



Unit-at-a-Glance

This unit is approximately 4 weeks or 16 sessions of instruction.

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 1 RI.6.1, RI.6.4, RI.6.6, L.6.1d, L.6.2a, L.6.4</p>	<p>Introduce <i>Hidden Figures</i></p> <p>Opening A. Engage the Learner – W.6.10 (5 minutes)</p> <p>Work Time A. Read <i>Hidden Figures</i>, Prologue and Chapter 1 – RI.6.6 (10 minutes) A. Back-to-Back and Face-to-Face – RI.6.6 (10 minutes) A. Language Dive: <i>Hidden Figures</i>, Pages 2–3 – RI.6.4, RI.6.6 (15 minutes)</p> <p>Closing and Assessment A. Introduce Remarkable Accomplishments Anchor Chart – L.6.4d (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapters 2 and 3 in <i>Hidden Figures</i> in preparation for studying these chapters in the next lesson.</p> <p>Students begin their reading of the anchor text, <i>Hidden Figures</i>, and participate in a Language Dive that focuses around a sentence from the prologue. This sentence allows students to practice analyzing the author’s point of view, determining the meaning of unfamiliar words, identifying vague pronouns, and examining the use of a dash to set off a nonrestrictive element.</p>	<ul style="list-style-type: none"> • I can determine the author’s purpose and point of view and how it is conveyed in the prologue and chapter 1 of <i>Hidden Figures</i>. (RI.6.6) • I can analyze the connotative meanings of words as they are used in <i>Hidden Figures</i>. (RI.6.4) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 1 (W.6.10) • Work Time A: Gist on sticky notes • Work Time C: Language Dive: <i>Hidden Figures</i>, Pages 2–3 note-catcher (RI.6.1, RI.6.4, RI.6.6, SL.6.1a, L.6.1d, L.6.2a, L.6.4)
<p>Lesson 2 RI.6.1, RI.6.4, L.6.4</p>	<p>Analyze Word Definitions: <i>Hidden Figures</i>, Chapters 2–3</p> <p>Opening A. Engage the Learner – L.6.4 (5 minutes)</p> <p>Work Time A. Read <i>Hidden Figures</i>, Chapters 2–3 (20 minutes) A. Analyze Word Definitions: <i>Hidden Figures</i>, Chapters 2–3 – RI.6.4, L.6.4 (15 minutes)</p> <p>Closing and Assessment A. Debrief: Analyze Word Definitions and Functions – RI.6.4, L.6.4 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapters 4 and 5 in <i>Hidden Figures</i> in preparation for studying these chapters in the next lesson.</p> <p>Students read chapter 2 and an excerpt of chapter 3 from <i>Hidden Figures</i>, continuing their gist work. They participate in an activity to determine the connotative and figurative meanings of multiple-meaning words as they are used in the text.</p>	<ul style="list-style-type: none"> • I can determine the figurative, connotative, and technical meanings of multiple-meaning words as they are used in the text. (RI.6.4, L.6.4) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 2 (RI.6.1, RI.6.3, W.6.10) • Work Time A: Gist on sticky notes • Work Time B: Analyze Word Definitions: <i>Hidden Figures</i>, Chapters 2–3 (RI.6.1, RI.6.4, SL.6.1a, L.6.4)

