



EXPEDITIONARY
LEARNING

Grade 6: Module 2A Unit 3: Overview



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Building on the background students learned in Unit 1 through reading *Bud, Not Buddy* and the Steve Jobs speech, as well as the study of “If” in Unit 2, students will write informative essays based on one of their personal “rules to live by.” At the start of the unit, students will be presented with three relevant real-world topics (bullying, healthy habits, and environmental stewardship) with which they likely have significant personal experience. Based initially on this personal experience, students will discuss how those issues might translate into “rules to live by.” Then students will consider what it will take to truly inform others about their potential rules, given that personal experience is rarely sufficient to be a true expert on a topic. Ultimately, their “rules” will need to be informed by evidence. This emphasis on evidence will serve as the launch of a short research project. Students will be organized into “research teams” around one of the three real-world topics that most

interests them. In these research teams, students read about their topic, gathering relevant information to support their possible rule. Across multiple lessons, they use a Researcher’s Notebook to add information they gather and then answer focusing questions. The research skills taught in this unit are modeled through a class research project (about the importance of reading every day). This unit also has a heavy emphasis on speaking and listening skills. At the start of the unit, the teacher will model good habits of discussion. Throughout the unit, students will participate in a series of discussion groups as they research their topic. Each discussion revolves around a focusing question; the teacher tracks students’ mastery of speaking and listening skills using a Discussion Tracker. As a part of the mid-unit assessment, over the course of two lessons, the teacher will use the same tracker to assess students’ speaking and listening skills.

Guiding Questions And Big Ideas

- **What are rules to live by?**
- **How do people formulate and use “rules” to lead better lives?**
- **How can a “rule to live by” be supported with research-based evidence?**
- *Individuals develop their own “rules to live by” based on their experiences.*
- *“Rules to live by” can be supported through research and evidence.*
- *Researchers discuss their findings with one another to build their knowledge and understanding.*



<p>Mid-Unit 3 Assessment</p>	<p>Summarizing, Analyzing and Discussing Research This is a two-part assessment that centers on standards NYSP12 ELA CCLS RI.6.1, RI.6.2, and SL.6.1. Over the course of two lessons (Lessons 3 and 4), students participate in a discussion with their peers centered on a focusing question: “Should our rules to live by be personal choice or made into laws?” For this part of the assessment, the teacher uses a Discussion Tracker, introduced to students in an earlier lesson, to track their mastery of discussion skills built from SL.6.1. During Lesson 4, students read a new informational article related to the class research topic. Students summarize the article and then choose the evidence that best supports the claim made by the model essay. This part is a reading assessment: The purpose is for students to demonstrate their ability to summarize an informational article and choose evidence to support a claim. When appropriate, select students may demonstrate these skills without writing by presenting the summary verbally and highlighting their choice of evidence from the text.</p>
<p>End of Unit 3 Assessment</p>	<p>Draft of Essay to Inform: “My Rule to Live By” This assessment centers on standards NYSP12 ELA CCLS RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9. Students write their best first draft of their essay to inform, “My Rule to Live By” (Students have worked in small “research teams” to research a topic and gather evidence. They have worked in partnerships to study a model text and plan the structure of their essay.) Because this is a writing assessment, students should write this first draft independently.</p>
<p>Performance Task</p>	<p>Essay to Inform: “My Rule to Live By” After studying the “rules to live by” of Bud in <i>Bud, Not Buddy</i>, Steve Jobs (in his commencement address), President Barack Obama (in his address to students), and Rudyard Kipling (in his poem “If”), students will work in “expert groups” to conduct a research project related to a specific issue facing their peer group. As a final performance task, students will use this group research as the basis for writing an individual evidence-based essay to inform readers about one of their own “rules to live by.” Students will support their thinking with facts, definitions, concrete details, quotations, and examples. As their End of Unit 3 Assessment, students will write their best draft of this essay. They then will self-assess, peer-critique, and receive teacher feedback based on the NYS Grades 6–8 Expository Writing Evaluation Rubric (with which they are familiar from Module 1). Then, for the final performance task, students will revise their essay to create a final draft. This essay centers on NYSP12 ELA Standards RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1, and L.6.2.</p>



