



## Unit-at-a-Glance

This unit is approximately 4 weeks or 17 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 1</b> RI.6.1, RI.6.3, W.6.1, W.6.7, W.6.8, W.6.9b	<b>Analyze a Model Argument Essay</b>  <b>Opening</b> A. Engage the Learner – W.6.1 (10 minutes) <b>Work Time</b> A. Analyze a Model Argument Essay – W.6.1 (15 minutes) A. Research Focus Figure – W.6.7, W.6.8 (15 minutes) <b>Closing and Assessment</b> A. Debrief: Focus Figure Research – W.6.7 (5 minutes) <b>Homework</b> A. Research Focus Figure: Students continue to research their focus figure and document information on the Independent Argument Evidence note-catcher. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Students have worked with the Painted Essay® structure in the previous modules. In this unit, they use the same structure but evaluate how it changes when applied to writing an argument, similar to their work in Module 3 with literary argument writing. Students began research on their focus figure at the end of Unit 2. In this lesson, students continue that research.	<ul style="list-style-type: none"> <li>I can analyze the structure of a model argument essay by applying my knowledge of the Painted Essay®. (W.6.1)</li> <li>I can conduct a short research project, draw on several sources, and gather relevant information on my focus figure. (W.6.7, W.6.8)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 1 (RI.6.1, W.6.1, W.6.10)</li> <li>Work Time B: Independent Argument Evidence note-catcher (RI.6.1, RI.6.3, W.6.1, W.6.7, W.6.8, W.6.9b, W.6.10)</li> </ul>
<b>Lesson 2</b> RI.6.1, RI.6.3, W.6.1, W.6.5, W.6.9b	<b>Plan Collaborative Argument Essay</b>  <b>Opening</b> A. Engage the Learner – W.6.1 (5 minutes) <b>Work Time</b> A. Write a Claim for a Collaborative Argument Essay – W.6.1a (10 minutes) A. Plan a Collaborative Argument Essay – W.6.1, W.6.5 (25 minutes) <b>Closing and Assessment</b> A. Debrief: Argument Writing Checklist – W.6.1 (5 minutes) <b>Homework</b> A. Plan a Collaborative Literary Argument Essay: Students work to complete their assigned section of the Collaborative Argument Writing Plan graphic organizer. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Students apply their learning in this lesson by preparing for and planning their collaborative argument essay about their assigned hidden figure (either Mary Jackson or Katherine Johnson).	<ul style="list-style-type: none"> <li>I can write a claim based on reasons and relevant evidence from the text. (W.6.1a)</li> <li>I can plan a collaborative argument essay about why Mary's or Katherine's accomplishments are remarkable. (W.6.1, W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 2 (W.6.1, W.6.5, W.6.10)</li> <li>Work Time B: Collaborative Argument Writing Plan graphic organizer (RI.6.1, RI.6.3, W.6.1, W.6.4, W.6.5, W.6.9b, W.6.10)</li> <li>Closing and Assessment A: Argument Writing checklist (W.6.1)</li> </ul>

