	Write	Study	Do	Share
	Students practice writing out a script over a prompt or topic of their choice.	Teacher models an example script.		

Instructional Notes:
Teachers and/ or students can choose a topic for students to practice writing a full script to later present in front of others.

Suggested order of activities: Study, Write

Engaging Experience 4

Title: How to Deliver a Presentation & Practice	**Suggested Time Length:** 2 Blocks

Priority Standard(s):
- 6.SL.1.C Collaborating Review the key ideas expressed by a speaker including those presented in diverse media and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

Learning Target(s):	**Success Criteria:**	**Bloom's Taxonomy Levels:**	**Webb's DOK:**
The student will review the key ideas expressed by the speaker including those presented in diverse media.	● I can listen/ read for the key ideas in a range of texts and multimedia.	Analyze	3
The student will reflect and paraphrase my understanding of a text and multimedia of multiple perspectives.	● I can paraphrase and summarize a text's key ideas and perspective.	Create	4

Supporting Standard(s):
- 6.SL.2.A Presenting Speak clearly, audibly, and to the point, using conventions of language as appropriate to task, purpose and audience when presenting including appropriate volume.
- 6.SL.2.B Presenting Position body to face the audience when speaking and make eye contact with listeners at various intervals using gestures to communicate a clear viewpoint.
- 6.SL.2.C Presenting Plan and deliver appropriate presentations based on the task, audience and purpose including multimedia components in presentations to clarify claims, findings, and ideas.

Read	**Write**	**Study**	**Do**	**Share**
	Students will reflect over the greatest challenges and success to giving presentations.	Teacher models successful skills with a checklist to demonstrate a powerful presentation. *(Optional StudySync Resources: Considering Audience and Purpose; Communicating Ideas)*	Students pair up and deliver their speeches to each other. They will rate each other over the checklist criteria for a powerful presentation. Students will practice their presentations with other students multiple times.	

Summary of Engaging Learning Experiences & Scenario(s)

Engaging Experience Title	Description	Suggested Length of Time
Analyzing Model Speakers	It is recommended that the teacher chooses TED Talks or any other multimedia presentations mentor texts to be related to the engaging scenario's topic.	1 Block
Speaker's Strategies: Voice and Tone	Students will analyze a mentor text presentation for voice, tone, and style.	1 Block
Writing a Script	Teachers and/or students can choose a topic for students to practice writing a full script to later present in front of others.	1 Block
How to Deliver a Presentation and Practice	Students will learn how to give a powerful presentation and practice giving presentations in front of peers.	2 Blocks
Engaging Scenario	Students will create a blended learning culminating project that includes a claim supported by researched evidence. Informational, argumentative, and narrative writing should be within the final project. Students will present their final project to an audience.	5 Blocks