



Unit-at-a-Glance

This unit is approximately 3 weeks or 15 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RL.6.1, RI.6.1, SL.6.2</p>	<p>Discover Our Topic: American Indian Boarding Schools</p> <p>Opening A. Engage the Learner – RI.6.1 (5 minutes)</p> <p>Work Time A. Infer the Topic – RI.6.1, SL.6.2 (10 minutes) A. Introduce the Performance Task and Module Guiding Questions (10 minutes) A. Launch the Text: <i>Two Roads</i>, Chapter 1 Excerpts – RL.6.1 (15 minutes)</p> <p>Closing and Assessment A. QuickWrite: Character Inferences – RL.6.1 (5 minutes)</p> <p>Homework A. Read and Reflect: Students will read and reflect on the guiding questions for the module and discuss them with their families. They should consider how the guiding questions make them feel. They can sketch or write about their ideas.</p> <p>Students participate in the Infer the Topic protocol and engage with literary resources, informational texts, and information presented in diverse media related to the topic of the module. Students are also introduced to the module’s guiding questions and performance task.</p>	<ul style="list-style-type: none"> I can infer the topic of this module from resources. (RL.6.1, RI.6.1, SL.6.2) 	<ul style="list-style-type: none"> Work Time A: Infer the Topic: I Notice/I Wonder note-catcher (RL.6.1, RI.6.1, SL.6.2) Work Time C: Gist on sticky notes Closing and Assessment A: QuickWrite: Character Inferences (RL.6.1)
<p>Lesson 2 RL.6.1, RL.6.3</p>	<p>Analyze Plot and Character: <i>Two Roads</i>, Chapters 4 and 5</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Read <i>Two Roads</i>, Chapter 4 Excerpt and Chapter 5 – SL.6.1 (25 minutes) A. Analyze Character: Cal – RL.6.3 (10 minutes)</p> <p>Closing and Assessment A. QuickWrite: Connect Text to Topic – RL.6.1 (5 minutes)</p> <p>Homework A. Analyze Character: Fill in the chapters 4–5 row of the Analyze Character: <i>Two Roads</i> note-catcher.</p> <p>Students spend some time discussing their reflections on the module guiding questions. They continue in the anchor text, <i>Two Roads</i>, picking up with the story at the end of chapter 4 and begin tracking how the main character, Cal, responds to and changes as a result of plot events.</p>	<ul style="list-style-type: none"> I can find the gist of chapters 4 and 5 of <i>Two Roads</i>. I can analyze how Cal responds to and changes due to the events in chapters 4 and 5. (RL.6.3) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RL.6.1) Work Time A: Gist on sticky notes Work Time B: Character Window: Chapter 5 (RL.6.1, RL.6.3) Closing and Assessment A: QuickWrite (RL.6.1, W.6.10) Homework A: Analyze Character: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.3)

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<p>Lesson 3 RI.6.1, RI.6.2, RI.6.6, SL.6.1c, SL.6.1d, L.6.4b</p>	<p>Analyze Point of View: Captain Pratt</p> <p>Opening A. Engage the Learner – L.6.4b (5 minutes)</p> <p>Work Time A. Read Captain Pratt Speech Excerpt – SL.6.1d (15 minutes) A. Analyze Point of View – RI.6.6 (15 minutes)</p> <p>Closing and Assessment A. Launch Independent Research Reading – RL.6.10, RI.6.10 (10 minutes)</p> <p>Homework 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.</p> <p>Students build background knowledge about the origins of American Indian boarding schools by reading an infamous speech by Captain Richard H. Pratt, an advocate for “civilizing” Native Americans. Students identify Pratt’s point of view and how it’s conveyed in the text.</p>	<ul style="list-style-type: none"> I can paraphrase the key ideas and demonstrate understanding of the perspective being conveyed in Pratt’s text. (SL.6.1d) I can analyze Pratt’s point of view and how it’s conveyed in the text. (RI.6.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (L.6.4b) Work Time A and Work Time B: Analyze Point of View: Captain Pratt note-catcher (RI.6.1, RI.6.2, RI.6.6, SL.6.1a, SL.6.1b, SL.6.1c, SL.6.1d)
<p>Lesson 4 RI.6.1, RI.6.2, RI.6.4, RI.6.6, SL.6.1d, L.6.4a, L.6.4c, L.6.4d, L.6.5a, L.6.5c</p>	<p>Close Read: Analyze Point of View and Unfamiliar Words: “The Land of Red Apples”</p> <p>Opening A. Engage the Learner – RI.6.2 (5 minutes)</p> <p>Work Time A. Analyze Point of View: “The Land of Red Apples” – SL.6.1d (15 minutes) A. Close Read: “The Land of Red Apples” – RI.6.6, L.6.5 (20 minutes)</p> <p>Closing and Assessment A. Analyze Point of View: “The Land of Red Apples” – RI.6.6 (5 minutes)</p> <p>Homework A. Analyze Language and Point of View: Students complete Homework: Analyze Language and Point of View: “Iron Routine.”</p> <p>Students read another supplemental informational text, a primary source from a student who attended Carlisle Indian boarding school. Students continue to practice RI.6.6 by analyzing a different author’s point of view and how it is conveyed through her personal narrative.</p>	<ul style="list-style-type: none"> I can paraphrase the key ideas and demonstrate understanding of the perspective being conveyed in Zitkala-Sa’s text. (SL.6.1d) I can analyze Zitkala-Sa’s point of view and how it is conveyed in the text. (RI.6.6) I can determine the meaning of figurative and connotative language as it is used in the text. (L.6.5) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RI.6.2) Work Time A: Analyze Point of View: “The Land of Red Apples” note-catcher (RI.6.1, RI.6.6, W.6.10, SL.6.1d) Work Time B: Close Read: “The Land of Red Apples” note-catcher (RI.6.1, RI.6.2, RI.6.4, RI.6.6, L.6.4a, L.6.4c, L.6.4d, L.6.5a, L.6.5c) Closing and Assessment A: Analyze Point of View: “The Land of Red Apples” note-catcher (RI.6.1, RI.6.6, SL.6.1d) Homework A: Analyze Language and Point of View: “Iron Routine” (RI.6.1, RI.6.2, RI.6.4, RI.6.6, L.6.4a, L.6.4c, L.6.5a, L.6.5c)

