



newsela Threads & Themes

ELA | Grade 6 Scope & Sequence

Unit	Lesson #	Lesson type	Lesson text(s)	Knowledge-building focus	ELA Content Objective	ELD Language Objective	Foundational Skills Objective	Focus CA CCSS ELA standards	Supporting CA CCSS ELA standards	Integrated ELD standards	Lesson Overview	Vocabulary Addressed in Lesson	Vocabulary for Additional Support	Routines
Unit 1 — Setting Out: Voice, Self & Agency Anchor Text: <i>Look Both Ways</i> by Jason Reynolds Writing Genre: Narrative Writing														
Spark														
Unit 1	Lesson 1	Spark	"Love Your Stories"	Students consider why some personal narratives are more compelling than others.	Students will determine and explain a central idea and connect it to their own experiences.	Students will Share and explain personal connections to ordinary moments by using opinion frames (I think . . . , I connect to . . .), descriptive language for experiences, and evidence-based explanation (This line shows . . .) to discuss what makes a story meaningful.	Students will practice using textual evidence to support and explain an idea.	RI.6.1 RI.6.2	SL.6.1.a	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br	<p>Launch: Students will engage in a Turn and Talk discussion to identify hopes and hesitations about middle school.</p> <p>Learning in Action: Part A: Ordinary Moments: "Love Your Stories" (RI.6.1, RI.6.2) Students will read "Love Your Stories" and discuss what makes a story meaningful.</p> <p>Part B: Making Stories Meaningful (SL.6.1) Students will participate in Graffiti/ Table Talk to share ideas about what makes a story meaningful.</p> <p>Look Back: Students will write a Quick Write answering the following question: What line from "Love Your Stories" did you personally connect with the most, and why?</p>			Turn and Talk Graffiti/ Table Talk Quick Write
Unit 1	Lesson 2	Spark	"Writing What's Real: Jason Reynolds and the Power of Being Seen"	Students build knowledge about Jason Reynolds and his motivation as a writer.	Students will read an article about why Jason Reynolds writes stories and analyze how word choice reveals the author's message and purpose.	Students will distinguish literal and figurative meanings of words and use academic verbs (reveals, suggests) and reflection frames (This matters because . . .) to explain how word choice shapes meaning.	Students will practice distinguishing literal and figurative meanings of words in context.	RI.6.4	SL.6.1.a SL.6.1.b SL.6.1.c	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	<p>Launch: Students will discuss ordinary moments that made them feel seen and taught them about a friend or family member.</p> <p>Learning in Action: Part A: "Writing the Truth: Jason Reynolds and the Power of Being Seen" (RI.6.4) Students will read the article in class and discuss multiple-meaning words and the impact they have on meaning.</p> <p>Part B: Give One, Get One (RI.6.4, SL.6.1a-c) Students will participate in Give One, Get One to share ideas about the article.</p> <p>Look Back: Students will reflect on when an ordinary moment becomes extraordinary.</p>	reflection transformative		Think-Pair-Share Give One, Get One
Unit 1	Lesson 3	Spark	<i>Look Both Ways</i> by Jason Reynolds	Students learn about the vignette text structure of <i>Look Both Ways</i> .	Students will analyze how the vignette structure of <i>Look Both Ways</i> contributes to meaning and supports authentic storytelling.	Students will use prediction frames, comparison language, and nuanced vocabulary to explain how structure reveals character and belonging in <i>Look Both Ways</i> . Foundational Skills Students will analyze how text structure contributes to meaning and character development.		RL.6.5 SL.6.1.a	L.6.5.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will discuss the meaning of the word authentic and explain what it means to write authentically.</p> <p>Learning in Action: Part A: Preview Anchor Text: <i>Look Both Ways</i> (RL.6.5) Students will preview the structure of the anchor text and learn what a vignette is.</p> <p>Part B: Create Ordinary Moments Graphic Organizer (SL.6.1) Students will create a graphic organizer to track what specific ordinary moments reveal about characters.</p> <p>Look Back: Students will reflect on what a story needs to be meaningful and connect to the reader.</p>	authentic vignette	text structure	Turn and Talk Think-Pair-Share
Investigation 1														
Unit 1	Lesson 4	Reading	<i>Look Both Ways</i> by Jason Reynolds	Students build knowledge of anchor text and consider the role of symbols in narrative writing.	Students will summarize and then close read, identifying symbols and their meanings and connecting these symbols to theme.	Students will explain how symbols represent ideas and connect to theme using text evidence and interpretive language.	Students will practice combining kernel sentences about the text/topic under study to support building their understanding of more complex sentences (e.g., simplifying sentences, reducing repetition, etc.).	RL.6.2 RL.6.4	RI.6.1 RI.6.10 W.6.1.b SL.6.1.a SL.6.1.c L.6.3.a	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.2.b.Em ELD.PI.6.2.b.Ex ELD.PI.6.2.b.Br	<p>Launch: Students will turn and talk, choosing one word to describe Jasmine and one word to describe TJ.</p> <p>Literacy Lab: Students will practice sentence combining using target vocabulary words to examine perspective and tone.</p> <p>Learning in Action: Part A: Summarizing and Close Reading (RL.6.2) Students will discuss the difference between summarizing and close reading. Students will summarize Jasmine's observations of the houses on Marston Street.</p> <p>Part B: Connect Symbols to Theme (RL.6.4) Students will engage in a Gallery Walk of ideas to identify symbols in "Water Booger Bears" and explore how these symbols express the story's theme.</p> <p>Look Back: Students will Quick Write to discuss what symbol best represents Jasmine and TJ's relationship and why.</p>			Turn and Talk Gallery Walk Quick Write

Unit 1	Lesson 5	Reading	Look Both Ways by Jason Reynolds	Students build knowledge of anchor text and explore what cause-and-effect relationships reveal about characters.	Students will close read "Water Booger Bears" to study how point of view can reveal implicit details.	Students will infer character traits revealed through point of view by explaining cause-and-effect relationships and citing implicit details from the text using inference verbs (e.g., suggests, implies).	Students will analyze word parts and consult print and digital reference materials to determine pronunciation, clarify precise meaning, and identify part of speech.	RL.6.1 RL.6.6 L.6.4.c	RI.6.1 RL.6.3 RL.6.10 SL.6.1.b SL.6.1.c SL.6.1.d L.6.4.d	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will turn and talk to reevaluate the words they used to describe characters and their perspectives.</p> <p>Literacy Lab: Students will be introduced to two vocabulary words using morpheme instruction and explore how affixes can change meaning.</p> <p>Learning in Action: Part A: Identify How Cause and Effect Reveal Character Interactions (RL.6.1, RL.6.6) Students will use Give One, Get One to close read and identify implicit details that the author reveals through point of view.</p> <p>Part B: Close Read to Identify Implicit Details (RL.6.1, RL.6.6) Students will use Retell and Paraphrase Partner Check to identify implicit details and work cooperatively to locate the passage that best indicates how the point of view reveals something about a character.</p> <p>Look Back: Students will identify one time when Jasmine's or T.J.'s point of view reveals something about a minor character in the vignette.</p>	Turn and Talk Give One, Get One Retell and Paraphrase Partner Check Quick Write
Unit 1	Lesson 6	Reading	Look Both Ways by Jason Reynolds	Students explore the connections among individual actions, sentence-level choices, and larger story structure, and analyze how the narrator's point of view shapes empathy and comprehension.	Students will analyze cause-and-effect relationships in Look Both Ways, Vignette 2, examining key sentences and events to determine how they contribute to plot development, theme, character motivations, and empathy.	Students will use cause-and-effect connectors (because, leads to, results in) and evidence-based phrasing to explain how characters' motivations, actions, and the narrator's perspective shape understanding.	Students will practice fluent reading of dialogue, sequence events in cause-and-effect chains, and connect textual evidence to character understanding and plot progression.	RL.6.3 RL.6.5 RL.6.6 L.6.5.b SL.6.1.d	RL.6.1 RL.6.2 RL.6.10	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will follow a Think-Pair-Share routine to consider belonging among the Low Cuts.</p> <p>Literacy Lab: Students will practice reading fluently with text that includes dialogue.</p> <p>Learning in Action: Part A: Identify Cause-and-Effect Relationships (RL.6.5, L.6.5.b) Students will identify cause-and-effect relationships in the story.</p> <p>Part B: Connect Character Motivation to Empathy (RL.6.3, RL.6.6, SL.6.1.d) Students will participate in a Graffiti/Table Talk routine to draw connections between character motivations and empathy.</p> <p>Look Back: Students will connect the causes and effects of characters' actions with empathy.</p>	Think-Pair-Share Graffiti/Table Talk Quick Write
Unit 1	Lesson 7	Writing	Look Both Ways by Jason Reynolds	Students build their understanding of how authors use craft to convey meaning.	Students will use the RACE writing strategy to analyze a moment from the text that reveals something about a character.	Students will explain an author's craft choice by integrating text evidence and using analytical transitions (This suggests . . . , This reveals . . .).		RL.6.1 W.6.2.a W.6.2.b W.6.4 L.6.1.a	W.6.9.a W.6.10 L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br	<p>Launch: Students will Think-Pair-Share-Write about a moment when something is revealed about a character.</p> <p>Literacy Lab: Students will study pronoun use in a passage from the anchor text.</p> <p>Learning in Action: Part A: Model Writing (RL.6.1) Students will observe as the teacher models using the RACE writing strategy to analyze an author's craft.</p> <p>Part B: Practice with RACE (W.6.2.a, W.6.2.b) Students will practice using the RACE writing strategy to analyze an author's craft.</p> <p>Look Back: Students will use a 3–2–1 Summary to reflect on their writing and learning in the lesson.</p>	Think-Pair-Share-Write 3–2–1 Summary
Unit 1	Lesson 8	Reading	Look Both Ways by Jason Reynolds	Students build their knowledge of how authors use verb tense while making connections among characters.	Students will close read to identify relationships between characters and locate moments of empathy.	Students will cite evidence from the text to connect characters.	Students will study example sentences to explain how authors vary sentence patterns for meaning, reader interest, and style.	RL.6.3 RL.6.4 RL.6.5 L.6.3.a	RL.6.1 RL.6.2 RL.6.6 RL.6.10	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br	<p>Launch: Students will "vote" to express their interpretation of the main characters in "Skitter Hitter."</p> <p>Literacy Lab: Students will investigate how authors vary sentence patterns for meaning, reader interest, and style.</p> <p>Learning in Action: Part A: Analyze Character Relationships (RL.6.3) Students will map relationships between characters in the story.</p> <p>Part B: Identify Moments of Empathy (RL.6.4, RL.6.5) Students will answer text-dependent questions to identify moments of reflection and empathy.</p> <p>Look Back: Students will write about how Pia's story helps the reader see through Marcus's eyes.</p>	Turn and Talk Language Study Give One, Get One Quick Write

Unit 1	Lesson 9	Reading	Look Both Ways by Jason Reynolds	Students build knowledge of what the ordinary moments of characters in the anchor text reveal about the power of storytelling.	Students will compare characters from the stories in Look Both Ways, focusing on how characters express their voice.	Students will compare character voice and perspective using compare/contrast connectors and evidence-based comparison frames (Compared to . . . , I can tell . . . , because . . .).	Students will practice reading fluently as a class and with a partner.	RL.6.1 RL.6.2 RL.6.3 L.6.5.b SL.6.1.d	RL.6.10 L.6.3.a L.6.6 SL.6.1.c W.6.4	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will turn and talk to discuss the text's recurring idea of school buses falling from the sky.</p> <p>Literacy Lab: Students will practice reading fluently to better understand characters.</p> <p>Learning in Action: Part A: Model Comparing and Contrasting Characters (RL.6.1, RL.6.2, RL.6.3) Students will use sentence frames to compare and contrast Fatima with a character from an earlier story.</p> <p>Part B: Compare and Contrast Characters (RL.6.3, L.6.5, SL.6.1.d) Students will independently compare and contrast Fatima with a character from an earlier story, focusing on how Fatima's voice is expressed.</p> <p>Look Back: Students will complete a Quick Write answering the following question: Why do you think Jason Reynolds chose to include the character Benni in this vignette?</p>	constant variable	Turn and Talk Fluency Practice Give One, Get One Quick Write
Unit 1	Lesson 10	Academic Discussion	Look Both Ways by Jason Reynolds	Students will learn how to appropriately engage in an academic discussion with classmates.	Students will evaluate which vignette in Look Both Ways best demonstrates the importance of belonging by citing text evidence, building on classmates' interpretations, and analyzing how well discussion evidence supports different claims.	Students will defend an interpretation about belonging in Look Both Ways by using discussion stems, text evidence with location language (page/scene/quote), and clear follow-up questions during a Fishbowl Conversation.	Students will prepare for a Fishbowl Conversation by setting group norms.	RL.6.1 SL.6.1.a SL.6.1.c SL.6.3	SL.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br	<p>Launch: Students will share moments from their homework that show characters facing challenges.</p> <p>Literacy Lab: Students will participate in co-constructing the conversation norms they will follow during the discussion in this lesson.</p> <p>Learning in Action: Part A: Model Discussion (RL.6.1, SL.6.1.a) Students will prepare for the academic discussion.</p> <p>Part B: Fishbowl Conversation (SL.6.1.a, SL.6.3) Students will participate in the Fishbowl Conversation.</p> <p>Look Back: Students will reflect on an idea shared by a member of another group that changed their thinking.</p>		Turn and Talk Fishbowl Conversations Quick Write
Unit 1	Lesson 11	Reading	Look Both Ways by Jason Reynolds	Students learn a technique for close-reading complex sentences to uncover what they reveal about characters' identities, values, and relationships.	Students will analyze how Jason Reynolds uses figurative language and sentence structure in "Call of Duty" to reveal characters' identities, values, and relationships.	Students will interpret how a "power sentence" reveals character identity/values by using interpretive verbs (suggests, indicates), academic vocabulary for identity/values, and text evidence to explain their thinking orally and in a brief Quick Write.	Students will study words using morphology.	RL.6.3 L.6.4.c L.6.4.d	RL.6.1 RL.6.4 RL.6.10 W.6.10 L.6.2.b	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	<p>Launch: Students will explain how a repeated image from the anchor text adds meaning.</p> <p>Literacy Lab: Students will practice decoding words using morphology.</p> <p>Learning in Action: Part A: Model Power Sentence Close Read (RL.6.3) Students will practice close-reading power sentences to better understand characters and their relationships to each other.</p> <p>Part B: Independent Close Read of Power Sentences (RL.6.3) Students will independently choose and close-read power sentences.</p> <p>Look Back: Students will complete a Quick Write identifying one truth Jason Reynolds reveals in "Call of Duty."</p>	instinct venomous	Turn and Talk Introduce New Words Using Morphemes Quick Write
Unit 1	Lesson 12	Writing	Look Both Ways by Jason Reynolds	Students develop their understanding of how to reveal information about characters using personal voice.	Students will study stages 1–4 of the Self-Regulated Strategy Development (SRSD) protocol to prepare for narrative writing.	Students will plan and explain a narrative paragraph using first-person voice by using precise descriptive language, first-person perspective markers, and justification frames ("I chose this because . . .") to show how an ordinary moment reveals identity/voice.	Students will practice using commas, parentheses, and dashes to separate nonrestrictive information in sentences.	W.6.3.a L.6.2.a	W.6.4 W.6.10 L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br	<p>Launch: Students will identify what differentiates one character's voice from another's.</p> <p>Literacy Lab: Students will practice using punctuation to set off extra information in a sentence.</p> <p>Learning in Action: Part A: Modeled Writing (W.6.3.a) Students will participate as the teacher models stages 1–2 of SRSD to identify how a writer builds character identity and then will observe as the teacher writes an original paragraph.</p> <p>Part B: Students Memorize Steps (W.6.3.a) Students will complete stage 4 of SRSD by memorizing the steps of what the teacher did to prepare and plan in order to identify the what/who/action/revelation they will show in an upcoming personal narrative.</p> <p>Look Back: Students will complete a Turn-and-Talk routine about developing their personal voice.</p>		Turn and Talk

Unit 1 Lesson 13	Reading	Look Both Ways by Jason Reynolds	How do authors use point of view, voice, and symbolism to show how characters feel, grow, and change?	Students will compare the experience of reading a written story to listening to an audio story in order to analyze how each medium's techniques develop the narrator's or storyteller's point of view.	Students will compare spoken and written storytelling by using comparison frames (Unlike Similarly . . .).	Students will practice fluency in reading with a focus on emphasis and prosody when reading aloud.	RL.6.6 RL.6.7	RL.6.1 RL.6.10 SL.6.1.a SL.6.1.b L.6.5.b	ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Br	<p>Launch: Students will discuss with partners how listening to a story differs from reading one.</p> <p>Literacy Lab: Students will practice fluency using an excerpt from the anchor text, focusing on emphasis and prosody when reading aloud</p> <p>Learning in Action: Part A: Author's Point of View in Audio vs. Text (RL.6.6, RL.6.7) Students will listen to an audio story and discuss the differences between listening to and reading a story, focusing on how each form reveals an author's point of view.</p> <p>Part B: Listening for Author's Perspective (RL.6.6, SL.6.1b) Students will read a vignette from the anchor text aloud in small groups, recording their observations about the author's point of view throughout the reading, then share their thoughts and discuss how their observations were different when listening vs. reading.</p> <p>Look Back: Students will answer a hypothetical question about how a character from one text would react to an event in the other in order to demonstrate what the author's point of view reveals about characters.</p>	prosody	Turn and Talk Fluency Practice Graffiti/Table Talk Quick Write
Unit 1 Lesson 14	Reading	Look Both Ways by Jason Reynolds	How do authors use point of view, voice, and symbolism to show how characters feel, grow, and change?	Students will closely read a few sections of "Five Things Easier to Do Than Simeon's and Kenzi's Secret Handshake" from Look Both Ways in order to analyze how the author uses figurative language to develop ideas.	Students will interpret figurative language by identifying metaphors/similes, using academic verbs (represents, compares, suggests), and citing quoted evidence to explain how figurative language develops character, relationship, and setting.	Students will practice close-reading texts with an eye for figurative language to analyze how it helps reveal information and develop the story.	RL.6.2 RL.6.4 L.6.5.a	RL.6.1 RL.6.10	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Br ELD.PI.6.8.Em ELD.PI.6.8.Ex ELD.PI.6.8.Br ELD.PI.6.3.Em ELD.PI.6.3.Br	<p>Launch: Students will discuss questions they would ask the characters in this vignette.</p> <p>Literacy Lab: Students will analyze sentences for their use of figurative language, focusing on the different types of language and how each contributes to the story.</p> <p>Learning in Action: Part A: Figurative Language and Developing Ideas: Look Both Ways, Vignette 6 (RL.6.2, L.6.5.a) Students will listen to a read-aloud, noting examples of figurative language along the way, and discuss how the language contributes to the development of the characters and the overall story.</p> <p>Part B: Close Reading for Figurative Language (RL.6.4, L.6.5.a) Students will buddy-read a small section of "Five Things Easier to Do Than Simeon's and Kenzi's Secret Handshake" with a partner, recording instances of figurative language and how they help develop the story in order to share their thoughts and collaborate with others.</p> <p>Look Back: Students will write a brief response about how figurative language affects the reading of a story.</p>	anvil elementary unbounceable (nonstandard) travesty principle principal	Think-Pair-Share Language Study Graffiti/Table Talk Quick Write
Unit 1 Lesson 15	Reading	Look Both Ways by Jason Reynolds	How do the words characters say help move the story forward?	Students will analyze how dialogue helps reveal character traits, points of view, and relationships between characters throughout Vignette 6 of the anchor text, "Five Things Easier to Do Than Simeon's and Kenzi's Handshake."	Students will explain how dialogue reveals relationships by identifying explicit and implicit meanings, using inference verbs (implies, suggests), and citing quoted evidence to justify their interpretation.	Students will read out loud while paying attention to prosody clues in order to examine explicit versus implicit meanings.	RL.6.6	RL.6.1 RL.6.3 RL.6.10 L.6.4.a L.6.5.b	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Br ELD.PI.6.3.Em ELD.PI.6.3.Br ELD.PI.6.1.Br ELD.PI.6.1.Br	<p>Launch: Students will complete a poll on whether they think three snippets of dialogue from this vignette are informative, entertaining, or both to prepare them to analyze dialogue throughout the lesson.</p> <p>Literacy Lab: Students will review the terms explicit and implicit to identify explicit and implicit meanings in a given text.</p> <p>Learning in Action: Part A: Explicit and Implicit Meanings in Dialogue (RL.6.6, L.6.5) Students will echo-read another excerpt from this vignette to discuss the explicit and implicit meanings within it and how such meanings reveal characters and their points of view.</p> <p>Part B: Dialogue Reveals Characters (RL.6.6, L.6.5) Students will perform a Jigsaw Reading to become an expert on one of three selected excerpts of dialogue from the vignette, analyzing explicit and implicit meanings and what they reveal about the speakers.</p> <p>Look Back: Students will reflect on the vignette by speculating on what a character may have been thinking.</p>	explicit implicit	Language Study Jigsaw Reading

Unit 1 Lesson 16	Reading	Look Both Ways by Jason Reynolds	How do narrators help us read through characters' eyes?	Students will closely read "Satchmo's Master Plan" and explore the techniques the author uses to develop the main character's point of view.	Students will explain how structure builds Satchmo's perspective by using temporal sequencing (initially/later/finally), structural transitions, and evidence-based reasoning that cites specific text details.	Students will use morphological analysis to decode the meaning of new words.	RL.6.1 RL.6.6	RL.6.2 RL.6.3 RL.6.10 SL.6.1.a L.6.4.c L.6.4.d	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br	<p>Launch: Students will discuss the opening sentence of the vignette, contrasting its dramatic tone with the normality of the story.</p> <p>Literacy Lab: Students will learn the target word execute by analyzing its morphology.</p> <p>Learning in Action: Part A: Analyzing Voice and Point of View (RL.6.1, RL.6.6) Students will close-read and summarize one paragraph from "Satchmo's Master Plan," focusing on how it develops the main character's point of view and citing specific textual evidence to support their summary.</p> <p>Part B: Form and Support a Hypothesis (RL.6.1, RL.6.6) Students will gather textual evidence to support a Knowledge-Building Question on how stories develop points of view and use that evidence to form a hypothesis that will then be improved by exchanging feedback with peers.</p> <p>Look Back: Students will reflect on how the process of exchanging feedback with peers helped them improve their hypothesis.</p>	execute	Introduce New Words Using Morphemes Academic Talk Stems
Unit 1 Lesson 17	Writing	Look Both Ways by Jason Reynolds	How do point of view and character development work together to shape a story?	Students will write original narrative scenes involving themselves and a favorite character from Look Both Ways, with a focus on point of view and character development.	Students will justify narrative point of view and character choices by using reasoning frames ("I chose . . . because . . ."), perspective language ("From my point of view . . ."), and narrative transitions to plan and draft an original scene that fits what they know about a Look Both Ways character.		W.6.3.a W.6.3.b W.6.5	W.6.4 W.6.9.a W.6.10 L.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br	<p>Launch: Students will choose a character from the anchor text whom they would like to have lunch or spend recess with and discuss why they made that choice.</p> <p>Literacy Lab: Students will discuss prior knowledge of narrative story as a genre and examine a model paragraph of a narrative story in order to prepare to write their own.</p> <p>Learning in Action: Part A: Developing Point of View (W.6.3.a, W.6.3.b) Students will develop questions they would like to ask their chosen characters and imagine how they would respond by reflecting on what their questions reveal about the character, including their own point of view in the story and how they will interact.</p> <p>Part B: Begin Writing (W.6.3.a, W.6.3.b) Students will begin to write original stories based on the questions they developed and additional brainstorming.</p> <p>Look Back: Students will reflect on which parts of the writing process they will need the most practice with as they look ahead to the unit performance task.</p>		Think-Pair-Share Language Study Quick Write
Unit 1 Lesson 18	Academic Discussion	Look Both Ways by Jason Reynolds	How can empathy help us see through someone else's eyes?	Students will discuss moments of empathy in the anchor text and how they help readers see from different characters' points of view.	Students will build and refine interpretations about empathy in Look Both Ways by using discussion stems (agree/add/clarify/c challenge), referencing specific text evidence, and asking clarifying questions to deepen peers' ideas. Foundational Skill Students will distinguish between closely related words and analyze how word choices shape meaning.		RL.6.6 SL.6.1.d L.6.5.c	RL.6.1 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will complete a class word cloud around the word empathy, including synonyms, ideas, and examples from the anchor text.</p> <p>Literacy Lab: Students will observe academic discussion techniques before practicing an academic discussion around a current Knowledge-Building Question and briefly previewing the second Essential Question.</p> <p>Learning in Action: Part A: Academic Discussion: Empathy in Look Both Ways (SL.6.1.d, RL.6.6) Students will discuss examples of empathy from the anchor text and how that empathy is developed with partners, switching partners every three minutes to get new perspectives and using modeled sentence frames to build upon, clarify, and challenge each other's ideas.</p> <p>Part B: Academic Discussion: Empathy in Look Both Ways, Part II (SL.6.1.d, RL.6.6) Students will share explanations of what they learned from their peer discussions, how they learned it, and from whom, using different sentence frames.</p> <p>Look Back: Students will reflect on the day's discussions and discuss briefly with a partner why certain aspects of the academic discussion were easier/harder than others and what they plan to do differently next time.</p>	compassion empathy sympathy	Reflect-and-Respond Dialogue Turn and Talk

Unit 1	Lesson 19	Mid-Unit Assessment	N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 L.6.1.a L.6.1.e L.6.5.a L.6.5.b				Launch: The teacher will establish the testing environment for students to take their assessment. Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing. Look Back: Students will self-assess their ability to demonstrate the skills assessed.	No routines/protocols are used today Lesson Sequence	
Unit 1	Lesson 20	Flex Day	Look Both Ways by Jason Reynolds	Students extend recent work with voice, word choice, and small-moment writing by noticing how details build theme, summary, and structure in literary texts about belonging.	Students will determine a theme or central idea of a literary text, and explain how it is conveyed through particular details, and provide an objective summary of a literary text. Students will analyze how a particular sentence, scene, or section fits into the overall structure of a literary text and contributes to the development of theme.	Students will explain theme, summary, and structure using objective language, text details, and cause-effect phrases.	Students will reread closely to distinguish important details from less important details and track how ideas build across a literary passage.	RL.6.2 RL.6.5	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d W.6.4	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br	Launch: Students self-assess confidence on determining theme, writing an objective summary, and analyzing structure to help the teacher form huddles. Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on theme, summary, and structure using a short literary passage; other students engage in independent reading or knowledge-building tasks. Look Back: Students reflect on growth in confidence or new learning from huddle work or independent work.	theme summary structure objective shift detail Quick Write
Investigation 2												
Unit 1	Lesson 21	Research	Look Both Ways by Jason Reynolds	Students extend the unit study of belonging by turning themes from Look Both Ways into researchable questions.	Students will narrow a broad topic into a focused, researchable question connected to belonging, voice, or community.	Students will explain why a question is searchable and justify why a source seems relevant using precise topic words and reasoning words such as because, focuses on, and related to.	W.6.7	W.6.8 W.6.10 SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.11.a.Em ELD.PI.6.11.a.Ex ELD.PI.6.11.a.Br	Launch: Students connect the unit's study of belonging and voice to the work of asking focused research questions. Literacy Lab: Students learn the Inquiry Protocol: Focus & Frame and see a teacher model of moving from a broad topic to a focused, searchable question. Learning in Action: Part A: Narrow Your Topic (W.6.7) Students apply Activate, Narrow, Question, and Check to develop a focused research question. Part B: Frame Keywords and Find One Likely Source (W.6.7) Students generate keywords, test them with a source set, and identify one source that seems relevant. Look Back: Students reflect on the quality of their question, the usefulness of their keywords, and their next research step.	broad topic researchable narrow keyword relevant Think-Pair-Share Turn and Talk Quick Write	
Unit 1	Lesson 22	Research	"Middle School Is More Than You Think"	Students continue researching how everyday community spaces can shape belonging, voice, and connection.	Students will evaluate whether a source is relevant and reliable for a research question and record information from that source using paraphrasing, quoting, and basic attribution.	Students will justify source choices and explain the difference between copied, paraphrased, and quoted information using source-based language, such as "according to," "the author states," and "in my own words."	W.6.8 W.6.9.b	W.6.7 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	Launch: Students revisit the research question and possible source from Lesson 19 and identify what makes a source worth keeping. Literacy Lab: Students learn how to evaluate a source using CARP and how to distinguish copying, paraphrasing, quoting, and attribution. Learning in Action: Part A: Keep It or Replace It? (W.6.8) Students evaluate whether their source actually answers their research question and decide whether to keep or replace it. Part B: Notes You Can Use (W.6.8, W.6.9.b) Students record one paraphrase and one short quote with attribution on the Research Notes organizer. Look Back: Students reflect on what they learned about their source and identify next steps for their research process.	Think-Pair-Share Turn and Talk Quickwrite	

