ELL 6th Grade ELA--Writing Curriculum

Course Description: ELL 6th grade English Language Arts 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 text while utilizing a variety of strategies. The writing portion has students compose narratives as well as expository and argumentative pieces with additional focus on research, language, speaking and listening, and multimedia integration. The ultimate goal is to produce life-long readers and writers who can be successful in future endeavors.

Scope and Sequence:

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*This document contains the entire 6th Grade ELA--Writing curriculum that is taught in a regular education setting. Items that are highlighted in yellow have been designated as priority information that should be taught in the ELL 6th Grade ELA--Writing class.
Curriculum Revision Tracking

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 1: Intro. to Writer’s Workshop & Informational Structures

Subject: ELA
Grade: 6
Name of Unit: Intro. to Writer’s Workshop & Language
Length of Unit: 25 Writer’s Workshops - ELL 30 Workshops

Overview of Unit: Students will be introduced to writer’s workshop and practice identifying and writing using different informational structures.

Priority Standards for unit:

- 6.W.2.B 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.

Supporting Standards for unit:

- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- 6.SL.1.C Review the key ideas expressed by a speaker including those presented in
diverse media, and demonstrate understanding of multiple perspectives through reflection and paraphrasing.

- **ISTE-EMPOWERED LEARNER.1**: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.
- **ISTE-DIGITAL CITIZEN.2**: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- **ISTE-KNOWLEDGE COLLECTOR.3**: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.
- **ISTE-CREATIVE COMMUNICATOR.6**: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.
- **ISTE-GLOBAL COLLABORATOR.7**: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
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<td>writing process to produce clear and coherent writing</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
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<tr>
<td>Informative/explanatory writing to examine a topic</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
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**Essential Questions:**
1. What does a workshop model look like?
2. How do writers acquire ideas to write about?
3. What are the different informational structures writers use?

**Enduring Understanding/Big Ideas:**
1. A workshop model consists of a mini-lesson, extended student practice, conferencing, and reflection.
2. To acquire ideas, writers keep lists, complete multiple flash drafts, and use background knowledge.
3. Writers use the following informational structures: description, compare/contrast, sequencing, cause/effect, and problem/solution.
**Unit Vocabulary:**

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<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
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<tbody>
<tr>
<td>descriptive structure</td>
<td>writer’s workshop</td>
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<td>compare/contrast structure</td>
<td>expository text</td>
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<td>sequencing structure</td>
<td>writing process</td>
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<td>cause/effect structure</td>
<td>pre-write/brainstorm</td>
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<td>problem/solution structure</td>
<td>draft</td>
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<td>revise</td>
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<td>edit</td>
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<td>publish</td>
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</table>

**Resources for Vocabulary Development:** (Quality Tools/Strategies)
**Engaging Experience 1**

**Title:** Setting-Up Writer’s Workshop

**Suggested Length of Time:** 5 Writer’s Workshops - ELL 4 Writer’s Workshops

**Standards Addressed**

*Priority:

- 6.W.2.B 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.

**Detailed Description/Instructions:** Setting up Writer’s Notebooks; Teacher/Student Expectations; Idea Generation; Flash Writing

**Bloom’s Levels:** Apply

**Webb’s DOK:** 2
Engaging Experience 1
Title: Research Strategies
Suggested Length of Time: 2 Writer’s Workshops - ELL Ongoing throughout topic two
Standards Addressed
Priority:
- 6.W.1.A Conduct research to answer a question, drawing on several sources;
Supporting:
- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.
- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

Detailed Description/Instructions: Reliable/credible note chart; how to develop research questions; databases; strategies for finding information.

Bloom’s Levels: Evaluate & Understand
Webb’s DOK: 3

Engaging Experience 2
Title: Informational Structure: Description
Suggested Length of Time: 3 Writer’s Workshop
Standards Addressed
Priority:
- 6.W.2.B 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.