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<p>Lesson 5 RI.6.1, RI.6.2, RI.6.4, RI.6.6, SL.6.1d, L.6.4</p>	<p>Jigsaw: Meriam Report</p> <p>Opening A. Engage the Learner – RI.6.1 (5 minutes)</p> <p>Work Time A. Background: Meriam Report – RI.6.1 (5 minutes) A. Jigsaw: Meriam Report – RI.6.6 (15 minutes) A. Jigsaw Share: Meriam Report – SL.6.1d (15 minutes)</p> <p>Closing and Assessment A. Analyze and Compare Point of View: Meriam Report – RI.6.6 (5 minutes)</p> <p>Homework 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.</p> <p>Students read excerpts of the Meriam Report. Students determine key ideas and analyze the author’s point of view. They participate in a Jigsaw protocol that asks them to become experts of a specific excerpt and then share their knowledge with their peers.</p>	<ul style="list-style-type: none"> I can analyze the author’s point of view and how it’s conveyed in excerpts of the Meriam Report. (RI.6.6) I can paraphrase the key ideas and demonstrate understanding of the perspective being conveyed in the Meriam Report excerpts. (SL.6.1d) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RI.6.1) Work Time B: Jigsaw: Meriam Report task cards (RI.6.1, RI.6.4, RI.6.6, SL.6.1, L.6.4) Work Time C: Analyze Point of View: Meriam Report note-catcher (RI.6.1, RI.6.6, W.6.10, SL.6.1d) Closing and Assessment A: Analyze Point of View: Meriam Report note-catcher (RI.6.1, RI.6.2, RI.6.6, SL.6.1d)
<p>Lesson 6 RI.6.1, RI.6.4, RI.6.7, L.6.5c</p>	<p>Integrate Information: Photographs and the Meriam Report</p> <p>Opening A. Engage the Learner – L.6.5c (5 minutes)</p> <p>Work Time A. Analyze Photos: Chalk Talk – RI.6.7 (15 minutes) A. Integrate Photos and the Meriam Report – RI.6.7 (20 minutes)</p> <p>Closing and Assessment A. QuickWrite: Reflect on the Meriam Report – RI.6.7 (5 minutes)</p> <p>Homework A. Integrate Information: Students complete Homework: Integrate Information to better understand events in <i>Two Roads</i>, Chapter 4. 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.</p> <p>Students examine photos that depict some of the problems described in the Meriam Report excerpts that students read during this lesson. Then, in preparation for the Mid-Unit 1 Assessment of Lesson 7, they practice integrating the information from the excerpts with information from the photos to develop a more cohesive understanding of the topic as a whole.</p>	<ul style="list-style-type: none"> I can integrate information from historical photographs to better understand excerpts of the Meriam Report. (RI.6.7) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket (RI.6.4, L.6.5c) Work Time A: Analyze Photos: Chalk Talk (RI.6.1, RI.6.7) Closing and Assessment A: QuickWrite: Reflections on the Meriam Report (RI.6.1, RI.6.7, W.6.10) Homework A: Homework: Integrate Information: <i>Two Roads</i>, Chapter 4 and Photographs (RL.6.1, RL.6.3, RI.6.1, RI.6.7, W.6.10)