Unit 1	Lesson 23	Reading	<i>Look Both Ways</i> by Jason Reynolds	Students build knowledge of different narrative techniques authors use to craft stories.	Students will explore how narrative techniques convey characters' perspectives.	Students will explain how Cynthia's perspective shapes description and emotion in "Ookabooka Land" by using interpretive verbs (indicates/reveals/suggests), academic emotion/perception vocabulary, and specific text evidence to justify their analysis of narrative techniques.	Students will study how words with multiple meanings add complexity to texts.	RL.6.5 RL.6.6	RL.6.1 RL.6.3 RL.6.4 RL.6.10	ELD.P1.6.6.a.Em ELD.P1.6.6.a.Ex ELD.P1.6.6.a.Br ELD.P1.6.6.b.Em ELD.P1.6.6.b.Ex ELD.P1.6.6.b.Br ELD.P1.6.3.Em ELD.P1.6.3.Ex ELD.P1.6.3.Br	<p>Launch: Students will analyze how the opening lines of "Ookabooka Land" introduce Cynthia's perspective and shape readers' first impression of her.</p> <p>Literacy Lab: Students will explore how words with multiple meanings add depth to meaning.</p> <p>Learning in Action: Part A: Author's Craft (RL.6.5) Students will define the author's craft and begin filling out a graphic organizer on narrative techniques.</p> <p>Part B: Graphic Organizer (RL.6.1, RL.6.6) Students will work in pairs to fill out the graphic organizer, then discuss how authors develop perspective.</p> <p>Look Back: Students will complete a Quick Write addressing the question "What can we learn about Cynthia by hearing her story in her words?"</p>	craft community	empathy dialogue figurative language imagery perspective text structure word choice	Turn and Talk Graphic Organizer Deep Dive Quick Write
Unit 1	Lesson 24	Reading	<i>Look Both Ways</i> by Jason Reynolds	Students deepen their understanding of how authors use dialogue in stories.	Students will analyze how dialogue reveals character relationships and contributes to the structure of a story.	Students will analyze how dialogue reveals relationships in "How a Boy Can Become a Grease Fire" by citing quoted evidence and using interpretation verbs (implies, shows, communicates) and academic relationship vocabulary to explain how word choice (slang vs. formal English) shapes what readers learn about characters.	Students will identify and analyze uses of unconventional English, recognizing when these uses are appropriate and when they may not be.	RL.6.3 RL.6.5 L.6.1.e	L.6.3.b RL.6.10	ELD.P1.6.6.b.Em ELD.P1.6.6.b.Ex ELD.P1.6.6.b.Br ELD.P1.6.12.a.Em ELD.P1.6.12.a.Ex ELD.P1.6.12.a.Br ELD.P1.6.3.Em ELD.P1.6.3.Ex ELD.P1.6.3.Br	<p>Launch: Students will write lines of dialogue they have heard in recent conversations.</p> <p>Literacy Lab: Students will identify slang and consider how and why it is used.</p> <p>Learning in Action: Part A: Formal and Informal Dialogue (L.6.1.e, L.6.3.b) Students will discuss what makes dialogue effective. Then, students will analyze dialogue from the vignette "How a Boy Can Become a Grease Fire."</p> <p>Part B: Dialogue in "How a Boy Can Become a Grease Fire" (RL.6.3, RL.6.5) Students will work in small groups to analyze dialogue from the vignette.</p> <p>Look Back: Students will complete a Quick Write in which they address how dialogue impacts a reader's understanding of a character.</p>	slang colloquial	author's craft dialogue	Think-Pair-Share Language Study Quick Write
Unit 1	Lesson 25	Reading	<i>Look Both Ways</i> by Jason Reynolds	Students deepen their understanding of how authors use figurative language to convey meaning.	Students will explore how author Jason Reynolds uses figurative language and symbolism to convey emotions and build empathy.	Students will interpret figurative language and symbolism in "The Broom Dog" to explain how Jason Reynolds builds empathy through word choice, using precision vocabulary for metaphor/symbolism to convey meaning and citing text evidence in clear, evidence-based explanations.	Students will practice reading fluently with emphasis on how punctuation affects meaning.	RL.6.4	RL.6.1 RL.6.5 RL.6.10	ELD.P1.6.6.b.Em ELD.P1.6.6.b.Ex ELD.P1.6.6.b.Br ELD.P1.6.8.Em ELD.P1.6.8.Ex ELD.P1.6.8.Br ELD.P1.6.3.Em ELD.P1.6.3.Ex ELD.P1.6.3.Br	<p>Launch: Students will study an image related to the text and discuss what they notice about the image, then identify an image from the opening of "The Broom Dog" that stood out to them and explain why.</p> <p>Literacy Lab: Students will practice reading fluently with emphasis on how punctuation affects delivery.</p> <p>Learning in Action: Part A: Figurative Language and Symbolism (RL.6.4) Students will discuss figurative language and symbolism in the vignette "The Broom Dog."</p> <p>Part B: Give One, Get One (RL.6.1, RL.6.5) Students will participate in a Give One, Get One routine to discuss how Jason Reynolds uses the symbol of a school bus to build empathy, citing evidence from the text in their responses.</p> <p>Look Back: Students will prepare a Quick Write to address how Jason Reynolds uses figurative language and symbols to convey emotion and build empathy, including one piece of text evidence to support their responses.</p>	figurative language metaphor simile symbolism	craft empathy	Think-Pair-Share Fluency Practice Turn and Talk Give One, Get One Quick Write

Unit 1	Lesson 26	Reading	Look Both Ways by Jason Reynolds	Students deepen their understanding of characters in the anchor text, including how authors develop these characters throughout the text.	Students will discuss narrative techniques that describe characters by adapting how they speak in a discussion by using formal English and academic vocabulary appropriate to the task and the audience.	Students will use discussion sentence frames and clarifying questions to share, challenge, and refine evidence-based ideas about how narrative techniques shape characters' perspectives while citing specific text evidence (including a "juicy sentence" example) and revising thinking in response to peers.	Students will study a sentence to practice interpretation.	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	RL.6.1 RL.6.3 RL.6.10 SL.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will identify one character from Look Both Ways and a challenge they face, using complete sentences and grade-appropriate academic language.</p> <p>Literacy Lab: Students will complete power sentence work to practice interpretation.</p> <p>Learning in Action: Part A: Collaborative Idea Board Preparation and Modeling (SL.6.1, SL.6.6) Students will prepare discussion points about character development and narrative techniques, rehearsing how to present their ideas using formal English and evidence-based statements, and prepare to add to their Collaborative Idea Board.</p> <p>Part B: Collaborative Idea Board (SL.6.1, SL.6.6) Students will participate in a structured academic discussion about characters and perspective, adapting their speech to the collaborative setting and using formal, content-specific language appropriate to the task. Students will add to their Collaborative Idea Board</p> <p>Look Back: Students will reflect on how they adapted their language during the structured academic discussion by using formal English and content-specific vocabulary appropriate to the task and the audience.</p>	empathy perspective	Language Study Collaborative Idea Board Quick Write
Unit 1	Lesson 27	Writing	Look Both Ways by Jason Reynolds	Students deepen their understanding of how perspective shapes what readers notice, feel, and understand in a scene.	Students will analyze how a narrator's perspective shapes a scene in Look Both Ways and rewrite that scene from a new point of view.	Students will use first-person voice markers, internal thoughts, dialogue, and temporal transitions to draft a perspective-change paragraph and explain how the new perspective changes meaning.	RL.6.6 W.6.3.b	RL.6.1 W.6.4 W.6.9.a W.6.10 SL.6.1.a L.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br	<p>Launch: Activate prior thinking about perspective shifts in Look Both Ways and connect the lesson to the unit's essential question.</p> <p>Literacy Lab: Use a mentor line from the anchor text to study how dialogue and internal thinking help create perspective in narrative writing.</p> <p>Learning in Action: Part A: Plan the New Perspective (RL.6.6) Students will select a scene and plan how the moment would sound and feel from a different character's point of view. Learning in Action B: Draft the Perspective-Change Paragraph (W.6.3.b) Students will write a paragraph that retells the same moment from a new narrator's perspective, using dialogue, description, and internal thoughts.</p> <p>Look Back: Formatively assess how well students can explain how a new perspective changes the meaning of a scene.</p>	perspective narrator internal thoughts	empathy dialogue	Retell and Paraphrase Partner Check Language Study Turn-and-Talk Quickwrite
Unit 1	Lesson 28	Reading	"Hanging Fire" by Audre Lorde	Students consider how stories help people see the world through someone else's eyes.	Students will analyze a poem by Audre Lord about adolescence, exploring how the symbolism, imagery, and other types of figurative language used help reveal the speaker's thoughts and feelings and build empathy for her.	Students will interpret imagery and figurative language in "Hanging Fire" to express how the speaker's identity and emotions are revealed, using academic vocabulary for identity/emotion and evidence-based interpretation (quote + explanation).	RL.6.5 L.6.5.a	RL.6.4 RL.6.10	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.8.Em ELD.PI.6.8.Ex ELD.PI.6.8.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will discuss how they felt on their first day of middle school to introduce the ideas and feelings in the poem.</p> <p>Literacy Lab: Students will listen to the teacher read the poem aloud with a focus on prosody choices, analyze the teacher's choices and how they expand on the meaning of the poem, and practice reading it to each other for greater fluency.</p> <p>Learning in Action: Part A: Literal and Figurative Meaning (L.6.5a, RL.6.5) Students will listen for figurative meaning in "Hanging Fire" by Audre Lorde and then discuss how figurative language such as symbolism and imagery helps make the poem more impactful.</p> <p>Part B: Imagery Discussion (L.6.5a, RL.6.5) Students will use a Graffiti/Table Talk routine in small groups to guide a discussion of the poem as they reread.</p> <p>Look Back: Students will reflect on how figurative language in poetry can help build empathy and community.</p>	literal poetry structure	Think-Pair-Share Fluency Practice Graffiti/Table Talk Quick Write	

Unit 1 Lesson 29	Reading	Look Both Ways by Jason Reynolds	How can understanding another person's perspective strengthen relationships and community?	Students will reread select vignettes from the anchor text to analyze how the structure of each affects character development.	Students will evaluate how the structure of a vignette shapes reader experience and character understanding by using structural language (opening/shift/ending), academic connectors, and evidence-based explanation (text detail → effect on reader).	Students will explore the relationships between previous target words to reinforce their meanings.	RL.6.5	RL.6.10 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will read each other's poems and discuss them in order to share their significance.</p> <p>Literacy Lab: Students will discuss how several vocabulary terms relate to each other by presenting their relationships visually.</p> <p>Learning in Action: Part A: Intro to Structure (RL.6.5) Students will discuss text structure in order to begin to discuss the role that unusual structures play within some of the vignettes in Look Both Ways.</p> <p>Part B: Structure in Look Both Ways (RL.6.5, SL.6.1) Students will reread an assigned vignette from Look Both Ways in order to annotate the text with their thoughts on structure and its effects.</p> <p>Look Back: Students will discuss the effects that structure can have on a story's characters with a set partner.</p>	<p>literary poetry metaphor simile figurative language symbolism explicit implicit</p>	Word Relationship Jigsaw Reading Turn and Talk
Unit 1 Lesson 30	Academic Discussion	Look Both Ways by Jason Reynolds; "Middle School is More Than You Think"	How can understanding another person's perspective strengthen relationships and community?	Students will discuss how stories can build empathy and community using both the anchor text (fiction) and an excerpt from a nonfictional article about middle school.	Students will argue how specific craft choices (especially pacing) build empathy by stating a clear claim, citing text evidence from Look Both Ways, and using discussion stems to build on or challenge peers' ideas.		RI.6.2 RL.6.3 SL.6.1.c	RI.6.10 W.6.10 SL.6.1.a SL.6.1.b SL.6.1.d SL.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will discuss and share their written responses to the homework prompt.</p> <p>Literacy Lab: Students will discuss which vignettes from Look Both Ways helped them understand a character, a classmate, or themselves better.</p> <p>Learning in Action: Part A: Building Empathy and Understanding (RI.6.2, SL.6.1.c) Students will read and discuss the article excerpt and use it to share their own thoughts about what they would like others to understand about them.</p> <p>Part B: Pacing and Empathy in Look Both Ways (RL.6.3, SL.6.1.c) Students will discuss pacing in "The Low Cuts Strike Again," focusing on how it can help create empathy by creating and subverting expectations about characters.</p> <p>Look Back: Students will write a brief reflection about how authors can use pacing and play with reader expectations to create tension in stories.</p>	<p>mercurial braggadocious wheelhouse pacing</p>	Turn and Talk Fishbowl Conversation Quick Write
Unit 1 Lesson 31	Writing	Look Both Ways by Jason Reynolds; "Thank You, M'am" by Langston Hughes	How can understanding another person's perspective strengthen relationships and community?	Students will plan and begin writing original narrative stories based on characters from the anchor text.	Students will plan and draft a paced narrative about a Look Both Ways character by using narrative sequencing language (first/then/after), descriptive emotion language, and evidence-based details from the mentor texts (structure/pacing patterns + character voice), including purposeful choices about when to use nonstandard English to match character and audience.		W.6.3.b W.6.3.d	W.6.4 W.6.9.a W.6.10 L.6.1.e L.6.3.b	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br	<p>Launch: Students will discuss with partners the ideas they generated for homework around which character from the anchor text they will write about, what events or information will be revealed, and how they will pace their stories.</p> <p>Literacy Lab: Students will be introduced to the pre-writing process, including the generation of an idea, a sequence of events, and an outline.</p> <p>Learning in Action: Part A: Pre-Writing for Pacing and Organization (W.6.3b, W.6.3d) Students will pre-write stories by creating sequences of events and outlines based on those modeled during the Literacy Lab.</p> <p>Part B: Narrative Writing (W.6.3b, W.6.3d) Students will investigate the importance of staying true to a character and their narrative, including the use of nonstandard English. Then students will begin to write their own original narratives about a character from the anchor text.</p> <p>Look Back: Students will discuss one technique they used in their writing today and how that technique will impact readers.</p>	<p>sensory detail</p>	Turn and Talk Model Writing Think-Pair-Share

Unit 1	Lesson 32	Reading	Look Both Ways by Jason Reynolds; "Thank You, M'am" by Langston Hughes	How can understanding another person's perspective strengthen relationships and community?	Students will compare the author's use of structure, pacing, and craft to build empathy in the anchor text and "Thank You, M'am" by Langston Hughes.	Students will evaluate how author's craft builds empathy by using academic evaluation verbs (demonstrates, reinforces, suggests), comparative language (both, similarly, unlike, whereas), and evidence-based explanation ("the text shows . . .," "this matters because . . .") when comparing "The Low Cuts Strike Again" and "Thank You, M'am."	Students will analyze the morphology of the word kitchenette to determine its meaning and understand its significance in "Thank You, M'am."	RL.6.5 RL.6.9	RL.6.3 RL.6.10 L.6.1.e L.6.4.c L.6.4.d	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will discuss how empathy is central to Langston Hughes's short story "Thank You, M'am."</p> <p>Literacy Lab: Students will use morphology to define the target word kitchenette, which appears in the reading.</p> <p>Learning in Action: Part A: Structure, Pacing, and Craft (RL.6.5, RL.6.9) Students will compare and contrast the use of structure, pacing, and craft to build interest and empathy in the anchor text and "Thank You, M'am."</p> <p>Part B: Imaginative Writing Exercise (RL.6.9) Students will respond to a prompt, imagining how characters from the anchor text would respond to a character from "Thank You, M'am."</p> <p>Look Back: Students will discuss how Mrs. Jones's empathy affects Roger in "Thank You, M'am."</p>	kitchenette	Think-Pair-Share Introduce New Words Using Morphemes Graffiti/Table Talk Turn and Talk	
Unit 1	Lesson 33	Academic Discussion	Look Both Ways by Jason Reynolds	Students use the interview with Jason Reynolds to discuss what makes stories powerful or meaningful to an audience.	Students will discuss the importance of sharing stories within communities, why some stories are powerful or meaningful to an audience, and the connections to the author's identity by watching and discussing a video interview with author Jason Reynolds.	Students will participate in an academic discussion explaining how Jason Reynolds's identity shapes the meaning of his stories by using discussion stems, evidence-referencing phrases, and academic vocabulary.		SL.6.1.a SL.6.1.b	SL.6.1.c SL.6.1.d SL.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will discuss a video of Jason Reynold and will ask questions about it.</p> <p>Literacy Lab: Students will learn the speaking skills they will need for academic discussions and future oral presentations in the Performance Task.</p> <p>Learning in Action: Learning in Action: Jason Reynolds and the Importance of Sharing Stories (SL.6.1.a, SL.6.1.b, SL.6.1.c, SL.6.1.d) Students will use a Fishbowl Conversation routine to discuss how the Reynolds video interview informs their understanding of his characters and how this relates to general ideas of what makes stories meaningful.</p> <p>Look Back: Students will write a brief response to the question: "How does sharing our stories build community and empathy?"</p>		Turn and Talk Fishbowl Conversation	
Showcase														
Unit 1	Lesson 34	Writing	Look Both Ways by Jason Reynolds	Students imagine stories they have already read from a different perspective in order to analyze how understanding another person's perspective can strengthen relationships and community.	Students will plan and draft a narrative that retells a story from Look Both Ways from a different character's perspective.	Students will plan a narrative retelling from an adult character's point of view using perspective-shifting language, narrative voice markers, and evidence-based reasoning to explain how the character's perspective changes the meaning of the setting, characters, and events.		W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e	W.6.4 W.6.9.a W.6.10 L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students will share the adult characters they identified from their homework to collaboratively create a list of adult characters and their descriptions.</p> <p>Literacy Lab: Students will discuss the importance of setting and analyze why characters from different perspectives may see the same setting in different ways.</p> <p>Learning in Action: Part A: Perspectives on Setting, Characters, and Events Text: "The Low Cuts Strike Again" (W.6.3) Students will discuss different characters' perspectives on setting in order to brainstorm their chosen characters' perspectives on setting, characters, and events from Look Both Ways.</p> <p>Part B: Pre-Writing with Perspective (W.6.3) Students will revisit an outline from a previous writing lesson to help them write outlines for narratives, which they will complete for homework and use to support their writing in the next lesson.</p> <p>Look Back: In small groups, students will discuss what details from the novel helped them write from their chosen character's perspective.</p>		Language Study Turn and Talk	

Unit 1	Lesson 35	Writing	Look Both Ways by Jason Reynolds	Students write stories about the same events from a different point of view to explore how understanding another character's perspective can strengthen relationships and community.	Students will write a 1–2 paragraph narrative that retells a scene from Look Both Ways from an adult character's point of view, using at least two narrative techniques (e.g., figurative language, pacing, sensory detail) to convey that character's distinct perspective.	Students will draft and evaluate a narrative retelling from an adult character's point of view by using conditional language (if... then...), evaluative vocabulary, and academic discussion frames to explain which narrative techniques (e.g., figurative language, pacing, dialogue, sensory detail) best convey meaning and match the author's purpose.	W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e	W.6.4 W.6.9.a W.6.10 L.6.5.a L.6.5.b L.6.6	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.3.Br ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.2.b.Em ELD.PI.6.2.b.Ex ELD.PI.6.2.b.Br	<p>Launch: Students will build upon pre-writing from the previous lesson by reflecting on the process.</p> <p>Literacy Lab: Students will review the terms "genre" and "narrative" to discuss how they apply to Look Both Ways, then analyze how narrative techniques help achieve the author's purpose, including by analyzing the teacher's model paragraph.</p> <p>Learning in Action: Learning in Action: Narrative Writing from a New Perspective (W. 6.3a) Students will apply literary techniques and their own pre-writing materials to write fictional narratives. Students will discuss how their applied narrative techniques affect their own narrative writing to begin work on the Showcase Task.</p> <p>Look Back: Students will continue to brainstorm ideas for their Showcase Task.</p>	genre narrative	Turn-and-Talk Language Study	
Unit 1	Lesson 36	Academic Discussion	Look Both Ways by Jason Reynolds	Students discuss the importance of characters from Look Both Ways changing their minds after considering other points of view.	Students will identify and share moments from Look Both Ways in which characters change their minds. Students will also discuss the importance of these moments in building empathy, community, and civic responsibility.	Students will explain how perspective-sharing builds community by citing one moment from Look Both Ways, using reflective language (This helped me realize...), and using discussion protocol stems to build, clarify, and revise ideas in a Reflect & Respond Dialogue.	RL.6.3 SL.6.1.a	RL.6.1 SL.6.1.b SL.6.1.c SL.6.1.d SL.6.6 L.6.4.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will use their Ordinary Moments graphic organizer to choose a moment from the anchor text to discuss in which a character changes their mind about something.</p> <p>Literacy Lab: Students will use morphology to determine the meaning of the target phrase "civic responsibility" and discuss how this idea applies to changing one's mind and being open to different points of view.</p> <p>Learning in Action: Learning in Action: Discussion on Changing Minds, Empathy, and Community: Text: Look Both Ways (SL.6.1a, RL.6.3) Students will use a Reflect and Response dialogue to discuss characters in Look Both Ways who change their minds, considering the impact of such changes on the characters and their communities.</p> <p>Look Back: Students will reflect on today's discussion by writing about how sharing stories can create a sense of civic responsibility.</p>	civic responsibility	Reflect and Response Dialogue	
Unit 1	Lesson 37	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.	RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 L.6.1.e L.6.5.a L.6.5.b W.6.7 W.6.8			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>		No routines/protocols are used today Lesson Sequence	
Unit 1	Lesson 38	Flex Day	Look Both Ways by Jason Reynolds	Students revisit how voice, figurative language, and word relationships shape meaning in literary texts about everyday experiences.	Students will analyze how a narrator's or speaker's point of view is conveyed in a literary passage, interpret figures of speech in context, and use relationships between particular words to better understand each of the words.	Students will explain point of view and word meaning using evidence, comparison language, and precise vocabulary.	Students will use context and word relationships to determine and confirm the meaning of words and phrases.	RL.6.6 L.6.5.a L.6.5.b	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d W.6.4	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br	<p>Launch: Students self-assess confidence on RL.6.6, L.6.5a, and L.6.5b to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on point of view, figurative language, and word relationships while other students complete independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from huddle work or independent work.</p>	point of view figurative language word relationship cause/effect part/whole item/category	Quick Write

Unit 1	Lesson 39	Writing		Students apply their knowledge of narrative techniques to their own writing.	Students will begin drafting their personal narratives.	Students will produce a coherent personal narrative about one ordinary moment by using narrative sequencing language, descriptive language (including dialogue and figurative language), and evidence-based detail that shows identity or belonging.	Students will identify why the exemplar meets the scoring rubric.	W.6.3.a W.6.3.b W.6.3.c W.6.3.d W.6.3.e	W.6.4 W.6.10 SL.6.1.c L.6.3.a	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will describe the prompt for the Performance Task, along with its significance and criteria for success, and then discuss ideas for their topic.</p> <p>Literacy Lab: Students will examine an exemplar performance task and discuss how they know it meets the criteria of the prompt for the rubric.</p> <p>Learning in Action: Part A: Planning the Narrative (SL.6.1.c) Students review their chosen ordinary moment and discuss their plans for their narrative with a partner.</p> <p>Part B: Writing the Narrative (W.6.3.a, W.6.3.b, W.6.3.c, W.6.3.d, W.6.3.e) Students will begin drafting their personal narratives and continue working on them over the next two Flex Days.</p> <p>Look Back: Students identify one thing that is going well in their writing and one thing that is a challenge.</p>	Quick Write	
Unit 1	Lesson 40	Flex Day	Look Both Ways by Jason Reynolds	Students move from analyzing voice and word choice in earlier lessons to strengthening how small moments are written on the page.	Students will use narrative techniques to develop experiences, events, and characters, transitions to convey sequence and signal shifts from one time frame or setting to another, and precise words, relevant descriptive details, and sensory language to convey experiences and events.	Students will revise narrative writing using sequencing language, dialogue cues, and precise sensory detail.	Students will reread sentences closely to notice how specific words and sentence patterns shape clarity and pacing in narrative writing.	W.6.3.b W.6.3.c W.6.3.d	W.6.4	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	<p>Launch: Students self-assess confidence on W.6.3b, W.6.3c, and W.6.3d to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on narrative techniques, sequencing with transitions, and sensory detail while other students complete independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from huddle work or independent work.</p>	dialogue transition sensory detail pacing sequence precise	Quick Write
Unit 1	Lesson 41	Flex Day	Look Both Ways by Jason Reynolds	Students continue shaping personal narratives about ordinary moments that reveal identity, voice, and belonging.	Students will introduce a narrator and situation clearly in a narrative draft, provide a conclusion that follows from narrated experiences in a narrative draft, and review to produce clearer and more coherent narrative writing by improving organization and flow.	Students will use narrative language, temporal words, and reflective phrases to revise openings, endings, and transitions in their drafts.		W.6.3.a W.6.3.e W.6.4	W.6.10 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d L.6.3.a L.6.3.b	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.10.Em ELD.PI.6.10.Ex ELD.PI.6.10.Br ELD.PII.6.1.Em ELD.PII.6.1.Br	<p>Launch: Students self-assess confidence on W.6.3.a, W.6.3.e, and W.6.4 to help the teacher form responsive writing huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on narrative openings, narrative conclusions, and clear narrative flow; other students engage in independent reading or knowledge-building connected to belonging and voice.</p> <p>Look Back: Students reflect on growth in their writing craft or new learning from independent work.</p>	Reflection Quickwrite Whole-Class Discussion	
Unit 1	Lesson 42	Writing		Students use their knowledge of narrative techniques to provide constructive feedback to a peer.	Students will review a peer's personal narrative and receive feedback on their own narrative.	Students will give and apply constructive feedback by using evaluative language, citing specific evidence from a peer's narrative, and naming a revision suggestion using rubric-aligned vocabulary (pacing, dialogue, description, reflection).	Students will apply the steps necessary to participate in a successful peer review.	W.6.5 SL.6.1.c	W.6.4 W.6.10 L.6.1.a L.6.1.b L.6.1.c L.6.1.d L.6.1.e L.6.2.a L.6.2.b L.6.3.a L.6.3.b	ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br	<p>Launch: Students will review the Performance Task Handout in order to discuss with peer review partners which parts of their projects they feel need the most support.</p> <p>Literacy Lab: Students will participate as teacher models providing constructive feedback.</p> <p>Learning in Action: Learning in Action: Peer Review (W.6.5, SL.6.1.c) Students will participate in the peer review process, providing feedback to a peer on their narrative and receiving feedback on their own.</p> <p>Look Back: Students will identify which section of their narratives will benefit most from revision and which sections they find successful.</p>	Think-Pair-Share Quick Write	

Unit 1	Lesson 43	Writing	Strong writers revise their work to make it more engaging for readers.	Students will annotate and revise a section of their personal narratives.	Students will identify areas that would benefit from more vivid figurative language. They will refine a selected narrative excerpt by annotating for clarity, tone, and audience, then revising with more precise vocabulary, consistent narrative cohesion markers, and improved sentence fluency supported by evidence from their own draft.	Students will learn how to annotate a text in order to revise texts more effectively.	W.6.3.b W.6.3.d W.6.5 L.6.2.a L.6.2.b L.6.3.a L.6.3.b	W.6.4 W.6.10 SL.6.1.b SL.6.1.c SL.6.1.d SL.6.4.a SL.6.6 L.6.1.a L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will choose an excerpt to annotate and revise in preparation for Author's Chair.</p> <p>Literacy Lab: Students will understand annotation and revision techniques.</p> <p>Learning in Action: Part A: Annotate a Section of the Personal Narrative (W.6.3.B, W.6.3.D, W.6.5) Students will annotate their chosen sections of their personal narrative.</p> <p>Part B: Revise a Section of the Personal Narrative (W.6.3.B, W.6.3.D, W.6.5) Students will revise their annotated sections, highlighting areas for revision.</p> <p>Look Back: Students will reflect on the annotation process.</p>	annotation	Turn and Talk Quick Write	
Unit 1	Lesson 44	Presentation	Students gain confidence by sharing parts of their stories with their classmates.	Students will present revised sections from their personal narratives.	Students will speak clearly with appropriate volume, inflection, and expression.	Students will present a revised narrative excerpt with clear pacing, emphasis, and expression, and will respond to peers using discourse markers and evidence-based reflection on narrative choices.	SL.6.1.a SL.6.1.b SL.6.4.a SL.6.6	SL.6.1.c SL.6.1.d L.6.3.a	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.9.Em ELD.PI.6.9.Ex ELD.PI.6.9.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will discuss what makes it difficult to share their story and how to overcome challenges.</p> <p>Literacy Lab: Students will practice reading for fluency and expression.</p> <p>Learning in Action: Excerpt Presentations (SL.6.1.a, SL.6.1.d, SL.6.4, SL.6.6, L.6.3, and L.6.3.a) Students will participate in excerpt presentations.</p> <p>Look Back: Students will engage in self-reflection on what it takes to be both an active listener and a presenter.</p>		Turn and Talk Fluency Practice	
Unit 1	Lesson 45	Academic Discussion	Students share their reflections on how the unit has shaped their thinking.	Students will express and respond to ideas about reading, writing, and sharing stories.	Students will reflect on how listening to classmates' stories changed their understanding by using reflective frames and cause/effect connectors. Students will respond to peers' ideas with clear evidence from Author's Chair and/or Look Both Ways.		SL.6.1.a	SL.6.1.b SL.6.1.c SL.6.6	ELD.PI.6.2.Em ELD.PI.6.2.Ex ELD.PI.6.2.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br	<p>Launch: Students will Turn and Talk about one memorable thing from yesterday's presentations.</p> <p>Literacy Lab: Students will review the protocol for the Reflect and Respond Dialogue.</p> <p>Learning in Action: Community Dialogue Reflection (SL.6.1, SL.6.1.a) Students will participate in the Reflect and Respond Dialogue.</p> <p>Look Back: Students will reflect on Essential Question 2.</p>		Turn and Talk Reflect and Respond Dialogue	
Unit 2 — The Art of Learning: Craft, Mentorship & Tradition Anchor Text: A Single Shard by Linda Sue Park Writing Genre: Informational / Explanatory													
Spark													
Unit 2	Lesson 1	Spark	A Single Shard by Linda Sue Park; "From Ancient Beginnings to the Kingdom of Goryeo: An Early History of Korea"; "South Korea: A Land of Mountains, History and Culture"; "How Geography Shaped Korea: Land of Mountains, Rivers, and Big Neighbors"	Art expresses cultural identity.	Students will preview the anchor text, A Single Shard, and engage in Jigsaw Reading to explore Korean history, culture, and geography as well as contextualize the setting of the novel.	Students will summarize and explain Korea's historical context by using general academic nouns (such as tradition, community, and identity), incorporating connecting and transitional language (e.g., because, for example, as a result), and applying time and place prepositional phrases (such as "in Korea," "during the Goryeo period," and "on the Korean peninsula") while sharing their jigsaw learning.	RI.6.2 RI.6.3	RI.6.1 RI.6.9 RI.6.10 L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.2.b.Em ELD.PI.6.2.b.Ex ELD.PI.6.2.b.Br	<p>Launch: Students engage in a turn and talk discussion to preview A Single Shard, and anticipate reading using the I See, I Think, I Wonder graphic organizer.</p> <p>Learning in Action: Part A: Jigsaw Resources (RI.6.2, RI.6.3) Students engage in a Jigsaw Reading of three informational articles about Korean history, culture, and geography.</p> <p>Part B: Jigsaw Deep Dive (RI.6.2, RI.6.3, RI.6.9) Students complete their Jigsaw Worksheet graphic organizer by sharing their learning and actively listening to their peers' insights. They also engage in group discussions about the articles.</p> <p>Look Back: Students engage in a Think-Pair-Share to reflect on their prior knowledge of Korea and incorporate new understandings gained from reading informational texts.</p>		Turn and Talk Jigsaw Reading Think-Pair-Share	

