



Unit-at-a-Glance

This unit is approximately 3 weeks or 13 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p><b>Lesson 1</b> RL.6.1, RL.6.2, RL.6.3, L.6.5c</p>	<p><b>Analyze Character and Theme: <i>Two Roads</i>, Chapters 18 and 20</b></p> <p><b>Opening</b> A. Engage the Learner – L.6.5c (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Two Roads</i>, Chapters 18 and 20 – RL.6.3 (25 minutes) A. Determine Themes – RL.6.2 (10 minutes)</p> <p><b>Closing and Assessment</b> A. Exit Ticket: Unit 2, Lesson 1 – RL.6.2 (5 minutes)</p> <p><b>Homework</b> A. Preread Anchor Text: Students preread chapter 21 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students answer questions on their Analyze Character: <i>Two Roads</i> note-catchers about Cal’s responses to challenges in chapters 18 and 20. Students work together to differentiate between topic and theme and determine key themes in the text. Students use text-based evidence from <i>Two Roads</i> to support a given theme and explain how a given theme is illustrated in the text.</p>	<ul style="list-style-type: none"> <li>• I can analyze how Cal responds and changes due to the events in chapters 18 and 20. (RL.6.3)</li> <li>• I can determine possible themes in <i>Two Roads</i>. (RL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (L.6.5c)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time A: Analyze Character: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.3)</li> <li>• Closing and Assessment A: Exit Ticket (RL.6.1, RL.6.2, W.6.10)</li> </ul>
<p><b>Lesson 2</b> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6, L.6.1d, L.6.4c</p>	<p><b>Analyze Character and Theme: <i>Two Roads</i>, Chapter 21</b></p> <p><b>Opening</b> A. Engage the Learner – RL.6.3 (5 minutes)</p> <p><b>Work Time</b> A. Close Read: <i>Two Roads</i>, Chapter 21 Excerpt – RL.6.2, RL.6.3 (15 minutes) A. Language Dive: <i>Two Roads</i>, Page 221 – RL.6.2, RL.6.6 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Exit Ticket: Unit 2, Lesson 2 – RL.6.1, RL.6.2 (10 minutes)</p> <p><b>Homework</b> A. Finish Reading: Students finish reading chapter 21 in <i>Two Roads</i>. A. Race and Ethnicity: Students complete Homework: Race and Ethnicity to respond to the prompt: How are Cal’s understanding and point of view toward race and ethnicity changing as a result of his experiences at Challagi? Students may need their vocabulary logs as reference.</p> <p>Students engage in a close read of chapter 21 of <i>Two Roads</i> to analyze a text excerpt for how it shows a particular theme. Students use this excerpt to continue their analysis of how Cal changes in response to his experiences. The close read is followed by a Language Dive that presents Cal’s developing awareness of and conflicting attitudes toward race and identity.</p>	<ul style="list-style-type: none"> <li>• I can analyze how Cal responds and changes due to the events in chapter 21. (RL.6.3)</li> <li>• I can determine possible themes in <i>Two Roads</i>. (RL.6.2)</li> <li>• I can analyze Cal’s point of view in chapter 21 and how it is developed by the author. (RL.6.6)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (RL.6.1, RL.6.3)</li> <li>• Work Time A: Close Read: Chapter 21 Excerpt note-catcher (RL.6.1, RL.6.2, RL.6.3)</li> <li>• Work Time B: Language Dive: <i>Two Roads</i>, page 221 note-catcher (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.6, SL.6.1a, L.6.1d, L.6.4c)</li> <li>• Closing and Assessment A: Exit Ticket: (RL.6.1, RL.6.2)</li> </ul>