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<p>Lesson 3 RI.6.1, RI.6.2, RI.6.8</p>	<p>Determine Central Idea: “Moon Dust and Black Disgust”</p> <p>Opening A. Engage the Learner – RI.6.8 (5 minutes)</p> <p>Work Time A. Read <i>Hidden Figures</i>, Chapters 4–5 (15 minutes) A. Determine Central Idea: “Moon Dust and Black Disgust” – RI.6.2 (20 minutes)</p> <p>Closing and Assessment A. Exit Ticket: Unit 2, Lesson 3 – RI.6.8 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 6 in <i>Hidden Figures</i> in preparation for studying this chapter in the next lesson.</p> <p>Students read chapter 4 and an excerpt of chapter 5 of <i>Hidden Figures</i> and determine the gist of those chapters. Students then grapple with a complex text, “Moon Dust and Black Disgust,” that proposes a different perspective of the Apollo 11 mission, one of deep disappointment.</p>	<ul style="list-style-type: none"> • I can determine the central idea of “Moon Dust and Black Disgust.” (RI.6.2) • I can analyze and evaluate the author’s argument in “Moon Dust and Black Disgust.” (RI.6.8) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 3 (RI.6.1, RI.6.8) • Work Time A: Gist on sticky notes • Work Time B: Annotations: “Moon Dust and Black Disgust” (RI.6.2) • Closing and Assessment A: Exit Ticket: Unit 2, Lesson 3 (RI.6.1, RI.6.8)
<p>Lesson 4 RI.6.1, RI.6.4, RI.6.6, L.6.1d, L.6.4a</p>	<p>Author’s Point of View and Use of Pronouns: <i>Hidden Figures</i></p> <p>Opening A. Engage the Learner – L.6.1d (5 minutes)</p> <p>Work Time A. Read <i>Hidden Figures</i>, Chapter 6 (15 minutes) A. Language Dive: <i>Hidden Figures</i>, Page 46 – L.6.1d (20 minutes)</p> <p>Closing and Assessment A. Exit Ticket: Unit 2, Lesson 4 – RI.6.6 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 7 in <i>Hidden Figures</i> in preparation for studying this chapter in the next lesson.</p> <p>Students participate in a Language Dive to analyze a sentence from chapter 6 of <i>Hidden Figures</i>. They build on pronoun work from Module 3 by analyzing the author’s point of view toward the hidden figures and considering how Shetterly conveys her point of view.</p>	<ul style="list-style-type: none"> • I can find and correct a vague pronoun that has an unclear antecedent. (L.6.1d) • I can determine the author’s point of view toward the hidden figures and how it’s conveyed in chapter 6. (RI.6.6) 	<ul style="list-style-type: none"> • Opening A: Entrance Ticket: Unit 2, Lesson 4 (L.6.1d) • Work Time A: Gist on sticky notes • Work Time B: Language Dive: <i>Hidden Figures</i>, Page 46 note-catcher (RI.6.1, RI.6.4, SL.6.1, L.6.1d, L.6.4a) • Closing and Assessment A: Exit Ticket: Unit 2, Lesson 4 (RI.6.1, RI.6.6, W.6.10)

Remarkable Accomplishments in Space Science

Module 4: Unit 2

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 5 RI.6.1, RI.6.8, SL.6.1</p>	<p>Participate in Collaborative Discussion: Module Guiding Questions</p> <p>Opening A. Engage the Learner – W.6.10 (10 minutes)</p> <p>Work Time A. Debrief Module Guiding Questions – SL.6.1 (15 minutes) A. Read <i>Hidden Figures</i>, Chapter 7 Excerpt (15 minutes)</p> <p>Closing and Assessment A. Exit Ticket: Unit 2, Lesson 5 – RI.6.8 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 8 in <i>Hidden Figures</i> in preparation for studying this chapter in the next lesson.</p> <p>Students synthesize their understanding of the main ideas of “Moon Dust and Black Disgust” and chapters 4–6 of <i>Hidden Figures</i> in a collaborative discussion. They then read chapter 7 of <i>Hidden Figures</i>.</p>	<ul style="list-style-type: none"> I can paraphrase and reflect on a module guiding question during a collaborative discussion. (SL.6.1) I can trace the claim, reasons, and evidence in an excerpt of <i>Hidden Figures</i>. (RI.6.8) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 5 (W.6.10) Work Time A: Participate in Collaborative Discussion (SL.6.1) Work Time B: Gist on sticky notes Closing and Assessment A: Exit Ticket: Unit 2, Lesson 5 (RI.6.1, RI.6.8)
<p>Lesson 6 RI.6.1, RI.6.6, RI.6.8, W.6.1b</p>	<p>Analyze Point of View and Habits of Character</p> <p>Opening A. Engage the Learner – RI.6.8 (5 minutes)</p> <p>Work Time A. Read <i>Hidden Figures</i>, Chapter 8 (10 minutes) A. Chalk Talk: Habits of Character – RI.6.6 (15 minutes) A. Write a Claim: Vaughan’s Habits of Character – W.6.1b (10 minutes)</p> <p>Closing and Assessment A. Remarkable Accomplishments: Dorothy Vaughan (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 continue to practice the relevant skills of argument analysis and point of view before the Mid-Unit 2 Assessment in Lesson 7. For the assessment, they identify the author’s claims about Dorothy, evidence and reasoning to support those claims, and determine the author’s point of view toward Dorothy.</p>	<ul style="list-style-type: none"> I can determine the author’s point of view toward Dorothy Vaughan in <i>Hidden Figures</i>. (RI.6.6) I can use evidence and reasoning to support a claim about Dorothy Vaughan. (W.6.1b) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 6 (RI.6.1, RI.6.8, W.6.1b, W.6.10) Work Time A: Gist on sticky notes Work Time C: Dorothy Vaughan: Habits of Character Claim (RI.6.1, W.6.1b, W.6.10)