Unit 2	Lesson 2	Spark	A <i>Single Shard</i> by Linda Sue Park; "Korean Ceramics of the Goryeo Period"	Art expresses cultural identity.	Students will watch a video and explore images of Goryeo celadon pottery to help visualize what makes Tree-ear curious.	Students will describe and interpret skilled actions shown in visual media using action verbs, and interpretive phrases (e.g., this shows . . . , this conveys . . .) to explain how curiosity connects to craft and tradition.	RI.6.7 L.6.6	RI.6.1 RI.6.10 SL.6.1.a	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Br ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students engage in a turn and talk discussion about their own definitions of curiosity and then work with the whole class to develop an agreed-upon definition of the word.</p> <p>Learning in Action: Part A: Introducing Korean Pottery (RI.6.7, L.6.6) Students watch a video about Goryeo celadon pottery and complete an I See, I Think, I Wonder graphic organizer.</p> <p>Part B: Examining Goryeo Pottery (RI.6.7, L.6.6) Students observe images of Goryeo celadon pottery before engaging in the Graffiti / Table Talk protocol to identify and summarize patterns.</p> <p>Look Back: Students respond to a Quick Write prompt explaining what they found most interesting in the video.</p>	Turn and Talk Graffiti/Table Talk Quick Write	
Unit 2	Lesson 3	Spark	A <i>Single Shard</i> by Linda Sue Park	Apprenticeships develop skill and confidence.	Students will discuss the Essential Questions, then watch and discuss a video about apprenticeship to make connections to ideas encountered in A Single Shard.	Students will explain abstract ideas (mentorship, apprenticeship, agency) using academic nouns, embedded clauses (that . . . , which . . .), and cause/effect language (leads to, helps by) to describe how learning develops through guidance and practice.	RI.6.2 RI.6.4 RI.6.7	RI.6.1 RI.6.10 W.6.3.a SL.6.1.a L.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.5.Em ELD.PII.6.5.Br	<p>Launch: Students participate in a Think-Pair-Share to discuss where people might learn a craft such as pottery, then review vocabulary relevant to the lesson and Unit 2.</p> <p>Learning in Action: Part A: Introducing the Essential Questions (RI.6.4) Students discuss and interpret the Essential Questions of Unit 2.</p> <p>Part B: Apprenticeship video (RI.6.2, RI.6.4, RI.6.7) Students watch and discuss a video about apprenticeship before determining the qualities of effective and ineffective mentors.</p> <p>Look Back: Students respond to a Quick Write prompt about a time they learned from watching someone.</p>	apprenticeship mentorship agency Think-Pair-Share Turn and Talk Quick Write	
Investigation 1												
Unit 2	Lesson 4	Reading	A <i>Single Shard</i> by Linda Sue Park, Chapter 1	Students begin to build knowledge about how mentorship helps connect individuals to community and heritage.	Students read Chapter 1 of A Single Shard, discuss how the characters respond to events and analyze how these responses connect to themes in the story.	Students explain how character responses reveal traits using text evidence and action/interpretive verbs (observes, notices, responds; reveals, suggests, indicates).	Students use context clues to determine the meaning of unfamiliar words in a text.	RL.6.1 RL.6.2 RL.6.3 RL.6.4 L.6.4.a	RL.6.10 L.6.6 SL.6.1.a	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students engage in a turn and talk discussion to preview the cover, dedication, acknowledgements, and Chapter 1 of A Single Shard.</p> <p>Literacy Lab: Students use context clues to determine the meaning of vocabulary words relevant to A Single Shard.</p> <p>Learning in Action: Part A: Describe Characters and Make Connections to Themes (RL.6.2) Students will read Chapter 1 of A Single Shard, describe characters, make connections to themes and then engage in Retell & Paraphrase Partner Check to review the plot events.</p> <p>Part B: Describe How Characters Respond to Events (RL.6.3) Students describe how characters respond to the events of the plot and what that shows about them.</p> <p>Look Back: Students develop a 3–2–1 Summary about Chapter 1 of A Single Shard.</p>	Turn and Talk Retell & Paraphrase Partner Check 3–2–1 Summary Lesson Vocabulary:
Unit 2	Lesson 5	Reading	A <i>Single Shard</i> by Linda Sue Park, Chapter 2	Students continue to build knowledge about how apprenticeship and mentorship help connect individuals to community and heritage.	Students learn about the pottery-making process and discuss Chapter 2 of A Single Shard to determine how the main character experiences the "stages of learning."	Students describe the pottery-making process and its purpose using temporal connectors (first, next, after that) and cause–effect connectors (because, so that, as a result).	Students review vocabulary from previous lessons and use context clues to determine the meaning of unfamiliar words Chapter 2.	RL.6.3 RI.6.7 L.6.4.a L.6.4.d	RI.6.1 RL.6.2 RL.6.10 L.6.6 W.6.2.c	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students engage in a Retell and Paraphrase Partner Check to summarize Chapter 2 of A Single Shard.</p> <p>Literacy Lab: Students use context clues to determine the meaning of three vocabulary words relevant to Chapter 2.</p> <p>Learning in Action: Part A: Describe the Pottery Process (RI.6.7) Students watch a video to learn about the pottery-making process and use their new learning to make connections to the story.</p> <p>Part B: The Stages of Learning (RL.6.3) Students discuss the stages of learning and cite examples in the text that demonstrate the main character's learning process.</p> <p>Look Back: Students complete a Quick Write to demonstrate their understanding of how the author develops key relationships in Chapter 2.</p>	Retell and Paraphrase Partner Check Jigsaw Reading Think-Pair-Share Quick Write Lesson Vocabulary:

Unit 2	Lesson 6	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 3	Students continue to build knowledge about how apprenticeship and mentorship help connect individuals to community and heritage.	Students will discuss how the characters respond to events in Chapter 3 of <i>A Single Shard</i> as the plot unfolds.	Students will compare characters' responses to events by using comparative language (more than, less than) and expanded noun phrases supported by evidence from the text.	Students will practice reading with accuracy, appropriate rate, and expression during a fluency activity.	RL.6.3	RL.6.1 RL.6.2 RL.6.10 L.6.6 SL.6.1.a L.6.4.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students will engage in a turn and talk discussion to reflect on the characters in <i>A Single Shard</i>.</p> <p>Literacy Lab: Students will practice reading fluently with accuracy, appropriate rate, and expression.</p> <p>Learning in Action: Part A: Partner Read and Annotate (RL.6.3) Students will partner-read the remainder of Chapter 3 of <i>A Single Shard</i> and work together to annotate the text.</p> <p>Part B: Plot and Characterization (RL.6.3) Students will participate in a whole-class discussion to describe how the main characters (Tree-ear, Crane-man, Min, and Min's wife) respond to events that have occurred in the novel.</p> <p>Look Back: Students will use the Quick Write routine using comparative phrases to make comparisons between characters in the text.</p>	Turn and Talk Annotation Spot Check Fluency Practice Academic Talk Quick Write Lesson Vocabulary:
Unit 2	Lesson 7	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 4	Students continue to build knowledge about how apprenticeship and mentorship help connect individuals to community and heritage.	Students will use words with connotative meanings to discuss the process of purifying clay in Chapter 4 of <i>A Single Shard</i> .	Students will explain a multi-step technical process using domain specific vocabulary.	Students will use syllabication to practice reading new words fluently.	RL.6.4 L.6.4.a L.6.4.d L.6.6	RL.6.1 RL.6.10	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will engage in a turn and talk discussion to discuss comparisons between characters in <i>A Single Shard</i>.</p> <p>Literacy Lab: Students will practice using syllabication to decode words using the Introducing New Words Using Syllables routine.</p> <p>Learning in Action: Part A: Using Connectors and Descriptive Language (RL.6.4, L.6.6) Students will engage with the second half of Chapter 4 of <i>A Single Shard</i> by analyzing the author's use of connotative meanings and descriptive language to describe processes related to clay.</p> <p>Part B: Think-Pair-Share (RL.6.4, L.6.6) Students will participate in a Think-Pair-Share on the second half of Chapter 4, using domain-specific vocabulary to explain the pottery-making process and citing textual evidence to answer questions.</p> <p>Look Back: Students will engage in a Retell and Paraphrase Partner Check about Chapter 4 of <i>A Single Shard</i>.</p>	Turn and Talk Introduce New Words Using Syllables Think-Pair-Share Retell and Paraphrase Partner Check Lesson Vocabulary:
Unit 2	Lesson 8	Reading	<i>A Single Shard</i> by Linda Sue Park; "Cracking the Science Behind Pottery with Mudfire Pottery Studio"	Students learn about the science behind the pottery-making process, as well how apprenticeship and mentorship connect individuals to their community and heritage.	Students will read and discuss an informational text about the science of pottery to determine the central ideas and supporting details.	Students will compare scientific and literary explanations of pottery-making using domain-specific vocabulary.	Students will use morphology to determine the meaning of unfamiliar words.	RI.6.2 L.6.6	RI.6.1 RI.6.4 RI.6.10 L.6.2.b L.6.2.c L.6.4.a L.6.4.b L.6.4.c L.6.4.d	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will engage in a turn and talk to discuss a process they are familiar with.</p> <p>Literacy Lab: Students will learn about two new vocabulary words from an informational text through morpheme-based instruction.</p> <p>Learning in Action: Part A: Reading a Scientific Text (RI.6.2) Students will read a scientific article and determine its central idea.</p> <p>Part B: Create a Process Flowchart (RI.6.2) Students will work collaboratively to create a process document about making pottery.</p> <p>Look Back: Students will develop a 3–2–1 Summary about the scientific article.</p>	Turn and Talk Introduce New Words Using Morphology Think-Pair-Share 3–2–1 Summary

Unit 2	Lesson 9	Writing	<i>A Single Shard</i> by Linda Sue Park; "Cracking the Science Behind Pottery with Mudfire Pottery Studio"	Students will continue to build understanding about how apprenticeship and mentorship connect individuals to community and heritage.	Students will write a process paragraph using the POW writing strategy to discuss the steps in a sequence using clear organization, transitions, and descriptive text.	Students will write a clear procedural explanation by combining clauses to form compound and complex sentences and using sequencing transitions and purpose clauses.	W.6.2.b W.6.2.c W.6.2.d	RI.6.1 RI.6.7 W.6.4 W.6.10 L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will engage in a Retell and Paraphrase Partner Check to review the article: "Cracking the Science Behind Pottery with MudFire Pottery Studio."</p> <p>Literacy Lab: Students will identify and use dependent and independent clauses in compound and complex sentences.</p> <p>Learning in Action: Part A: Model the POW Strategy (W.6.2.b, W.6.2.c, W.6.2.d) Teacher will model the POW strategy to write about a process using non-exemplar and exemplar text; students will apply the POW strategy to revise the non-exemplar text.</p> <p>Part B: Write about a Process (W.6.2.b, W.6.2.c, W.6.2.d) Students will work with a partner to use the POW strategy to write about a process in <i>A Single Shard</i>.</p> <p>Look Back: Students will Quick Write about a process they know well.</p>	Retell and Paraphrase Partner Check Language Study Quick Write
Unit 2	Lesson 10	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 5	Students continue to build knowledge about how apprenticeship and mentorship can help connect individuals to their community and heritage.	Students will discuss the connections between mentorship, curiosity, and learning.	Students will use common, grade-appropriate Greek or Latin affixes and roots as clues to determine the meaning of a word.	RL.6.2	RL.6.1 RL.6.3 RL.6.10 L.6.2.b L.6.4.b L.6.4.c L.6.4.d	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	<p>Launch: Students will engage in a Think-Pair-Share to respond to prompts about Chapter 5 of <i>A Single Shard</i>.</p> <p>Literacy Lab: Students will be introduced to two new vocabulary words relevant to the informational article using morpheme instruction.</p> <p>Learning in Action: Part A: Revisiting Mentorship (RL.6.2, RL.6.3) Students will make connections between mentorship and characterization in <i>A Single Shard</i>.</p> <p>Part B: Discussing Curiosity and the Stages of Learning (RL.6.2) Students will revisit excerpts from Chapter 5 of <i>A Single Shard</i> to discuss the role of Tree-ear's curiosity in learning new skills.</p> <p>Look Back: Students will complete a Quick Write about Chapter 5 of <i>A Single Shard</i>.</p>	Think-Pair-Share Introduce New Words Using Morphology Turn and Talk Group Accountability Share Quick Write Lesson Vocabulary:
Unit 2	Lesson 11	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 6	Students continue to build knowledge about how apprenticeship and mentorship help connect individuals to community and heritage.	Students will discuss descriptive and figurative language and analyze themes connected to mentorship in Chapter 6 of <i>A Single Shard</i> .	Students will interpret figurative language to explain mentorship and values by using evidence-based explanations, interpretation verbs, and adverbials.	RL.6.2 RL.6.4 L.6.5.a L.6.5.c	RL.6.1 RL.6.10 SL.6.1.a SL.6.4.a W.6.4 L.6.4.a L.6.6	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	<p>Launch: Students will engage in a Turn and Talk discussion to share their reflections and text connections to the concept of curiosity.</p> <p>Literacy Lab: Students will be introduced to new vocabulary words relevant to <i>A Single Shard</i> and practice using context clues to determine meaning.</p> <p>Learning in Action: Part A: Analyzing Connotation and Figurative Language (RL.6.4, L.6.5.a, L.6.5.c) Students will analyze connotative and figurative language in <i>A Single Shard</i> and revise a paragraph by incorporating figurative language to enhance description.</p> <p>Part B: Give One, Get One (RL.6.2) Students will participate in the Give One, Get One protocol to analyze to find connections between character interactions in <i>A Single Shard</i>, and themes about mentorship, morality, and practical learning.</p> <p>Look Back: Students will complete a Quick Write in response to one of the questions posed during the Give One, Get One protocol.</p>	emissary replica inlay impassive connoisseur surreptitiously entourage lugubrious Turn and Talk Give One, Get One Quick Write

Unit 2 Lesson 12	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 7	Students continue to build knowledge about how apprenticeship and mentorship help connect individuals to community and heritage.	Students will analyze descriptive language and imagery in Chapter 7 and discuss its impact on readers' understanding of the text.	Students will explain how descriptive language and imagery convey learning and change by using sensory details, expanded noun phrases, and evidence-based interpretation frames.	Students will use context clues to determine the meaning of unfamiliar words in a text.	RL.6.4	RL.6.1 RL.6.3 RL.6.10 L.6.4.a L.6.5.a	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will engage in a Quick Write to write a paragraph using descriptive language that engages the senses.</p> <p>Literacy Lab: Students will practice reading fluently by accurately pronouncing words in the text.</p> <p>Learning in Action: Part A: Modeling Descriptive Language and Imagery (RL.6.4) Students will identify, discuss, and analyze examples of descriptive language to explain how they create meaning in the text.</p> <p>Part B: Analyzing Descriptive Language and Imagery (RL.6.4) Students will engage in a Write-Pair-Share to analyze descriptive language and imagery in Chapter 7 of <i>A Single Shard</i>.</p> <p>Look Back: Students will participate in a Retell and Paraphrase Partner Check to review Chapter 7.</p>	kindling feigned guffaw shard	harangued pliant exulted	Quick Write Write-Pair-Share Retell and Paraphrase Partner Check
Unit 2 Lesson 13	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 7	Students build knowledge about how Tree-ear's learning illustrates a growth mindset and agency.	Students will discuss the "stages of learning" in Chapter 7 and analyze the role of failure and fear in the learning process.	Students will explain how persistence supports growth after failure by using expanded noun phrases and evidence-based explanation frames.	Students will practice fluency by reading a text with accuracy.	RL.6.3	RL.6.1 RL.6.10 SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students will engage in a Turn and Talk to share their responses from the Lesson 11 Homework Journal prompt.</p> <p>Literacy Lab: Students will practice reading fluently by accurately pronouncing words in the text.</p> <p>Learning in Action: Part A: Discussing the Stages of Learning (RL.6.3) Students will revisit their annotations of Chapter 7 to identify and discuss examples of "trying" and "failing" in the text.</p> <p>Part B: Discussing Failure, Success, and Fear (RL.6.3) Students will analyze and reflect on the ways characters in the text respond to failure and fear to help them make connections to their own lives.</p> <p>Look Back: Students will engage in a Turn and Talk to discuss ways Min could have managed his frustrations in response to failure.</p>	feigned guffaw shard kindling	harangued pliant exulted	Turn and Talk Academic Talk Stems Lesson Vocabulary:
Unit 2 Lesson 14	Writing	<i>A Single Shard</i> by Linda Sue Park	Students will continue to build their understanding of how mentorship and practice help develop skills.	Students will draft a thesis statement in response to the following prompt: "Across Chapters 1–7, what evidence shows the stages Tree-ear goes through (observing, trying, failing, refining) as he learns how to become more skilled?"	Students will write an academic thesis statement that names the stages of learning and previews evidence using that/which clauses.		W.6.2.a W.6.4	W.6.2.b W.6.2.d W.6.9.a W.6.10 L.6.1.e L.6.6	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will be introduced to the word thesis using the Daily Warm-Up: Morphology & Vocabulary routine.</p> <p>Literacy Lab: Students will practice combining ideas in sentences using adjectives and adverbs.</p> <p>Learning in Action: Part A: Writing Process Workshop: Thesis Statements (W.6.2.a) Students will be introduced to thesis statements and take part in a discussion about what makes a thesis strong or weak.</p> <p>Part B: Practice Writing Thesis Statements (W.6.2.a) Students will draft thesis statements in response to a prompt relating to Chapters 1–7 of <i>A Single Shard</i>.</p> <p>Look Back: Students will engage in a Reflection Pause and Quick Write to evaluate their experience writing thesis statements and to set a goal.</p>			Language Study Turn and Talk Write-Pair-Share Quick Write

Unit 2 Lesson 15	Writing	A <i>Single Shard</i> by Linda Sue Park	Students will continue to build their understanding of how mentorship and practice help develop skills.	Students will write a paragraph using the RACE structure to cite evidence that supports the thesis statement.	Students will justify a thesis statement by introducing textual evidence and explaining how it proves the claim using cause/effect and academic transition language.		W.6.2.a W.6.2.b W.6.4	W.6.2.d W.6.9.a W.6.10 L.6.1.e L.6.6	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will engage in a Turn and Talk to discuss their responses to the previous lesson's homework.</p> <p>Literacy Lab: Students will expand simple sentences using details about when, where, why, and how.</p> <p>Learning in Action: Part A: Writing Process Workshop: Supporting Evidence (W.6.2.b) Students will observe as the teacher reviews the RACE structure and models how to write a paragraph using supporting evidence.</p> <p>Part B: Using Supporting Evidence (W.6.2.b) Students will work with a partner to find relevant supporting evidence for thesis statements related to the stages of learning and organize it in their RACE graphic organizers.</p> <p>Look Back: Students will engage in a Quick Write to explain the connection between a thesis statement and supporting evidence.</p>	Turn and Talk Language Study Modeled Writing Quick Write	
Unit 2 Lesson 16	Reading	A <i>Single Shard</i> by Linda Sue Park; "The Craftsman" by Marcus B. Christian; "Craftsmen" by V. Sackville-West	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will use textual evidence to compare and contrast poems about craftsmen and make connections to A Single Shard.	Students will compare and contrast the perspectives in two poems and connect them to A Single Shard, using comparative connectors (both, however, whereas, similarly) and expanded noun phrases to describe qualities of craftsmen and apprenticeship.	Students will define the word craftsmen and discuss word associations.	RL.6.2 RL.6.9	RL.6.1 RL.6.10 W.6.4	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students will engage in a Retell and Paraphrase Partner Check to review the first half of Chapter 8 of A Single Shard.</p> <p>Literacy Lab: Students will define and generate word associations for the word craftsman.</p> <p>Learning in Action: Part A: Reading "Craftsmen" and "The Craftsman" (RL.6.2) Students will read two poems and take notes about big ideas, important quotes, and connections using the Web Chart graphic organizer.</p> <p>Part B: Comparing Texts (RL.6.2, RL.6.9) Students will compare and contrast "Craftsmen" and "The Craftsman" as a class using the Venn Diagram graphic organizer and discuss connections between the poems and A Single Shard.</p> <p>Look Back: Students will complete a Quick Write by responding to a prompt about the two poems they read.</p>	craftsman inadvertent integrity scythe crotchets consummate flouting gild plumb	Retell and Paraphrase Partner Check Word Associations Quick Write
Unit 2 Lesson 17	Reading	A <i>Single Shard</i> by Linda Sue Park, Chapter 8; "The Youngsters Keeping Traditional Trades Alive"	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will analyze the use of informal and formal dialogue and narration in the text and identify how it contributes to the theme of mentorship in Chapter 8 of A Single Shard.	Students will explain how different mentors influence Tree-ear's learning and choices in Chapter 8 by using verbs of belief and influence (e.g., believes, advises, discourages) and by distinguishing formal vs. informal language in dialogue and narration, citing evidence from the text.	Students will use syllabication to practice reading new words fluently.	RL.6.2 RL.6.4 L.6.4.d	RL.6.1 RL.6.10 W.6.4 L.6.4.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will participate in a Turn and Talk to discuss Min's actions in Chapter 8 and to make connections between the novel and their own lives.</p> <p>Literacy Lab: Students will use syllabication to decode unfamiliar words.</p> <p>Learning in Action: Part A: Identifying Formal and Informal Language (RL.6.4) Students will identify and analyze examples of formal and informal language in Chapter 8 of A Single Shard.</p> <p>Part B: Discussing Mentorship (RL.6.2) Students will identify and discuss the role of mentorship in Chapter 8 by completing a 3 Column Chart graphic organizer and citing evidence from the text.</p> <p>Look Back: Students will respond to a Quick Write prompt about Tree-ear's experience in the novel and how it connects to their own lives.</p>	ajima idle noxious cortège remiss tumultuous frenetically	Turn and Talk Using Context Clues Think-Pair-Share Quick Write

Unit 2 Lesson 18	Academic Discussion	<i>A Single Shard</i> by Linda Sue Park	Mentorship and sustained practice develop skill and connect individuals to community and cultural heritage.	Students will use a Fishbowl Conversation to make connections between the novel <i>A Single Shard</i> , the article "The Youngsters Keeping Traditional Trades Alive," and the stages of learning.	Students will synthesize ideas across <i>A Single Shard</i> , "The Youngsters Keeping Traditional Trades Alive," and the stages of learning by using evidence-based discussion stems, synthesis phrases (e.g., across both texts, taken together), and clear oral explanations that cite where evidence appears.	Students will cite and synthesize evidence from multiple texts during structured academic discussion.	SL.6.1.a SL.6.1.b SL.6.1.d SL.6.4.a	RL.6.1 RI.6.1 SL.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br	<p>Launch: Students will review their homework responses from the previous lesson and engage in a Turn and Talk to discuss prompts about the article "The Youngsters Keeping Traditional Trades Alive."</p> <p>Literacy Lab: Students will construct a list of conversation norms for their Fishbowl Conversation.</p> <p>Learning in Action: Part A: Preparing for Discussion (SL.6.1, SL.6.4) Students will observe as the teacher explains the Fishbowl Conversation routine and models what students will be expected to do during the academic discussion. Students will then prepare for their Fishbowl Conversation by reviewing their homework responses.</p> <p>Part B: Fishbowl Conversation (SL.6.1, SL.6.4) Students will engage in a Fishbowl Conversation to discuss conversation prompts.</p> <p>Look Back: Students will complete a Quick Write by writing about a connection they made during the Fishbowl Conversation.</p>	saddler sixth form incomparable clog backlash wheelwright adamant mainstream	Turn and Talk Fishbowl Conversation Quick Write Text Set Text "The Youngsters Keeping Traditional Trades Alive" [Text set code: NWS_ELA_1180]
Unit 2 Lesson 19	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.6.1 RL.6.2 RL.6.3 RL.6.4 RI.6.1 RI.6.2 RI.6.4 L.6.1.e L.6.2.b L.6.4.a L.6.4.b L.6.4.d L.6.5.a L.6.6			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical stuck points with technology-enhanced items such as multiple select and fill-in-the-blank response items.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>		No routines/protocols are used today Lesson Sequence
Unit 2 Lesson 20	Flex Day	<i>A Single Shard</i> by Linda Sue Park	Students revisit how texts about apprenticeship, effort, and art show learning through practice, observation, and feedback.	Students will determine a central idea and explain how it is conveyed through particular details in an informational passage, use context as a clue to determine the meaning of words and phrases in a literary passage, and analyze how specific word choice shapes meaning and tone.	Students will explain text evidence using academic vocabulary and cause-effect language in oral and written responses.	Students will use surrounding words and phrases to make and check meaning predictions for unfamiliar words.	RI.6.2 L.6.4.a RL.6.4	W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br	<p>Launch: Students self-assess confidence on RI.6.2, L.6.4.a, and RL.6.4 to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles (RI.6.2, L.6.4.a, RL.6.4) anchored in a passage of the teacher's choice; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work.</p>	central idea word choice context connotation	Quick Write
Investigation 2												
Unit 2 Lesson 21	Research	<i>A Single Shard</i> by Linda Sue Park; "Korean Ceramics of the Goryeo Period"; "South Korea: A Land of Mountains, History and Culture"	Students use visual sources connected to Goryeo celadon pottery and artisan traditions to deepen understanding of Tree-ear's world in <i>A Single Shard</i> .	Students will analyze how images of craft processes and Korean celadon pottery communicate ideas about skill, culture, and value.	Students will explain how composition, emphasis, subject positioning, and omission shape meaning in a visual source, using precise source notes.		RI.6.7 W.6.8	RI.6.1 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br	<p>Launch: Students activate prior knowledge about apprenticeship and begin noticing that images are sources that make choices.</p> <p>Literacy Lab: Students learn the Grade 6 visual rhetoric routine for reading images as designed sources rather than neutral records.</p> <p>Learning in Action: Learning in Action A: Read Two Craft Images Closely (RI.6.7) Students integrate information from multiple sources to explain how visual media add to their understanding of skill, craft, and apprenticeship.</p> <p>Learning in Action B: Select a Visual Source to Carry Forward (W.6.8) Students choose one relevant image and record source notes they will use in the next lesson.</p> <p>Look Back: Students reflect on what visual evidence helped them learn and what next step they will take as researchers.</p>	composition omit celadon artisan	Turn and Talk Think-Pair-Share Quick Write

Unit 2 Lesson 22	Research	<i>A Single Shard</i> by Linda Sue Park; "Korean Ceramics of the Goryeo Period"	Students build from the previous lesson by treating a visual source as one part of a larger source set about Goryeo celadon and artisan traditions.	Students will compare one visual source and one informational source on the same narrow topic in order to corroborate information about Korean pottery, ceramic traditions, or firing clay.	Students will explain agreements, differences, and likely reasons for those differences using comparative and causal language. Research: Students will use precise search terms and source information to locate and record a relevant second source.		RI.6.9 W.6.7 W.6.8	RI.6.1 RI.6.7 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br	<p>Launch: Students reactivate the visual source note from the previous lesson and identify what a second source still needs to explain.</p> <p>Literacy Lab: Students learn the corroboration routine and basic search strategies for finding a second source on the same narrow topic.</p> <p>Learning in Action: Part A: Find a Second Source (W.6.7, W.6.8) Students use precise search terms and a source bank to choose a relevant second source and begin the Comparing Multiple Sources organizer.</p> <p>Learning in Action B: Corroborate and Explain Differences (RI.6.9) Students identify agreements and differences across two sources and explain how purpose, audience, or time period may shape what each source emphasizes.</p> <p>Look Back: Students reflect on what corroboration helped them learn and identify a next step for research.</p>	corroborate search terms	audience purpose	Turn-and-Talk Think-Pair-Share Quickwrite
Unit 2 Lesson 23	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 9	Mentorship and practice develop skill and connect individuals to their community and heritage.	Students will finish reading Chapter 9 of <i>A Single Shard</i> , analyze an excerpt from the text, and examine the connections between pride and foolishness in the text.	Students will explain how pride contributes to foolish choices and affects character responsibility in Chapter 9 by using cause-effect connectors (because, so, therefore, as a result) and expanded noun phrases (e.g., "Crane-man's stubborn pride," "Tree-ear's urgent concern," "Min's perfection-driven fear").	Students will apply the meaning of target vocabulary words by engaging in the Cloze Vocabulary routine.	RL.6.3 RL.6.4 L.6.4.a L.6.4.d	RL.6.1 RL.6.2 RL.6.10 SL.6.1.a	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.4.Em ELD.PII.6.4.Br	<p>Launch: Students will engage in a Turn and Talk to discuss the plot of <i>A Single Shard</i>.</p> <p>Literacy Lab: Students will define target vocabulary words and apply their meanings using the Cloze Vocabulary routine.</p> <p>Learning in Action: Part A: Finish Reading <i>A Single Shard</i>, Chapter 9 (RL.6.3, RL.6.4) Students will finish reading Chapter 9 of <i>A Single Shard</i>, add target vocabulary words to their Unit Vocabulary graphic organizers, and record details about the "refining" stage on their Stages of Learning graphic organizers.</p> <p>Part B: Discussing Pride and Foolishness (RL.6.3) Students will engage in a Think-Pair-Share to discuss the role of pride and foolishness in <i>A Single Shard</i>.</p> <p>Look Back: Students will respond to a Quick Write prompt about how to prevent pride from getting in the way of learning, success, or well-being.</p>	kneaded merging soberly bobbie		Turn and Talk Cloze Vocabulary Think-Pair-Share Quick Write
Unit 2 Lesson 24	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 9	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will reread Chapter 9 and discuss the ways characters and relationships evolve in the text.	Students will compare and explain how Tree-ear's relationships with Crane-man and Min change over time by using comparative structures (similarly, unlike, whereas) and relational verbs (relies on, supports, influences), supported with text evidence from Chapter 9.	Students will practice reading with prosody during a fluency activity.	RL.6.3 SL.6.6	RL.6.1 RL.6.10 W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will respond to a Quick Write prompt to make a text-to-self connection about mentorship and apprenticeship.</p> <p>Literacy Lab: Students will practice reading fluently using prosody.</p> <p>Learning in Action: Part A: Partner Read and Annotate Chapter 9 (RL.6.3) Students will work with a partner to reread and annotate Chapter 9, focusing on how Tree-ear's relationships with Crane-man and Min change.</p> <p>Part B: Small-Group Discussions (RL.6.3) Students will analyze the relationships between Tree-ear, Crane-man, and Min during a small-group discussion. Students will then participate in a whole-class discussion about how values are passed from one generation to the next.</p> <p>Look Back: Students will respond to a Quick Write prompt evaluating Min as a mentor.</p>			Quick Write Fluency Practice