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p><b>Lesson 3</b> RL.6.1, RL.6.2, RL.6.5, RL.6.6, L.6.5c</p>	<p><b>Analyze Point of View and Theme: <i>Two Roads</i>, Chapter 22</b></p> <p><b>Opening</b> A. Engage the Learner – RL.6.6 (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Two Roads</i>, Chapter 22 – RL.6.6 (20 minutes) A. Analyze Structure and Theme – RL.6.2, RL.6.5 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Plan a Summary: <i>Two Roads</i>, Chapter 22 – RL.6.2 (5 minutes)</p> <p><b>Homework</b> A. Analyze Point of View: Students complete Homework: Analyze Point of View: <i>Two Roads</i>, Chapter 22. A. Preread Anchor Text: Students preread chapter 23 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students continue building on their awareness of the themes in <i>Two Roads</i>. A summary of chapter 22 helps students to connect their ability to identify key details and determine theme in a structured paragraph.</p>	<ul style="list-style-type: none"> <li>• I can determine how Cal's point of view is conveyed in chapter 22. (RL.6.6)</li> <li>• I can analyze how the structure of chapter 22 helps to develop a theme of <i>Two Roads</i>. (RL.6.2, RL.6.5)</li> <li>• I can plan an objective summary of chapter 22 of <i>Two Roads</i>. (RL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time A: Analyze Point of View: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.6)</li> <li>• Work Time A: Analyze Structure: <i>Two Roads</i>, Chapter 22 note-catcher (RL.6.1, RL.6.5, L.6.5c)</li> <li>• Closing and Assessment A: Plan a Summary (RL.6.1, RL.6.2)</li> </ul>
<p><b>Lesson 4</b> RL.6.1, RL.6.2, RL.6.3, RL.6.6, L.6.1a</p>	<p><b>Recognize Correct Pronoun Use</b></p> <p><b>Opening</b> A. Write a Summary – RL.6.2 (10 minutes)</p> <p><b>Work Time</b> A. Read <i>Two Roads</i>, Chapter 23 – RL.6.6 (15 minutes) A. Mini Lesson: Pronoun Case – L.6.1a (15 minutes)</p> <p><b>Closing and Assessment</b> A. Practice Pronoun Case – L.6.1a (5 minutes)</p> <p><b>Homework</b> A. Preread Anchor Text: Students preread chapter 24 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students revisit Language standards by continuing to build their understanding of the different types of and uses for pronouns.</p>	<ul style="list-style-type: none"> <li>• I can determine how Cal's point of view is conveyed in chapter 22. (RL.6.6)</li> <li>• I can recognize and correct pronoun case. (L.6.1a)</li> <li>• I can use specific steps to ensure that pronouns are in the proper case. (L.6.1a)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Write a Summary (RL.6.1, RL.6.2, W.6.10)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time A: Analyze Point of View: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.6)</li> <li>• Closing and Assessment A: Practice Pronoun Case (L.6.1a)</li> </ul>