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<p>Lesson 7 RI.6.1, RI.6.3, RI.6.6, RI.6.8, W.6.1b</p>	<p>Mid-Unit 2 Assessment: Analyze Dorothy Vaughan: <i>Hidden Figures</i>, Chapter 9</p> <p>Opening A. Engage the Learner – W.6.10 (5 minutes)</p> <p>Work Time A. Mid-Unit 2 Assessment: Analyze Dorothy Vaughan: <i>Hidden Figures</i>, Chapter 9 (35 minutes)</p> <p>Closing and Assessment A. Track Progress – RI.6.10 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students finish reading chapter 9 in <i>Hidden Figures</i> in preparation for studying the chapter in the next lesson.</p> <p>Students complete the Mid-Unit 2 Assessment, for which they read two short sections of chapter 9 in their anchor text, <i>Hidden Figures</i>, and answer selected response and short answer questions about the argument the author makes in the text, as well as the author’s point of view toward Dorothy.</p>	<ul style="list-style-type: none"> I can analyze the claim, evidence, and reasoning in an excerpt of <i>Hidden Figures</i>. (RI.6.8, W.6.1b) I can analyze the author’s point of view toward Dorothy Vaughan and how it’s conveyed in the text. (RI.6.6) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 7 (W.6.10) Work Time A: Mid-Unit 2 Assessment: Analyze Dorothy Vaughan: <i>Hidden Figures</i>, Chapter 9 (RI.6.1, RI.6.3, RI.6.6, RI.6.8, RI.6.10, W.6.1b, W.6.10) Closing and Assessment A: Track Progress: Read, Understand, and Explain New Text (RI.6.1, RI.6.10)
<p>Lesson 8 RI.6.1, RI.6.3, RI.6.9, SL.6.1d</p>	<p>Compare and Contrast Authors’ Presentations of Events: Dorothy Vaughan</p> <p>Opening A. Engage the Learner – RI.6.3 (5 minutes)</p> <p>Work Time A. Compare and Contrast Content – RI.6.9 (20 minutes) A. Compare and Contrast Authors’ Methods – RI.6.9 (15 minutes)</p> <p>Closing and Assessment A. Debrief: Compare and Contrast Presentations of Events – SL.6.1d (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 10 in <i>Hidden Figures</i> in preparation for studying this chapter in the next lesson.</p> <p>Students use their Compare and Contrast Authors’ Presentations of Events note-catchers and “From Moton to NASA” to compare and contrast the content in the two texts. Students use textual evidence from two texts to support their analysis of similarities and differences in authors’ methods across the texts.</p>	<ul style="list-style-type: none"> I can compare and contrast two authors’ presentations of events in Dorothy Vaughan’s life in terms of content and author methods. (RI.6.3, RI.6.9) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 8 (RI.6.1, RI.6.3) Work Times A, B: Compare and Contrast Authors’ Presentations of Events: Dorothy Vaughan note-catcher (RI.6.1, RI.6.3, RI.6.6, RI.6.9, RI.6.10, W.6.10)