Unit 2 Lesson 25	Writing	A Single Shard by Linda Sue Park	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will study examples and non-examples of integrating text evidence, revise a non-example paragraph to integrate text evidence, and work with a partner to identify and integrate text evidence using signal words and phrases.	Students will justify an idea about mentorship in A Single Shard by integrating at least two pieces of text evidence using evidence-introducing phrases (e.g., "According to . . .," "Min explains . . ."), combining clauses to show relationships among ideas (because/so/which), and maintaining a cohesive paragraph structure (claim → evidence → explanation).	Students will use signal words and phrases and correct punctuation to introduce quoted text.	W.6.2.b W.6.9.a L.6.2.a L.6.2.b	RL.6.1 W.6.2.a W.6.4 W.6.10 L.6.6	ELD.PI.6.1.a.Em ELD.PI.6.1.a.Ex ELD.PI.6.1.a.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will engage in the Turn and Talk routine to make a text-to-self connection about mentorship.</p> <p>Literacy Lab: Students will use the Language Study routine to discuss how signal words and phrases introduce quoted material. Students will write original sentences using signal words and phrases to introduce quotes from A Single Shard.</p> <p>Learning in Action: Part A: Teacher Model: Integrating Text Evidence (W.6.2.b, W.6.9) Students will observe as the teacher models how to integrate evidence in response to a prompt. Students will rewrite a non-example paragraph to integrate text evidence.</p> <p>Part B: Practice Integrating Text Evidence (W.6.2.b, W.6.9) Students will work with a partner to identify and integrate text evidence in response to a prompt.</p> <p>Look Back: Students will respond to a Quick Write prompt about why writers use signal words and phrases to integrate text evidence.</p>	Turn and Talk Language Study Quick Write	
Unit 2 Lesson 26	Reading	A Single Shard by Linda Sue Park, Chapter 10; "South Korea: A Land of Mountains, History and Culture"; "From Ancient Beginnings to the Kingdom of Goryeo: An Early History of Korea"; "How Geography Shaped Korea: Land of Mountains, Rivers, and Big Neighbors"	Mentorship and practice develop skill and connect individuals to their community and heritage.	Students will discuss the role of setting in shaping the historical perspective of A Single Shard.	Students will explain how setting influences meaning in A Single Shard by using cause-effect language and conditional structures (if . . . , then . . .) to express inferences about Tree-ear's journey, supporting their explanations with academic language tied to historical context. Writing Students will compare and contrast historical novels to other forms of writing in terms of their approaches to similar themes and topics.	Students will use the Word Matrix routine to identify morphological patterns and make sense of unfamiliar words.	RL.6.1 RI.6.9 L.6.4.b	RL.6.3 RL.6.10 RI.6.4 W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Br ELD.PI.6.6.b.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	<p>Launch: Students will use the Turn and Talk routine to discuss their Homework Journal responses and to make a prediction about events in A Single Shard.</p> <p>Literacy Lab: Students will use the Word Matrix routine to determine the meaning of hospitality and related words.</p> <p>Learning in Action: Part A: Historical Perspective in A Single Shard (RL.6.1, RL.6.9) Students will be provided direct instruction about historical perspective, including an explanation of how past events appear in the context of their own times. Students will compare how the texts convey historical perspective to support readers' understanding of Tree-ear's journey in Chapter 10.</p> <p>Part B: Connecting Setting and Historical Perspective (RL.6.1, RL.6.9) Students will engage in small-group discussions to determine how changing the setting of A Single Shard would affect historical perspective and the novel's plot.</p> <p>Look Back: Students will respond to a Quick Write prompt to reflect on how understanding Korea's geography and history helps them see why Tree-ear's journey carries cultural meaning.</p>	hospitality trepidation gokkam onggi	Turn and Talk Word Matrix Quick Write
Unit 2 Lesson 27	Reading	A Single Shard by Linda Sue Park, Chapter 11	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will examine how conflict impacts Tree-ear and reveals aspects of his character. Discuss how Tree-ear's actions reflect the mentorship he has received, and identify the connections between perseverance, courage, and innovation.	Students will explain how Tree-ear's symbolic decision in Chapter 11 shows courage and mentorship by using cause-effect connectors (because, so, as a result) and abstract nouns (courage, perseverance, identity, heritage, value), supporting their explanations with specific text evidence.	Students will use context clues to determine the meaning of unfamiliar words in a text.	RL.6.3 RL.6.4	RL.6.1 RL.6.10 W.6.10 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d L.6.4.c L.6.4.d	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will share additions to their Stages of Learning graphic organizers using the Turn and Talk routine and discuss as a class the stages of learning that Tree-ear shows in Chapter 11.</p> <p>Literacy Lab: Students will use the Using Context Clues routine to determine the meaning of the target vocabulary words toduk-nom, retched, and descent.</p> <p>Learning in Action: Part A: Conflict and Character Development in Chapter 11 (RL.6.3) Students will participate in a Think-Pair-Share to discuss the connection between conflict and character development in Chapter 11.</p> <p>Part B: Perseverance, Courage, and Innovation (RL.6.3, RL.6.4) Students will discuss in small groups whether perseverance and courage are necessary for innovation.</p> <p>Look Back: Students will use a Quick Write to respond to a prompt, providing textual evidence to show how a character demonstrates growth and learning.</p>	toduk-nom retched descent perseverance courage innovation leer pallor contorted grimace pinioned jovial	Turn and Talk Using Context Clues Think-Pair-Share

Unit 2	Lesson 28	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 12	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will discuss the author's use of descriptive language to explain the role of community identity in <i>A Single Shard</i> .	Students will describe how the author's imagery in Chapter 12 conveys community identity by using expanded noun phrases and sensory/descriptive language, supporting their ideas with specific words and phrases from the text.	Students will use morphology to determine the meanings of unfamiliar words.	RL.6.2 RL.6.4 L.6.4.c	RL.6.1 RL.6.10 W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d L.6.2.b L.6.4.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PII.6.4.Em ELD.PI.6.4.Ex ELD.PII.6.4.Br ELD.PI.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	<p>Launch: Students will share descriptive details identified during their homework reading of Chapter 12 using the Turn and Talk routine.</p> <p>Literacy Lab: Students will be introduced to two new vocabulary words relevant to the novel using morpheme instruction.</p> <p>Learning in Action: Part A: Descriptive Language (RL.6.4) Students will use the Think-Write-Pair-Share routine to examine and discuss the author's use of descriptive language in Chapter 12.</p> <p>Part B: Discussing Community Identity (RL.6.2) Students will discuss community identity in Chapter 12 of <i>A Single Shard</i> and identify characteristics of their school's community identity in small groups.</p> <p>Look Back: Students will engage in a Retell and Paraphrase Partner Check to review Chapter 12.</p>	inquired escort skepticism	brazen chastened	Turn and Talk Annotation Spot-Check Introduce New Words Using Morphemes Think-Write-Pair-Share Retell and Paraphrase Partner Check
Unit 2	Lesson 29	Reading	<i>A Single Shard</i> by Linda Sue Park, Chapter 13	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will discuss the significance of naming and its impact on Tree-ear in <i>A Single Shard</i> .	Students will explain how Tree-ear's new name symbolizes generational continuity (legacy, tradition, responsibility) by using symbolic language and abstract nouns, citing specific details from Chapter 13.	Students will practice breaking sentences into phrase groups to read with prosody.	RL.6.2 RL.6.3 RL.6.4	RL.6.1 RL.6.10 W.6.10 L.6.5.b L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.4.Em ELD.PI.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students will share their Homework Journal responses during a whole-class discussion.</p> <p>Literacy Lab: Students will practice reading fluently using prosody.</p> <p>Learning in Action: Part A: Partner Read Chapter 13 (RL.6.2, RL.6.4) Students will finish reading Chapter 13 with a partner before adding details to their Stages of Learning and Unit Vocabulary graphic organizers.</p> <p>Part B: Discussing the Significance of Naming (RL.6.3, RL.6.4, L.6.5) Students will discuss the significance of naming in <i>A Single Shard</i> in a whole-class setting.</p> <p>Look Back: Students will respond to a Quick Write prompt about what Tree-ear's new name symbolizes.</p>	solemn threshold sought	subdued barrage	Fluency Practice Quick Write
Unit 2	Lesson 30	Academic Discussion	<i>A Single Shard</i> by Linda Sue Park	Mentorship and practice develop skill and connect individuals to their community and heritage.	Students will engage in an academic discussion, analyzing how craftspeople and artists keep traditions alive through apprenticeship, by following established discussion norms and citing evidence from <i>A Single Shard</i> .	Students will synthesize ideas about apprenticeship and intergenerational tradition by using synthesis phrases ("across the novel"/ "one pattern that appears") and evidence-based oral reasoning (according to/this shows/because), citing precise moments from <i>A Single Shard</i> .		RL.6.3 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	RL.6.1 RL.6.2 RL.6.10 SL.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br	<p>Launch: Students will use the Turn-and-Talk routine to prepare for the academic discussion by identifying moments in <i>A Single Shard</i> that best help them understand the connection between apprenticeship and the transfer of knowledge, skills, and values.</p> <p>Literacy Lab: Students will select target vocabulary to use during the discussion and review a co-constructed list of conversation norms.</p> <p>Learning in Action: Part A: Model Discussion (RL.6.3, SL.6.1.a–d) Students will observe as the teacher explains the Reflect-and-Respond Dialogue protocol and models a round of group discussion for students.</p> <p>Part B: Group Discussion (RL.6.3, SL.6.1.a–d) Students will engage in a Reflect-and-Respond Dialogue discussion in groups.</p> <p>Look Back: Students will reflect on the Reflect-and-Respond Dialogue protocol by answering a Quick Write prompt.</p>	loyalty collaboration		Turn and Talk Reflect-and-Respond Dialogue Quick Write

Unit 2 Lesson 31	Writing	A <i>Single Shard</i> by Linda Sue Park; "Hands That Remember: Artists Who Make Things by Hand"	Mentorship and practice develop skill and connect individuals to their community and heritage.	Students will find and use evidence in support of a topic sentence to write a body paragraph.	Students will use evidence-introducing phrases, cause-effect, and justification connectors to justify claims using evidence from an informational text.	Students will co-construct a body paragraph following teacher modeling.	RI.6.1 W.6.2.b W.6.9.b	RL.6.1 RI.6.10 W.6.4 W.6.10	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will use the Turn and Talk routine to discuss their homework responses, then discuss the stages of learning as a whole class.</p> <p>Literacy Lab: Students will observe as the teacher models how to write a body paragraph using a topic sentence, evidence, analysis, and a concluding sentence.</p> <p>Learning in Action: Part A: Model Finding and Using Evidence (W.6.2.b, W.6.9) Students will observe as the teacher models how to identify evidence to support a topic sentence.</p> <p>Part B: Finding Evidence to Write a Body Paragraph (RI.6.1, W.6.2.b, W.6.9) Students will identify evidence to support a topic sentence, then write a body paragraph.</p> <p>Look Back: Students will respond to a Quick Write prompt to reflect on what they read during class.</p>	Turn and Talk Modeled Writing Quick Write
Unit 2 Lesson 32	Writing	A <i>Single Shard</i> by Linda Sue Park	Mentorship and practice develop skill and connect individuals to their community and heritage.	Students will write a body paragraph using evidence that matches the topic sentence.	Students will compare evidence across A <i>Single Shard</i> and an informational video/text by using academic comparison verbs (aligns with, differs from), expanding sentences to add precision (who/what/why), and writing a body paragraph that links evidence to a shared idea with clear transitions and correct pronoun case.	Students will use the correct pronoun case (subjective, objective, or possessive) in sentences.	RI.6.1 RL.6.9 W.6.2.b W.6.9.a W.6.9.b L.6.1.a	RL.6.1 RI.6.10 W.6.4 W.6.10 L.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	<p>Launch: Students will use the Think-Pair-Share routine to discuss the meaning of design, then create a class definition of the word.</p> <p>Literacy Lab: Students will identify the three pronoun cases (subjective, objective, and possessive) and determine the correct pronoun usage in sentences.</p> <p>Learning in Action: Part A: Design Thinking (RI.6.1, W.6.2.b, W.6.9) Students will watch a video on design thinking to make connections to A <i>Single Shard</i> and find evidence to support a topic sentence.</p> <p>Part B: Writing a Body Paragraph (W.6.2.b, W.6.9) Students will write a body paragraph using the evidence they found in Learning in Action A.</p> <p>Look Back: Students will respond to a Quick Write prompt to reflect on why artists use design thinking.</p>	Think-Pair-Share Language Study Quick Write
Unit 2 Lesson 33	Research	A <i>Single Shard</i> by Linda Sue Park; "Hands That Remember: Artists Who Make Things by Hand"; "The Youngsters Keeping Traditional Trades Alive"; "The Craftsman" by Marcus B. Christian; "Craftsmen" by V. Sackville-West	Mentorship and practice develop skill and connect individuals to their community and heritage.	Students will write two body paragraphs by choosing a prompt on the stages of learning and gathering evidence to support it.	Students will collaboratively generate, extend, and refine research ideas by using tentative academic language (e.g., "One possibility is . . ."), clarification questions, and oral rehearsal; then they will write two on-demand body paragraphs that use relevant evidence from two sources to address a self-selected prompt about the stages of learning.		W.6.7 W.6.9.a W.6.9.b	W.6.2.b W.6.4 W.6.5 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br	<p>Launch: Students will use the Turn and Talk routine to reflect on how A <i>Single Shard</i> has shaped their understanding of the stages of learning.</p> <p>Literacy Lab: Students will observe as the teacher models how to gather resources and evidence for research.</p> <p>Learning in Action: Part A: Select a Prompt and Gather Sources and Evidence (W.6.7, W.6.9) Students will work with a partner to gather sources and evidence related to a self-selected prompt about the stages of learning.</p> <p>Part B: On-Demand Writing (W.6.7, W.6.9) Students will work independently to write two body paragraphs in response to their self-selected prompt using the sources and evidence they have gathered.</p> <p>Look Back: Students will respond to a Quick Write prompt reflecting on how they know if the sources and evidence they have gathered are relevant.</p>	Turn and Talk Quick Write
Unit 2 Lesson 34	End of Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.6.1 RL.6.2 RL.6.3 RL.6.4 RL.6.9 RI.6.1 RI.6.2 RI.6.4 L.6.1.a L.6.2.b L.6.4.a L.6.4.b L.6.4.d L.6.5			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical stuck points with Multiple Select items and spelling fill-in-the-blank administration.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>	No routines/protocols are used today Lesson Sequence

Unit 2 Lesson 35	Flex Day	A <i>Single Shard</i> by Linda Sue Park	Students build on earlier work with central idea, word choice, and context clues by focusing on how stories show learning through plot, character response, and precise language.	Students will describe how a story's plot unfolds in a series of episodes and explain how characters respond or change as the plot moves toward resolution. Students will use pronouns in the proper case in sentences and revisions, and apply spelling strategies to spell grade-appropriate words correctly.	Students will explain character response, sentence choices, and spelling strategies using sequence language and precise academic vocabulary.	Students will use syllables, patterns, and careful rereading to check and correct spelling.	RL.6.3 L.6.1.a L.6.2.b	W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PII.6.2.Em ELD.PII.6.2.Ex ELD.PII.6.2.Br	<p>Launch: Students self-assess confidence on RL.6.3, L.6.1.a, and L.6.2.b to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles (RL.6.3, L.6.1.a, L.6.2.b) anchored in a text excerpt of the teacher's choice; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work.</p>	episode pronoun case syllable	resolution subjective objective possessive	Quick Write
Unit 2 Lesson 36	Writing	A <i>Single Shard</i> by Linda Sue Park; "Hands That Remember: Artists Who Make Things by Hand"; "The Youngsters Keeping Traditional Trades Alive"; "The Craftsman" by Marcus B. Christian; "Craftsmen" by V. Sackville-West	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will gather examples of the stages of learning in A <i>Single Shard</i> to use in an explanatory essay about how a learner grows from beginner to skilled creator through mentorship and practice.	Students will explain the stages of learning in a logical sequence using sequencing transitions (initially, next, eventually) and cause–effect connectors (because, as a result, therefore) while maintaining formal third-person style.		W.6.5 W.6.9.a W.6.9.b	RL.6.1 RI.6.1 W.6.4 W.6.6 W.6.10 L.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will use the Turn and Talk routine to discuss their questions about and skills that are relevant to the Performance Task Handout.</p> <p>Literacy Lab: Students will observe as the teacher models how to use and maintain a formal style using the third-person point of view.</p> <p>Learning in Action: Part A: Gathering Evidence from A <i>Single Shard</i> (W.6.5, W.6.9) Students will work with a partner to identify examples of the stages of learning in A <i>Single Shard</i>.</p> <p>Part B: Reviewing Text Sets (W.6.5, W.6.9) Students will briefly review text and media explored during the unit and summarize their connections to the stages of learning, apprenticeship, and mentorship.</p> <p>Look Back: Students will respond to a Quick Write prompt about which text set they think will be the strongest to use in their explanatory essay.</p>			Turn and Talk Language Study Quick Write
Unit 2 Lesson 37	Writing	A <i>Single Shard</i> by Linda Sue Park; "Hands That Remember: Artists Who Make Things by Hand"; "The Youngsters Keeping Traditional Trades Alive"; "The Craftsman" by Marcus B. Christian; "Craftsmen" by V. Sackville-West	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will select a secondary text or media source and collect evidence showing examples of the stages of learning to use in an explanatory essay about how a learner grows from beginner to skilled creator through mentorship and practice.	Students will express inferences and conclusions about how two texts develop the same idea by using comparative connectors (similarly, however, whereas) and verbs of analysis (illustrates, emphasizes) in a formal third-person register.		W.6.2.a W.6.2.b W.6.2.f W.6.5 W.6.9.b	RL.6.1 RI.6.1 W.6.4 W.6.10	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will use the Turn and Talk routine to discuss which sources will be most helpful to use when writing their explanatory essays.</p> <p>Literacy Lab: Students will work with a partner to identify target vocabulary words from Unit 2 to use in their explanatory essays and process documents.</p> <p>Learning in Action: Part A: Gathering Evidence from Additional Sources (W.6.5, W.6.9) Students will work independently or with a partner to gather evidence from two additional sources and explain how they are connected to themes of learning, craftsmanship, and mentorship.</p> <p>Part B: Read Through an Exemplar Essay (W.6.5, W.6.9) Students will evaluate an exemplar explanatory essay and discuss how it meets the criteria of the prompt and the scoring rubric.</p> <p>Look Back: Students will respond to a Quick Write prompt about questions or challenges associated with the Showcase Performance Task so far.</p>			Turn and Talk Quick Write

Unit 2 Lesson 38	Writing	A <i>Single Shard</i> by Linda Sue Park; "Hands That Remember: Artists Who Make Things by Hand"; "The Youngsters Keeping Traditional Trades Alive"; "The Craftsman" by Marcus B. Christian; "Craftsmen" by V. Sackville-West	Mentorship and practice develop skill and connect individuals to community and heritage.	Students will draft a thesis statement and outline the introduction paragraph and body paragraphs of their explanatory essays.	Students will formulate a clear academic thesis using generalization language (shows that, demonstrates how) and a cohesive multi-sentence structure to preview how their evidence will explain learner growth through mentorship and practice.	W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.2.f	RI.6.1 W.6.8 W.6.10	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will use the Think-Pair-Share routine to discuss first impressions.</p> <p>Literacy Lab: Students will revisit how to write a thesis statement before drafting their own thesis statements in response to the Showcase Performance Task prompt.</p> <p>Learning in Action: Learning in Action A: Outline Introduction Paragraphs (W.6.2.a, W.6.2.b, W.6.9) Students will observe while the teacher models how to write an introduction paragraph. Then, students will draft an outline for the introduction paragraph of their explanatory essays.</p> <p>Learning in Action B: Outline Body Paragraphs (W.6.2.a, W.6.2b, W.6.9) Students will draft outlines for at least two body paragraphs of their explanatory essays.</p> <p>Look Back: Students will respond to a Quick Write prompt to explain the purpose of the introduction paragraphs.</p>	Think-Pair-Share Write-Pair-Share Quick Write
Unit 2 Lesson 39	Writing	A <i>Single Shard</i> by Linda Sue Park; "Hands That Remember: Artists Who Make Things by Hand"; "The Youngsters Keeping Traditional Trades Alive"; "The Craftsman" by Marcus B. Christian; "Craftsmen" by V. Sackville-West	Mentorship and practice develop skills and connect individuals to the community and heritage.	Students will draft body paragraphs that develop their thesis with text evidence and reasoning and will outline a conclusion paragraph that synthesizes key ideas without summarizing.	Students will draft analytical body and conclusion paragraphs with cohesion by using academic transitions (for example, as a result), sentence expansion, and clear links between evidence and ideas.	W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.2.f W.6.9.a W.6.9.b	RL.6.1 W.6.4 W.6.10	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br ELD.PI.6.10.b.Em ELD.PI.6.10.b.Ex ELD.PI.6.10.b.Br	<p>Launch: Students will work with partners to exchange structured feedback on the introduction paragraphs they drafted for homework.</p> <p>Literacy Lab: Students will discuss the role of transitions in writing and speaking and revise text to use transitional words and phrases to connect ideas within and between paragraphs.</p> <p>Learning in Action: Part A: Drafting Body Paragraphs (W.6.2.a, W.6.2.b, W.6.2.c, W.6.9) Students will begin drafting the body paragraphs of their explanatory essays.</p> <p>Part B: Outline Conclusion Paragraphs (W.6.2.a, W.6.2.b, W.6.2.c, W.6.9) Students will observe as the teacher models how to write a conclusion paragraph before outlining and drafting conclusion paragraphs for their explanatory essays.</p> <p>Look Back: Students will use the Quick Write routine to practice using transitions in writing.</p>	Quick Write
Unit 2 Lesson 40	Writing	A <i>Single Shard</i> by Linda Sue Park; "Hands That Remember: Eight Artists Who Make Things by Hand"; "Cracking the Science Behind Pottery with Mudfire Pottery Studio"	Mentorship and practice develop individuals to the community and heritage.	Students will draft a process document that explains the steps of learning or making a craft, including at least four sequential steps, two relevant visuals with captions, and cause-effect connectors that clarify why steps matter.	Students will explain a process clearly in writing by using sequential language and cause-effect connectors and by linking visuals to text with captions and precise references.	W.6.2.a W.6.2.b W.6.2.c W.6.2.d	W.6.4 W.6.10 L.6.2.a L.6.2.b	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br ELD.PI.6.10.b.Em ELD.PI.6.10.b.Ex ELD.PI.6.10.b.Br	<p>Launch: Students will use the Think-Pair-Share routine to describe the steps of a process they know well and to identify processes they have learned about during the unit.</p> <p>Literacy Lab: Students will revisit how to write a process document and evaluate what makes a process document successful.</p> <p>Learning in Action: Learning in Action: Drafting a Process Document (W.6.4) Students will draft a process document explaining how to make or learn a craft or art form.</p> <p>Look Back: Students will co-construct a 3–2–1 Summary to review what they have learned about process documents and process writing.</p>	Think-Pair-Share 3–2–1 Summary
Unit 2 Lesson 41	Flex Day	A <i>Single Shard</i> by Linda Sue Park	Students build on earlier work with central idea, word choice, plot, and character response by shaping that thinking into clear explanatory writing about apprenticeship, craft, and growth.	Students will introduce a topic, organize ideas, concepts, and information, and include formatting when useful to aiding comprehension. Students will develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples. Students will use appropriate transitions to clarify the relationships among ideas and concepts.	Students will revise explanatory writing using sequence language, cause-effect language, and domain vocabulary to clarify ideas for a reader.	W.6.2.a W.6.2.b W.6.2.c	W.6.4 W.6.5 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.11.a.Em ELD.PI.6.11.a.Ex ELD.PI.6.11.a.Br	<p>Launch: Students self-assess confidence on W.6.2.a, W.6.2.b, and W.6.2.c to help the teacher introduction elaboration transition preview relevant concrete detail</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles (W.6.2.a, W.6.2.b, W.6.2.c) anchored in a model explanatory paragraph or draft excerpt of the teacher's choice; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in explanatory writing or new learning from independent work.</p>	Quick Write

Unit 2	Lesson 42	Writing	A Single Shard by Linda Sue Park	Students learn the speaking and listening skills necessary to give and view presentations. Students use peer feedback to improve and revise their writing.	Students will revise and strengthen explanatory essays and process documents through structured peer review, planning, editing, and rewriting using digital tools.	Students will engage in collaborative discussions by preparing with a draft and evidence, using that evidence in conversation, following discussion norms, building on others' ideas, and using sequencing transitions and academic language to present ideas clearly. Students will use technology to revise and publish writing, demonstrating appropriate formatting, editing, and keyboarding skills.	W.6.4 W.6.5 W.6.6 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	W.6.10 L.6.2.a L.6.2.b	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br	<p>Launch: Students will review and discuss the Performance Task Handout then discuss which parts of their explanatory essays and/or process documents they need support with. Students review discussion norms posted in the room. Students annotate their draft, highlighting: Thesis statement, at least two pieces of evidence, and sequencing transitions</p> <p>Literacy Lab: Students will evaluate a presentation using a Speaking & Listening Checklist.</p> <p>Learning in Action: Part A: Peer Review (W.6.5, SL.6.1) Students will participate in a peer review to give and receive feedback about their explanatory essays and process documents.</p> <p>Part B: Revise and Finalize (W.6.5, W.6.6) Students will use peer feedback to revise and finalize their explanatory essays and process documents.</p> <p>Look Back: Students will use the Turn and Talk routine to reflect on their experience during the peer review activity.</p>	Think-Pair-Share Turn and Talk	
Unit 2	Lesson 43	Presentation	A Single Shard by Linda Sue Park	Students synthesize what they have learned about apprenticeship, observation, feedback, and practice in A Single Shard and related texts.	Students will adapt their explanatory essay and process document into a short oral presentation with relevant facts, clear sequencing, and descriptive details.	Students will present information using sequence language, domain vocabulary, and delivery choices that match the task, audience, and purpose.	SL.6.4.a	W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.5 SL.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.4.Em ELD.PI.6.4.Ex ELD.PI.6.4.Br ELD.PI.6.9.Em ELD.PI.6.9.Ex ELD.PI.6.9.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	<p>Launch: Students will learn what makes a presentation clear, engaging, and easy to follow.</p> <p>Literacy Lab: Students will evaluate presentation quality by noticing delivery choices connected to task, audience, and purpose.</p> <p>Learning in Action: Part A: Build Your Gallery Talk (SL.6.4.a) Students will turn their explanatory essays and process diagrams into short speaking notes, peer review each other's work, and revise based on checklist-based feedback from classmates.</p> <p>Look Back: Students will complete a Quickwrite that names how today's notes and revisions moved their presentation forward and what they still need to do before presenting.</p>	delivery presentation process diagram Turn-and-Talk Rehearse and Refine Quickwrite	
Unit 2	Lesson 44	Flex Day	A Single Shard by Linda Sue Park	Students build on their Gallery Talk rehearsal work about apprenticeship, process, and craft.	Students will strengthen presentation skills by organizing key details, using visuals to clarify ideas, and adapting speech for an audience and task.	Students will use transition words, location words, and precise academic language to explain their ideas during presentation practice.	Students will strengthen phrasing, pacing, and pronunciation to support clear oral delivery.	SL.6.4.a SL.6.5 SL.6.6	W.6.4	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.4.Em ELD.PI.6.4.Ex ELD.PI.6.4.Br ELD.PI.6.9.Em ELD.PI.6.9.Ex ELD.PI.6.9.Br	<p>Launch: Students self-assess confidence on SL.6.4.a, SL.6.5, and SL.6.6 to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles (SL.6.4.a, SL.6.5, SL.6.6) anchored in a text excerpt of the teacher's choice; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work.</p>	Quickwrite
Unit 2	Lesson 45	Writing	A Single Shard by Linda Sue Park	Students demonstrate speaking and listening skills while presenting their explanatory essays about the stages of learning and mentorship. Students come to discussions prepared, referencing their essays and source text(s).	Students will present explanatory essays and process documents during a Gallery of Learning activity, clearly sequencing ideas, highlighting key claims, and supporting claims with relevant evidence.	Students will engage in collaborative discussions by preparing with a draft and evidence, using that evidence in conversation, following discussion norms, building on others' ideas, and using sequencing transitions and academic language to present ideas clearly.	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.4	W.6.4 SL.6.6	ELD.PI.6.4.Em ELD.PI.6.4.Ex ELD.PI.6.4.Br ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br	<p>Launch: Students will use the Turn-and-Talk routine to reflect on their favorite part of the performance task.</p> <p>Literacy Lab: Students will practice delivering their presentations with a partner using the Speaking & Listening Checklist.</p> <p>Learning in Action: Learning in Action: Presentation (SL.6.1, SL.6.4) Students will present their explanatory essays and process documents to a small group of classmates.</p> <p>Look Back: Students will reflect on the unit performance task by completing a graphic organizer.</p>	Think-Pair-Share	
Unit 3 — Curiosity, Evidence & Discovery: Hidden Figures Anchor Text: <i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly Writing Genre: Informational / Research & Argument												
Spark												