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### Module 3: Unit 2

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p><b>Lesson 5</b> RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, L.6.5a, L.6.5c</p>	<p><b>Analyze Point of View and Theme: <i>Two Roads</i>, Chapter 24</b></p> <p><b>Opening</b> A. Engage the Learner – L.6.1a (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Two Roads</i>, Chapter 24 – RL.6.6 (15 minutes) A. Complete Text-Dependent Questions – RL.6.2 (15 minutes)</p> <p><b>Closing and Assessment</b> A. Plan a Literary Analysis Paragraph – RL.6.2 (10 minutes)</p> <p><b>Homework</b> A. Write a Literary Analysis Paragraph: Students complete their Paragraph Planner: <i>Two Roads</i>, Chapter 24 by writing a complete literary analysis paragraph. A. Preread Anchor Text: Students preread chapters 25 and 26 in <i>Two Roads</i> in preparation for studying these chapters in the next lesson.</p> <p>Students revise the constructed response they began composing during Closing and Assessment A in Lesson 4. They read another chapter in the anchor text and add an additional entry to the Point of View note-catcher.</p>	<ul style="list-style-type: none"> <li>I can determine how Cal and the gang's point of view is conveyed in chapter 24. (RL.6.6)</li> <li>I can analyze how chapter 24 fits into the overall structure of the novel and contributes to the development of the setting and plot of <i>Two Roads</i>. (RL.6.3, RL.6.5)</li> <li>I can determine possible themes and how they are conveyed in chapter 24 of <i>Two Roads</i>. (RL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (L.6.1a)</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time A: Analyze Point of View: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.6)</li> <li>Work Time B: Text-Dependent Questions (RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, L.6.5a, L.6.5c)</li> <li>Closing and Assessment A: Paragraph Planner: <i>Two Roads</i>, Chapter 24 (RL.6.1, RL.6.2)</li> </ul>
<p><b>Lesson 6</b> RL.6.1, RL.6.2, RL.6.3, RL.6.5, RL.6.6, L.6.1b, L.6.2a</p>	<p><b>Analyze Character: <i>Two Roads</i>, Chapters 25 and 26</b></p> <p><b>Opening</b> A. Engage the Learner – L.6.1b (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Two Roads</i>, Chapters 25–26 – RL.6.3, RL.6.5 (25 minutes) A. Language Dive: <i>Two Roads</i>, Page 275 – RL.6.3, L.6.2a (10 minutes)</p> <p><b>Closing and Assessment</b> A. Character Window: Cal – RL.6.3 (5 minutes)</p> <p><b>Homework</b> A. Write a Summary and Analyze Point of View: Students complete Homework: Write a Summary and Analyze Point of View: <i>Two Roads</i>, Chapter 26. 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>This lesson offers a final practice of essential skills before the Mid-Unit 2 Assessment in Lesson 7. Students read two more chapters in the anchor text, bringing them to the moment where Cal decides to run away from Challagi. A Language Dive provides one more opportunity to practice determining possible themes that are emerging in <i>Two Roads</i> and analyzing the development of Cal's character.</p>	<ul style="list-style-type: none"> <li>I can analyze how the letters fit into the structure of the book and help to develop the plot of <i>Two Roads</i>. (RL.6.3, RL.6.5)</li> <li>I can determine possible themes and how they are conveyed in chapters 25 and 26 of <i>Two Roads</i>. (RL.6.2)</li> <li>I can determine how commas set off a parenthetical element that adds further context to the sentence. (L.6.2a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket (L.6.1b)</li> <li>Work Time A: Gist on sticky notes</li> <li>Work Time A: Analyze Character: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.3)</li> <li>Work Time B: Language Dive: <i>Two Roads</i>, Page 275 note-catcher (RL.6.1, RL.6.3, RL.6.5, RL.6.6, SL.6.1a, L.6.2a)</li> <li>Closing and Assessment A: Character Window: Cal (RL.6.1, RL.6.3)</li> </ul>

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<p><b>Lesson 7</b> RL.6.1, RL.6.2, RL.6.3, RL.6.6</p>	<p><b>Mid-Unit 2 Assessment: Analyze Character, Point of View, and Theme: <i>Two Roads</i>, Chapter 27</b></p> <p><b>Opening</b> A. Engage the Learner (5 minutes)</p> <p><b>Work Time</b> A. Mid-Unit 2 Assessment: Analyze Character, Point of View, and Theme: <i>Two Roads</i>, Chapter 27 (35 minutes)</p> <p><b>Closing and Assessment</b> A. Track Progress – RL.6.1 (5 minutes)</p> <p><b>Homework</b> A. Practice Pronoun Case: Students complete Homework: Practice Pronoun Case: <i>Two Roads</i>, Chapter 24. A. Preread Anchor Text: Students preread chapter 28 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students take the Mid-Unit 2 Assessment.</p>	<ul style="list-style-type: none"> <li>• I can analyze how Cal responds and changes due to the events in chapter 27. (RL.6.1, RL.6.3)</li> <li>• I can analyze how Cal's point of view changes due to the events in chapter 27. (RL.6.1, RL.6.3, RL.6.6)</li> <li>• I can write a summary of chapter 27 that includes a possible theme in <i>Two Roads</i>. (RL.6.1, RL.6.2)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket</li> <li>• Work Time A: Mid-Unit 2 Assessment: Analyze Character, Point of View, and Theme: <i>Two Roads</i>, Chapter 27 (RL.6.1, RL.6.2, RL.6.3, RL.6.6, RL.6.10)</li> <li>• Closing and Assessment A: Track Progress (RL.6.1, RL.6.10)</li> </ul>
<p><b>Lesson 8</b> RL.6.5, L.6.3a</p>	<p><b>Practice Sentence Variety</b></p> <p><b>Opening</b> A. Engage the Learner – L.6.3a (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Two Roads</i>, Chapter 28 – RL.6.5 (10 minutes) A. Mini Lesson: Sentence Variety – L.6.3a (15 minutes)</p> <p><b>Closing and Assessment</b> A. Share Independent Research Reading – RL.6.10, RI.6.10 (15 minutes)</p> <p><b>Homework</b> A. Preread Anchor Text: Students preread chapter 29 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students return to the anchor text, <i>Two Roads</i>, at chapter 28, continuing their analysis of theme, character, and language. They are also introduced to the practice of varying the sentence structures in their writing to engage the reader, incorporate figurative language, and add style.</p>	<ul style="list-style-type: none"> <li>• I can analyze how chapter 28 fits into the overall structure and contributes to the development of the plot of <i>Two Roads</i>. (RL.6.5)</li> <li>• I can vary sentence patterns for meaning and style. (L.6.3a)</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 (L.6.3a)</li> <li>• Work Time A: Gist on sticky notes</li> </ul>