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<p>Lesson 7 RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.7, L.6.5a, L.6.5c</p>	<p>Mid-Unit 1 Assessment: Analyze Point of View and Integrate Information</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. Mid-Unit 1 Assessment: Analyze Point of View and Integrate Information (35 minutes)</p> <p>Closing and Assessment A. Track Progress – RI.6.1 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 9 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students take the Mid-Unit 1 Assessment.</p>	<ul style="list-style-type: none"> • I can analyze Zitkala-Sa's point of view and how it is conveyed in the text. (RI.6.6) • I can determine the meaning of figurative and connotative language as it is used in the text. (L.6.5) • I can integrate information from historical photographs to better understand "The Cutting of My Long Hair." (RI.6.7) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: Mid-Unit 1 Assessment: Analyze Point of View and Integrate Information (RI.6.1, RI.6.2, RI.6.4, RI.6.6, RI.6.7, RI.6.10, L.6.5a, L.6.5c) • Closing and Assessment A: Track Progress (RI.6.1, RI.6.4, RI.6.10)
<p>Lesson 8 RL.6.1, RL.6.6, RI.6.2</p>	<p>Analyze Point of View: <i>Two Roads</i>, Chapter 9</p> <p>Opening A. Engage the Learner – RI.6.2 (5 minutes)</p> <p>Work Time A. Read <i>Two Roads</i>, Chapter 9 – RL.6.1 (20 minutes) A. Analyze Point of View – RL.6.6 (15 minutes)</p> <p>Closing and Assessment A. QuickWrite: Pop's Point of View – RL.6.6 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapters 10 and 11 in <i>Two Roads</i> in preparation for studying these chapters in the next lesson.</p> <p>Students return to the anchor text, <i>Two Roads</i>, at chapter 9 and continue reading. They begin filling in a note-catcher to guide them in their analysis of point of view and character development.</p>	<ul style="list-style-type: none"> • I can find the gist of chapter 9 of <i>Two Roads</i>. • I can analyze Pop's point of view in chapter 9 and how it is developed by the author. (RL.6.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RI.6.2) • Work Time A: Gist on sticky notes • Work Time B: Analyze Point of View: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.6) • Closing and Assessment A: QuickWrite: Pop's Point of View (RL.6.1, RL.6.6, W.6.10)

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<p>Lesson 9 RL.6.1, RL.6.3, RL.6.4, RL.6.6, L.6.5a, L.6.5c</p>	<p>Analyze Point of View and Development of Plot: <i>Two Roads</i>, Chapters 10 and 11</p> <p>Opening A. Engage the Learner – RL.6.3 (5 minutes)</p> <p>Work Time A. Read <i>Two Roads</i>, Chapters 10 and 11 – RL.6.1 (20 minutes) A. Language Dive: Analyze Language and Point of View – RL.6.6 (15 minutes)</p> <p>Closing and Assessment A. Debrief: Module Guiding Questions (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 12 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students continue their analysis of the plot as they read chapters 10 and 11, tracking how Cal responds and changes as his character is developed. Students also engage in a Language Dive of a key sentence from these chapters, examining how it contributes to the development of the plot.</p>	<ul style="list-style-type: none"> I can analyze how Cal responds and changes due to the events in chapters 10 and 11. (RL.6.3) I can demonstrate understanding of chapters 10 and 11 of <i>Two Roads</i>. (RL.6.1) I can analyze Cal's point of view in chapters 10 and 11 and how it is developed by the author. (RL.6.6) 	<ul style="list-style-type: none"> Opening A: Analyze Character: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.3) Work Time A: Gist on sticky notes Work Time B: Language Dive: <i>Two Roads</i>, Page 123 note-catcher (RL.6.1, RL.6.4, RL.6.6, SL.6.1, L.6.5a, L.6.5c)
<p>Lesson 10 RL.6.1, RL.6.3, RL.6.5, RL.6.6</p>	<p>Analyze Point of View and Development of Plot: <i>Two Roads</i>, Chapter 12</p> <p>Opening A. Engage the Learner – RL.6.6 (5 minutes)</p> <p>Work Time A. Read <i>Two Roads</i>, Chapter 12 – RL.6.1 (20 minutes) A. Analyze Plot and Character Development – RL.6.3, RL.6.5 (15 minutes)</p> <p>Closing and Assessment A. QuickWrite: Reflect on Chapter 12 – RL.6.3 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapters 13 and 14 in <i>Two Roads</i> in preparation for studying these chapters in the next lesson.</p> <p>Students read chapter 12 in <i>Two Roads</i> and continue practicing RL.6.5 by tracking how this chapter fits into the story as a whole.</p>	<ul style="list-style-type: none"> I can analyze Cal's point of view in chapters 10 and 11 and how it is developed by the author. (RL.6.6) I can demonstrate understanding of chapter 12 of <i>Two Roads</i>. (RL.6.1) I can analyze how a particular section of chapter 12 fits into the overall structure and contributes to the development of the plot of <i>Two Roads</i>. (RL.6.5) I can analyze how Cal responds and changes due to the events in chapter 12. (RL.6.3) 	<ul style="list-style-type: none"> Opening A: Analyze Point of View: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.6) Work Time A: Gist on sticky notes Work Time B: Analyze Character: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.3) Closing and Assessment A: QuickWrite (RL.6.1, RL.6.3, W.6.10)