Content Connections

- This module is designed to address English Language Arts standards as students read literature and informational text about rules to live by and the Great Depression. However, the module intentionally incorporates Social Studies key ideas and themes to support potential interdisciplinary connections to this compelling content. These intentional connections are described below.
- Big Ideas and Guiding Questions are informed by the New York State Common Core K–8 Social Studies Framework: <http://engageny.org/sites/default/files/resource/attachments/ss-framework-k-8.pdf>
- Because research teams will be studying different research questions, the content connections will vary between groups. The topics of “bullying” and “reading for a better life” are more focused on social studies curriculum. “Healthy habits” is focused on science curriculum. Environmental stewardship through “reduce, reuse, recycle” spans both social studies and science standards.

NYS Social Studies Core Curriculum

4. Geography, Humans, and the Environment
 - Relationship between human populations and the physical world (people, places, and environments)
 - Impact of human activities on the environment
 - Interactions between regions, locations, places, people, and environment
5. Development and Transformation of Social Structures
 - Role of social class, systems of stratification, social groups, and institutions
 - Role of gender, race, ethnicity, education, class, age, and religion in defining social structures within a culture
 - Social and political inequalities
 - Expansion and access of rights through concepts of justice and human rights
7. Civic Ideals and Practices
 - Basic freedoms and rights and responsibilities of citizens in a democratic republic
 - Role of the citizen in the community and nation and as a member of the global community
 - Civic participation and engagement
 - Respect for diversity
 - Civic ideals and practices in countries other than our democratic republic
 - Struggle for rights, access to citizenship rights, and universal human rights



Science

The research project connects to a variety of science standards, dependent upon which topic students are researching: For “healthy habits,” this includes the human body; for “reduce, reuse, recycle,” this includes the availability and use of natural resources.

Texts

Unit 3 involves a short research project with many additional informational texts. See specifically Unit 2, Lesson 16 for a complete list of texts students use for this research.



This unit is approximately 2 weeks or 9 sessions of instruction.

Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 1	Researching Part 1: Reading for Gist and Gathering Evidence Using the Researcher's Notebook	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) I can summarize an informational text using only information from the text. (RI.6.2) I can pose questions that help me clarify what is being discussed. (SL.6.1c) I can pose questions that elaborate on the topic being discussed. (SL.6.1c) I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c) After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d) 	<ul style="list-style-type: none"> I can find the gist of informational texts. I can identify the main points in an informational text. I can identify details relevant to my research question in an informational text. I can respectfully have productive discussions with peers who have a different perspective and background than me. 	<ul style="list-style-type: none"> Researcher's notebook 	<ul style="list-style-type: none"> Effective Discussion Language anchor chart (from Unit 2, Lesson 15)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 2	Researching Part 2: Reading for Gist and Gathering Evidence Using the Research Guide	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) • I can summarize an informational text using only information from the text. (RI.6.2) • I can pose questions that help me clarify what is being discussed. (SL.6.1c) • I can pose questions that elaborate on the topic being discussed. (SL.6.1c) • I can respond to questions with elaboration and detail that connect with the topic being discussed. (SL.6.1c) • After a discussion, I can paraphrase what I understand about the topic being discussed. (SL.6.1d) 	<ul style="list-style-type: none"> • I can find the gist of informational texts. • I can identify the main points in an informational text. • I can identify details relevant to my research question in an informational text. • I can respectfully have productive discussions with peers who have a different perspective and background than me. 	<ul style="list-style-type: none"> • Entrance ticket: Step Back and See the Big Picture • Researcher's notebook • Exit ticket: What Did You Learn in Your Focused Discussion Today? 	<ul style="list-style-type: none"> • Effective Discussion Language anchor chart (from Unit 2, Lesson 15)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 3	Mid-Unit 3 Assessment, Part 1: Summarizing, Analyzing and Discussing Research	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) I can summarize an informational text using only information from the text. (RI.6.2) I can refocus or refine my question when appropriate. (W.6.7) I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1) I can express my own ideas clearly during discussions. (SL.6.1) I can build on other's ideas during discussions. (SL.6.1) 	<ul style="list-style-type: none"> I can get the gist of an informational text. I can identify details relevant to my research question in an informational text. I can respectfully have productive discussions with peers who have a different perspective and background from me. 	<ul style="list-style-type: none"> Researcher's notebook Whole Class Discussion Tracker for focused discussion Focused Discussion Self-Assessment exit ticket 	<ul style="list-style-type: none"> Effective Discussion Language anchor chart (from Unit 2, Lesson 15)
Lesson 4	Mid-Unit 3 Assessment, Part 2: Summarizing, Analyzing and Discussing Research	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) I can summarize an informational text using only information from the text. (RI.6.2) I can effectively engage in discussions with diverse partners about sixth-grade topics, texts, and issues. (SL.6.1) I can express my own ideas clearly during discussions. (SL.6.1) I can build on others' ideas during discussions. (SL.6.1) 	<ul style="list-style-type: none"> I can summarize an article on the importance of reading. I can explain how text evidence supports the claim about the importance of reading. I can respectfully have productive discussions with peers who have a different perspective and background from me. 	<ul style="list-style-type: none"> Mid-Unit 3 Assessment, Part 2: Summarizing and Analyzing an Informational Text Whole Class Discussion Tracker for focused discussion Focused Discussion Self-Assessment exit ticket 	<ul style="list-style-type: none"> Effective Discussion Language anchor chart (from Unit 2, Lesson 15)



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 5	Analyzing the Structure and Content of an Essay to Inform	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) I can use several sources in my research. (W.6.7) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) 	<ul style="list-style-type: none"> I can analyze the structure and content of a model essay about the importance of reading every day. I can outline “My Rule to Live By” essay to inform. 	<ul style="list-style-type: none"> “The Importance of Reading Every Day” model essay annotations and highlighting Outline for “My Rule to Live By” essay to inform Structure and Content of an Essay to Inform anchor chart 	<ul style="list-style-type: none"> Structure and Content of an Essay to Inform
Lesson 6	End of Unit 3 Assessment, Part 1: Drafting Body Paragraphs of an Essay to Inform	<ul style="list-style-type: none"> I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) I can summarize an informational text using only information from the text. (RI.6.2) I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) 	<ul style="list-style-type: none"> I can analyze how a topic is developed in each body paragraph of the model essay. I can draft the body paragraphs of my essay to inform. 	<ul style="list-style-type: none"> Draft of essay to inform Self-assessment against Rows 1 and 2 of NYS Expository Writing Evaluation Rubric 	<ul style="list-style-type: none"> Structure and Content of an Essay to Inform



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 7	End of Unit 3 Assessment, Part 2: Drafting Introduction and Conclusion of an Evidence-Based Essay	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • I can produce clear and coherent writing that is appropriate to task, purpose, and audience. (W.6.4) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) 	<ul style="list-style-type: none"> • I can draft the introduction and conclusion of my evidence-based essay. 	<ul style="list-style-type: none"> • Draft of essay to inform • Self-assessment against Rows 1 and 3 of NYS Expository Writing Evaluation Rubric 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 8	Performance Task Preparation: Peer Critique and Mini-Lesson Addressing Common Errors: Revising Draft Evidence-Based Essay	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) • I can summarize an informational text using only information from the text. (RI.6.2) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) • I can use correct grammar and usage when writing or speaking. (L.6.1) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2) 	<ul style="list-style-type: none"> • I can use the NYS Expository Writing Evaluation Rubric to provide kind, specific, and helpful feedback to my peers. • I can use teacher feedback to revise my essay to further meet the expectations of the NYS Expository Writing Evaluation Rubric. 	<ul style="list-style-type: none"> • Revised draft of evidence-based essay • Exit ticket: How Is Your Essay Better after Applying Peer Feedback to Revise? 	