Remarkable Accomplishments in Space Science

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 9 RI.6.1, RI.6.3, W.6.1, W.6.9b</p>	<p>Discover a Hidden Figure: Mary Jackson</p> <p>Opening A. Introduce Collaborative Argument Evidence note-catcher (5 minutes)</p> <p>Work Time A. Read <i>Hidden Figures</i>, Chapter 10 – RI.6.3 (15 minutes) A. Jigsaw: <i>Hidden Figures</i>, Chapters 11 and 14 (15 minutes)</p> <p>Closing and Assessment A. Gather Evidence – W.6.1 (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 “discover” hidden figure Mary Jackson, reading about her for the first time in the anchor text and discussing Margot Lee Shetterly’s characterization of her. Students begin to add to an argument evidence note-catcher, which they will use to support the arguments they develop about one of the hidden figures in their Unit 3 collaborative essays.</p>	<ul style="list-style-type: none"> I can analyze how the author introduces and elaborates on Mary Jackson’s character in the text. (RI.6.3) I can gather evidence and develop reasoning for an argument essay about Mary Jackson’s remarkable accomplishments. (W.6.1, W.6.9b) 	<ul style="list-style-type: none"> Work Time A: Gist on sticky notes Work Time B: Gist on sticky notes Closing and Assessment A: Collaborative Argument Evidence note-catcher (RI.6.1, RI.6.3, W.6.1, W.6.9b, W.6.10)
<p>Lesson 10 RI.6.1, RI.6.3, RI.6.6, RI.6.9, W.6.1, W.6.9b</p>	<p>Compare and Contrast Authors’ Presentations of Events: Mary Jackson</p> <p>Opening A. Engage the Learner – W.6.1 (5 minutes)</p> <p>Work Time A. Compare and Contrast Content and Authors’ Methods – RI.6.3, RI.6.9 (20 minutes) A. Compare and Contrast Authors’ Points of View – RI.6.6, RI.6.9 (15 minutes)</p> <p>Closing and Assessment A. Remarkable Accomplishments: Mary Jackson (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapter 12 in <i>Hidden Figures</i> in preparation for studying this chapter in the next lesson.</p> <p>Students continue to develop their knowledge of hidden figure Mary Jackson. They read a new passage about Mary from the anchor text, which outlines an important event in Mary’s life. Then, they read a supplemental text that describes the same event, but from a different author’s perspective. In preparation for the tasks of the end of unit assessment, and to build upon skills first targeted in Lesson 8, students compare and contrast the two authors’ presentations of the same event.</p>	<ul style="list-style-type: none"> I can gather evidence and develop reasoning for an argument essay about Mary Jackson’s remarkable accomplishments. (W.6.1) I can compare and contrast two authors’ presentations of events in Mary Jackson’s life in terms of content, author methods, and point of view. (RI.6.9) 	<ul style="list-style-type: none"> Opening A: Collaborative Argument Evidence note-catcher (RI.6.1, RI.6.3, W.6.1, W.6.9b, W.6.10) Work Times A, B: Compare and Contrast Authors’ Presentations of Events: Mary Jackson note-catcher (RI.6.1, RI.6.3, RI.6.6, RI.6.9, RI.6.10, W.6.10)