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<p>Lesson 11 RL.6.1, RL.6.3, RL.6.6, L.6.1e, L.6.5a, L.6.5c</p>	<p>Analyze Language and Point of View: <i>Two Roads</i>, Chapters 13 and 14</p> <p>Opening A. Engage the Learner – RL.6.6 (5 minutes)</p> <p>Work Time A. Read <i>Two Roads</i>, Chapters 13 and 14 – RL.6.6, L.6.5 (15 minutes) A. Analyze Language Variety – RL.6.3, L.6.1e (20 minutes)</p> <p>Closing and Assessment A. Analyze Character: Possum – RL.6.3, L.6.1e (5 minutes)</p> <p>Homework A. Analyze Structure and Point of View: <i>Two Roads</i>, Chapter 13. Students complete Homework: Analyze Structure and Point of View: <i>Two Roads</i>, Chapter 13. A. Preread Anchor Text: Students preread chapter 15 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students read chapters 13 and 14 in <i>Two Roads</i> and update their Analyze Point of View note-catcher. Students are introduced to two new standards focused on language and grammar. First, students learn when and how to use intensive pronouns and distinguish them from reflexive pronouns. Students also discuss how purpose, setting, and audience influence how characters speak and interact with other characters.</p>	<ul style="list-style-type: none"> I can analyze a character's point of view in chapter 12 and how it is developed by the author. (RL.6.6) I can analyze the impact of the author's use of connotative and figurative language to develop Cal's point of view in chapters 13 and 14 of <i>Two Roads</i>. (RL.6.6, L.6.5) I can analyze the impact of the author's use of language variety to understand Possum's character. (RL.6.3, L.6.1e) 	<ul style="list-style-type: none"> Work Time A: Gist on sticky notes Work Time A: Analyze Point of View: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.6) Work Time B and Closing and Assessment A: Analyze Language: Possum note-catcher (RL.6.1, RL.6.3, W.6.10, L.6.1e)
<p>Lesson 12 RL.6.1, RL.6.3, RL.6.5, L.6.1b</p>	<p>Analyze Structure and Character: <i>Two Roads</i>, Chapter 15</p> <p>Opening A. Engage the Learner – RL.6.3 (5 minutes)</p> <p>Work Time A. Read <i>Two Roads</i>, Chapter 15 – RL.6.3, RL.6.5 (20 minutes) A. Mini Lesson: Intensive Pronouns – L.6.1b (15 minutes)</p> <p>Closing and Assessment A. Practice Intensive Pronouns – L.6.1b (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 16 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students read chapter 15 of the anchor text. Students continue to gather evidence to determine how a character responds and changes based on challenges faced. Students are introduced to intensive pronouns and practice identifying and correctly using intensive pronouns.</p>	<ul style="list-style-type: none"> I can analyze how Cal responds and changes due to the events in chapters 13–15. (RL.6.3) I can analyze how chapter 15 fits into the overall structure of the novel and contributes to the development of the setting of <i>Two Roads</i>. (RL.6.5) I can recognize and correctly use intensive pronouns. (L.6.1b) 	<ul style="list-style-type: none"> Work Time A: Gist on sticky notes Work Time A: Analyze Character: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.3) Closing and Assessment A: Practice Intensive Pronouns (L.6.1b)