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<p><b>Lesson 9</b> RL.6.1, RL.6.3, RL.6.5, L.6.3a</p>	<p><b>Practice Sentence Variety (cont'd)</b></p> <p><b>Opening</b> A. Engage the Learner – L.6.3a (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Two Roads</i>, Chapter 29 – RL.6.3, RL.6.5 (15 minutes) A. Discuss Sentence Variety – L.6.3a (20 minutes)</p> <p><b>Closing and Assessment</b> A. Practice Sentence Variety – L.6.3a (5 minutes)</p> <p><b>Homework</b> A. Preread Anchor Text: Students preread chapter 30 in <i>Two Roads</i> in preparation for studying this chapter in the next lesson.</p> <p>Students continue to practice varying sentence patterns to add interest and style to their writing by participating in a Final Word protocol. This activity further develops students' ability to enhance simple sentences with greater detail and vivid words.</p>	<ul style="list-style-type: none"> <li>• I can vary sentence patterns for meaning, style, and reader interest. (L.6.3a)</li> <li>• I can analyze how Cal responds and changes due to the events in chapter 29. (RL.6.3)</li> <li>• I can analyze how a section of chapter 28 fits into the overall structure and contributes to the development of the plot of <i>Two Roads</i>. (RL.6.5)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (L.6.3a)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Work Time A: Analyze Character: <i>Two Roads</i> note-catcher (RL.6.1, RL.6.3)</li> <li>• Closing and Assessment A: Exit Ticket (L.6.3a)</li> </ul>
<p><b>Lesson 10</b> RL.6.1, RL.6.3, RL.6.6, SL.6.1a, SL.6.1b, SL.6.1c, L.6.3a</p>	<p><b>Participate in a Text-Based Discussion: <i>Two Roads</i></b></p> <p><b>Opening</b> A. Engage the Learner – RL.6.6, L.6.3a (5 minutes)</p> <p><b>Work Time</b> A. Read <i>Two Roads</i>, Chapter 30 – RL.6.1 (20 minutes) A. Introduce Narrative Letter (5 minutes)</p> <p><b>Closing and Assessment</b> A. Engage in a Text-Based Discussion – SL.6.1 (15 minutes)</p> <p><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.</p> <p>Students finish reading the anchor text and participate in a text-based discussion of the novel's conclusion. They also launch their next writing assignment—a narrative letter in which students will incorporate their learning about correct pronoun usage and sentence variety with their understanding of how the novel's narrator, Cal, responds to challenges.</p>	<ul style="list-style-type: none"> <li>• I can analyze Cal's point of view in chapter 30 and how it is developed by the author. (RL.6.6)</li> <li>• I can analyze how Cal responds and changes due to the events in the novel. (RL.6.3)</li> <li>• I can use evidence from the text to support my ideas during a text-based discussion. (RL.6.1, SL.6.1a)</li> <li>• I can follow discussion norms to have an effective text-based discussion. (SL.6.1b)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (RL.6.1, RL.6.6 L.6.3a)</li> <li>• Work Time A: Gist on sticky notes</li> <li>• Closing and Assessment A: Text-based discussion (RL.6.1, RL.6.2, RL.6.3, SL.6.1a, SL.6.1b, SL.6.1c)</li> </ul>