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<p>Lesson 11 RI.6.1, RI.6.3, RI.6.9, W.6.1, W.6.9b, L.6.2a</p>	<p>Discover a Hidden Figure: Katherine Johnson</p> <p>Opening A. Engage the Learner – RI.6.9 (5 minutes)</p> <p>Work Time A. Read <i>Hidden Figures</i>, Chapter 12 – RI.6.3 (20 minutes) A. Language Dive: <i>Hidden Figures</i>, Page 96 – RI.6.3, L.6.2a (15 minutes)</p> <p>Closing and Assessment A. Gather Evidence – W.6.1 (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapters 13 and 16 in <i>Hidden Figures</i> in preparation for studying these chapters in the next lesson.</p> <p>Students “discover” a new hidden figure: Katherine Johnson. They read a new chapter that introduces Katherine, and they participate in a Language Dive to discuss the way in which Margot Lee Shetterly characterizes Katherine in chapter 12 of the text.</p>	<ul style="list-style-type: none"> I can analyze the way in which an author introduces and elaborates on Katherine Johnson's character in the text. (RI.6.3) I can gather evidence and develop reasoning for an argument essay about Katherine Johnson's remarkable accomplishments. (W.6.1) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 11 (RI.6.1, RI.6.3, RI.6.9) Work Time A: Gist on sticky notes Work Time B: Language Dive: <i>Hidden Figures</i>, Page 96 note-catcher (RI.6.1, RI.6.3, L.6.2a, SL.6.1a) Closing and Assessment A: Collaborative Argument Evidence note-catcher (RI.6.1, RI.6.3, W.6.1, W.6.9b, W.6.10)
<p>Lesson 12 RI.6.1, RI.6.3, W.6.1, W.6.9b</p>	<p>Analyze a Hidden Figure: Katherine Johnson</p> <p>Opening A. Engage the Learner – RI.6.8 (5 minutes)</p> <p>Work Time A. Jigsaw: <i>Hidden Figures</i>, Chapters 13 and 16 (20 minutes) A. Gather Evidence – W.6.1 (10 minutes)</p> <p>Closing and Assessment A. Share Independent Research Reading – RL.6.10, RI.6.10 (10 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapters 17 and 18 in <i>Hidden Figures</i> in preparation for studying these chapters in the next lesson.</p> <p>Students participate in another Jigsaw, this time with chapters from <i>Hidden Figures</i> that describe the life and accomplishments of Katherine Johnson. In preparation for the End of Unit 2 Assessment, students continue to analyze the way in which Katherine's character is illustrated and elaborated upon in the text.</p>	<ul style="list-style-type: none"> I can analyze how the author introduces and elaborates on Katherine Johnson's character in the text. (RI.6.3) I can gather evidence and develop reasoning for an argument essay about Katherine Johnson's remarkable accomplishments. (W.6.1) 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: Unit 2, Lesson 12 (RI.6.1, RI.6.8, W.6.1, W.6.10) Work Time A: Gist on sticky notes Work Time B: Collaborative Argument Evidence note-catcher (RI.6.1, RI.6.3, W.6.1, W.6.9b, W.6.10)

Remarkable Accomplishments in Space Science

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<p>Lesson 13 RI.6.1, W.6.1, W.6.9b</p>	<p>Launch Focus Figure Research</p> <p>Opening A. Engage the Learner – W.6.1 (5 minutes)</p> <p>Work Time A. Read <i>Hidden Figures</i>, Chapters 17 and 18 (25 minutes) A. Introduce Focus Figure Research – SL.6.1c (10 minutes)</p> <p>Closing and Assessment A. Remarkable Accomplishments: Katherine Johnson (5 minutes)</p> <p>Homework A. Preread Anchor Text: Students preread chapters 20 and 21 in <i>Hidden Figures</i> in preparation for studying these chapters in the next lesson.</p> <p>Expert groups, who read one chapter about Katherine Johnson, debrief their work with their home groups, who read a different chapter about Johnson. They also conclude their study of Johnson by reading two more chapters about her work at NASA and updating the Remarkable Accomplishments anchor chart.</p>	<ul style="list-style-type: none"> I can gather evidence and develop reasoning for an argument essay about Katherine Johnson's remarkable accomplishments. (W.6.1) 	<ul style="list-style-type: none"> Opening A: Collaborative Argument Evidence note-catcher (RI.6.1, RI.6.3, W.6.1, W.6.9b, W.6.10) Work Time A: Gist on sticky notes
<p>Lesson 14 RI.6.1, RI.6.3, W.6.1, W.6.7, W.6.8, W.6.9b</p>	<p>Research Focus Figure</p> <p>Opening A. Engage the Learner – W.6.7, W.6.10 (5 minutes)</p> <p>Work Time A. Gather Evidence: <i>Hidden Figures</i>, Chapters 20 and 21 – W.6.1b (20 minutes) A. Research Focus Figure – W.6.7, W.6.8 (15 minutes)</p> <p>Closing and Assessment A. Share Research – SL.6.1 (5 minutes)</p> <p>Homework A. Research Focus Figure: Students continue to research their focus figure and add information to the Independent Argument Evidence note-catcher. A. Preread Anchor Chart: Students preread chapters 22 and 23 in <i>Hidden Figures</i> in preparation for studying these chapters in the next lesson.</p> <p>Students read two more chapters in <i>Hidden Figures</i> and, as the text is coming to a close, begin to synthesize their learning by revisiting the module guiding questions. The rest of the lesson allows time for students to begin their initial research on their focus figure in preparation for the independent argument essay and performance task in Unit 3.</p>	<ul style="list-style-type: none"> I can gather evidence and develop reasoning for an argument essay about Katherine Johnson's or Mary Jackson's remarkable accomplishments. (W.6.1) I can conduct a short research project, draw on several sources, and gather relevant information to narrow down my focus figure options. (W.6.7, W.6.8) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 14 (W.6.7, W.6.10) Work Time A: Collaborative Argument Evidence note-catcher (RI.6.1, RI.6.3, W.6.1, W.6.9b, W.6.10) 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)