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<b>Lesson 3</b> RI.6.1, RI.6.3, RI.6.8, W.6.1, W.6.4, W.6.5, W.6.9b, L.6.2, L.6.3, L.6.6	<b>Write Collaborative Argument Essay: Introduction and Proof Paragraph 1</b>  <b>Opening</b> A. Engage the Learner – W.6.1a, W.6.1d (5 minutes) <b>Work Time</b> A. Analyze a Model: Proof Paragraph 1 – RI.6.8, W.6.1b (10 minutes) A. Write a Collaborative Introduction and Proof Paragraph 1 – W.6.1a, W.6.1b (25 minutes) <b>Closing and Assessment</b> A. Debrief: Collaborative Writing Process – SL.6.1b (5 minutes) <b>Homework</b> A. Research Focus Figure: Students continue to research their focus figure and document information on the Independent Argument Evidence note-catcher. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, students review the structure of an argument essay's introductory paragraph, analyze an argument essay's Proof Paragraph 1, and draft the introduction and Proof Paragraph 1 of their collaborative argument essay.	<ul style="list-style-type: none"> <li>I can analyze the structure of a model argument essay Proof Paragraph. (RI.6.8, W.6.1b)</li> <li>I can introduce a claim and support that claim with clear reasons and relevant evidence drawn from informational texts. (RI.6.1, W.6.1a, W.6.1b, W.6.9b)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 3 (W.6.1a, W.6.1d, W.6.4, W.6.5, W.6.10)</li> <li>Work Time B: Collaborative Argument Essay (RI.6.1, RI.6.3, RI.6.10, W.6.1, W.6.4, W.6.5, W.6.9b, W.6.10, L.6.2, L.6.3, L.6.6)</li> </ul>
<b>Lesson 4</b> RI.6.1, RI.6.3, RI.6.8, W.6.1b, W.6.1c, W.6.1d, W.6.1e, W.6.4, W.6.5, W.6.9b, L.6.2, L.6.3, L.6.4b, L.6.6	<b>Write Collaborative Argument Essay: Proof Paragraph 2 and Conclusion</b>  <b>Opening</b> A. Engage the Learner – RI.6.8, W.6.1b (5 minutes) <b>Work Time</b> A. Language Dive: Model Essay Conclusion – W.6.1e (10 minutes) A. Write a Collaborative Proof Paragraph 2 and Conclusion – W.6.1b, W.6.1e (25 minutes) <b>Closing and Assessment</b> A. Reflect on Academic Mindsets – SL.6.1 (5 minutes) <b>Homework</b> A. Draft a Collaborative Argument Essay: Students work to complete their assigned paragraphs of the Collaborative Argument Essay. A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  Students have been analyzing a model argument essay and have used their analysis to draft the introduction and Proof Paragraph 1 of a collaborative argument essay. This lesson continues those routines to guide students in collaboratively drafting their Proof Paragraph 2 and conclusion.	<ul style="list-style-type: none"> <li>I can analyze the structure of a model argument essay conclusion paragraph. (W.6.1e)</li> <li>I can support a claim with clear reasons and relevant evidence drawn from informational texts. (RI.6.1, W.6.1b, W.6.9b)</li> <li>I can provide a concluding section that follows from my argument. (W.6.1e)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 4 (RI.6.1, RI.6.8, W.6.1b, W.6.5, W.6.10)</li> <li>Work Time A: Language Dive: Model Essay Conclusion note-catcher (RI.6.1, W.6.1d, W.6.1e, SL.6.1, L.6.4b)</li> <li>Work Time B: Collaborative Argument Essay (RI.6.1, RI.6.3, RI.6.10, W.6.1, W.6.4, W.6.5, W.6.9b, W.6.10, L.6.2, L.6.3, L.6.6)</li> </ul>