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<p><b>Lesson 11</b> RL.6.1, W.6.1b, W.6.4, W.6.9a, L.6.1c, L.6.3a</p>	<p><b>Gather and Analyze Evidence</b></p> <p><b>Opening</b> A. Engage the Learner – L.6.3a (5 minutes)</p> <p><b>Work Time</b> A. Mini Lesson: Pronoun Person and Number – L.6.1c (15 minutes) A. Gather Evidence: Cal Returns to School – W.6.1b, W.6.9a (20 minutes)</p> <p><b>Closing and Assessment</b> A. Determine Reasons: Cal Stays with Pop – SL.6.1 (5 minutes)</p> <p><b>Homework</b> A. Practice Pronoun Case, Person, and Number: Students complete Homework: Practice Pronouns: <i>Two Roads</i>. A. Gather and Analyze Evidence: Students finish gathering and analyzing evidence for Position 2 on their Independent Argument Evidence note-catcher.</p> <p>Students continue practicing correct pronoun use, specifically in creating agreement of number and person between pronouns and their antecedents. Students then use their Point of View and Character note-catchers to gather evidence for why Cal should return to Challagi at the end of the novel and for why Cal should stay with Pop instead.</p>	<ul style="list-style-type: none"> <li>• I can vary sentence patterns for meaning and style. (L.6.3a)</li> <li>• I can correct inappropriate shifts in pronoun number and person. (L.6.1c)</li> <li>• I can gather evidence about why Cal should and should not return to Challagi. (W.6.1b, W.6.9a)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (L.6.3a)</li> <li>• Work Time A: Pronoun Person and Number notes (L.6.1c)</li> <li>• Work Time B: Independent Argument Evidence note-catcher (RL.6.1, W.6.1b, W.6.4, W.6.9a)</li> </ul>
<p><b>Lesson 12</b> RL.6.1, RL.6.3, W.6.3, W.6.4, W.6.9a, L.6.1d</p>	<p><b>Analyze a Model and Write a Narrative Letter</b></p> <p><b>Opening</b> A. Engage the Learner – L.6.1d (5 minutes)</p> <p><b>Work Time</b> A. Analyze a Model Narrative Letter: Cal Stays with Pop – W.6.4 (10 minutes) A. Write a Narrative Letter: Cal Returns to School – W.6.3 (20 minutes)</p> <p><b>Closing and Assessment</b> A. Record Narrative Letter – SL.6.4 (10 minutes)</p> <p><b>Homework</b> A. Practice Pronouns and Sentence Variety: Students complete Homework: Practice Pronouns and Sentence Variety: <i>Two Roads</i>. 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 study a model of a narrative letter from Cal to Possum about why he is not returning to Challagi and instead is staying with Pop. They then write their own narrative letter from Cal to Possum that explains why he is returning to Challagi.</p>	<ul style="list-style-type: none"> <li>• I can correct inappropriate, incorrect, or ambiguous pronouns in a text. (L.6.1)</li> <li>• I can analyze the task, purpose, and audience of a model narrative letter. (W.6.4)</li> <li>• I can write a narrative letter from Cal to Possum explaining why he is returning to Challagi. (W.6.3)</li> </ul>	<ul style="list-style-type: none"> <li>• Opening A: Entrance Ticket (L.6.1d)</li> <li>• Work Time B: Write a Narrative Letter (RL.6.1, RL.6.3, W.6.3, W.6.4, W.6.9a, W.6.10)</li> <li>• Closing and Assessment A: Record Narrative Letter (SL.6.4, SL.6.6)</li> </ul>

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<p><b>Lesson 13</b> L.6.1a, L.6.1c, L.6.1d, L.6.3a</p>	<p><b>End of Unit 2 Assessment: Revise Narrative Writing for Pronoun Use and Sentence Variety</b></p> <p><b>Opening</b> A. Engage the Learner (5 minutes)</p> <p><b>Work Time</b> A. Revise Narrative Writing for Pronoun Use and Sentence Variety (30 minutes)</p> <p><b>Closing and Assessment</b> A. Reflection (10 minutes)</p> <p><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.</p> <p>Students take the end of unit assessment, in which they revise their narrative letter for pronoun usage and sentence variety.</p>	<ul style="list-style-type: none"> <li>I can use unambiguous pronouns with correct case, number, and person in a narrative letter. (L.6.1)</li> <li>I can vary sentence patterns for meaning and style in a narrative letter. (L.6.3a)</li> </ul>	<ul style="list-style-type: none"> <li>Opening A: Entrance Ticket</li> <li>Work Time A: Revise Narrative Writing for Pronoun Use and Sentence Variety (W.6.5 [option 1 only], L.6.1a, L.6.1c, L.6.1d, L.6.3a)</li> </ul>