Supporting:
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.3.A-E Review, revise, and edit writing with consideration for the task,
purpose, and audience.
  o Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  o Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  o Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  o Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  o Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Mentor texts of description pieces; teacher modeled writing; elements of descriptive writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Informational Structure: Compare and Contrast

**Suggested Length of Time:** 2 Writer’s Workshops - ELL 3 Writer’s Workshop

**Standards Addressed**

**Priority:**
- 6.W.2.B 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.

**Supporting:**
- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.
  o Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Detailed Description/Instructions: Mentor texts of compare/contrast pieces; teacher modeled writing; elements of compare/contrast writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces.

Bloom’s Levels: Apply

Webb’s DOK: 3

Engaging Experience 4

Title: Informational Structure: Sequence of Events

Suggested Length of Time: 2 Writer’s Workshop

Standards Addressed

Priority:

● 6.W.2.B 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.

Supporting:

● 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.


○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

○ Conventions of Standard English and usage: Demonstrate a command of
the conventions of Standard English grammar and usage, including spelling and punctuation.

- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Mentor texts of sequence of events pieces; teacher modeled writing; elements of sequence of events writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Engaging Experience 5**

**Title:** Informational Structure: Cause and Effect

**Suggested Length of Time:** 2 Writer’s Workshops - ELL 3 Writer’s Workshop

**Standards Addressed**

**Priority:**

- 6.W.2.B 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.

**Supporting:**

- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.


  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and
signal time shifts.

- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Mentor texts of cause/effect pieces; teacher-modeled writing; elements of cause/effect writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Engaging Experience 6**

**Title:** Informational Structure: Problem/Solution

**Suggested Length of Time:** 2 Writer’s Workshops - ELL 3 Writer’s Workshop

**Standards Addressed**

**Priority:**

- 6.W.2.B 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.

**Supporting:**

- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as
well as to interact and collaborate with others.

**Detailed Description/Instructions:** Mentor texts of problem/solution pieces; teacher modeled writing; elements of problem/solution writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces.

**Bloom’s Levels:** Apply; **Webb’s DOK:** 3

**Engaging Experience 7**

**Title:** Revision Process & Compilation Piece(s)

**Suggested Length of Time:** 5 Writer’s Workshops - ELL 3 Writer’s Workshop

**Standards Addressed**

**Priority:**

- 6.W.2.B 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.

**Supporting:**

- 6.W.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Revising and editing process; revision strategies (sentence fluency chart, word choice recognition, grammar checklist, revision step checklist, paragraph structure, order of details). Compose an informational piece(s) by either using a previous informational structure piece(s) or composing a new structural piece over a different topic.
Bloom’s Levels: Apply
Webb’s DOK: 3
Engaging Scenario

Think of a topic that you’ve studied or that you know a lot about. During your next block, you will write an informational or explanatory text that teaches others interesting and important information and ideas about this topic. If you want to find and use information from a book or another outside source, you may bring that with you next block. Please keep in mind that you’ll have one block to complete this, so you will need to plan, draft, revise, and edit in one sitting. Write in such a way that shows all you know about information or explanatory writing.

In your writing, make sure you:

- Write an introduction
- Elaborate with a variety of information
- Organize your writing
- Use transition words
- Write a conclusion
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<td>Setting Up Writer’s Workshop</td>
<td>Setting up Writer’s Notebooks; Teacher/Student Expectations; Idea Generation; Flash Writing</td>
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<td>Research Strategies</td>
<td>How to develop research questions; databases; strategies for finding information.</td>
<td>2 Writer’s Workshops</td>
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<td>ELL - Ongoing</td>
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<tr>
<td>Research and Informational Structures</td>
<td>Informational Structure: Description</td>
<td>Mentor texts of description pieces; teacher modeled writing; elements of descriptive writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces.</td>
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<tr>
<td>Research and Informational Structures</td>
<td>Informational Structure: Compare/Contrast</td>
<td>Mentor texts of compare/contrast pieces; teacher modeled writing; elements of compare/contrast writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces.</td>
<td>2 Writer’s Workshops</td>
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<td>Research and Informational Structures</td>
<td>Informational Structure: Sequence of Events</td>
<td>Mentor texts of sequence of events pieces; teacher modeled writing; elements of sequence of events writing; students research a topic; flash draft. Student will use the same topic for all informational</td>
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| Research and Informational Structures | Informational Structure: Cause/Effect | Mentor texts of cause/effect pieces; teacher-modeled writing; elements of cause/effect writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces. | 2 Writer’s Workshops 
ELL - 3 Writer’s Workshops |
| Research and Informational Structures | Informational Structure: Problem/Solution | Mentor texts of problem/solution pieces; teacher modeled writing; elements of problem/solution writing; students research a topic; flash draft. Student will use the same topic for all informational structure writing pieces. | 2 Writer’s Workshops 
ELL - 3 Writer’s Workshops |
| Research and Informational Structures | Revision Process & Compilation Piece(s) | Revising and editing process; revision strategies (sentence fluency chart, word choice recognition, grammar checklist, revision step checklist, paragraph structure, order of details). Compose an informational piece(s) by either using a previous informational structure piece(s) or composing a new structural piece over a different topic. | 5 Writer’s Workshops 
ELL - 3 Writer’s Workshops |
Unit 2: Argumentative Writing

Subject: ELA
Grade: 6
Name of Unit: Research & Argumentative Writing
Length of Unit: 40 Writer’s Workshops - ELL 30 Writer’s Workshops
Overview of Unit: Students will conduct debates and later go through the writing process to produce an effective argumentative piece that includes all elements of an argumentative essay and relevant evidence gathered from multiple sources.

Priority Standards for unit:

- 6.W.2.C 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.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

Supporting Standards for unit:

- 6.SL.1.B 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.RI.2.D Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.W.2.B 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.
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and
Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.

Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

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

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

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

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<td>Writing process to produce clear and coherent writing.</td>
<td>Follow</td>
<td>Apply</td>
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<tr>
<td>Argumentative writing by introducing and supporting a claim.</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Research to answer a question.</td>
<td>Conduct</td>
<td>Apply</td>
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<td>Relevant information from</td>
<td>Gather</td>
<td>Analyze</td>
<td>4</td>
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</table>
multiple print and digital sources, and Credibility of each source: Assess Evaluate 4
Data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources: Quote or Paraphrase Understand 3

Essential Questions:
1. How do writers construct an effective argument?
2. How do people speak to convey an argument?

Enduring Understanding/Big Ideas:
1. Writers construct effective arguments by including: claim, reasons & evidence, information from credible sources, formal style, and conclusion.
2. People work to organize gathered research and speak clearly while looking at the audience.

Unit Vocabulary:

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<td>conclusion</td>
<td>claim</td>
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<td>credible source</td>
<td>reasons</td>
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<td>relevant</td>
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Resources for Vocabulary Development: Use quality tools
Topic 1: Elements of Argumentative Writing & Debate

Engaging Experience 1
Title: Elements of Argumentative Writing
Suggested Length of Time: 3 Writer’s Workshop
Standards Addressed

Priority:
- 6.W.2.C 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.

Supporting:
- 6.SL.1.B 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.RI.2.D Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.W.2.B 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.

Detailed Description/Instructions: Mentor text and model writing; teach and practice elements of argumentative writing; develop claim with relevant reasons and credible evidence.

Bloom’s Levels: Analyze & Apply
Webb’s DOK: 3

Engaging Experience 2
Title: Philosophical Chairs
Suggested Length of Time: 7-10 Writer’s Workshops - ELL 3-4 Writer’s Workshops
Standards Addressed

Priority:
- 6.SL.1.B 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.

Supporting:
- 6.W.2.C 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.
Students will read a text, choose a side for a topic, write a response based on their chosen side, and participate in a philosophical chairs activity. Philosophical chairs will need to be explained and taught prior to the activity.