## Remarkable Accomplishments in Space Science

### Module 4: Unit 3

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 5</b> SL.6.1d, SL.6.3, SL.6.4	<b>Present Collaborative Argument Essay: Delineate and Evaluate an Argument</b>  <b>Opening</b> A. Engage the Learner – RI.6.8 (5 minutes) <b>Work Time</b> A. Present and Delineate Argument – SL.6.3, SL.6.4 (20 minutes) A. Share Peer Feedback – SL.6.4 (10 minutes) <b>Closing and Assessment</b> A. Reflection Discussion – SL.6.1d (10 minutes) <b>Homework</b> A. Independent Research Reading: Students read for at least 20 minutes in their independent research reading text. Then they select a prompt and write a response in their independent reading journal.  In this lesson, partners pair up with a group who wrote their essay on a different individual to delineate the arguments and specific claims presented by their classmates.	<ul style="list-style-type: none"> <li>I can present my argument about why Mary's or Katherine's accomplishments were remarkable. (W.6.1, SL.6.4)</li> <li>I can delineate my peers' arguments about why Mary's or Katherine's accomplishments were remarkable. (SL.6.3)</li> <li>I can paraphrase and reflect on our multiple perspectives about Mary's and Katherine's accomplishments. (SL.6.1d)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 5 (RI.6.1, RI.6.8, W.6.1, W.6.5, W.6.10)</li> <li>Work Time A: Part I of Present and Delineate Argument: Collaborative Essay (W.6.10, SL.6.3, SL.6.4)</li> <li>Work Time B: Part II of Present and Delineate Argument: Collaborative Essay (W.6.10, SL.6.3, SL.6.4)</li> </ul>
<b>Lesson 6</b> RI.6.1, RI.6.3, W.6.1, W.6.7, W.6.8, W.6.9b	<b>Research Focus Figure</b>  <b>Opening</b> A. Engage the Learner – W.6.8 (5 minutes) <b>Work Time</b> A. Research Focus Figure – W.6.7, W.6.8 (20 minutes) A. Debrief: Focus Figure Research – W.6.7 (5 minutes) <b>Closing and Assessment</b> A. Share Independent Research Reading – RL.6.10, RI.6.10 (15 minutes) <b>Homework</b> A. Research Focus Figure: Students continue to research their focus figure and document information on the Independent Argument Evidence note-catcher.  In this lesson, students continue to conduct research about their chosen focus figures in preparation for planning and composing their independent argument essays over three lessons.	<ul style="list-style-type: none"> <li>I can conduct a short research project, draw on several sources, and gather relevant information about my focus figure. (W.6.7, W.6.8)</li> <li>I can share my independent research reading with my peers. (RL.6.10, RI.6.10)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket: Unit 3, Lesson 6 (W.6.8)</li> <li>Work Time A: Independent Argument Evidence note-catcher (RI.6.1, RI.6.3, W.6.1, W.6.7, W.6.8, W.6.9b, W.6.10)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 7</b> RI.6.1, RI.6.3, W.6.1, W.6.4, W.6.5, W.6.9b	<b>Plan Independent Argument Essay</b>  <b>Opening</b> A. Engage the Learner – W.6.1a (10 minutes) <b>Work Time</b> A. Plan Argument Essay – W.6.1, W.6.5 (30 minutes) <b>Closing and Assessment</b> A. Debrief: Argument Writing Checklist – W.6.1c, W.6.8 (5 minutes) <b>Homework</b> A. Plan Independent Argument Essay: Students work to complete their planning for their Independent Argument Essay.  In this lesson, students use what they learned during the collaborative writing process to independently complete their evidence gathering and then plan their argument essay based on their research about their focus figure.	<ul style="list-style-type: none"> <li>• I can write a claim based on reasons and relevant evidence from my research. (W.6.1a)</li> <li>• I can plan an argument essay about why my focus figure's accomplishments are remarkable. (W.6.1, W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Claim statement for independent essay (W.6.1a)</li> <li>• Work Time A: Optional Independent Argument Writing Plan graphic organizer (RI.6.1, RI.6.3, W.6.1, W.6.4, W.6.5, W.6.7, W.6.8, W.6.9b, W.6.10)</li> </ul>
<b>Lessons 8–9</b> RI.6.1, RI.6.3 W.6.1, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9b, L.6.2, L.6.3, L.6.6	<b>Mid-Unit 3 Assessment: Write an Argument Essay</b>  <b>Opening</b> A. Engage the Learner – W.6.10 (10 minutes) <b>Work Time</b> A. Mid-Unit 3 Assessment: Write an Argument Essay (65 minutes) <b>Closing and Assessment</b> A. Track Progress – W.6.1 (15 minutes) <b>Homework</b> <ul style="list-style-type: none"> <li>• None for this lesson</li> </ul> In the first half of this unit, students have analyzed a model, written collaboratively, and planned their own independent argument essay. This lesson assesses those skills as students use their plans to compose their argument essays about the focus figure they researched.	<ul style="list-style-type: none"> <li>• I can write an argument essay about why my focus figure's accomplishments are remarkable. (RI.6.1, RI.6.3, RI.6.10, W.6.1, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10, L.6.2, L.6.3, L.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lessons 8–9 (W.6.10)</li> <li>• Work Time A: Mid-Unit 3 Assessment: Write an Argument Essay (RI.6.1, RI.6.3, RI.6.10, W.6.1, W.6.4, W.6.5, W.6.6, W.6.7, W.6.8, W.6.9b, W.6.10, L.6.2, L.6.3, L.6.6)</li> <li>• Closing and Assessment A: Track Progress: Argument Writing (W.6.1)</li> </ul>