Unit 3	Lesson 1	Spark	"The 1960s: From Dream to Reality in 10 Years"; John F. Kennedy's "We Choose to Go to the Moon" speech transcript; "The Space Race"	Students begin the unit by building historical context about the Cold War, the Space Race, and NASA's urgent scientific mission.	Students will cite textual evidence to explain the scientific and mathematical challenges NASA aimed to solve and evaluate reasons supporting the push for the moon mission.	Students will explain historical and scientific context using cause-effect transitions and domain-specific vocabulary in discussion and brief summary writing.	RI.6.1 RI.6.8 SL.6.1.a	RI.6.7 RI.6.9 RI.6.10 L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Students will engage in Think-Pair-Share to preview texts and images about the Space Race and build initial understanding of why space exploration became a high-stakes national goal. Learning in Action: Part A: Jigsaw Resources (RI.6.1) Students will engage in a Jigsaw Reading of three articles about the historical Space Race between the United States and Russia. Part B: Jigsaw Deep Dive (RI.6.8, SL.6.1) Students will complete their Jigsaw analysis by teaching their group what they learned and integrating the new ideas shared by their classmates. Students will also participate in group discussions about the articles. Look Back: Students will synthesize the day's learning in a brief evidence-based summary using cause-effect language and domain-specific vocabulary.	engineering trajectory orbit innovation	significant segregation discrimination	Think-Pair-Share Jigsaw Reading Turn-and-Talk Quick Write	
Unit 3	Lesson 2	Spark	"Jim Crow Laws: A Dark Chapter in American History"	In Lesson 1, students learned why the Space Race required many experts. This lesson adds historical context about segregation and discrimination that shaped who had access to education, training, and scientific careers. After the Civil War, Black Americans briefly gained new rights during the Reconstruction era. In the following decades, many states created Jim Crow laws and policies that enforced racial segregation and limited opportunities.	Students will analyze how text features organize ideas in an informational text.	Students will explain inequity using causal and contrastive language in discussion and a short paragraph.	Students will use context clues to determine the meaning of domain-specific words in an informational text.	RI.6.5.a	RI.6.1 RI.6.10 W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d L.6.4.a	ELD.PII.6.1.Em ELD.PII.6.1.Ex ELD.PII.6.1.Br ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br	Launch: Students will build background knowledge about Jim Crow segregation and connect it to the previous lesson's exploration of who had access to opportunity and discovery in the fields of math and science. Learning in Action: Part A: Explore How the Article Is Organized (RI.6.5.a) Students will analyze how "Jim Crow Laws: A Dark Chapter in American History" uses title, headings, bold terms, and other text features to organize information and help readers understand exclusion and barriers. Part B: Explain Barriers to Opportunity (RI.6.5.a) Students analyze how the author organizes information and uses text features to explain how Jim Crow laws created barriers to opportunity. They discuss how these text structures help readers understand segregation and its impact on daily life. Look Back: Reflect in writing on how the article's structure deepened understanding of exclusion and why that matters for the unit.	segregation discrimination perspective	claim credible reframes	Think-Pair-Share Quick Write
Unit 3	Lesson 3	Spark	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	Students synthesize what they learned about NASA's urgency in the Space Race and segregation to understand why some contributors were essential but unseen.	Students will determine the author's purpose in the prologue of <i>Hidden Figures</i> and define the concept of a "hidden figure" using text evidence.	Students will use domain specific language to define the concept of "hidden figure" and describe the author's purpose for writing the text.	Students will use introductory evidence clauses and correct comma placement to integrate evidence from the prologue of a text.	RI.6.2 RI.6.6	RI.6.10 W.6.9.b SL.6.1.a SL.6.1.c SL.6.1.d L.6.2.a	ELD.PI.6.2.Em ELD.PI.6.2.Ex ELD.PI.6.2.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br	Launch: Students will discuss the idea of unseen contributors and connect the previous two lessons to the unit's second essential question. Learning in Action: Part A: Annotate for Author's Purpose (RI.6.6) Students will explore how the prologue of <i>Hidden Figures</i> introduces important but overlooked contributors and begin annotating for the author's purpose. Part B: Explain author's purpose and <i>Hidden Figures</i> (RI.6.6) Students will discuss evidence in the prologue to identify the author's purpose and develop a definition for "hidden figure." Look Back: Use key details to describe how the author uses the prologue to define "hidden figures" and to state her purpose for writing the text.	aeronautics evidence expertise prologue	careers data engineer illustration physics	Think-Pair-Share Annotation Spot-Check Quick Write

Unit 3	Lesson 4	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Prologue-Chapter 1	Students extend their study of the Space Race, segregation, and hidden figures by examining how early curiosity and strong community support enabled Black women to pursue scientific careers in spite of the challenges.	Students will determine a central idea in the Prologue and Chapter 1 of <i>Hidden Figures</i> and explain how specific details support and expand that idea.	Students will explain a central idea using evidence frames, transitions, and paraphrased details from the text. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).	Students will write complete complex sentences with subordinating conjunctions to connect claims and evidence.	RI.6.2 L.6.4.b	RI.6.1 RI.6.6 RI.6.10 W.6.4 SL.6.1.a L.6.3.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Br ELD.PII.6.2.b.Br	Launch: Students will activate prior knowledge from Lessons 1–3 and connect the idea of hidden figures to central ideas related to curiosity and community support. Literacy Lab: Students will use morphology and reference tools to determine the meanings of key domain-specific words that connect to central ideas in the text. Learning in Action: Part A: Track the Big Idea (RI.6.2) Students will reread sections of the Prologue and Chapter 1, determine a central idea and locate supporting details. Part B: Explain the Big Idea (RI.6.2) Students will write a short evidence-based explanation using transitions and complex sentences. Look Back: Students will explain a central idea with specific details and reflect on the language tools that helped them.	aeronautics regulations	physics geometry official	Turn and Talk Introduce New Words Using Morphology Close Read & Annotation Protocol Quick Write
Unit 3	Lesson 5	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 2	Students continue Investigation 1 by moving from early curiosity and community support to the systems of research and teamwork at Langley.	Students will analyze how key ideas and events in Chapter 2 interact.	Students will write a short paragraph to explain how the NACA ad and the work done at Langley's are connected.	Students will identify connections between individuals, events and ideas.	RI.6.3 L.6.4.b	RI.6.1 RI.6.10 W.6.4 L.6.3.a L.6.6	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Students will activate prior learning from Lesson 4 and connect the unit essential question to the work of scientists and engineers at Langley. Literacy Lab: Students will use roots and affixes to determine the meaning of key STEM words that will help them understand concepts in Chapter 2. Learning in Action: Part A: Hidden Figures: Chapter 2(RI.6.3) Students will track how the NACA ad and the description of Langley's work connect. Part B: Synthesize Information (RI.6.3) Students will write a short evidence-based explanation describing the connection between the NACA ad and the work done at Langley. Look Back: Students will explain how key details in Chapter 2 reveal that scientific progress comes from a collaborative process, not from one person working alone.	aerodynamic calculate	maneuver assess	Turn and Talk Introduce New Words Using Morphology Quick Write
Unit 3	Lesson 6	Writing	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	Students build from Lessons 3 and 4, by examining how Dorothy Vaughan challenged unfair assumptions.	Students will develop a topic with facts, details, quotations, and examples as they explain how the phrases "Double V" and "Colored Line" connect to Dorothy Vaughan's experiences in Chapters 4–5.	Students will use relative clauses and transitions to explain literal and figurative meanings in an organized explanatory paragraph.	Students will paraphrase literal and figurative phrases using relative clauses to unpack meaning.	W.6.2.b W.6.2.d	RI.6.4 W.6.4 W.6.9.b W.6.10 SL.6.1.a L.6.5.a	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Br	Launch: Students will activate prior learning about hidden figures and prepare to move from literal understanding to figurative interpretation in writing. Literacy Lab: Students will distinguish literal meaning from figurative meaning and learn how to use relative clauses to explain figurative phrases clearly. Learning in Action: Part A: Sorting Literal and Figurative Meaning (RI.6.4) Students will collect and organize evidence about phrases "Double V" and "Colored Line" and rehearse explanatory language. Part B: Drafting the Explanation (W.6.2.b, W.6.2.d) Students will draft an organized explanatory paragraph that connects figurative meaning to Dorothy Vaughan's choices and the larger social context. Look Back: Students will explain connections between figurative language, evidence, and Dorothy Vaughan's actions.	literal figurative	assumption boundary	Turn and Talk Think-Write-Pair-Share Quick Write

Unit 3	Lesson 7	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 6; "Tuskegee"	Students build from Lessons 3, 4, and 6 by moving from the idea of a hidden figure and symbolic meaning to the way one anecdote can reveal both teamwork and unfair barriers.	Students will analyze how anecdotes in Chapter 6 develop ideas about collaboration and segregation at Langley.	Students will explain contrast using evidence frames and contrast connectors in a two-to-three-sentence response.	Students will combine related ideas into compound-complex contrast sentences using although, while, and whereas with correct comma placement.	RI.6.3 RI.6.6	RI.6.1 RI.6.10 W.6.4 SL.6.1.a SL.6.1.d L.6.5.b	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.a.Br ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will activate prior learning from Lesson 6 and analyze how one anecdote can hold two ideas at once.</p> <p>Literacy Lab: Students will explore how contrast sentence patterns can be used to compare collaboration and segregation.</p> <p>Learning in Action: Part A: Key Moments (RI.6.3) Students will reread Chapter 6 anecdotes and analyze how events reveal perspectives on both collaboration and segregation.</p> <p>Part B: Author's Purpose and Point of View (RI.6.6) Students will explain how Shetterly includes anecdotes to develop her point of view by making the women's contributions and barriers visible.</p> <p>Look Back: Formatively assess students' ability to cite evidence and explain dual ideas in a short written response.</p>	collaboration segregation	anecdote defiance	Turn and Talk Think-Pair-Share Quick Write
Unit 3	Lesson 8	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 7; "Tuskegee"	Students build from Chapter 6's focus on collaboration and segregation to Chapter 7's focus on precise calculations, wartime problem-solving, and Black achievement across genres.	Students will compare and contrast how Chapter 7 of <i>Hidden Figures</i> and the poem "Tuskegee" approach the topics of struggle, triumph, and achievement.	Students will synthesize evidence using comparative transitions to explain similarities and differences across two texts.	Students will use comparative markers to synthesize ideas across a poem and an informational text.	RL.6.9 L.6.5.b	RL.6.1 RL.6.10 RI.6.1 RI.6.9 RI.6.10 W.6.4 SL.6.1.a	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will activate homework thinking and connect Chapter 7's scientific problem-solving to today's multi-text comparison work.</p> <p>Literacy Lab: Students will move from separate summaries to synthesized comparison using comparative markers and parallel sentence structure.</p> <p>Learning in Action: Part A: Compare Struggle and Triumph Across Texts (RL.6.9) Students will gather and compare evidence from Chapter 7 and "Tuskegee" using a Venn diagram.</p> <p>Part B: Write a Synthesis Response (RL.6.9) Students will write a short comparative explanation using one piece of evidence from each text and a clear comparative marker.</p> <p>Look Back: Students will synthesize across texts and reflect on how this skill supports the unit performance task.</p>	synthesize triumph precise work	depict wartime	Turn and Talk Quick Write
Unit 3	Lesson 9	Writing	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	Students continue tracing how Black women at Langley contributed to scientific progress while facing barriers that tried to limit their roles.	Students will develop an informative paragraph with relevant details from Chapter 9 to explain how Dorothy Vaughan challenged social constructs.	Students will use pronouns, and transitions to maintain cohesion and formal style in an informative paragraph.	Students will track noun-to-pronoun reference to keep paragraph meaning clear.	W.6.2.b W.6.2.e W.6.4	RI.6.1 RI.6.3 W.6.9.b W.6.10 L.6.1.b L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.2.a.Em ELD.PII.6.2.a.Ex ELD.PII.6.2.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will activate prior learning from Lesson 8 and connect Dorothy Vaughan's growing responsibilities to the unit question about discovery, visibility, and possibility.</p> <p>Literacy Lab: Students will learn pronoun precision, intensive pronouns, and cohesion through a mentor sentence from Chapter 9.</p> <p>Learning in Action: Part A: Collect the Right Evidence (W.6.2.b) Students will gather and organize work and home details from Chapter 9 that develop one clear explanatory idea.</p> <p>Part B: Draft a Clear Paragraph (W.6.2.e) Students will draft an informative paragraph that uses precise pronouns, transitions, and formal style to explain Dorothy Vaughan's impact.</p> <p>Look Back: Students will reflect on how pronoun precision and transitions improved paragraph clarity and prepared students for the unit performance task.</p>	antecedent intensive pronoun	cohesion responsibility	Think-Pair-Share Quick Write

Unit 3 Lesson 10	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 11	Students continue tracing how segregation shaped the work lives of Black women mathematicians, engineers, and computers at Langley.	Students will analyze Mary Jackson's response to events in Chapter 11 to discover what they reveal.	Students will explain how a character's response to events can reveal key ideas in a text.	Students will use key vocabulary to develop analytical sentences about Mary Jackson's courage and resistance.	RI.6.1 RI.6.3 L.6.4.b L.6.4.c	RI.6.6 RI.6.10 L.6.4.d L.6.6	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Activate prior learning about how an individual's response to events reveals key ideas in a text. Literacy Lab: Teach students how to use morphology to determine the meanings of academic vocabulary by analyzing prefixes, roots, and suffixes and combining those parts into precise definitions. Learning in Action: Part A: How Responses to Events Reveal Key Ideas (RI.6.3) Students will analyze a scene in the text to understand how an individual's response to events reveals key ideas. Part B: Analyzing Mary's Response to Events (RI.6.1) Students will write a short evidence-based explanation showing how Mary's response to conflict reveals key ideas in the text. Look Back: Students will discuss the connection between a character's response to events and key ideas in a text.	prejudice resistance	demoted boundary	Turn and Talk RACE Strategy Response
Unit 3 Lesson 11	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 12	Students continue tracing how hidden contributors to the Space Race used talent, persistence, and opportunity to shape discovery.	Students will determine a central idea in Chapter 12 and summarize how details about Katherine Goble's school experiences and job decisions help to develop that idea.	Students will explain cause-and-effect relationships and implications using precise academic vocabulary and causal connectors in discussion and writing.	Students will use context clues to determine the meanings of domain-specific and academic terms in Chapter 12.	RI.6.2 L.6.4.a L.6.4.d	RI.6.1 RI.6.10 W.6.4 L.6.4.d L.6.5.b	ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PII.6.3.Br	Launch: Activate prior learning from Chapter 11 and prepare students to analyze how Katherine Goble's talent and decisions connect to opportunity and social boundaries. Literacy Lab: Teach students to use context clues and word relationships to determine the meanings of key academic and domain-specific terms in Chapter 12. Learning in Action: Part A: Tracking Details that Show Central Ideas (RI.6.2) Students will collect details from Chapter 12 and organize how Katherine's experiences lead to opportunity while also revealing social limits. Part B: Moving from Details to Summary (RI.6.2) Students will turn organized evidence into a concise central idea summary. Look Back: Students will summarize a central idea with two supporting details and reflect on the explanatory writing process.	mathematician integrate	navigate implication	Turn and Talk Quick Write
Unit 3 Lesson 12	Writing	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	Students think about how data and teamwork helped Katherine Johnson and the engineers to solve a real flight problem.	Students will explain how Katherine Johnson's mathematical evidence and collaboration led to safer flight regulations using transitions to clarify relationships among ideas.	Students will use sequencing transition words and cause/effect connectors to organize paraphrased evidence in an explanatory paragraph.	Students will use formal causal transitions to signal cause/effect relationships across ideas.	W.6.2.c L.6.5.b	RI.6.1 RI.6.3 RI.6.10 W.6.4 W.6.10 L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Activate prior knowledge about evidence and teamwork and connect today's paragraph writing to the unit's essential question and performance task. Literacy Lab: Use a mentor sentence from Chapter 13 to teach how explanatory writers show sequence and cause/effect with precise transitions. Learning in Action: Part A: Use Transitions Effectively (W.6.2.c) Students will organize the sequence of Katherine's investigation using appropriate transitions to clarify the relationships among ideas and concepts. Part B: Draft the Explanation (W.6.2.c) Students will write an explanatory paragraph using appropriate transitions to show how Katherine's mathematical evidence and collaboration led to safer flight. Look Back: Students will reflect on their ability to use transitional language to show sequence and cause-effect.			Think-Pair-Share Quick Write Turn and Talk

Unit 3 Lesson 13	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 14	Students extend the unit study of collaboration and hidden contributions by examining how technological change affected the women at Langley.	Students will analyze how an idea is introduced, shown, and developed across sections of Chapter 14	Students will use evidence-based explanations to explain the key ideas in a section and explain how the idea is developed by the author.	Students will use context clues and morphology to determine and verify the meaning of words.	RI.6.3 L.6.4.a L.6.4.b L.6.4.d	RI.6.1 RI.6.10 W.6.4	ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Activate prior knowledge from Chapter 13 and connect the unit's focus on collaboration to Chapter 14's shift to technology in the workplace. Literacy Lab: Teach students to use context clues, word parts, and compare/contrast language to explain technological change and the evolution of performance roles over time. Learning in Action: Part A: Analyze How an Idea Develops Across a Text (RI.6.3) Students will analyze how the author develops an idea across sections by showing how technology changes work and how people respond to that change. Look Back: Students will reflect on key ideas in the chapter to consider those that could be included in their future research writing.	electronic reliable evolution	transition qualify envision	Turn and Talk Jigsaw Reading Quick Write
Unit 3 Lesson 14	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 16; "Sputnik"	Students build on earlier lessons about technological change, adaptation, and teamwork at Langley by examining how Sputnik created a new scientific challenge.	Students will integrate information presented in Chapter 16, the Sputnik text, and historical visuals to explain Langley's reaction to Sputnik.	Students will synthesize information using comparison frames, and precise scientific vocabulary in a short evidence-based explanation.	Students respond orally and in writing to information presented in a variety of formats.	RI.6.7 L.6.4.b L.6.4.c SL.6.2	RI.6.1 RI.6.10 W.6.4 SL.6.1.a L.6.4.d L.6.6	ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	Launch: Build interest in the text Sputnik by having students discuss their first impressions of the images and the term "Space Race." Literacy Lab: Build precise scientific domain-specific vocabulary that students can draw on as they explain Sputnik and Langley's entry into the Space Race. Learning in Action: Part A: Analyzing Sources (RI.6.7, SL.6.2) Students will analyze information from Chapter 16, the Sputnik text, and a historical image to identify what each source contributes. Part B: Synthesizing Sources (RI.6.7) Students will synthesize across sources in a short written explanation of Langley's urgent response to Sputnik. Look Back: Assess students' ability to explain how integrating sources deepens understanding of Sputnik's impact.	satellite acceleration	friction orbit	Turn and Talk Quick Write
Unit 3 Lesson 15	Writing	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	Students synthesize the unit's key ideas by showing how Katherine's persistence connects learning, data, and teamwork in Chapter 17.	Students will develop an explanatory paragraph with relevant details from Chapter 17 to explain how Katherine Goble's persistence in lectures and editorial meetings advanced understanding of spaceflight.	Students will use nominalizations, clear pronouns, and cause/effect transitions to connect curiosity, determination, and collaboration in analytical writing.	Students will apply nominalization to increase academic tone when explaining abstract ideas.	W.6.2.b W.6.2.d W.6.9.b	RI.6.3 W.6.4 W.6.10 L.6.1.a L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Activate prior learning from Lesson 14 and connect the unit's essential question to today's writing task. Literacy Lab: Teach students how nominalization, pronoun clarity, and transitions help them explain abstract ideas with stronger academic tone. Learning in Action: Part A: Collecting the Chain of Ideas (W.6.9.b) Students will gather and organize evidence showing how Katherine Goble's persistence connects curiosity, evidence, and collaboration. Part B: Drafting the Explanation (W.6.2.d) Students will write a cohesive explanatory paragraph using precise language and evidence from Chapter 17. Look Back: Students will reflect on how connecting ideas can make explanatory writing more effective.			Turn and Talk Language Study Modeled Writing Quick Write

Unit 3 Lesson 16	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 18	Students build on Investigation 1 by comparing progress inside the space program with slower change in schools and public life.	Students will determine a central idea in Chapter 18 and explain how the author uses figurative language to develop that idea.	Students will explain connections between legal progress and scientific progress using academic connectors and layered interpretation clauses.	Students will explain the use of figurative and technical language and determine how it is used to convey central ideas.	RI.6.2 RI.6.4 L.6.5.a L.6.5.b	RI.6.1 RI.6.10 W.6.4 SL.6.1.a	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Activate prior learning from Chapter 17 and frame today's work around unequal speeds of progress in science and society.</p> <p>Literacy Lab: Teach students to interpret figurative language to analyze how it is used to develop a central idea.</p> <p>Learning in Action: Part A: Analyzing Technical Language (RI.6.4) Students will analyze examples of technical vocabulary to understand how it supports key ideas in the chapter.</p> <p>Part B: Analyzing the Development of a Central Idea (RI.6.2) Students will write a short explanation connecting figurative language to a central idea in the chapter.</p> <p>Look Back: Formatively assess students' ability to cite evidence and explain the connection between the phrase and the chapter's central idea.</p>	calculations trajectories atmosphere	delay Mercury	Turn and Talk Language Study Quick Write
Unit 3 Lesson 17	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 20; "February 1960: Sit-ins in Greensboro"; "Greensboro Lunch Counter"	Students connect Chapter 20 to civil rights activism by comparing scientific teamwork with student-led social protest.	Students will integrate information presented in visuals and informational texts to explain how Chapter 20 and the Sit-Ins source set develop a shared idea about collaboration.	Students will synthesize evidence using comparative transitions and precise academic nouns to explain how groups collaborated to achieve shared goals.	Students will use context clues and reference materials to determine the meaning of monitor.	RI.6.7 L.6.4.a L.6.4.d	RI.6.1 RI.6.10 W.6.4 SL.6.1.a	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students will look at images and draw conclusions about how they connect to the ideas explored in this unit.</p> <p>Literacy Lab: Explicitly teach students to use context clues and reference tools to define key social and scientific terms needed for synthesis of sources.</p> <p>Learning in Action: Part A: Seeing Collaboration Across Sources (RI.6.7) Students will use a 3-Column Chart to integrate ideas from the Greensboro lunch counter images, a Sit-Ins text, and Chapter 20.</p> <p>Part B: Writing a Synthesis Response (RI.6.7) Students will answer the text-dependent question using evidence from visual and written sources.</p> <p>Look Back: Students will reflect on how multiple sources can deepen their understanding of collaboration and freedom.</p>	monitor	demonstration influence	Think-Pair-Share RACE Strategy Response Quick Write
Unit 3 Lesson 18	Reading	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly, Chapter 21; "John Glenn Orbits the Earth"	Students continue Investigation 1 by studying how John Glenn's mission depended on technical systems, human judgment, and coordinated teamwork.	Students will trace and evaluate how two texts support the claim that John Glenn's mission was dangerous by identifying each author's reasons and evidence and determining which support is stronger.	Students will use compare/contrast transitions, and technical vocabulary to explain how the two texts present risk, reliability, and collaboration.	Students will analyze technical explanations and use modal verbs to discuss mission risks with precision.	RI.6.8 RI.6.9	RI.6.1 RI.6.10 W.6.4 SL.6.1.a L.6.4.b L.6.4.c L.6.4.d L.6.6	ELD.PI.6.9.Em ELD.PI.6.9.Ex ELD.PI.6.9.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Activate prior learning from Chapter 20 and frame today's comparison of how two texts present the danger and significance of John Glenn's mission.</p> <p>Literacy Lab: Explicitly teach technical vocabulary and language choices that help students interpret mission risk and reliability.</p> <p>Learning in Action: Part A: Compare How the Mission Is Told (RI.6.8, RI.6.9) Students will trace how each text supports the claim that Glenn's mission was dangerous by identifying reasons and evidence in a three-column chart.</p> <p>Part B: Decide Which Text Makes the Stronger Case (RI.6.8) Students will evaluate which text provides stronger support for the claim that Glenn's mission was dangerous and explain how the author's evidence strengthens the claim.</p> <p>Look Back: Students will write to synthesize across two sources and explain how collaboration shaped a dangerous mission.</p>	precisely	descent trajectory	Turn and Talk Quick Write

Unit 3	Lesson 19	Writing	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	Students connect national civil rights events to daily scientific work in order to see how public change and professional achievement shaped one another.	Students will develop a topic with relevant details to explain connections between the key moments described in Chapter 22.	Students will use precise pronouns, formal noun phrases, and cross-idea transitions to write a cohesive informative paragraph.	Students will maintain reference chains across a full paragraph and correct shifts in pronoun person or number.	W.6.2.b W.6.2.c W.6.2.e W.6.9.b L.6.1.c L.6.1.d L.6.1.e	W.6.4 W.6.10 SL.6.1.a L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex	<p>Launch: Activate prior knowledge from Lesson 18.</p> <p>Literacy Lab: Explicitly teach paragraph cohesion by studying a Chapter 22 mentor sentence for pronouns and clear reference chains.</p> <p>Learning in Action: Part A: Make Connections Between Details (W.6.9.b) Students will gather and pair details from Chapter 22 to explain meaningful connections conveyed in the chapter.</p> <p>Part B: Draft a Connection Paragraph (W.6.2.b, W.6.2.c, W.6.2.e) Students will write an informative paragraph that explains a connection or big idea using relevant evidence, formal tone, and precise pronoun reference.</p> <p>Look Back: Students will explain a connection between ideas using evidence and clear references.</p>	pronoun referent achievement visibility	Turn and Talk Language Study Modeled Writing Quick Write	
Unit 3	Lesson 20	Academic Discussion	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	Students synthesize Chapter 23 with earlier chapters to trace how scientific progress grew over time.	Students will engage in collaborative discussion to synthesize information across Hidden Figures.	Students will build multi-part evidence-based responses during a fishbowl discussion.	Students will practice speaking in clear, organized sentences using sequencing words and other transitional language.	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.6	RI.6.1 RI.6.2 RI.6.3 RI.6.10	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.11.b.Em ELD.PI.6.11.b.Ex ELD.PI.6.11.b.Br	<p>Launch: Activate prior learning from Lesson 19 and frame the discussion around a question based on central ideas in Hidden Figures.</p> <p>Literacy Lab: Introduce and model the Fishbowl Conversations protocol and teach students how to give a multi-example, evidence-based oral response in academic language.</p> <p>Learning in Action: Part A: Build the Discussion (SL.6.1) Students will participate in the first fishbowl round to connect earlier chapters to the focus discussion question.</p> <p>Part B: Synthesize through Conversation (SL.6.6) Students will participate in the second fishbowl round and synthesize information across chapters in a formal academic discussion.</p> <p>Look Back: Students will reflect on their discussion experience and how it helped them to develop and communicate their ideas.</p>	synthesize register	initially subsequently ultimately	Turn and Talk Fishbowl Conversation Quick Write
Unit 3	Lesson 21	Mid-Unit Assessment	N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.			RI.6.1 RI.6.2 RI.6.3 RI.6.5 RI.6.6 RI.6.8 RI.6.9 L.6.1.b L.6.4.a L.6.4.b L.6.4.d L.6.5.c			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>		No routines/protocols are used today Lesson Sequence	
Unit 3	Lesson 22	Flex Day		Students continue building the reading tools they need to study the Space Race, NASA teamwork, and hidden contributors in science.	Students will analyze how a section contributes to the overall structure of an informational text, determine an author's point of view or purpose and explain how it is conveyed, and integrate information presented in words and visuals.	Students will explain their reading thinking using academic vocabulary about structure, point of view, purpose, and medium in brief oral and written responses.	Students will reread a short informational passage fluently and attend to structure, phrasing, and visualization to support meaning.	RI.6.5.a RI.6.6 RI.6.7	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d W.6.4 L.6.2.a L.6.2.b	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br	<p>Launch: Students self-assess confidence on RI.6.5, RI.6.6, and RI.6.7 to help the teacher form responsive huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on RI.6.5.a, RI.6.6, and RI.6.7 anchored in a teacher-selected informational passage; students not in a huddle complete independent reading or knowledge-building work.</p> <p>Look Back: Students reflect on growth in confidence or new learning from huddles or independent work.</p>	section point of view medium	structure convey integrate	Reflection (Reflection) Quick Write
Unit 3	Lesson 23	Flex Day		Students revisit Investigation 1 reading skills through texts about the Space Race, NASA, and the people whose work made discovery possible.	Students will determine a central idea, analyze how key ideas and events are introduced and developed, and use context clues to determine the meaning of unknown words in a teacher-selected informational passage.	Students will summarize a central idea and explain how an author develops an idea using sequence words and evidence-based language.	Students will use context clues and rereading to make and check meaning for unfamiliar words and examine how the words an author chooses help build key ideas.	RI.6.2 RI.6.3 L.6.4.a	W.6.4	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.10.b.Em ELD.PI.6.10.b.Ex ELD.PI.6.10.b.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex	<p>Launch: Students self-assess confidence on RI.6.2, RI.6.3, and L.6.4.a to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on summarizing central idea, tracing idea development, and using context clues; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from huddle work or independent work.</p>		Reflection Quick Write	