Lesson and Focus CCS Standards	Lesson Summary	Daily Learning Targets	Ongoing Assessment
<p>Lesson 15 RI.6.1, RI.6.3, RI.6.6, RI.6.9</p>	<p>Compare and Contrast Authors' Presentations of Events: The Moon Landing</p> <p>Opening A. Engage the Learner – RI.6.3 (10 minutes)</p> <p>Work Time A. Analyze Content, Author's Methods, and Point of View: <i>Hidden Figures</i>, Chapter 23 – RI.6.3, RI.6.6 (10 minutes) A. Analyze Content, Author's Methods, and Point of View: "July 20, 1969: One Giant Leap for Mankind" – RI.6.3, RI.6.6 (10 minutes) A. Compare and Contrast Presentations of Events – RI.6.9 (10 minutes)</p> <p>Closing and Assessment A. Debrief: Compare and Contrast Presentations of Events – SL.6.1 (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 continue the research on their focus figure. Students will also read the final chapter of the anchor text and compare two authors' presentations of the moon landing.</p>	<ul style="list-style-type: none"> I can compare and contrast two authors' presentations of the moon landing in terms of content, author methods, and point of view. (RI.6.9) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 15 (RI.6.1, RI.6.3, W.6.10) Work Time A, B, C: Compare and Contrast Authors' Presentations of Events: The Moon Landing (RI.6.1, RI.6.3, RI.6.6, RI.6.9, RI.6.10, W.6.10)
<p>Lesson 16 RI.6.1, RI.6.3, RI.6.6, RI.6.9</p>	<p>End of Unit 2 Assessment: Compare and Contrast Presentations of Events: <i>Hidden Figures</i> and "Katherine Johnson: A Lifetime of STEM"</p> <p>Opening A. Engage the Learner – W.6.10 (5 minutes)</p> <p>Work Time A. End of Unit 2 Assessment: Compare and Contrast Presentations of Events: <i>Hidden Figures</i> and "Katherine Johnson: A Lifetime of STEM" (35 minutes)</p> <p>Closing and Assessment A. Track Progress – RI.6.10 (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 complete the End of Unit 2 Assessment, for which they compare and contrast two texts that describe similar events in Katherine Johnson's life, focusing on similarities and differences in the content conveyed, the authors' methods used to convey that content, and points of view.</p>	<ul style="list-style-type: none"> I can compare and contrast two authors' presentation of events in terms of content, author methods, and point of view. (RI.6.9) 	<ul style="list-style-type: none"> Opening A: Entrance Ticket: Unit 2, Lesson 16 (W.6.10) Work Time A: End of Unit 2 Assessment: Compare and Contrast Presentations of Events: <i>Hidden Figures</i> and "Katherine Johnson: A Lifetime of STEM" (RI.6.1, RI.6.3, RI.6.6, RI.6.9, RI.6.10, W.6.10) Closing and Assessment A: Track Progress (RI.6.10)