## Remarkable Accomplishments in Space Science

### Module 4: Unit 3

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 10</b> SL.6.1d, SL.6.3, SL.6.4	<b>Present Independent Argument Essay: Listen and Delineate an Argument</b>  <b>Opening</b> A. Engage the Learner – RI.6.8 (5 minutes) <b>Work Time</b> A. Present and Delineate Argument – SL.6.3, SL.6.4 (20 minutes) A. Share Peer Feedback – SL.6.4 (10 minutes) <b>Closing and Assessment</b> A. Reflection Discussion – SL.6.1d (10 minutes) <b>Homework</b> • None for this lesson  In this lesson, students present their independent arguments and delineate and evaluate their peers' arguments.	<ul style="list-style-type: none"> <li>• I can present an argument about why my focus figure's accomplishments were remarkable. (W.6.1, SL.6.4)</li> <li>• I can delineate my peers' arguments about why their focus figure's accomplishments were remarkable. (SL.6.3)</li> <li>• I can paraphrase and reflect on our multiple perspectives about our individual focus figures' accomplishments. (SL.6.1d)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket: Unit 3, Lesson 10 (RI.6.1, RI.6.8, W.6.1, W.6.5, W.6.10)</li> <li>• Work Time A: Part I of Present and Delineate Argument: Independent Essay (W.6.10, SL.6.3, SL.6.4)</li> <li>• Work Time B: Part II of Present and Delineate Argument: Independent Essay (W.6.10, SL.6.3, SL.6.4)</li> </ul>
<b>Lesson 11</b> W.6.3, W.6.4, W.6.5, SL.6.2	<b>Prepare for Performance Task: Characteristics of Narrative Nonfiction Children's Books</b>  <b>Opening</b> A. Engage the Learner – W.6.3 (10 minutes) <b>Work Time</b> A. Genre Study Narrative Nonfiction – W.6.3, SL.6.2 (15 minutes) A. Draft Narrative Nonfiction Picture Book Pages – W.6.3, W.6.5 (15 minutes) <b>Closing and Assessment</b> A. Evaluate Model Performance Task: Wang Zhenyi – W.6.3, SL.6.2 (5 minutes) <b>Homework</b> A. Prepare Narrative Nonfiction and Illustrations: Students continue to prepare the illustrations and text for their contribution to the children's picture book about other hidden figures in space science.  For the final lessons of the module, students work with their crews to craft a children's picture book version of their focus figure's story. Each crew is responsible for contributing one section to the class anthology of stories about these focus figures. This lesson launches that work by examining the characteristics of narrative nonfiction for primary school readers to ensure students compose their own stories using these genre features.	<ul style="list-style-type: none"> <li>• I can identify the characteristics of effective narrative nonfiction writing. (W.6.3, SL.6.2)</li> <li>• I can draft a narrative nonfiction text about my focus figure's remarkable accomplishments. (W.6.3, W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time B: Performance Task: Hidden Figures in Space Science Picture Book (W.6.3, W.6.4, L.6.3, L.6.6)</li> </ul>



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<b>Lesson 12</b> RI.6.1, RI.6.3, RI.6.7, W.6.3, W.6.4, W.6.5, SL.6.5	<b>Prepare for Performance Task: Draft Nonfiction Narrative with Illustrations</b>  <b>Opening</b> A. Engage the Learner – RI.6.7 (5 minutes) <b>Work Time</b> A. Language Dive: <i>Hidden Figures</i> Picture Book – W.6.3, SL.6.1 (15 minutes) A. Draft Narrative Nonfiction Picture Book – W.6.3, W.6.5 (20 minutes) <b>Closing and Assessment</b> A. Compare and Contrast Illustrations of Model Performance Tasks – RI.6.7 (5 minutes) <b>Homework</b> A. Prepare Narrative Nonfiction and Illustrations: Students continue to prepare the illustrations and text for their contribution to the children's picture book about other hidden figures in space science.  In the previous lesson, students launched the performance task. This lesson extends that learning by examining, specifically, the illustrations in narrative nonfiction picture books and how they add meaning to the story. Students continue drafting their story with their crews and begin creating the illustrations (either hand-drawn or computer-generated).	<ul style="list-style-type: none"> <li>I can identify the characteristics of narrative nonfiction writing. (W.6.3)</li> <li>I can draft a narrative nonfiction text about my focus figure's remarkable accomplishments. (W.6.3, W.6.5)</li> <li>I can create effective visuals to accompany my narrative nonfiction text about my focus figure's remarkable accomplishments. (SL.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Language Dive: <i>Hidden Figures</i> Picture Book note-catcher (RI.6.1, RI.6.3, W.6.3b, SL.6.1)</li> <li>Work Time B: Performance Task: <i>Hidden Figures</i> in Space Science Picture Book (W.6.3, W.6.4, L.6.3, L.6.6)</li> </ul>
<b>Lesson 13</b> W.6.3, W.6.4, W.6.5, SL.6.3, SL.6.4, SL.6.5	<b>Prepare for Performance Task: Complete Nonfiction Narrative with Illustrations</b>  <b>Opening</b> A. Engage the Learner – SL.6.3, SL.6.4 (5 minutes) <b>Work Time</b> A. Mini Lesson: Narrative Writing Techniques – W.6.3 (10 minutes) A. Draft Narrative Nonfiction Picture Book Pages – W.6.3, W.6.5 (20 minutes) <b>Closing and Assessment</b> A. Peer Share: Narrative Nonfiction Picture Book Pages – W.6.3, W.6.5 (10 minutes) <b>Homework</b> A. Prepare Narrative Nonfiction and Illustrations: Students continue to prepare the illustrations and text for their contribution to the children's picture book about other hidden figures in space science.  Students have worked in triads to compose the text and design the illustrations for their section of the class book on this topic. In this lesson, students continue this work, keeping in mind the specific criterion on which they will be assessed—their ability to orally present their argument that their focus figure's achievements are truly remarkable.	<ul style="list-style-type: none"> <li>I can draft a narrative nonfiction text about my focus figure's remarkable accomplishments. (W.6.3, W.6.5)</li> <li>I can create effective visuals to accompany my narrative nonfiction text about my focus figure's remarkable accomplishments. (SL.6.5)</li> <li>I can provide kind, specific, and helpful feedback to my peers to help them refine and improve their picture book. (W.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time B: Performance Task: <i>Hidden Figures</i> in Space Science Picture Book (W.6.3, W.6.4, L.6.3, L.6.6)</li> </ul>