Investigation 2										
Unit 3	Lesson 24	Writing	Students shift from reading about hidden contributors in Hidden Figures to planning their own inquiry into overlooked innovators.	Students will generate a focused research topic and research question about a hidden scientist, engineer, or innovator.	Students will orally and in writing produce a focused research question beginning with how or why and a 2–3 sentence justification using at least two academic words (e.g., contribution, innovation, recognition).	W.6.7	W.6.4 W.6.8 W.6.10 SL.6.1.a SL.6.3 L.6.6	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br ELD.PII.6.2.a.Em ELD.PII.6.2.a.Es ELD.PII.6.2.a.Br	<p>Launch: Students will be introduced to the purpose of research, define the research project, and connect accurate information to making hidden contributions visible.</p> <p>Literacy Lab: Students will use the Sentence Expansion routine to transform simple interests into precise, open-ended research questions by using how and why and by nominalizing verbs into formal academic nouns that justify significance.</p> <p>Learning in Action: Part A: Narrow a Research Path (W.6.7) Students will sort ideas into three research pathways, brainstorm possible topics, and identify which topics seem research-worthy and supported by future credible sources.</p> <p>Part B: Choose a Research Topic (W.6.7) Students will write a preferred topic in the top box of the Research Notes organizer, draft a focused research question, and orally rehearse and write a short justification for why the innovator's contribution deserves study.</p> <p>Look Back: Students will be formatively assessed on their readiness to begin research through a brief written reflection using academic vocabulary and a focused research question.</p>	Turn and Talk Think-Pair-Share Quick Write Give One, Get One
Unit 3	Lesson 25	Research	Students build on Lesson 24 by moving from a broad research path to inquiry questions that can uncover hidden scientific contributions.	Students will gather relevant keyword sets to support future research searches, identify potential reliable sources, and analyze how sections and text features in media sources contribute to the development of ideas.	Students will use academic language to explain how specific sections, graphics, captions, or headings help readers understand important ideas in a source.	RI.6.5.a W.6.8	W.6.7 SL.6.1.a SL.6.2	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.1.Em ELD.PII.6.1.Ex ELD.PII.6.1.Br	<p>Launch: Activate prior learning from Lesson 24 and connect focused inquiry questions to the unit's work of making overlooked contributions visible through research.</p> <p>Literacy Lab: Teach students how to expand a broad research question into focused inquiry questions using how/why structures and precise academic vocabulary.</p> <p>Learning in Action: Part A: Keywords and Reliable Sources (W.6.8) Students will generate keyword and synonym sets and identify which source types and media formats could best answer each question.</p> <p>Part B: Text Features and Structure in Media Sources (RI.6.5.a) Students will analyze how sections and text features in media sources contribute to the development of ideas.</p> <p>Look Back: Formatively assess whether students can produce focused inquiry questions and explain how one media format or source type could contribute to their research.</p>	Turn and Talk Quick Write Give One, Get One Reflection Text Set Text "Meet the Human Computer Who Helped Launch the Space Age" [NWS_ELA_1321]
Unit 3	Lesson 26	Research	Students build from Lesson 24 topic selection and Lesson 25 inquiry questions to begin locating evidence that can uncover hidden contributions.	Students will gather relevant information from multiple credible sources related to a chosen research topic.	Students will evaluate source credibility and interpret visual and text features that contribute to understanding a topic.	W.6.7 W.6.8	RI.6.5.a SL.6.1.a SL.6.2 L.6.6	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.8.Em ELD.PI.6.8.Ex ELD.PI.6.8.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Connect previous work on inquiry questions to today's task of locating and comparing credible sources.</p> <p>Literacy Lab: Explicitly teach how researchers use sentence combining to join a source evaluation with specific evidence in one formal reliability statement.</p> <p>Learning in Action: Part A: Determine Credibility of Sources (RI.6.5.a, W.6.8) Students will evaluate multiple sources using criteria for credibility, text features, and visual information to determine which sources best answer their inquiry questions.</p> <p>Part B: Gather Credible Sources (W.6.7) Students will build a source list, circle their strongest sources, and write formal evaluative statements explaining why those sources are the best fit for their research topic.</p> <p>Look Back: Formatively assess students' ability to justify one strong source using credibility language and evidence from source features.</p>	Turn and Talk Think-Pair-Share Quick Write Reflection

Unit 3 Lesson 27	Research	Students build from Lesson 24 topic selection, Lesson 25 inquiry questions, and Lesson 26 credibility evaluation to decide which sources are most useful for uncovering a hidden innovator's story.	Students will evaluate sources for usefulness in relation to a focused research topic. Students will compare multiple sources and select the most accessible and relevant sources for future note-taking.	Students will use comparative language, subordinating conjunctions, and nominalized academic vocabulary to justify why one source is more useful than another.	W.6.7 W.6.8	RI.6.5.a W.6.4 SL.6.1.a SL.6.2 L.6.6	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.9.Em ELD.PI.6.9.Ex ELD.PI.6.9.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex	<p>Launch: Connect yesterday's source credibility work to today's deeper task of deciding which sources are actually useful for answering inquiry questions.</p> <p>Literacy Lab: Use a Language Lab routine to teach students how relative clauses beginning with which or that help them explain why a source is a useful fit for their inquiry question by linking source evidence, credibility, and accuracy in one clear sentence.</p> <p>Learning in Action: Part A: Compare Multiple Sources (W.6.8) Students will use the Comparing Multiple Sources organizer to evaluate how well selected sources answer inquiry questions and how text features or visuals contribute to usefulness.</p> <p>Part B: Choose Useful Sources (W.6.7) Students will refine their source list, keep the most useful sources, and write a short justification explaining why one source is more helpful than another.</p> <p>Look Back: Formatively assess students' ability to explain why one source is the most useful for their research topic.</p>	Turn and Talk Think-Pair-Share Quick Write	
Unit 3 Lesson 28	Research	Students build from source credibility and usefulness work to decide which sources most directly help answer their research question.	Students will evaluate the relevance of sources and prioritize them in order of usefulness to their focused research question.	Students will use precise academic vocabulary to explain how paraphrased evidence supports their research claims.	W.6.7 W.6.8	RI.6.5.a W.6.4 W.6.10 SL.6.1.a	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will activate prior learning about credibility and usefulness and connect it to today's task of deciding which sources most directly answer a research question.</p> <p>Literacy Lab: Students will paraphrase key details from sources in order to determine whether the information is specific and direct enough to support their research question.</p> <p>Learning in Action: Part A: Which Sources Answer the Question? (W.6.8) Students will compare sources to determine which ones directly answer their inquiry questions and which ones are only loosely connected to their research question.</p> <p>Part B: Build Your Final Short List (W.6.7) Students will prioritize their two to three most relevant and useful sources and record them in their Research Notes graphic organizer.</p> <p>Look Back: Students will formatively assess whether they can justify why one source is central to their research and another is less relevant.</p>	central specific direct background relevant relevance recognition bias exclusion representation visibility side detail systemic exclusion	Think-Pair-Share Quick Write
Unit 3 Lesson 29	Writing	Students build on lessons about credibility, usefulness, and relevance by beginning the note-taking phase of research with their strongest sources.	Students will gather relevant evidence from multiple informational sources to support research notes about a hidden innovator.	Students will use attribution stems, reporting verbs, and relative clauses to integrate paraphrased and quoted evidence into complete sentences.	RI.6.1 W.6.7 W.6.8	W.6.4 W.6.9.b W.6.10 SL.6.1.a L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will connect source relevancy work to the next research move: drawing evidence from sources without plagiarizing.</p> <p>Literacy Lab: Students will learn how to embed short quotations into original syntax with reporting verbs and relative clauses.</p> <p>Learning in Action: Part A: Turn a Source into Strong Notes (RI.6.1, W.6.8) Students will observe a modeled example of moving from source text to paraphrased and quoted fact notes in the Research Notes organizer.</p> <p>Part B: Gather Facts from Sources (RI.6.1, W.6.8) Students will record paraphrased or quoted key facts from their top sources, share notes with peers, and refine evidence to avoid plagiarism.</p> <p>Look Back: Students will formatively assess students' ability to produce one paraphrase and one integrated quotation with attribution.</p>	Think-Pair-Share Modeled Writing Give One, Get One Quick Write	

Unit 3	Lesson 30	Research	Students build from prior lessons on credibility, usefulness, relevance, and paraphrasing to review whether their selected sources and fact notes truly support their inquiry into a hidden innovator.	Students will evaluate and gather relevant information from multiple sources by assessing source accessibility, interest, relevance, and evidence support and by reviewing research notes with peers to improve the quality of their notes.	Students will use discourse markers, clarifying questions, and feedback stems to provide evidence-based peer critique about source use and paraphrased notes.	W.6.8	W.6.4 W.6.7 SL.6.1.a SL.6.2	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.11.a.Em ELD.PI.6.11.a.Ex ELD.PI.6.11.a.Br	<p>Launch: Students will connect yesterday's evidence note work to today's collaborative research review and prepare students to use academic feedback language.</p> <p>Literacy Lab: Students learn citation-ready conventions for integrating expert evidence by naming the source with an author's last name or article title and using ellipses to remove unnecessary words from quotations.</p> <p>Learning in Action: Part A: Review Research with a Partner (W.6.8) Students will share sources and fact notes, ask clarifying questions, and give evidence-based feedback on source choice and paraphrase strength.</p> <p>Part B: Revise Notes from Feedback (W.6.8) Students will revise their Research Notes and record next steps based on peer feedback about source quality, support, and clarity.</p> <p>Look Back: Students will assess their ability to reflect on feedback received and explain one revision they will make to strengthen their research.</p>	feedback accessible/ accessibility biography	Turn and Talk Peer Review Protocol Quick Write
Unit 3	Lesson 31	Research	Students build on prior lessons about credibility, usefulness, relevance, and paraphrasing of research sources and then finalize the evidence base for their hidden innovator research.	Students will gather evidence and relevant information from multiple informational sources and visuals and finalize a research set for a focused inquiry about one major contribution made by a hidden innovator.	Students will use precise academic vocabulary to evaluate citation-ready notes and explain how visuals support understanding of an innovator's contribution.	W.6.8	W.6.7 W.6.9.b W.6.10 SL.6.1.a	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will connect recent work on source selection to the final research move of synthesizing evidence and organizing visuals.</p> <p>Literacy Lab: Teach students how to finalize research notes so each piece of evidence is paraphrased or quoted accurately, recorded in citation-ready form, and paired with visuals or media that clarify technical contributions.</p> <p>Learning in Action: Part A: Audit Your Final Research Set (W.6.8) Students will review sources, fact notes, and visuals to confirm which evidence best supports one major contribution.</p> <p>Part B: Synthesize Research (W.6.8) Students will finalize their source list and fact notes, select visuals, and write a short synthesis explaining how their sources collectively support their topic.</p> <p>Look Back: Students will formatively assess whether students can explain how their final sources and visuals work together to support a clear research direction.</p>		Turn and Talk Think-Pair-Share Quick Write
Unit 3	Lesson 32	Flex Day	In Lesson 24, students chose possible hidden innovator topics and drafted initial inquiry questions; today they strengthen those early research moves through responsive huddles based on current needs.	Students will refine a focused research question, paraphrase and organize information from a source, and cite textual evidence to support a research-based claim about a hidden innovator.	Students will explain research choices using inquiry-based, evidence-based, and cause-effect language.	W.6.7 W.6.8 RI.6.1	W.6.4 SL.6.1.a SL.6.1.b SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Br ELD.PI.6.11.a.Em ELD.PI.6.11.a.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	<p>Launch: Students self-assess confidence on W.6.7, W.6.8, and RI.6.1 so the teacher can form responsive research huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on refining research questions, paraphrasing and organizing notes, and citing evidence from sources; other students complete independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in research skills or new learning from independent work.</p>	astro-geo-techno- -ology -metry -graphy	Reflection Quick Write

Unit 3	Lesson 33	Academic Discussion	Students bring together what they learned about source credibility, usefulness, relevance, paraphrasing, peer review, and synthesis to discuss hidden innovators at a bigger conceptual level.	Students will engage in collaborative discussions that synthesize ideas from Hidden Figures and independent research to evaluate claims about why innovators remained hidden and why visibility matters using relevant evidence from multiple sources.	Students will rehearse prosodic clarity by pausing, adjusting rate, and emphasizing key words so listeners can follow how evidence supports a claim during discussion.	SL.6.1.c SL.6.1.d SL.6.3	SL.6.6 L.6.3.b L.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.11.a.Em ELD.PI.6.11.a.Ex ELD.PI.6.11.a.Br	Launch: Students will discuss the essential question by connecting prior research work to today's evidence-based academic conversation. Literacy Lab: Students will use the Fluency Practice routine to rehearse prosodic clarity by pausing, adjusting rate, and emphasizing key words so listeners can follow how evidence supports a claim during discussion. Learning in Action: Part A: Build a Claim with Evidence (SL.6.1) Students will prepare and rehearse a discussion claim using evidence from Hidden Figures and their research sources and notes. Part B: Discuss the Essential Question (SL.6.3) Students will engage in a whole-class academic discussion that synthesizes unit reading and research while identifying which discussion claims are supported by clear reasons and evidence. Look Back: Students will reflect on the quality of their claims, evidence, and formal tone using a student-friendly self-assessment rubric.	bias (racial) claim evidence-based systemic exclusion	argument argumentation counterargument justification	Turn and Talk Think-Pair-Share Socratic Seminar		
Unit 3	Lesson 34	End of Unit Assessment	N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.	RI.6.1 RI.6.2 RI.6.3 RI.6.5.a RI.6.6 RI.6.7 RI.6.8 RI.6.9 L.6.1.c L.6.3.b L.6.4 L.6.5.c			Launch: The teacher will establish the testing environment for students to take their assessment. Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing. Look Back: Students will self-assess their ability to demonstrate the skills assessed.			No routines/protocols are used today Lesson Sequence		
Showcase														
Unit 3	Lesson 35	Flex Day	Students revisit how researchers and writers make hidden contributions visible by using clear claims, strong evidence, and precise language.	Students will evaluate whether reasons and evidence support a claim in a short argument while improving their command of pronouns in standard grammar.	Students will explain their reading using academic vocabulary about reasoning and rhetoric and conventions of grammar surrounding pronoun use.	RI.6.8 L.6.1.c L.6.1.d	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d W.6.4 L.6.2.a L.6.2.b	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PII.6.2.a.Em ELD.PII.6.2.a.Ex ELD.PII.6.2.a.Br	Launch: Students self-assess confidence on RI.6.8, L.6.1.c, and L.6.1.d to help the teacher form huddles. Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on evaluating claims, keeping pronouns consistent, and clarifying vague pronouns; other students engage in independent reading or knowledge-building tasks. Look Back: Students reflect on growth in confidence or new learning from huddle work or independent work.	claim pronoun antecedent	evidence vague consistent	Quick Write		
Unit 3	Lesson 36	Flex Day	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	In Lesson 24 students launched their hidden innovator projects, and in Lesson 32 they revisited focused questions, paraphrasing, and evidence; today they strengthen how that research shows up in clear writing.	Students will draw evidence from informational texts to support analysis in writing, vary sentence patterns for meaning and style, and maintain a formal style and tone in research responses.	Students will explain writing choices using evidence-based language, sentence-combining language, and formal academic wording.	Students will reread and revise L.6.3.a sentences to check for repetition, clarity, and consistency of tone.	W.6.9.b L.6.3.a L.6.3.b	W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.11.a.Em ELD.PI.6.11.a.Ex ELD.PI.6.11.a.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	Launch: Students self-assess confidence on W.6.9.b, L.6.3.a, and L.6.3.b to help the teacher form responsive huddles. Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on using evidence in writing, varying sentence patterns, and maintaining formal style; other students engage in independent reading or knowledge-building tasks. Look Back: Students reflect on growth in writing and language skills or new learning from independent work.	evidence formal pattern	style tone revise	Reflection Quick Write

Unit 3 Lesson 37	Writing	Students build from finalized sources, evidence notes, visuals, and academic discussion to begin shaping research into formal writing.	Students will plan an informative research essay about one hidden innovator's key contribution and plan an argument paragraph about why the innovator deserves recognition.	Students will use subordinate clauses (because, although), cohesive previewing language, and precise academic verbs to combine a claim with a reason or counterpoint and draft a clear thesis statement.	W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2.a W.6.2.b W.6.2.d W.6.4 W.6.5	W.6.9.b W.6.10 L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Reintroduce the full performance task and connect finalized research to planning the informative research essay and argument paragraph.</p> <p>Literacy Lab: Use the Sentence Combining routine to work on a thesis statement. Practice joining a simple claim with a reason or a counterpoint using words like because and although to create a powerful, compelling argument.</p> <p>Learning in Action: Part A: Plan the Informative Research Essay (W.6.2, W.6.5) Students will use Research Notes and the Research Essay Outline to plan an introduction, body sections, evidence placement, and at least one visual that supports explanation.</p> <p>Learning in Action B: Plan the Recognition Argument Paragraph (W.6.1, W.6.5)</p> <p>Students will use the Argumentative Essay organizer to plan a short argument paragraph and orally walk through how both organizers fit together.</p> <p>Look Back: Students will reflect on the strength of their thesis and organization and set a next step for completing the outline.</p>	Think-Pair-Share Language Study Modeled Writing Quick Write
Unit 3 Lesson 38	Writing	Students move from finalized research, discussion, and planning into full drafting about a hidden innovator's contribution and significance.	Students will draft an informative research essay that examines one key contribution made by a hidden innovator, introduces a claim, and organizes reasons and evidence for an argument paragraph about why the innovator deserves recognition.	Students will use cause/effect connectors, sentence variety, and cohesive transitions to draft in a formal academic style.	W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.2.f L.6.3.a L.6.3.b	W.6.4 W.6.10 SL.6.1.c L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will reconnect to the full performance task and move them from planning to drafting.</p> <p>Literacy Lab: Students will learn cause-and-effect sentence expansion, a variety of transitions, and formal drafting moves for informative and argumentative writing to apply immediately to their writing.</p> <p>Learning in Action: Part A: Draft the Informative Research Essay (W.6.2) Students will use their Research Notes and outline to draft the introduction and one body paragraph of the informative research essay.</p> <p>Part B: Draft the Recognition Argument Paragraph (W.6.1) Students will use the Argumentative Essay organizer to draft a short argument paragraph with a claim, evidence, and explanation.</p> <p>Look Back: Students will reflect on their drafting progress, evaluate how effectively they moved from planning to writing, and identify next steps for continuing or improving their draft.</p>	Turn and Talk Quick Write
Unit 3 Lesson 39	Writing	Students build on research, synthesis, academic discussion, and drafting to strengthen how they explain hidden contributions and recognition.	Students will develop an informative research draft that examines one hidden innovator's key contribution with relevant facts and details and develop an argument paragraph with a claim, reasons, and evidence about why the innovator deserves recognition.	Students will use formal diction, nominalization, precision adverbs, and varied sentence patterns to maintain a consistent academic tone across paragraphs.	W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.2.f L.6.3.b	W.6.4 W.6.10 L.6.3.a SL.6.1.a L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students will reconnect to their draft and set a clear goal to finalize a complete informative research essay and argument paragraph by strengthening tone, precision, and cohesion.</p> <p>Literacy Lab: Students will learn how to revise informal wording into formal academic diction using nominalization, precision adverbs, and consistent tone, and apply these revisions directly to their draft.</p> <p>Learning in Action: Part A: Strengthen the Informative Research Draft (W.6.2) Students will revise and complete their informative research essay by ensuring all sections are present, evidence is clearly explained, and paragraphs are cohesive and precise.</p> <p>Part B: Sharpen the Argument Paragraph (W.6.1) Students will revise and finalize their argument paragraph by ensuring a clear claim, the strongest supporting evidence, and a consistent formal tone.</p> <p>Look Back: Students will self-assess draft quality with a checklist and explain one revision that improved tone or precision.</p>	Think-Pair-Share Turn and Talk

Unit 3 Lesson 40	Flex Day	Students continue researching hidden innovators whose work shaped Earth and space science.	Students will introduce claims and organize ideas, evidence in research and argument drafts.	Students will use precise STEM vocabulary, Greek and Latin roots, and concluding language to strengthen research writing.	W.6.1.a W.6.2.d W.6.2.f	W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.1.f W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.4 W.6.6 W.6.9.b W.6.10	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	<p>Launch: Students self-assess confidence on W.6.1.a, W.6.2.d, and W.6.2.f to help the teacher form responsive writing huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on introducing and organizing, using precise science vocabulary, and writing conclusions; other students continue drafting or complete knowledge-building tasks connected to the unit.</p> <p>Look Back: Students reflect on writing growth, confidence, and next steps for completing the draft.</p>	Astro Geo -ology -metry	Quick Write	
Unit 3 Lesson 41	Writing	Students build on drafting, synthesis, and academic discussion to revise how they explain a hidden innovator's contribution and recognition.	Students will revise and strengthen their informative research essay and argument paragraph by using peer feedback to improve clarity, evidence development, organization, and tone. Students will improve informative and argumentative draft sections for clarity, evidence use, and organization.	Students will use nonrestrictive elements, commas, formal diction, and precision adverbs to revise sentences for clarity, cohesion, and academic tone.	W.6.5 L.6.2.a	W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.2.f W.6.4 W.6.9.b W.6.10 L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Students will review their draft work and use peer feedback as a revision tool that strengthens clarity, evidence, and tone.</p> <p>Literacy Lab: Students will use Sentence Combining to add nonrestrictive elements with commas so informative research essay sentences stay clear and precise during revision.</p> <p>Learning in Action: Part A: Peer Review and Feedback (W.6.5) Students will use a student-friendly rubric to peer-review informative and argumentative draft sections and provide specific recommendations.</p> <p>Part B: Revise for Clarity and Precision (W.6.5) Students will revise drafts using peer feedback, focusing on claim clarity, evidence support, and tone consistency.</p> <p>Look Back: Students will reflect on one revision choice and explain how it improved clarity, precision, or tone.</p>	nonrestrictive element diction peer review restrictive element feedback	Turn and Talk Peer Review Protocol Quick Write	
Unit 3 Lesson 42	Writing	Students build on research, synthesis, drafting, and peer review to improve how they explain a hidden innovator's contribution and significance.	Students will revise and edit their informative research essay and recognition argument by strengthening clarity, improving evidence explanations, and correcting technical vocabulary and conventions to produce a more accurate and readable final draft.	Students will apply knowledge of Greek and Latin roots, capitalization rules, and precision language to verify word meaning, improve accuracy, and maintain a consistent academic tone across their writing.	W.6.5 L.6.4.b	W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.2.f W.6.4 W.6.9.b W.6.10 L.6.2.b L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will reconnect to their drafts and set the purpose of targeted revision for clarity, correctness, and final readability.</p> <p>Literacy Lab: Students will learn how morphology and capitalization help writers verify technical vocabulary and improve precision in final drafts.</p> <p>Learning in Action: Part A: Edit writing (W.6.5) Students will edit one paragraph for technical spelling, word meaning, and capitalization using Greek and Latin roots and convention checks.</p> <p>Part B: Apply Revisions to the Full Draft (W.6.5) Students will incorporate peer feedback and complete targeted revisions in informative and argumentative sections for clarity, tone, and correctness.</p> <p>Look Back: Students will reflect on one revision choice and explain how it improved accuracy, readability, or academic style.</p>	morphology root affix	evaluate	Turn and Talk Quick Write
Unit 3 Lesson 43	Writing	Students build from finalized research, discussion, drafting, peer review, and revision to complete a polished explanation of a hidden innovator's contribution.	Students will use digital tools to produce clear, coherent final draft sections of an informative research essay that incorporates a supported argument, appropriate citations, and visuals for presentation.	Students will use citation stems, section-level transitions, and academic register to strengthen cohesion and support claims with evidence.	W.6.1.a W.6.1.b W.6.1.c W.6.1.d W.6.1.e W.6.2.a W.6.2.b W.6.2.c W.6.2.d W.6.2.e W.6.2.f W.6.6 W.6.8	W.6.4 W.6.9.b W.6.10	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students reconnect to their revision work and prepare to finish drafts with stronger citation and cohesion.</p> <p>Literacy Lab: Students will learn how to smoothly integrate citations and add transitions between sections of extended writing.</p> <p>Learning in Action: Part A: Complete Writing (W.6.1, W.6.2) Students will finalize essay and argument sections, strengthen body-to-body and body-to-conclusion transitions, and keep claims supported with evidence.</p> <p>Part B: Prepare Presentation (W.6.8) Students will identify the claim-evidence-visual combination they will carry into presentation.</p> <p>Look Back: Students will reflect on one finalization move that improved support, cohesion, or citation clarity.</p>	academic register nominalization precision vocabulary bibliography cite citation	Turn and Talk Quick Write	

Unit 3	Lesson 44	Flex Day	<i>Hidden Figures (Young Readers' Edition)</i> by Margot Lee Shetterly	In Lesson 40, students strengthened claims, precise language, and conclusions in their Hidden Innovator drafts. Today they turn that writing into presentation-ready speaking so their research can be heard as well as read.	Students will collaborate to rehearse presentation ideas, present findings with relevant facts and details, explain how a visual supports meaning, and adapt speech to a formal presentation context.	Students will use presentation transitions, visual-reference language, and formal academic wording to explain contribution and significance.	Students will use draft lines into concise speaker notes and mark pauses to support clear oral delivery.	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.4.a SL.6.5 SL.6.6	W.6.2.d W.6.1.e W.6.4	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Br ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.4.Em ELD.PI.6.4.Ex ELD.PI.6.4.Br ELD.PI.6.9.Em ELD.PI.6.9.Ex ELD.PI.6.9.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	Launch: Students self-assess confidence on explaining ideas, using visuals, and speaking formally so the teacher can form responsive huddles. Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on explaining key ideas clearly, matching visuals to ideas, and speaking in formal style; other students complete independent presentation-prep work. Look Back: Students reflect on growth in presentation readiness and name a next step before sharing their Hidden Innovator work.	Quick Write
Unit 3	Lesson 45	Writing		Students synthesize research, drafting, revision, and academic discussion into a final public explanation of a hidden innovator's work.	Students will present claims and findings about a hidden innovator using relevant evidence, clear organization, and visual supports to showcase the innovator's contribution and significance.	Students will use cohesive transitions, evidence frames, and formal academic register to present and respond to audience questions.	SL.6.4.a	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.3 SL.6.5 SL.6.6 W.6.10	ELD.PI.6.9.Em ELD.PI.6.9.Ex ELD.PI.6.9.Br ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br	Launch: Students will reconnect to the essential question and set expectations for formal academic presentation. Literacy Lab: Students will learn how to guide an audience through a presentation with transitions, evidence frames, and visual explanation language. Learning in Action: Part A: Rehearse the Opening and the Visual (SL.6.4) Students will rehearse introducing their innovator, explaining one contribution and the claim about why it matters or deserves recognition, and describing one visual with formal transitions and evidence frames. Part B: Present and Respond (SL.6.4) Students will present research findings, respond to audience questions, and complete peer feedback on at least two classmates using standards-based criteria. Look Back: Students will submit final drafts and complete a self-reflection about their claims, tone, evidence, and presentation process.	Turn and Talk	
Unit 4 — Myths, Monsters & Modern Stories Anchor Text: <i>The Lightning Thief</i> by Rick Riordan Writing Genre: Informational / Explanatory												
Spark												
Unit 4	Lesson 1	Spark	<i>The Lightning Thief</i> by Rick Riordan, Chapter 1; "What Are Myths?"	Students begin the unit by defining the term "myth" and identifying how myths have been used to explain natural events, danger, and the unknown.	Students will use textual evidence to explain the concept of myths and analyze the purposes they serve across different cultures.	Students will use evidence-based sentence frames with because and the academic verb reveals to explain how a text conveys ideas.	Students will use the morphemes to determine the meaning of mythology.	RI.6.1 RI.6.4 SL.6.1.a L.6.4.b	RL.6.1 RL.6.10 RI.6.10 L.6.6	ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Students will build curiosity about myths by unpacking the word mythology and predicting what myths do for cultures. mythology myth phenomenon origin sacred	Think-Pair-Share Whole Class Discussion Quick Write
Unit 4	Lesson 2	Spark	"Ancient Greeks: Gods, Goddesses, and Heroes"; Ancient Greeks section "The First Greeks"; "Ancient Greeks: Truthseekers";	This lesson builds on Lesson 1's idea that myths explain the world by showing the cultural world that produced Greek myths.	Students will cite evidence from multiple informational texts to explain how features of ancient Greek life and belief could shape myths.	Students will combine facts and predictions using because, since, and use precise domain-specific vocabulary.	Students will reread short informational excerpts aloud, pausing at punctuation to support accuracy and meaning.	RI.6.1 RI.6.7 RI.6.9 L.6.4.a	RI.6.4 RI.6.10 L.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	Launch: Students will draw on what they learned in Lesson 1 and build curiosity about the kinds of mysteries ancient Greeks may have used myths to explain. polytheism city-state philosophy	Turn-and-Talk Jigsaw Reading Quick Write
Unit 4	Lesson 3	Spark	"Percy Jackson and Mythology"	Students build on Lesson 1's study on myths and Lesson 2's study of ancient Greek beliefs, rituals, and daily life.	Students will compare classic mythological ideas with Rick Riordan's modern adaptations to understand how ancient stories are reshaped for today's audiences.	Students will use comparative language, including while, unlike, and both . . . but, to explain similarities and differences between traditional myths and modern adaptations.	Students will use the prefix trans- to determine the meanings of transform and transport and connect those meanings to adaptation.	RI.6.4 L.6.4.b	RI.6.10 SL.6.1.c L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br	Launch: Students will activate prior knowledge from Lessons 1 and 2 and introduce the idea that authors carry stories across time by changing some features and keeping others. adapt transform perspective archetype relevant	Think-Pair-Share Jigsaw Reading Quick Write
Investigation 1												