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<p>Lesson 13 RL.6.1, RL.6.3, RL.6.5, L.6.1b, L.6.1e</p>	<p>Analyze Structure and Language: <i>Two Roads</i>, Chapter 16</p> <p>Opening A. Engage the Learner – L.6.1b (5 minutes)</p> <p>Work Time A. Read <i>Two Roads</i>, Chapter 16 – RL.6.5 (20 minutes) A. Language Dive: <i>Two Roads</i>, Page 167 – RL.6.3, L.6.1e (15 minutes)</p> <p>Closing and Assessment A. Character Window: Possum – RL.6.3, L.6.1e (5 minutes)</p> <p>Homework A. Analyze Structure and Practice Pronouns: <i>Two Roads</i>, Chapter 16: Students complete Homework: Analyze Structure and Practice Pronouns: <i>Two Roads</i>, Chapter 16. A. Preread Anchor Text: Students preread chapter 17 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students read chapter 16 in <i>Two Roads</i> and participate in a Language Dive to build upon their understanding of language varieties and character development.</p>	<ul style="list-style-type: none"> • I can analyze how chapter 16 fits into the overall structure of the novel and contributes to the development of the setting and plot of <i>Two Roads</i>. (RL.6.5) • I can analyze the impact of the author's use of language variety. (L.6.1e) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (L.6.1b) • Work Time A: Gist on sticky note • Work Time B: Language Dive: <i>Two Roads</i>, Page 167 note-catcher (RL.6.1, RL.6.3, SL.6.1, L.6.1e) • Closing and Assessment A: Character Window: Possum (RL.6.1, RL.6.3, L.6.1e)
<p>Lesson 14 RL.6.1, RL.6.2, RL.6.5, RL.6.6</p>	<p>Analyze Structure and Point of View: <i>Two Roads</i>, Chapter 17</p> <p>Opening A. Engage the Learner – RL.6.2 (5 minutes)</p> <p>Work Time A. Read <i>Two Roads</i>, Chapter 17 – RL.6.5 (15 minutes) A. Analyze Point of View: Cal – RL.6.6 (10 minutes)</p> <p>Closing and Assessment A. Share Independent Research Reading – RL.6.10, RI.6.10 (15 minutes)</p> <p>Homework 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.</p> <p>Students read chapter 17 of <i>Two Roads</i>. Students continue to analyze Cal's point of view and how his point of view is developed.</p>	<ul style="list-style-type: none"> • I can analyze how chapter 17 fits into the overall structure of the novel and contributes to the development of the plot of <i>Two Roads</i>. (RL.6.5) • I can analyze Cal's point of view in chapter 17 and how it is developed by the author. (RL.6.1, RL.6.6) • I can share my independent research reading with my peers. (RL.6.10, RI.6.10) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket (RL.6.1, RL.6.2) • Work Time A: Gist on sticky notes • Work Time B: Analyze Point of View: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.6)

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<p>Lesson 15 RL.6.1, RL.6.3, RL.6.5, RL.6.6, L.6.1b, L.6.1e</p>	<p>End of Unit 1 Assessment: Analyze Point of View, Structure, and Language: <i>Two Roads</i>, Chapter 18</p> <p>Opening A. Engage the Learner (5 minutes)</p> <p>Work Time A. End of Unit 1 Assessment: Analyze Point of View, Structure, and Language: <i>Two Roads</i>, Chapter 18 (30 minutes)</p> <p>Closing and Assessment A. Track Progress – RL.6.1 (10 minutes)</p> <p>Homework A. Analyze Point of View: Students complete the next row on their Analyze Point of View: <i>Two Roads</i> note-catcher using evidence from chapter 18 in <i>Two Roads</i>. A. Preread Anchor Text: Students preread chapter 20 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students complete the End of Unit 1 Assessment, which requires students to read a new excerpt of <i>Two Roads</i> and analyze the development of Cal’s point of view, the structure of the text, the use of intensive pronouns, and the impact of the use of language varieties on character development in the text.</p>	<ul style="list-style-type: none"> • I can analyze how Cal’s point of view is developed by the author. (RL.6.1, RL.6.6) • I can analyze how a particular paragraph fits into the structure and contributes to the development of the plot and character of <i>Two Roads</i>. (RL.6.1, RL.6.3, RL.6.5) • I can correctly use intensive pronouns. (L.6.1b) • I can analyze the impact of the author’s use of language varieties on character development. (RL.6.1, RL.6.3, L.6.1e) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket • Work Time A: End of Unit 1 Assessment: Analyze Point of View, Structure, and Language: <i>Two Roads</i>, Chapter 18 (RL.6.1, RL.6.3, RL.6.5, RL.6.6, RL.6.10, L.6.1b, L.6.1e) • Closing and Assessment A: Track Progress (RL.6.1, RL.6.10)