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### Module 4: Unit 3

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<b>Lesson 14</b> W.6.3, W.6.4, W.6.5, SL.6.4, SL.6.5	<b>Prepare for Performance Task: Rehearse and Refine</b>  <b>Opening</b> A. Engage the Learner – W.6.3, W.6.5 (10 minutes) <b>Work Time</b> A. Draft Narrative Nonfiction Picture Book Pages – W.6.3, SL.6.5 (15 minutes) A. Rehearse Performance Task – SL.6.4, SL.6.5 (15 minutes) <b>Closing and Assessment</b> A. Share Stars (5 minutes) <b>Homework</b> A. Rehearse Presentation: Students rehearse for the End of Unit 3 Assessment presentation.  In this lesson, students finish their books and rehearse their presentations, keeping in mind the specific criterion on which they will be assessed—their ability to orally present their argument that their focus figure's achievements are truly remarkable.	<ul style="list-style-type: none"> <li>I can finalize my narrative nonfiction text and accompanying visuals about my focus figure's remarkable accomplishments. (W.6.3, SL.6.5)</li> <li>I can present my crew's children's book pages and argument about why my focus figure's accomplishments are remarkable. (SL.6.4, SL.6.5)</li> <li>I can provide kind, specific, and helpful feedback to my peers to help them refine and improve their presentation. (SL.6.4)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: Performance Task: Hidden Figures in Space Science Picture Book (W.6.3, W.6.4, L.6.3, L.6.6)</li> <li>Work Time A: Performance Task Presentation checklist (SL.6.4)</li> </ul>
<b>Lessons 15–16</b> SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.6	<b>End of Unit 3 Assessment Part I: Present and Delineate Argument: Picture Book Presentation</b>  <b>Opening</b> A. Engage the Learner – W.6.10 (5 minutes) <b>Work Time</b> A. End of Unit 3 Assessment Part I: Present and Delineate Argument: Picture Book Presentation (80 minutes) <b>Closing and Assessment</b> A. Reflection – SL.6.4 (5 minutes) <b>Homework</b> <ul style="list-style-type: none"> <li>None for this lesson</li> </ul> Students complete the first part of the End of Unit 3 Assessment, in which they present their own and delineate others' arguments.	<ul style="list-style-type: none"> <li>I can present my crew's children's books pages and argument about why my focus figure's accomplishments were remarkable. (SL.6.4, SL.6.5)</li> <li>I can delineate my peers' arguments about why their focus figure's accomplishments were remarkable. (SL.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: End of Unit 3 Assessment Part I: Present and Delineate Argument: Picture Book Presentation (SL.6.3, SL.6.4, SL.6.5, SL.6.6, L.6.6)</li> <li>Work Time A: Optional Peer Assessment: Picture Book Presentation (SL.6.4, SL.6.5, SL.6.6, L.6.6)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<b>Lesson 17</b> SL.6.1, W.6.10	<b>End of Unit 3 Assessment Part II: Collaborative Discussion</b>  <b>Opening</b> A. Engage the Learner – SL.6.1 (5 minutes) <b>Work Time</b> A. QuickWrite – W.6.10 (10 minutes) A. End of Unit 3 Assessment, Part II: Collaborative Discussion – SL.6.1 (20 minutes) <b>Closing and Assessment</b> A. Track Progress: Collaborative Discussion – SL.6.1 (10 minutes) <b>Homework</b> • None for this lesson  Students complete the second part of the End of Unit 3 Assessment, in which they engage in a final collaborative discussion.	<ul style="list-style-type: none"> <li>I can paraphrase and reflect on our module guiding questions and our learning in this module during a collaborative discussion. (SL.6.1)</li> </ul>	<ul style="list-style-type: none"> <li>Work Time A: End of Unit 3 Assessment Part II: Collaborative Discussion (SL.6.1)</li> <li>Closing and Assessment A: Track Progress: Collaborative Discussion (SL.6.1)</li> </ul>