Unit 4	Lesson 4	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 1; "The Hare and the Lion" excerpt	Students build on the Three Pillars of Myth, ancient Greek context, and Riordan's idea of adaptation from Lessons 1–3.	Students will analyze how Percy's first-person narration and word choice reveal his perspective in Chapter 1.	Students will explain how narration shapes tone by embedding textual evidence with noun clauses and transitions.	Students will use context clues to determine the meaning of immortal and confirm their thinking with the root morph.	RL.6.6 RL.6.4 L.6.4.a	RL.6.1 RL.6.10 SL.6.1.a L.6.3.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.c.Br ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will activate prior learning about myth and adaptation and preview how Percy's perspective and voice modernizes the idea of a hero.</p> <p>Literacy Lab: Students will be explicitly taught how to embed textual evidence into analytical sentences using noun clauses and precise commentary.</p> <p>Learning in Action: Part A: Analyzing Percy's Voice and Perspective (RL.6.6, L.6.4.a) Students will listen to a teacher read aloud from Chapter 1, pp. 1–8, and annotate for how Percy's voice reveals perspective, and to identify myth clues, and examples of adaptation.</p> <p>Part B: Writing Through Percy's Lens (RL.6.6) Students will explain how Percy's voice and perspective changes a traditional hero portrayal by using embedded evidence.</p> <p>Look Back: Students will independently explain how Percy's perspective shapes the reader's first impression and reflect on the language tools that helped them do it.</p>	immortal sarcastic	expelled probation spawn narrator perspective grievance	Think-Pair-Share Language Study Turn-and-Talk Quick Write
Unit 4	Lesson 5	Writing	<i>The Lightning Thief</i> by Rick Riordan, "The Hare and the Lion" excerpt	Students build on earlier work defining myth, studying ancient Greek context, and analyzing how Rick Riordan modernizes myth for new readers.	Students will compare Percy and Soongoora and then analyze how repeated tricks in "The Hare and the Lion" develop the idea that cleverness can challenge power and community rules.	Students will use comparative transitions, embedded evidence, and concluding language to write a cohesive explanatory paragraph that connects multiple examples across a text	Students will orally rehearse comparative sentences using signal words such as while, unlike, and both . . . and.	RL.6.9 W.6.2.a W.6.2.b W.6.2.f W.6.9.a L.6.3.a	RL.6.1 RL.6.10 W.6.4 SL.6.1.a L.6.1.e L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Br	<p>Launch: Students will activate prior learning from Lesson 4 and homework by connecting Percy's early conflicts to the larger idea of power disadvantage across stories.</p> <p>Literacy Lab: Students will learn how explanatory paragraphs use topic sentences, embedded evidence, comparative transitions, and concluding statements to create cohesion.</p> <p>Learning in Action: Part A: Gather Comparative Evidence (RL.6.9) Students will compare Percy and Soongoora using text landmarks and a Venn diagram.</p> <p>Part B: Draft and Refine the Paragraph (W.6.2.a, W.6.2.b, W.6.2.f) Students will orally rehearse and draft a comparative explanatory paragraph using embedded evidence and precise language.</p> <p>Look Back: Students will reflect on which writing tool helped them compare across texts most clearly and how today's work prepares them for the performance task.</p>			Turn-and-Talk Language Study Think-Pair-Share Modeled Writing Quick Write
Unit 4	Lesson 6	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 2	Students continue tracing how Riordan layers mythic clues into Percy's ordinary world before the full transition to the "Special World."	Students will analyze how events in the museum scene intensify conflict and contribute to rising action in Chapter 2.	Students will explain how one episode advances the plot using temporal and causal language and embedded evidence.	Students will determine the meaning of a word using a suffix and explain how the suffix changes the word's function in a sentence.	RL.6.3 RL.6.5 L.6.4.b	RL.6.1 RL.6.10 SL.6.1.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will activate prior learning from Lessons 4 and 5 and shift from character analysis to structural analysis.</p> <p>Literacy Lab: Students will be explicitly taught how suffixes help readers determine word meaning and function in context.</p> <p>Learning in Action: Part A: Tracking Events that Signal Danger (RL.6.3) Students will reread the museum scene and identify how events escalate conflict and increase tension.</p> <p>Part B: Explain Rising Action (RL.6.5) Students will explain how this episode advances Percy's overall plot and begins pushing him toward a mythic "Special World."</p> <p>Look Back: Students will reflect on their ability to use textual evidence to explain how a scene contributes to overall plot.</p>	hallucination ignorance tension episode	unusual solstice accelerate fatal	Turn-and-Talk Partner Reading & Discussion Think-Pair-Write-Share Quick Write

Unit 4	Lesson 7	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 2	Students build on earlier lessons about myths, adaptation, and Percy's outcast status by showing how the adult world rejects mythic truth.	Students will determine a central idea in Chapter 2, pp. 23–28, and explain how repeated adult disapproval and doubt shapes Percy's isolation and identity.	Students will summarize a section objectively and paraphrase key events using temporal and causal connectors.	Students will use context clues and shades of meaning to determine the meanings of chattering and mournfully.	RL.6.2 L.6.4.a L.6.4.d L.6.6	RL.6.1 RL.6.10 SL.6.1.b L.6.5.b	ELD.PI.6.2.Em ELD.PI.6.2.Ex ELD.PI.6.2.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Students will activate prior learning from Lesson 6 and be introduced to the idea that the reaction to danger can matter as much as the danger itself. Literacy Lab: Students will be explicitly taught to use context clues and shades of meaning to unlock emotional vocabulary that supports neutral summary and central idea work. Learning in Action: Part A: Track a Patterns (RL.6.2) Students will trace repeated adult denial across the section and explain its effect on Percy. Part B: Writing an Objective Summary (RL.6.2) Students will write a neutral summary of the section and connect it to a central idea about isolation and identity. Look Back: Students will be formatively assessed on their ability to cite evidence and explain how summary supports central idea analysis.	chattering mournfully denial isolation	assumed considered shimmering pattern delusion	Think-Pair-Share Context Clues Routine Quick Write
Unit 4	Lesson 8	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 3	Students build on Lesson 7's pattern of adult disbelief by studying the one person and place that still give Percy a sense of belonging.	Students will analyze how word choice and connotation reveal Percy's relationships and values in Chapter 3.	Students will explain contrasts using precise vocabulary about connotation, atmosphere, and values in oral and written responses.	Students will use Greek roots and affixes to determine and verify the meaning of sympathy and related feeling words.	RL.6.4 L.6.4.b L.6.5.c	RL.6.1 RL.6.10 SL.6.1.a L.6.4.a L.6.4.c L.6.4.d L.6.5.b L.6.6	ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	Launch: Students will activate their thinking about belonging and connect Lesson 7's isolation work to today's analysis of home, relationships, and values. Literacy Lab: Students will be explicitly taught how Greek roots and affixes help readers determine the meaning of feeling words and connect those meanings to Percy's perspective. Learning in Action: Part A: Read the Feel of a Place (RL.6.4, L.6.5.c) Students will reread key landmarks in Chapter 3 to compare the connotations Percy creates around the apartment, his mother, and Montauk. Part B: From Word Choice to Values (RL.6.4) Students will orally rehearse and write an explanation of how Percy's word choices reveal what home means to him. Look Back: Students will be formatively assessed on their ability to cite details and explain how connotation reveals Percy's values and the stakes of his coming journey.	sympathy connotation reeked	anxiety resentment authentic atmosphere conscience	Think-Pair-Share Daily Warm-Up: Morphology & Vocabulary Partner Reading & Discussion Think-Pair-Write-Share Quick Write
Unit 4	Lesson 9	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 3	In Lesson 8, students analyzed what Percy values about home and family; today they see those values placed at risk during the attack.	Students will analyze how the Minotaur attack functions as a turning point that shifts Percy from his ordinary world into a new reality.	Students will explain before-and-after scenarios using temporal language and cause-and-effect phrases.	Students will use sequencing words and phrases to describe events in a story.	RL.6.3 RL.6.5 L.6.4.a L.6.4.b	RL.6.1 RL.6.10 SL.6.1.a L.6.1.e L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	Launch: Activate prior learning about Percy's idea of home and connect it to today's analysis of a major plot shift. Literacy Lab: Teach students to use before-and-after sentence structures to explain a turning point clearly. Learning in Action: Part A: Tracking the Turning Point (RL.6.3, RL.6.5) Students will reread the attack sequence and track how one episode changes the direction of the plot. Part B: Explaining the Turning Point (RL.6.3, RL.6.5) Students will write a short explanation of how the Minotaur attack moves Percy from the ordinary world into a new reality. Look Back: Formatively assess students' ability to cite evidence and explain how a turning point changes plot and character direction.	bellow hooves desperate ordinary shift resented regretted	Think-Pair-Share Language Study Partner Reading & Discussion Quick Write	

Unit 4 Lesson 10	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 4; "The Raven Myth" (from Myths and Legends of Alaska)	Students continue tracing how Riordan reveals a hidden mythic world through Percy's point of view.	Students will analyze how specific words and dialogue build suspense in Chapter 4 of <i>The Lightning Thief</i> .	Students will explain how dialogue and word choice reveal meaning using multi-clause sentences and precise academic vocabulary.	Students will retrieve and accurately use high-tension vocabulary in new sentence contexts.	RL.6.4 L.6.4.a L.6.4.d	RL.6.1 RL.6.10 SL.6.1.a L.6.1.e L.6.6	ELD.PI.6.8.Em ELD.PI.6.8.Ex ELD.PI.6.8.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br ELD.PII.6.6.Em ELD.PII.6.6.Br	<p>Launch: Activate thinking about how suspense begins after Percy crosses the threshold into a mythic world.</p> <p>Literacy Lab: Explicitly teach how dialogue and loaded words create suspense and partial revelation.</p> <p>Learning in Action: Part A: Tracking Suspense in Chapter 4 (RL.6.4) Students will reread key landmarks in pp. 44–50 and explain how dialogue and description increase tension.</p> <p>Part B: Explaining How Language Builds Suspense (RL.6.4, L.6.6) Students will write a brief explanation of the impact of a specific word choice on meaning and tone.</p> <p>Look Back: Formatively assess students' ability to connect an author's word choice to central ideas and themes in a story.</p>	kindly suspense ominous reveal	anticipating irritated swerved bulging	Turn-and-Talk Context Clues Routine Partner Reading & Discussion Quick Write
Unit 4 Lesson 11	Writing	<i>The Lightning Thief</i> by Rick Riordan; "The Raven Myth" (from Myths and Legends of Alaska)	Students connect two characters' experiences across stories to study how ancient myths and modern myth-inspired stories explain transformation.	Students will compare how Percy and Raven experience transformative experiences that reshape their worlds.	Students will use comparison transitions, precise academic language, and formal explanatory sentences to explain shared ideas across two texts.	Students will form abstract nouns from verbs and adjectives to write conceptual topic sentences.	RL.6.9 W.6.2.b W.6.2.c W.6.4 L.6.1.e	W.6.9.a W.6.10 SL.6.1.a L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.2.a.Em ELD.PII.6.2.a.Ex ELD.PII.6.2.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will activate prior learning from Lesson 10 and Chapter 4 homework to prepare for cross-text comparison.</p> <p>Literacy Lab: Students will learn nominalization, transitions, and formal style so they can compare ideas instead of retelling plot.</p> <p>Learning in Action: Part A: Gathering World-Changer Evidence (RL.6.9) Students will compare the transformations experienced by Percy and Raven using a Venn diagram.</p> <p>Part B: Draft a Comparison Paragraph (W.6.2.b, W.6.2.c) Students will write an explanatory paragraph using precise language, evidence, and transitions.</p> <p>Look Back: Students will reflect on how today's comparison tools support the unit performance task.</p>			Turn-and-Talk Language Study Think-Pair-Share Modeled Writing Quick Write
Unit 4 Lesson 12	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 5	Students build on earlier lessons about myth adaptation, threshold crossing, and transformation to study the emotional aftermath of Percy's arrival in the mythic world.	Students will analyze how writers and creators shape the mood of a story.	Students will explain similarities and differences between the novel and film using precise language, comparative transitions, and subordinating conjunctions.	Students will combine simple sentences with although, whereas, and while to clarify contrast in character emotions and tone.	RL.6.7 SL.6.2 L.6.1.e L.6.4.a	RL.6.1 RL.6.4 RL.6.10 SL.6.1.a L.6.3.a L.6.6	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will activate thinking about Percy's emotional state after the Minotaur attack and connect Lesson 11's focus on transformation to today's study of grief, identity, and belonging.</p> <p>Literacy Lab: Students will learn how to use morphemes to define a new word.</p> <p>Learning in Action: The Minotaur on Page and Screen (RL.6.7, SL.6.2) Students will use a media analysis T-chart to compare how the novel and the 2010 film version create a specific mood during Percy's encounter with the Minotaur.</p> <p>Look Back: Students will synthesize how word choice and media choice shape emotional response and theme development.</p>	mischivous medium	hovered typical gladiator interpretation emphasis visual	Turn-and-Talk Daily Warm-Up: Morphology & Vocabulary Partner Reading & Discussion Quick Write
Unit 4 Lesson 13	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 7	Students build on their learning about mood and tone from Lesson 12 to explore how the author uses descriptive language to shift the mood.	Students will analyze how the author uses descriptive language in Chapter 7 to establish the setting and create a mood for the reader.	Students will explain how traditions shape meaning by using interpretive phrases, expanded noun phrases, and appositive structure in discussion and writing.	Students will decode multisyllabic words by dividing them into syllables to support accurate pronunciation and meaning-making.	RL.6.4 L.6.4.a L.6.4.d	RL.6.1 RL.6.5 RL.6.10 SL.6.1.a L.6.6	ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Activate connections from Lesson 12 and preview how Camp Half-Blood's rules and routines help to shape Percy's growing sense of belonging.</p> <p>Literacy Lab: Explicitly teach students to combine syllabification and context clues to pronounce and infer the meaning of academic and mythic words in Chapter 7.</p> <p>Learning in Action: Part A: Cabins, Rules, and First Impressions (RL.6.4) Students will identify descriptive details from Chapter 7 to analyze how the author establishes the setting and sets the mood.</p> <p>Part B: Analyzing Scene Structure: From Supper to Campfire (RL.6.5) Students will analyze how the author develops a sequence of events to explore the theme of belonging.</p> <p>Look Back: Students will write a brief evidence-based explanation showing how descriptive details and traditions create Percy's new sense of belonging.</p>	offerings resemblance	prophecies destined ritual tradition hierarchy inference	Turn and Talk Partner Reading & Discussion Quick Write

Unit 4 Lesson 14	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 8	Students build on Lesson 13's study of camp hierarchy and traditions by analyzing how Percy begins acting within those rules.	Students will analyze Percy's development from an outsider to a leader by tracking his training experiences and interactions with other campers in Chapter 8.	Students will explain how a sequence of events shows character development using temporal transitions and abstract academic nouns.	Students will use context clues, reference materials, and an analytical symbolism frame to determine word meaning and interpret imagery.	RL.6.3 L.6.4.a L.6.4.d	RL.6.1 RL.6.5 SL.6.1.a L.6.6	ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Activate prior learning about camp rules and connect it to Percy's changing role in camp.</p> <p>Literacy Lab: Use context clues and reference materials to determine the meanings of key words that help explain Percy's development.</p> <p>Learning in Action: Part A: Tracking Percy's Training (RL.6.3) Students trace how a sequence of training events changes Percy's skills, status, and relationships.</p> <p>Part B: From Events to Development (RL.6.3, RL.6.5) Students explain how the training sequence builds momentum toward capture-the-flag and Percy's larger heroic role.</p> <p>Look Back: Formatively assess students' ability to explain how a sequence of events shows character growth.</p>	excelled appraised	pulverize development persistence trial evolution sacrificed	Think-Pair-Share Morphology/Vocabulary —Context Clues Routine Partner Reading & Discussion Quick Write
Unit 4 Lesson 15	Writing	<i>The Lightning Thief</i> by Rick Riordan, Chapter 8, Popol Vuh Second Book excerpt	Students build on earlier work about myths, thresholds, transformation, and cultural values by studying contests as mythic trials.	Students will compare how <i>The Lightning Thief</i> and Popol Vuh use contests to reveal heroism and identity.	Students will use comparative transitions, abstract nouns, and clear pronoun case to write a cohesive explanatory paragraph.	RL.6.9 W.6.2.d L.6.1.a L.6.4.a L.6.6	RL.6.1 RL.6.10 W.6.4 W.6.9.a W.6.10 SL.6.1.a L.6.3.a	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Activate the idea of contests as mythic trials by connecting Percy's training in Lesson 14 to today's comparison of hero-testing games.</p> <p>Literacy Lab: Explicitly teach how context clues, abstract nouns, and correct pronoun cases help students write clearer comparative explanations.</p> <p>Learning in Action: Part A: Compare the Two Contests (RL.6.9) Students gather and discuss evidence about how each game tests more than just physical strength.</p> <p>Part B: Write a Comparison Paragraph (W.6.2.d) Students rehearse and draft a cohesive paragraph using comparative transitions, abstract nouns, and evidence from both texts.</p> <p>Look Back: Students reflect in writing on how contests reveal heroism and identity, citing evidence from both texts.</p>		Turn and Talk Think-Pair-Share Rehearse and Refine Quick Write		
Unit 4 Lesson 16	Reading	The Oracle of Delphi_Text Page	Students continue building knowledge about Greek mythology by studying the Oracle as both a historical religious figure and a fictionalized guide in Percy's world.	Students will determine the central idea of The Oracle of Delphi and compare how the informational text and Chapter 9 present the Oracle.	Students will explain what the prophecy states and implies using evidence, cause-and-effect language, and symbolism frames.	RI.6.2 RI.6.9 RL.6.5 L.6.4.b	RI.6.1 RI.6.10 RL.6.1 RL.6.9 RL.6.10 SL.6.1.a L.6.4.c L.6.6	ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.6.a.Em ELD.PII.6.6.a.Ex ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Activate thinking about prophecy and fate, and connect Lesson 15's work on mythic trials to Percy's official move into quest mode.</p> <p>Literacy Lab: Explicitly teach how morphemes and word parts help readers unlock meaning in key words connected to prophecy and history.</p> <p>Learning in Action: Part A: The Historical and Fictional Oracles (RI.6.2, RI.6.9) Students will determine the central idea of the article and compare the article's presentation of the Oracle to Riordan's version in Chapter 9.</p> <p>Part B: Comparing the Prophecy's Message (RL.6.5) Students will analyze Percy's reaction to the prophecy and explain how symbolic language and implied meaning make fate seem unavoidable and launch the quest.</p> <p>Look Back: Students will synthesize ideas across both texts in a brief evidence-based Quick Write connected to the performance task.</p>	betrayed historical	summoned confront memento significance priestess prophecy	Turn and Talk Partner Reading & Discussion Quick Write	
Unit 4 Lesson 17	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 10	Students continue tracing how Greek monsters and supernatural encounters shape Percy's world and identity.	Students will compare the portrayal of Percy's decisions during a key scene in both the text and film versions of the story.	Students will explain Percy's choices using causal language and comparison words to connect evidence from the novel and film.	RL.6.7 L.6.4.a L.6.4.d	RL.6.1 RL.6.3 RL.6.5 RL.6.10 SL.6.1.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	<p>Launch: Activate the connection between the prophecy in Lesson 16 and Percy's first major obstacle on the road.</p> <p>Literacy Lab: Students will learn how to use context clues and punctuation cues to infer meaning and track tension in a fast-moving scene.</p> <p>Learning in Action: Part A: Track Decisions and Consequences (RL.6.5) Students will analyze how Percy's choices during the bus fight raise the stakes of the quest.</p> <p>Part B: Novel vs. Film Pressure Test (RL.6.7) Students will compare how the novel and film show emotions, mood, and decision-making under pressure.</p> <p>Look Back: Students will write a short evidence-based comparison explaining how the bus fight is portrayed in both the text and film.</p>	impulsive submit hideous	dispelled decision consequence stakes heroic	Turn and Talk Context Clues Partner Reading & Discussion Think-Pair-Share Quick Write	

Unit 4 Lesson 18	Writing	<i>The Lightning Thief</i> by Rick Riordan; "The Quest of Medusa's Head"	Students deepen Investigation 2 by comparing Percy's Medusa encounter with a traditional Perseus/Medusa retelling.	Students will compare a traditional Medusa retelling and Riordan's Chapter 11 scene to explain how a modern retelling changes the portrayal of Medusa and shifts ideas about power, responsibility, and monsters.	Students will use compare-contrast transitions and attribution frames to write an explanatory paragraph about how two texts develop a shared myth differently.	Students will use intensive pronouns and clear noun naming to avoid unclear pronoun references when comparing two versions of a myth.	RL.6.9 W.6.2.d W.6.4 L.6.1.b	RL.6.1 W.6.10 SL.6.1.a L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	<p>Launch: Activate prior learning from Lesson 17 and frame today's question about how retellings can change the reader's point of view about blame and monsters.</p> <p>Literacy Lab: Students will learn how to use attribution frames and intensive pronouns to keep comparison writing clear and precise.</p> <p>Learning in Action: Part A: Comparing Medusa Stories (RL.6.9) Students will compare selected Baldwin and Riordan excerpts to identify what stays the same and what changes in each Medusa portrayal.</p> <p>Part B: Writing to Compare Texts (W.6.2.d) Students will draft an explanatory paragraph explaining how Riordan honors and reframes the traditional myth.</p> <p>Look Back: Students reflect in writing on how Riordan transforms the Medusa myth.</p>	Think-Pair-Share Language Study Partner Reading & Discussion Modeled Writing	
Unit 4 Lesson 19	Academic Discussion	<i>The Lightning Thief</i> by Rick Riordan; "The Hare and the Lion"; "The Raven Myth"; Popol Vuh, Second Book excerpt; "The Oracle of Delphi"; "The Quest of Medusa's Head"	Students synthesize Investigation 1 texts and Chapters 1–12 of <i>The Lightning Thief</i> to identify patterns in courage, responsibility, cleverness, power, blame, and belonging.	Students will engage in a structured academic discussion to identify recurring patterns of cultural values across myths, informational text, and <i>The Lightning Thief</i> .	Students will use discourse markers, abstract nouns, and evidence-based explanation frames to build on peers' ideas during a Socratic Seminar.	Students will practice discourse markers for seminar escalation, including "Building on ____'s point" "A recurring pattern is" and "This reflects the cultural belief that"	SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d L.6.6	RL.6.9 SL.6.6 L.6.3.a	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.1.Em ELD.PII.6.1.Ex ELD.PII.6.1.Br	<p>Launch: Students will prepare to move from individual examples to a shared Essential Question discussion.</p> <p>Literacy Lab: Students will be introduced to the Socratic Seminar moves they will use to build, clarify, and synthesize ideas.</p> <p>Learning in Action: Part A: Rehearsing a Pattern Claim (SL.6.1.c) Students will orally rehearse how to connect one text example to a broader cultural value across texts.</p> <p>Part B: Socratic Seminar: Myths, Power, and Cultural Values (SL.6.1.a, SL.6.1.c) Students will participate in a structured seminar that uses evidence from multiple texts and builds on peers' responses.</p> <p>Look Back: Students will reflect on how the discussion moves and how the text evidence helped them answer the Essential Question.</p>	synthesis contribution debate evidence	Turn and Talk Socratic Seminar Iterative Conversation Exchange Quick Write
Unit 4 Lesson 20	Mid-Unit Assessment		N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.		RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.9 L.6.4.a L.6.4.b L.6.4.d L.6.6			<p>Launch: The teacher will establish the testing environment for students to take their assessment.</p> <p>Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing.</p> <p>Look Back: Students will self-assess their ability to demonstrate the skills assessed.</p>	No routines/protocols are used today Lesson Sequence	
Unit 4 Lesson 21	Flex Day		Students revisit mythic patterns, character change, and adaptation work from Lessons 1–19.	Students will strengthen their ability to analyze character development, compare mythic patterns across texts, and correct inappropriate pronoun shifts.	Students will use evidence-based explanation, comparative language, and consistent pronoun reference in speaking and writing.		RL.6.3 RL.6.9 L.6.1.c	RL.6.1 RL.6.10 SL.6.1.a	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.a.Em ELD.PII.6.2.a.Ex ELD.PII.6.2.a.Br	<p>Launch: Students self-assess confidence on RL.6.3, RL.6.9, and L.6.1.c to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on RL.6.3, RL.6.9, and L.6.1.c anchored in a text excerpt of the teacher's choice; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work.</p>	Quick Write	
Investigation 2												

Unit 4	Lesson 22	Research		Students build on prior reading about Greek and world myths by researching how cultures explain weather, earthquakes, seasons, or celestial movement.	Students will develop research skills to answer a question about how different cultures explain one natural phenomenon through myth. Then they will gather relevant information from multiple sources, note source credibility, and draw evidence from sources to draft a synthesis claim.	Students will use comparative transitions and attribution phrases to explain where sources agree, where they differ, and what those patterns reveal.		W.6.7 W.6.8 W.6.9.a	W.6.4 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br	<p>Launch: Activate prior comparison work and help students choose a focused research direction connected to the unit's essential question.</p> <p>Literacy Lab: Explicitly teach how to move from source-by-source notes to an idea-based synthesis claim.</p> <p>Learning in Action: Part A: Evaluate and Compare Sources (W.6.7, W.6.8) Students will gather notes from at least two sources and track where those sources agree or differ.</p> <p>Part B: Draft a Synthesis Claim with Support (W.6.9.a, W.6.7) Students will use evidence from at least two sources to draft and refine a two-sentence synthesis claim.</p> <p>Look Back: Students will reflect on new learning, next steps, and how today's research moves them toward the unit performance task.</p>	synthesis corroborate credible	phenomenon attribute paraphrase	Think-Pair-Share Partner Reading & Discussion Turn-and-Talk
Unit 4	Lesson 23	Research		Students build directly from Lesson 22, where they synthesized across sources about how cultures explain natural phenomena.	Students will gather relevant information from research materials and digital sources and assess whether their synthesis writing uses respectful attribution and complete source information before sharing or publishing online.	Students will use attribution phrases, specific culture and community names, and explanatory language to revise and discuss their research responsibly.		W.6.6 W.6.8	W.6.4 W.6.6 SL.6.1.a SL.6.1.d	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.3.Em ELD.PI.6.3.Ex ELD.PI.6.3.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Ex ELD.PI.6.6.b.Br	<p>Launch: Reconnect students to their Lesson 22 synthesis artifacts and surface the ethical question behind attribution: "What responsibilities do researchers have when sharing cultural knowledge?"</p> <p>Literacy Lab: Teach how respectful attribution works in grade 6 research by distinguishing personal conclusions from sourced ideas and by naming specific cultures, communities, and sources.</p> <p>Learning in Action: Part A: Audit Your Research for Attribution (W.6.8) Students will review one synthesis claim with corroboration at a time to identify what must be attributed and then revise for specificity and respect.</p> <p>Part B: Revise and Reflect on Responsible Sharing (W.6.8) Students will draft a short revised response that includes attribution and a reflection on what they owe communities and sources when they use their knowledge.</p> <p>Look Back: Students will reflect on changes they made to use sources more responsibly and set next steps for sharing research in the performance task.</p>	attribution citation	paraphrase plagiarism cultural knowledge	Turn-and-Talk Rehearse and Refine Quickwrite
Unit 4	Lesson 24	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 14	Students build on recent myth research on danger, transformation, and the supernatural unknown to analyze how Riordan modernizes a rebirth-like moment in Percy's journey.	Students will analyze how the underwater sequence functions as a turning point in Chapter 14 of <i>The Lightning Thief</i> .	Students will use temporal language, nuance verbs, and comparative transitions to explain how Percy's identity development is revealed in this scene.	Students will read the underwater action scene aloud with pacing and emphasis on temporal connectors to signal a shift in the action.	RL.6.3 RL.6.5 L.6.1.e	RL.6.1 RL.6.3 RL.6.10 SL.6.1.a L.6.3.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	<p>Launch: Students will activate prior learning about mythic transformation and prepare to track Chapter 14 as a world-changing scene.</p> <p>Literacy Lab: Students will examine how temporal language and conventional academic phrasing help readers explain a turning point.</p> <p>Learning in Action: Part A: <i>The Lightning Thief</i>, Chapter 14: After Percy Falls from the Gateway Arch (RL.6.5) Students will close read the underwater sequence to identify details that reveal Percy's powers and prepare a turning point in the chapter.</p> <p>Part B: Why This Scene Changes the Story (RL.6.5, L.6.1.e) Students will compare Percy before and after the underwater scene and write a brief explanation of how the episode shifts his role in the hero's journey.</p> <p>Look Back: Students will synthesize how Percy's underwater powers help him explore the supernatural unknown and explain why that matters.</p>	revelation	mortality descend fugitive rebirth guidance supernatural threshold	Turn-and-Talk Language Study Partner Reading & Discussion Quick Write

Unit 4	Lesson 25	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 15; Abridged version of "The Song of Ares and Aphrodite" by Homer, from Myths of the Greek and Roman Gods	Students continue investigating how myths explain danger, jealousy, betrayal, and the supernatural while building knowledge of Greek gods and rivalries.	Students will compare Chapter 15 of <i>The Lightning Thief</i> with an abridged version of Homer's "The Song of Ares and Aphrodite" from <i>The Odyssey</i> to analyze how a modern retelling transforms a mythic rivalry.	Students will use comparative transitions, tone words, and precise academic language to explain how Riordan shifts mood and register across versions.	Students will use context clues and word parts to determine the meaning of temperamental.	RL.6.9 W.6.2.e L.6.4.a L.6.4.d L.6.5.b	RL.6.1 RL.6.4 SL.6.1.a L.6.6	ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PI.6.7.Em ELD.PI.6.7.Br	Launch: Activate connections from Lesson 24 by shifting from Percy's personal transformation to the dangerous rivalries among the gods.	temperamental rivalry betrayal	suspicious proposition sneer divine	Turn and Talk Context Clues Routine Think-Pair-Share Quick Write
											Literacy Lab: Teach students to use context clues and word parts to determine the meaning of temperamental in Ares's dialogue.			
											Learning in Action: Part A: Comparing the Trap Across Versions (RL.6.9) Students will compare how Homer and Riordan portray Hephaestus's revenge and the danger of divine jealousy.			
											Learning in Action B: Tracking Tone and Register (W.6.2.e, L.6.5.b) Students will write an explanatory comparison that shows how Riordan's figurative language and narrator's voice shift the mood of the original myth.			
											Look Back: Students will synthesize how comparison helps answer the TDQ and prepares them for the performance task.			
Unit 4	Lesson 26	Writing	<i>The Lightning Thief</i> by Rick Riordan	Students build on Lessons 24 and 25, where they analyzed how Riordan modernized mythic patterns in Percy's journey and in the Ares/Aphrodite episode.	Students will introduce a topic and organize ideas by planning a modern retelling of a mythic archetype.	Students will use comparative and explanatory language to state how a retelling maintains and shifts an archetype.	Students will analyze how the suffix -tion changes action verbs into abstract nouns for explanatory writing.	W.6.2.a W.6.2.b W.6.4 L.6.3.b	RL.6.9 W.6.10 L.6.1.e L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	Launch: Activate students' recent learning about myth adaptation and connect today's writing work to the unit's essential question.			Quick Write Language Study Checklist Reviews Modeled Writing
											Literacy Lab: Teach students how to shift from story-like language to an informative tone while using suffix analysis to name mythic concepts.			
											Learning in Action: Part A: Build Your Transformation Claim (W.6.2.a, W.6.2.b) Students will select an archetype, identify modern evidence, and plan an informative transformation claim.			
											Part B: Draft the Introduction (W.6.2.a, W.6.2.b, L.6.3.b) Students will draft an introductory paragraph that clearly introduces their modern retelling and previews how the archetype is updated.			
											Look Back: Students will reflect on how their introduction explains the adaptation of an ancient archetype for modern culture.			
Unit 4	Lesson 27	Writing	<i>The Lightning Thief</i> by Rick Riordan	Students build from Lessons 24 and 25, where they analyzed Percy's transformation and Riordan's modernization of Greek myth, and from Lesson 26, where they planned their own modern myth adaptation.	Students will revise an explanatory draft to clarify how a modern retelling preserves archetypal elements while changing setting, point of view, or message.	Students will use comparative and causal connectors to link concrete changes in a retelling to interpretive claims about meaning.	Students will revise for cohesion by using comparative connectors to explain how a retelling preserves mythic patterns while changing modern details.	W.6.2.c W.6.2.d W.6.2.e W.6.4 L.6.1.e L.6.5.a	W.6.5 W.6.10 SL.6.1.a L.6.3.a L.6.6	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	Launch: Activate students' drafts from Lesson 26 and name the revision focus: explaining clearly how a source myth connects to a modern danger.			Quick Write Language Study Modeled Writing Rehearse and Refine
											Literacy Lab: Teach students how to turn vivid story details into cohesive and varied explanatory sentences using comparative connectors, formal style, and interpretive language.			
											Learning in Action: Part A: Draft a Clear Body Paragraph (W.6.2.c, W.6.2.d) Students will draft or continue drafting a body paragraph that explains how their retelling preserves a mythic pattern while changing the danger.			
											Part B: Revise for Stronger Connections (W.6.2.e, L.6.1.e, L.6.5.a) Students will revise with peer feedback to strengthen transitions, formal style, and the explanation of how the original myth connects to the modern adaptation.			
											Look Back: Students will reflect on which precise language moves made their explanatory writing clearer and more cohesive.			