**Blooms Level:** Apply, Analyze, Evaluate, & Understand

**Webb’s DOK:** 3, 4
Topic 2: Argumentative Writing

Engaging Experience 1
Title: Argumentative Writing Piece #1 (Follow the writing process)

Suggested Length of Time: 10 Writer’s Workshop (Completed by end of Q2) - ELL 5-10
Writer’s Workshops

Standards Addressed

Priority:

● 6.W.2.C 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.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

Supporting:

● 6.SL.1.B 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.RI.2.D Identify an author’s argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.

● 6.W.2.B 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.

  ○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  ○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  ○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  ○ Use transitions to clarify relationships, connect ideas and claims, and signal
time shifts.
○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Students brainstorm to choose a real-world topic or use a previous debate topic or research and construct a traditional argumentative essay.

**Bloom’s Levels:** Apply, Analyze, Evaluate, & Understand

**Webb’s DOK:** 3, 4

**Engaging Experience 2**

**Title:** Argumentative Writing Piece #2 (Follow the writing process)

**Suggested Length of Time:** 5 Writer’s Workshop

**Standards Addressed**

**Priority:**
- 6.W.2.C 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.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

**Supporting:**
- 6.SL.1.B 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.RI.2.D Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.W.2.B 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.
  ○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  ○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  ○ Conventions of Standard English and usage: Demonstrate a command of the
conventions of Standard English grammar and usage, including spelling and punctuation.
- Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
- Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Students will practice arguing the opposite side of the previous argumentative topic used. Possible resources: Scope, CNN 10, Newsela, Time for Kids.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3

**Engaging Experience 3**

**Title:** Argumentative Writing: Intentional Integration of Informational and Narrative Techniques

**Suggested Length of Time:** 15 Writer’s Workshops

**Standards Addressed**

**Priority:**
- 6.W.2.C 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.1.A Conduct research to answer a question, drawing on several sources; integrate information using a standard citation system. 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.

**Supporting:**
- 6.SL.1.B 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.RI.2.D Identify an author's argument in a text and distinguish claims that are supported by reasons and evidence from claims that are not.
- 6.W.2.B 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.
○ Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.

○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.

○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.

○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.

○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Review informational structures; discuss integration of these structures into an argument; introduce narrative techniques (anecdotal techniques) that could be used in argumentative writing; students construct an argumentative piece incorporating informational, and narrative strategies. Possible pieces: multiple shorter practice pieces, literary essay, or research-based argumentative piece.

**Bloom’s Levels:** Apply, Analyze, Evaluate, & Understand

**Webb’s DOK:** 3-4
Engaging Scenario

Think of a topic or issue you care about, an issue about which you have a very strong opinion. You will need to write your opinion or claim and argue why is it right, telling reasons why you feel that way. In your writing, make sure you:

- Write an introduction
- State your claim
- Give reasons and evidence
- Organize your writing
- Acknowledge counterclaims
- Use transition words
- Write a conclusion
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Argumentative Writing &amp; Debate</td>
<td>Elements of Argumentative Writing</td>
<td>Study mentor texts to look at organization of argumentative essays (claim, reasons, evidence); Practice elements.</td>
<td>3 Writer’s Workshops</td>
</tr>
<tr>
<td>Elements of Argumentative Writing &amp; Debate</td>
<td>Philosophical Chairs</td>
<td>Students will read a text, choose a side for a topic, write a response based on their chosen side, and participate in a philosophical chairs activity. Philosophical chairs will need to be explained and taught prior to the activity.</td>
<td>7-10 Writer’s Workshops ELL 3-4 Writer’s Workshops</td>
</tr>
</tbody>
</table>
| Argumentative Writing | Argumentative Writing Piece #1 (Follow writing process) | Teacher Choice:  
- Students write an argumentative piece using information from previous debate.  
- Students choose a new topic to create an argumentative piece. | 10 Writer’s Workshops ELL 5-10 Writer’s Workshops |
| Argumentative Writing | Argumentative Writing Piece #2 (Follow writing process) | Students will practice arguing the opposite side of a topic than they would normally choose. Ex: If students believe schools should be year-round, then students would write about how school shouldn’t be year-round. | 5 Writer’s Workshops |
| Argumentative Writing | Argumentative Writing: Intentional integration of informational and narrative techniques into argumentative writing. | Teacher Choice:  
- Multiple shorter practice pieces.  
- Literary Essay  
- Longer research-based argumentative piece | 15 Writer’s Workshops |
Unit 3: Narrative Writing and Public Speaking

Subject: ELA
Grade: 6
Name of Unit: Narrative Writing and Public Speaking
Length of Unit: 25 Writer’s Workshops - ELL 30 Writer’s Workshops
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 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.SL.2.A 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 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 Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims findings and ideas.