Lesson	Lesson Title	Long-Term Targets	Supporting Targets	Ongoing Assessment	Anchor Charts & Protocols
Lesson 9	Final Performance Task Final Draft of Evidence-Based Essay	<ul style="list-style-type: none"> • I can cite text-based evidence to support an analysis of an informational text. (RI.6.1) • I can summarize an informational text using only information from the text. (RI.6.2) • I can write informative/explanatory texts that convey ideas and concepts using relevant information that is carefully selected and organized. (W.6.2) • With support from peers and adults, I can use a writing process to produce clear and coherent writing. (W.6.5) • I can use evidence from a variety of grade-appropriate texts to support analysis, reflection, and research. (W.6.9) • I can use correct grammar and usage when writing or speaking. (L.6.1) • I can use correct capitalization, punctuation, and spelling to send a clear message to my reader. (L.6.2) 	<ul style="list-style-type: none"> • I can use my draft to write a final, best version of an evidence-based essay about my rule to live by. • I can choose a quote from my essay that captures the spirit of my rule to live by. 	<ul style="list-style-type: none"> • Final evidence-based essay about a rule to live by 	



Optional: Experts, Fieldwork, And Service

Experts:

- As students consider the idea of “rules to live by,” a number of options for experts are possible. Consider bringing in guests from a variety of walks of life to share their own life “rules” based on the experiences they have had. (It will be important to discuss the nature of the rules and experiences with each expert before he or she shares them with students.) Examples include: the school guidance counselor, family members of students, high school or college students who previously attended your school and have succeeded, local business owners, other teachers, etc.

Fieldwork:

- Consider taking students to a local library to do further research on their topic.

Service:

- Students can develop plans for service relating to their own “rules to live by.” For example, if a student’s rule relates to the environment, he or she can volunteer for a local litter pickup. If there is a common theme across the class, students may want to participate as a group.
- Students can share their “life lessons” with younger students.

Optional: Extensions

- Students may turn their essays into speeches that they perform for a live audience, such as parents or younger students.
- For all students independently proficient with technology, consider allowing them to create a recorded public service announcement (PSA) based on their essay (e.g., iMovie, Garage Band).
- Students interested in, or independently proficient in, the arts may consider:
 - * Creating an accompanying poster for their essay
 - * Creating a graphic essay (similar to a graphic novel, but informational)



Research Folders

Because this is a “controlled research” experience in which students are provided all of their research materials, teachers will need to create research folders for each student. In this folder are copies of articles (lists can be found in Unit 2, Lesson 15) relevant to the topic, as well as glossaries of words, specific to each article, that students might find challenging (also found in Unit 2, Lesson 15).

Research’s Notebook

Students are guided through the research process through the use of a Researcher’s Notebook (introduced in Unit 2, Lesson 15). In this notebook, students collect source information, important details, and summaries of the various articles they read in preparation for their essay to inform.

Vocabulary

Vocabulary continues to be a centerpiece of students’ reading, thinking, talking, and writing in this module. Students will build their academic vocabulary as they work with research materials. They will also collect vocabulary specific to the topic about which they are reading, which will then be important in their discussions and in their writing. Students will continue to use the “word-catcher” they have been using throughout this module.

Discussion

Discussion plays an important role in this unit. Specific discussion skills, built upon speaking and listening standards, are modeled and practiced throughout the first half of the unit. Then, in Lessons 2 and 3 of Unit 3, students’ speaking and listening skills and participation in discussion are assessed as part of the mid-unit assessment.

Independent Reading

Students continue an independent reading routine, launched in Unit 2.