Unit 4	Lesson 28	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 18	Students continue studying how myths describe danger, supernatural spaces, and journeys into the unknown.	Students will analyze how Riordan develops the DOA lobby setting and Charon's rule-bound behavior to portray the Underworld entrance as a bureaucratic unknown.	Students will explain how the threshold scene advances the plot using precise descriptive vocabulary, evidence-based verbs, and transitions.	Students will use root and word-part clues in setting words to build meaning about the Underworld environment.	RL.6.3 RL.6.5	RL.6.1 RL.6.10 SL.6.1.a L.6.6	ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will activate prior knowledge from Lessons 26–27 and frame the DOA lobby as Riordan's modern version of a mythic threshold.</p> <p>Literacy Lab: Students will learn how root and word-part clues in setting words help build meaning about the Underworld environment.</p> <p>Learning in Action: Part A: The Modern Gateway (RL.6.3) Students will cite details from the DOA lobby and Charon's dialogue to explain how Riordan portrays the Underworld entrance as a cold, modern bureaucracy.</p> <p>Part B: The Structural Shift (RL.6.5) Students will explain how this threshold scene marks a major shift in the plot and moves Percy's quest into the supernatural world of the dead.</p> <p>Look Back: Students will synthesize how the DOA lobby functions as both a setting and a structural turning point in Percy's mythic journey.</p>	volcanic stalactites	stagnant morbid bewilderment agitated transparent reassurance bureaucracy gateway	Turn-and-Talk Daily Warm-Up: Morphology & Vocabulary Quick Write
Unit 4	Lesson 29	Writing	<i>The Lightning Thief</i> by Rick Riordan, Translated excerpt from Virgil's Aeneid, Book 6, lines 295–336	Students compare an ancient Roman Underworld scene and Riordan's modern version to deepen their understanding of how myths explain death, danger, and the unknown.	Students will compare Riordan's and Virgil's Underworlds and draft an informative introduction that explains how each text portrays the danger of death.	Students will use comparative transitions, abstract nouns, and nuance verbs to write a cohesive introductory comparison.	Students will maintain consistent pronoun number and person when attributing ideas across two texts.	RL.6.9 W.6.2.a W.6.9.a L.6.3.a	RL.6.1 RL.6.3 RL.6.5 W.6.4 W.6.10 SL.6.1.a L.6.1.e L.6.6	ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.5.Em ELD.PII.6.5.Ex ELD.PII.6.5.Br	<p>Launch: Students will activate prior learning from Lesson 28 and frame today's comparison as preparation for informative writing.</p> <p>Literacy Lab: Students will read the Aeneid excerpt and learn how to build a strong comparative topic sentence using abstract nouns, cohesive compare/contrast language, and consistent pronouns.</p> <p>Learning in Action: Part A: Build the Comparative Blueprint (RL.6.9) Students will organize Underworld details from Riordan and Virgil and draft a transformation claim.</p> <p>Part B: Draft the Introduction (W.6.2.a, W.6.9.a) Students will draft an informative introductory paragraph that names both texts, previews the comparison, and explains how Riordan updates the older myth.</p> <p>Look Back: Students will reflect on which evidence and language moves helped them compare the two texts clearly.</p>			Think-Pair-Share Language Study Modeled Writing Quick Write
Unit 4	Lesson 30	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 19	Students build on Lesson 29's comparison of ancient and modern Underworlds by moving from setting analysis to direct conflict with divine authority.	Students will analyze how Percy and Hades develop contrasting claims and points of view during their confrontation.	Students will explain character claims using logical connectors and comparative transitions to show misunderstanding and conflict.	Students will decode multisyllabic academic words using syllable division and pronounce them accurately during oral analysis.	RL.6.3 RL.6.6 L.6.4.a	RL.6.1 RL.6.10 SL.6.1.a SL.6.3 L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will activate prior knowledge from Lesson 29 and connect the Underworld atmosphere to today's direct confrontation with Hades.</p> <p>Literacy Lab: Students will learn how syllable division and context support word meaning in a high-conflict scene.</p> <p>Learning in Action: Part A: The Divine "He Said, She Said" (RL.6.6) Students will evaluate Percy's and Hades's conflicting claims and explain how Riordan uses point of view to build suspense.</p> <p>Part B: The Turning Point (RL.6.3) Students will explain how the master bolt reveal shifts Percy's role and raises the stakes for the story's resolution.</p> <p>Look Back: Students will explain how confrontation and point of view develop Percy's courage.</p>	ultimatum	arrogant possess scheme confrontation motivation corruption claim	Turn-and-Talk Introduce New Words Using Syllables Think-Pair-Share Quick Write

Unit 4	Lesson 31	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 20	Students continue tracing how myths from different cultures explore danger, courage, and supernatural conflict.	Students will analyze how Percy's actions during the battle with Ares develop the plot and resolve a major conflict about identity.	Students will explain cause-and-effect relationships and character growth using temporal and causal language to analyze a climactic scene.	Students will use context clues and word parts to determine the meaning of disintegrate in the battle scene.	RL.6.3 RL.6.5 L.6.4.a L.6.4.d	RL.6.1 RL.6.10 SL.6.1.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	Launch: Students will activate prior learning from Percy's confrontation with Hades and connect today's battle scene to the unit question about how modern mythic heroes are shaped through danger.	disintegrate	deflect reclaim hesitate climax catalyst resolution confrontation	Turn and Talk Context Clues Routine Think-Pair-Share Quick Write
Unit 4	Lesson 32	Writing	<i>The Lightning Thief</i> by Rick Riordan; Homer's Iliad, Book 1 Excerpt	Students compare Greek and modern depictions of Olympus to explain how myths reflect cultural values about power, beauty, and the unknown.	Students will analyze how Homer and Riordan describe Olympus to reveal different ideas about power and authority.	Students will use cohesive comparative language and abstract nouns to write an explanatory comparison of two portrayals of Olympus.	Students will correct vague pronouns to make comparisons between texts clear.	RL.6.5 RL.6.9 W.6.2.b W.6.4 L.6.1.d	RL.6.1 RL.6.4 W.6.10 SL.6.1.a L.6.1.c L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	Launch: Activate the bridge from Percy's victory over Ares to the larger question of how power is portrayed at Olympus.			Think-Pair-Share Language Study Quick Write
Unit 4	Lesson 33	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 21	In Lesson 32, students compare ancient and modern Olympus as settings and analyze the architecture of power and the people who hold it.	Students will analyze how Percy's first-person narration and dialogue with Zeus and Poseidon reveal power dynamics and resolve the conflict in Chapter 21.	Students will explain how narration shapes perception using precise adjectives, evidence-based verbs, and causal connectors.	Students will use Greek and Latin roots and affixes to determine the meanings of words that show authority and interruption in the chapter confrontation.	RL.6.3 RL.6.6 L.6.4.b	RL.6.1 RL.6.2 RL.6.10 SL.6.1.a L.6.4.c L.6.4.d L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	Launch: Activate prior knowledge from Lesson 32 and prepare students to analyze how Percy's point of view shapes readers' understanding of divine power.	interjected condemned	restrained authority imposing resentful	Think-Pair-Share Introduce New Words using Morphemes Partner Reading & Discussion Quick Write
Showcase														

Literacy Lab: Students will learn how to use context clues and word parts to determine the meaning of a key battle word.

Learning in Action: Part A: Analyzing Percy's Battle Strategy for Growth (RL.6.3) Students will reread the battle and track the choices Percy makes that show growth under pressure.

Part B: Mapping the Climax and Resolution (RL.6.5) Students will analyze the structure of the fight and explain how the climactic battle resolves Percy's internal conflict.

Look Back: Students will explain how a climactic battle resolves a major conflict using at least two specific details.

Launch: Activate the bridge from Percy's victory over Ares to the larger question of how power is portrayed at Olympus.

Literacy Lab: Teach students how to correct vague pronouns before writing a comparison.

Learning in Action: Part A: Compare the Two Olympuses (RL.6.5, RL.6.9) Students will compare details from Homer and Riordan to analyze how setting shifts from serene majesty to modern bureaucracy.

Learning in Action B: Explain the Cultural Shift (W.6.2.b, W.6.4, L.6.1.d) Students will write an explanatory paragraph evaluating why Riordan's modern Olympus fits a contemporary culture.

Look Back: Students will reflect on which comparison skill best helped them explain cultural values across the two texts.

Launch: Activate prior knowledge from Lesson 32 and prepare students to analyze how Percy's point of view shapes readers' understanding of divine power.

Literacy Lab: Explicitly teach how roots and affixes help readers determine the meaning of power-related words in the Olympus confrontation.

Learning in Action: Part A: Seeing Power Through Percy's Eyes (RL.6.6) Students will analyze how Percy's first-person narration shapes readers' view of Zeus and Poseidon.

Part B: How the Conflict Finally Ends (RL.6.3) Students will explain how dialogue and actions in the Olympus scene resolve the main conflict and reveal Percy's growth.

Look Back: Students will synthesize how Percy's perspective shapes the chapter's sense of danger and resolution using textual evidence.

Unit 4	Lesson 34	Reading	<i>The Lightning Thief</i> by Rick Riordan, Chapter 22	Students synthesize how myths and modern myth adaptations define danger, loyalty, and the unknown.	Students will determine how Luke's betrayal and Percy's final choice resolve themes of identity, belonging, and agency in Chapter 22.	Students will explain character choices using synthesis frames, abstract nouns, and cause/effect transitions in discussion and writing.	Students will read a closing passage with phrasing, pacing, and tone that match character emotion and perspective.	RL.6.2 L.6.4.a L.6.4.d L.6.6	RL.6.1 RL.6.10 SL.6.1.a	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.6.c.Em ELD.PI.6.6.c.Ex ELD.PI.6.6.c.Br ELD.PII.6.1.Em ELD.PII.6.1.Ex ELD.PII.6.1.Br	Launch: Activate thinking from Lesson 33 and prepare students to shift from outside power in Olympus to danger inside Camp Half-Blood. Literacy Lab: Explicitly teach students to use context clues to determine the meaning of a key word that unlocks the final plot twist and theme work. Learning in Action: Part A: The Final Twist (RL.6.2) Students will analyze how Luke's betrayal fulfills the prophecy and redefines the final "monster" as a danger growing inside the camp community. Part B: Choosing Where He Belongs (RL.6.2) Students will synthesize how Percy's decision to return to the ordinary world resolves the themes of home, identity, and agency. Look Back: Formatively assess students' ability to synthesize the ending of the novel and connect final events to theme resolution.	betrayed resolution	tradition alliances devising celestial belonging identity closure	Turn and Talk Context Clues Routine Partner Reading & Discussion Think-Pair-Write-Share Choral Reading Quick Write
Unit 4	Lesson 35	Writing	<i>The Lightning Thief</i> by Rick Riordan; Homer's The Odyssey, Book 13 excerpt	Students build on their study of mythic patterns by examining the final stage of the Hero's Journey: the return home.	Students will compare Percy's return to New York with Odysseus's return to Ithaca and explain how each hero shows courage at the end of a journey.	Students will use comparative transitions and formal academic phrasing to write a cohesive explanatory paragraph about homecoming.	Students will revise informal or non-standard comparison sentences into a formal register suited to explanatory writing.	RL.6.9 W.6.2.f W.6.4 L.6.1.e	RL.6.1 RL.6.2 W.6.10 SL.6.1.a L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	Launch: Activate the unit bookend by connecting Percy's ending to the opening of his journey and introducing the idea that returning home can require courage. Literacy Lab: Teach students how to shift from conversational language to formal explanatory comparison using mentor sentences tied to mythic homecoming. Learning in Action: Part A: Match the Meaning of Home (RL.6.9) Students will compare key homecoming details in Percy's and Odysseus's returns and explain what each detail reveals about courage and belonging. Part B: Write the Return (W.6.4) Students will draft a cohesive explanatory paragraph comparing the two homecomings in a formal academic register. Look Back: Students will reflect on which comparison and expression strategies helped them move from summary to analysis.			Quick Write Language Study Think-Pair-Share Modeled Writing
Unit 4	Lesson 36	Academic Discussion	<i>The Lightning Thief</i> by Rick Riordan; Homer's The Odyssey, Book 13 excerpt; Virgil's Aeneid, Book 6 Excerpt	Students synthesize their reading of The Lightning Thief, The Odyssey, The Aeneid, and myth research from different cultures.	Students will compare how The Lightning Thief, ancient myths, and a film adaptation portray heroes exploring the unknown.	Students will use comparative transitions, discourse markers, and precise academic vocabulary to build extended oral explanations in a seminar.	Students will practice discourse synthesis by using transition frames to connect ideas across texts and adaptations.	RL.6.7 SL.6.1.a SL.6.1.b SL.6.1.c SL.6.1.d SL.6.2 L.6.6	RL.6.9 SL.6.6 L.6.1.e	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.7.Em ELD.PI.6.7.Ex ELD.PI.6.7.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	Launch: Prepare students to synthesize across the unit by recalling key comparisons and connecting Lesson 35's homecoming work to the unit seminar question. Literacy Lab: Introduce and model the Socratic Seminar protocol, including synthesis stems and discussion moves to build, contrast, and clarify ideas. Learning in Action: Part A: Myths, Heroes, and the Unknown (SL.6.1) Students will participate in the first half of the seminar, comparing how heroes in multiple texts face the unknown and how Riordan modernizes myth. Part B: Page, Screen, and Storyboard (RL.6.7, SL.6.2) Students will evaluate teacher-selected film clips and discuss how visual adaptations change characterization, tone, and message. Look Back: Students will synthesize the seminar in writing and connect today's discussion to the final unit assessment.	adaptation critique	evolution generation	Think-Pair-Share Socratic Seminar/Fishbowl Quick Write
Unit 4	Lesson 37	End of Unit Assessment	N/A	Students will demonstrate mastery of grade-level skills and concepts by applying their knowledge and critical thinking in a summative assessment environment.	Students will interpret academic vocabulary and complex sentence structures within assessment stems to identify precise relationships between ideas.			RL.6.2 RL.6.3 RL.6.4 RL.6.5 RL.6.6 RL.6.9 L.6.1.e L.6.2.a L.6.4.a L.6.4.b L.6.5.a W.6.8			Launch: The teacher will establish the testing environment for students to take their assessment. Learning in Action: Students complete the assessment. The teacher actively monitors for engagement and technical "stuck points" with Technology-Enhanced Items (TEIs) like multi-select, sorting and sequencing. Look Back: Students will self-assess their ability to demonstrate the skills assessed.			No routines/protocols are used today Lesson Sequence

Unit 4	Lesson 38	Flex Day		Students revisit myth comparison, evidence use, and language precision from the novel, paired texts, and research lessons.	Students will compare how two informational texts present the same topic, use intensive pronouns for emphasis, and recognize variations from standard English and revise expression into conventional language.	Students will explain similarities, differences, emphasis choices, and sentence revisions using comparative language, grammatical terms, and precise academic verbs.		RI.6.9 L.6.1.b L.6.1.e	SL.6.1.a	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PII.6.2.a.Em ELD.PII.6.2.a.Ex	<p>Launch: Students self-assess confidence on RI.6.9, L.6.1.b, and L.6.1.e to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles on RI.6.9, L.6.1.b, and L.6.1.e anchored in a teacher-selected passage or passage pair; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work.</p>	Quick Write
Unit 4	Lesson 39	Writing	<i>The Lightning Thief</i> by Rick Riordan; Homer's The Odyssey, Book 13 excerpt	Students will draw on unit reading, writing, and research about how myths explain danger, courage, identity, and the unknown across cultures.	Students will plan a comparative explanatory essay that compares myths from two cultures, states a clear thesis, and begins a myth comparison visual that supports the claim.	Students will use comparative transitions and cohesive language to clearly explain relationships among myths and organize their ideas for writing.	Students will rehearse complex thesis statements using subordinating conjunctions to clarify relationships among myths.	W.6.2.a W.6.9.b L.6.1.e	RL.6.1 W.6.2.b W.6.4 W.6.5 W.6.10 SL.6.1.a SL.6.5 L.6.3.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex ELD.PII.6.2.b.Br	<p>Launch: Students will synthesize ideas from Lessons 35–36 and begin moving from verbal comparison to planning Part 1 of the Performance Task: the Comparative Explanatory Essay, while also beginning Part 2: the Myth Comparison Visual.</p> <p>Literacy Lab: Students will learn how to build a clear, complex thesis statement and use academic transitions to organize a comparative explanatory essay plan.</p> <p>Learning in Action: Part A: Study Sample Essay Plan and Visual (W.6.2.a) Students will evaluate a model thesis, supporting evidence, and organizational plan to identify what makes an explanatory comparison coherent.</p> <p>Part B: Build Your Own Essay Outline and Visual (W.6.2.a, W.6.2.b, L.6.1.e) Students will create their own performance task outline, choose evidence, and use an organizer to structure ideas that support their thesis.</p> <p>Look Back: Students will reflect on the strength of their plan and set a self-regulation goal for drafting in Lesson 40.</p>	thesis synthesis representation coherence Think-Pair-Share Language Study Rehearse and Refine Quick Write
Unit 4	Lesson 40	Writing	<i>The Lightning Thief</i> by Rick Riordan	Students draw on the comparisons, research notes, and myth patterns they developed across Lessons 22–39.	Students will draft an explanatory introduction and body paragraph using evidence from myths across cultures.	Students will connect evidence to analysis by using precise academic verbs, varied sentence structures, and clear linking language.	Students will expand sentences with appositives and prepositional phrases to add clarity and style to essay drafts.	W.6.2.a W.6.2.b W.6.2.d W.6.4 L.6.3.a	RL.6.1 W.6.10 SL.6.1.a L.6.6	ELD.PI.6.6.a.Em ELD.PI.6.6.a.Ex ELD.PI.6.6.a.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.4.Em ELD.PII.6.4.Ex ELD.PII.6.4.Br	<p>Launch: Students access their Lesson 39 essay plans and begin drafting Part 1 of the Performance Task by turning their outline into clear, formal explanatory writing.</p> <p>Literacy Lab: Students learn how sentence expansion and precise verbs strengthen analytical writing.</p> <p>Learning in Action: Part A: Draft an Introduction for the Comparative Explanatory Essay (W.6.2.a) Students will draft an introduction that includes a hook, context, a connection, and a claim, while noting a possible supporting visual.</p> <p>Learning in Action B: Draft Body Paragraphs (W.6.2.b) Students will begin a body paragraph by integrating evidence and analysis, then use peer feedback to strengthen clarity and cohesion.</p> <p>Look Back: Students will reflect on one sentence-level craft move they used today and name a next step for continuing the draft.</p>	hook context connection claim Think-Pair-Share Rehearse and Refine Reflect and Response Dialogue Turn and Talk

Unit 4	Lesson 41	Writing	<i>The Lightning Thief</i> by Rick Riordan	Students draw on myths, epics, and novel scenes studied across the unit to explain shared ideas and cultural values across texts.	Students will continue drafting the Comparative Explanatory Essay by developing body paragraphs with relevant evidence and analysis and by writing a conclusion that synthesizes what the texts reveal. Students will also revise their Myth Comparison Visual so it clearly supports the essay's shared idea.	Students will use logical transitions and formal academic language to connect ideas across paragraphs and explain what about cultural values or human experiences.	Students will revise for consistent verb tense and formal tone.	W.6.2.c W.6.2.d W.6.2.e W.6.2.f W.6.4 L.6.3.b	RL.6.1 W.6.10 L.6.1.e L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.6.b.Em ELD.PI.6.6.b.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Ex	<p>Launch: Students will reconnect to the thesis, evidence, and draft they began in Lessons 39–40 and review Part 1 of the Performance Task Handout to identify what still needs strengthening.</p> <p>Literacy Lab: Students will learn how to revise informal language into formal academic language and use transitions to create cohesion across an explanatory essay.</p> <p>Learning in Action: Part A: Continue Drafting Body Paragraphs (W.6.2.d, W.6.2.e) Students will strengthen or continue drafting body paragraphs so evidence is clearly embedded, explained, and connected back to the thesis and shared idea.</p> <p>Learning in Action B: Conclude and Complete the Draft (W.6.2.f, L.6.3.b) Students will write a conclusion that synthesizes the comparison, strengthen transitions across paragraphs, and revise their Myth Comparison Visual so it matches the essay's main idea.</p> <p>Look Back: Students will reflect through discussion on how their draft now more clearly meets Part 1 of the Performance Task and identify a next step before peer review in Lesson 42.</p>	cohesion transition academic language	Think-Pair-Share Language Study Turn and Talk
Unit 4	Lesson 42	Writing	<i>The Lightning Thief</i> by Rick Riordan	Students synthesize what myths and modern retellings reveal about danger, courage, transformation, and belonging.	Students will revise and digitally publish explanatory essays for clarity, cohesion, and formal style using feedback, a rubric, and a revision checklist.	Students will use constructive feedback stems, comparative transitions, and precise academic language to explain revision choices and strengthen conclusions.	Students will apply capitalization, punctuation, and spelling conventions to polish myth writing.	W.6.4 W.6.5 W.6.6 L.6.2.a L.6.2.b	W.6.2.b W.6.6 W.6.10 SL.6.1.a L.6.1.e L.6.6	ELD.PI.6.5.Em ELD.PI.6.5.Ex ELD.PI.6.5.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.2.b.Em ELD.PII.6.2.b.Br	<p>Launch: Students will evaluate where their drafts are strong and where revision is still needed as they move from drafting to polishing.</p> <p>Literacy Lab: Students will learn how to revise a conclusion for synthesis while correcting capitalization, punctuation, and spelling conventions.</p> <p>Learning in Action: Part A: Peer Review for Clear Thinking (W.6.5) Students will use the performance rubric and a peer feedback form to give specific feedback on thesis clarity, evidence integration, cohesion, conclusion quality, and visual support.</p> <p>Learning in Action B: Revise and Polish Your Draft (W.6.5, L.6.2) Students will revise their conclusions and apply targeted edits for clarity, cohesion, formal style, and conventions using a checklist.</p> <p>Look Back: Formatively assess students' revision decisions and prepare them to complete final polishing for Lesson 43.</p>	precision convention polished conclusion	Think-Pair-Share Language Study Rehearse and Refine Turn and Talk
Unit 4	Lesson 43	Writing	<i>The Lightning Thief</i> by Rick Riordan	Students build on their comparisons of <i>The Lightning Thief</i> with myths such as <i>The Odyssey</i> , <i>The Aeneid</i> , and researched myths from specific cultures.	Students will revise, finalize, and digitally publish an explanatory essay so that claims, evidence, conclusion, and visual representation work together clearly.	Students will use precise pronouns, formal style, and explanatory language to connect evidence and visuals to a thesis.	Students will conduct a final terminology and pronoun check to maintain clarity and consistency across the full essay.	RI.6.7 W.6.2.f W.6.4 W.6.6 L.6.1.c	W.6.6 W.6.10 SL.6.1.a L.6.3.a L.6.3.b L.6.6	ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PII.6.2.a.Em ELD.PII.6.2.a.Ex ELD.PII.6.2.a.Br ELD.PII.6.3.Em ELD.PII.6.3.Ex ELD.PII.6.3.Br	<p>Launch: Students will review their revision goals by connecting Lesson 42 peer feedback to today's final integration work.</p> <p>Literacy Lab: Teach students how to finalize pronoun clarity, terminology, and thesis-based reasoning in analytical writing.</p> <p>Learning in Action: Part A: Make the Visual Prove the Point (W.6.2.f, RI.6.7) Students will use the rubric and peer feedback to revise a paragraph so the visual clearly strengthens the essay's reasoning.</p> <p>Learning in Action B: Finalize and Rehearse Your Big Idea (RI.6.7, L.6.1.c) Students will complete final revisions, then use their thesis, strongest evidence, and visual to rehearse for Part 3 of the Performance Task: the "Shared Stories, Shared Lessons" seminar or podcast.</p> <p>Look Back: Students will reflect on the strongest link they finalized between their essay and their visual and prepare for submission and discussion.</p>	integration logic reasoning finalize	Think-Pair-Share Language Study Rehearse and Refine

Unit 4	Lesson 44	Flex Day		Students draw on their myth essay drafts and unit notes about danger, transformation, courage, and the unknown.	Students will strengthen explanatory writing by using precise language, maintaining formal style, and writing conclusions that synthesize ideas.	Students will revise sentences using domain-specific vocabulary, formal academic phrasing, and concluding language that connects details to a larger idea.		W.6.2.d W.6.2.e W.6.2.f	W.6.4 W.6.5 W.6.6 W.6.10 SL.6.1.a	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.10.a.Em ELD.PI.6.10.a.Ex ELD.PI.6.10.a.Br ELD.PI.6.12.a.Em ELD.PI.6.12.a.Ex ELD.PI.6.12.a.Br	<p>Launch: Students self-assess confidence on W.6.2.d, W.6.2.e, and W.6.2.f to help the teacher form huddles.</p> <p>Learning in Action: Teacher uses flexible grouping to provide targeted 10–15-minute huddles (W.6.2.d, W.6.2.e, W.6.2.f) anchored in a text excerpt of the teacher’s choice; other students engage in independent reading or knowledge-building tasks.</p> <p>Look Back: Students reflect on growth in confidence or new learning from independent work.</p>	Quick Write
Unit 4	Lesson 45	Presentation	<i>The Lightning Thief</i> by Rick Riordan	Students synthesize learning from across the unit, including Greek mythology, global myths, and modern adaptation.	Students will present claims about how myths reveal cultural values or human experiences by comparing The Lightning Thief with a myth from the unit and explaining how visual evidence supports their reasoning.	Students will use transitions, evidence frames, and formal academic language to present ideas and respond to audience questions.	Students will rehearse clear pronunciation of myth names and complete evidence-based sentences for oral delivery.	SL.6.4.a SL.6.6 L.6.3.a	SL.6.1.a L.6.6	ELD.PI.6.1.Em ELD.PI.6.1.Ex ELD.PI.6.1.Br ELD.PI.6.4.Em ELD.PI.6.4.Ex ELD.PI.6.4.Br ELD.PII.6.6.Em ELD.PII.6.6.Ex ELD.PII.6.6.Br	<p>Launch: Activate students’ final performance-task thinking by connecting essay writing to oral delivery and audience.</p> <p>Literacy Lab: Students will learn how to turn a written claim into a clear oral statement that explains what the texts reveal and guides the audience through their thinking.</p> <p>Learning in Action: Part A: Rehearse the Presentation (SL.6.4, L.6.3.a) Students will prepare and refine oral delivery using discussion moves, presentation frames, and peer feedback.</p> <p>Learning in Action B: Present and Respond (SL.6.4, SL.6.6) Students will participate in a seminar discussion, present evidence, paraphrase peers, and build on ideas.</p> <p>Look Back: Students will reflect on how their written essay supported oral presentation and identify one speaking/listening goal.</p>	<p>delivery articulate synthesis presentation</p> <p>seminar visual</p> <p>Think-Pair-Share Rehearse and Refine Reflect and Response Dialogue Quick Write</p>