Supporting Standards for unit:

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as
to interact and collaborate with others.

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

- ISTE-EMPOWERED LEARNER.1: Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences.

- ISTE-DIGITAL CITIZEN.2: Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical.

- ISTE-KNOWLEDGE COLLECTOR.3: Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.

- ISTE-CREATIVE COMMUNICATOR.6: Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.

- ISTE-GLOBAL COLLABORATOR.7: Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally.

<table>
<thead>
<tr>
<th>Unwrapped Concepts (Students need to know)</th>
<th>Unwrapped Skills (Students need to be able to do)</th>
<th>Bloom’s Taxonomy Levels</th>
<th>Webb's DOK</th>
</tr>
</thead>
<tbody>
<tr>
<td>Writing process to produce clear and coherent writing</td>
<td>Follow</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Narratives including poems about real or imagined experiences</td>
<td>Develop</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Clearly, audibly, and to the point</td>
<td>Speak</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Body to face the audience when speaking, and</td>
<td>Position</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Eye contact with listeners at various intervals using gestures to communicate a clear viewpoint</td>
<td>Make</td>
<td>Apply</td>
<td>3</td>
</tr>
<tr>
<td>Appropriate presentations based on the task, audience, and purpose</td>
<td>Plan</td>
<td>Creating</td>
<td>3</td>
</tr>
</tbody>
</table>

**Essential Questions:**

1. How do writers use narrative techniques to produce an effective narrative piece?
2. What are elements of effective public speaking?
Enduring Understanding/Big Ideas:
1. To produce clear and effective narratives, writers include a variety of narrative techniques, including: plot, dialogue, zooming in/out, sensory details, transitions, and characterization.
2. Effective public speakers use ‘open’ body language, speak clearly and audibly, and face their audience using eye contact.

Unit Vocabulary:

<table>
<thead>
<tr>
<th>Academic Cross-Curricular Words</th>
<th>Content/Domain Specific</th>
</tr>
</thead>
<tbody>
<tr>
<td>public speaking</td>
<td>narrative writing</td>
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<tr>
<td></td>
<td>Writing Process</td>
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<td></td>
<td>Pre-write/Brainstorm</td>
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<td></td>
<td>Draft</td>
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<td>Revise</td>
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<td></td>
<td>Edit</td>
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<td></td>
<td>Publish</td>
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</tbody>
</table>

Resources for Vocabulary Development: Use quality tools
Topic 1: Elements of Narrative Writing

**Engaging Experience 1**

**Title:** Mentor Text/Flash Draft

**Suggested Length of Time:** 3 Writer’s Workshop

**Standards Addressed**

**Priority:**

- 6.W.2.A 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.

**Supporting:**

- 6.W.2.B 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.

  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

**Detailed Description/Instructions:** Mentor texts to annotate; multiple “flash drafts”; multiple idea lists; gathering ideas.

**Bloom’s Levels:** Apply

**Webb’s DOK:** 3
Engaging Experience 2

Title: Composing Narrative Text (Follow the writing process)

Suggested Length of Time: 15-17 Writer’s Workshop - ELL 3-5 Writer’s Workshops

Standards Addressed

Priority:
● 6.W.2.A 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.

Supporting:
● 6.W.3.A-E 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.
  ○ Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  ○ Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  ○ Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  ○ Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

Detailed Description/Instruction: Students will study and practice narrative techniques including: plot elements (plot chart), types of leads, sensory details, transitions, developing characters, zooming in/ zooming out depending on the impact to the reader, proper use and construction of dialogue, and narrative paragraphing techniques.

Bloom’s Levels: Apply
Webb’s DOK: 3
Topic 2: Public Speaking

Engaging Experience 1

Title: Creating and Presenting a Public Speech (See options in summary chart)

Suggested Length of Time: 3-5 Writer’s Workshops

Standards Addressed

Priority:
- 6.SL.2.A 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 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 Plan and deliver appropriate presentations based on the task, audience, and purpose including multimedia components in presentations to clarify claims, findings, and ideas.

Supporting:
  - Organization and content: Introduce the topic, maintain a clear focus throughout the text, and provide a conclusion that follows from the text.
  - Word choice, syntax, and style: Choose precise language and establish and maintain an appropriate and consistent style; sentences are complete.
  - Conventions of Standard English and usage: Demonstrate a command of the conventions of Standard English grammar and usage, including spelling and punctuation.
  - Use transitions to clarify relationships, connect ideas and claims, and signal time shifts.
  - Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.
- 6.SL.1.A Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

Detailed Description/Instructions: Review and practice elements of effective public speaking like eye contact, audible volume, poise, articulation, posture, body awareness, pronunciation. Possible choices: previous argumentative topic from unit 2, research a new informational or argumentative topic, student created narrative picture book, students choose any piece from the year to present.

Bloom’s Levels: Apply, Create

Webb’s DOK: 3
Engaging Scenario

I’m really eager to understand what you can do as writers of narratives, of stories. Today you will write the best narrative, the best story that you can write. You may choose to write a true story – a personal narrative – or a fictional story. You might focus on just a scene or two of a longer story. You’ll have only one block to write this story, so you’ll need to plan, draft, revise, and edit in one sitting. Write in a way that allows you to show off all you know about narrative writing. In your writing, make sure you:

Write a beginning for your story
- Use transition words to tell what happened in order
- Elaborate to help readers picture your story
- Show what your story is really about
- Write an ending for your story
<table>
<thead>
<tr>
<th>Topic</th>
<th>Engaging Experience Title</th>
<th>Description</th>
<th>Suggested Length of Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elements of Narrative Writing</td>
<td>Mentor Text/Flash Draft</td>
<td>provide mentor text(s) to use &amp; annotate throughout the unit looking for narrative techniques being taught, students write multiple ‘flash drafts’ to get fiction and personal narrative ideas on paper, students get a completed narrative rough draft by end of third day</td>
<td>3 Writer’s Workshops</td>
</tr>
<tr>
<td>Elements of Narrative Writing</td>
<td>Composing Narrative Text</td>
<td>Teach and practice narrative techniques while creating narrative piece(s); -plot elements -lead -sensory details -transitions -characterization -zooming in/zooming out -dialogue -paragraphing</td>
<td>15-17 Writer’s Workshops</td>
</tr>
<tr>
<td></td>
<td>(Follow writing process. Consider creative publishing technique.)</td>
<td></td>
<td>ELL 3-5 Writer’s Workshops</td>
</tr>
<tr>
<td>Public Speaking</td>
<td>Creating and Presenting a Public Speech</td>
<td>Teacher Choice-Possible Options: -Choose any piece they already created this year and present. -Argumentative topic from unit 2. -Students research and share a new informational or argumentative topic. -Read narrative picture book.</td>
<td>3-5 Writer’s Workshops</td>
</tr>
<tr>
<td></td>
<td>(Option to distribute presentations throughout the unit or complete all presentations at one point in the unit.)</td>
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</tr>
</tbody>
</table>
Unit of Study Terminology

**Appendices:** All Appendices and supporting material can be found in this course’s shell course in the District’s Learning Management System.

**Assessment Leveling Guide:** A tool to use when writing assessments in order to maintain the appropriate level of rigor that matches the standard.

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

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

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

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

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

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

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

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

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

**Symbols:**
- ![Symbol](image) This symbol depicts an experience that can be used to assess a student’s 21st Century Skills using the rubric provided by the district.
- ![Symbol](image) This symbol depicts an experience that integrates professional skills, the development of professional
communication, and/or the use of professional mentorships in authentic classroom learning activities.