



Grade 6: Module 3: Module-at-a-Glance

Unit 1

Unit 1: Build Background Knowledge: Analyze Points of View toward American Indian Boarding Schools**Weeks 1–2 (Lessons 1–7)**

The anchor text, *Two Roads*, is introduced. Students read and analyze supplemental texts that situate the anchor text within a broader historical context. Students examine author's point of view, as well as the ways in which the author(s) develop the point of view of key characters in the text(s). They also complete tasks to integrate information from texts and photos and to continue developing strategies for determining the meaning of unfamiliar vocabulary in the text.

- Mid-Unit 1 Assessment: Analyze Point of View and Integrate Information : “The Cutting of My Long Hair” and Photographs

Week 3–4 (Lessons 8–15)

Students return to the anchor text at chapter 9. They continue to explore ways in which the author develops the plot and the point of view of key characters in the text. They practice analyzing language within *Two Roads*, focusing most closely on the use of pronouns and on the code-switching among language varieties of a key character in the text.

- End of Unit 1 Assessment: Analyze Point of View, Structure, and Language: *Two Roads*, Chapter 18

Unit 2

Unit 2: Confront Challenges: Characters’ Responses and Emerging Themes**Weeks 1–2 (Lessons 1–7)**

Students continue to read *Two Roads*. In-class tasks guide students in their analysis of Cal’s character and how he develops throughout the text, as well as in their identification of emergent themes in *Two Roads*. They also participate in a close read of a familiar supplemental text (the Meriam Report) to practice strategies for interpreting central idea(s) within a text.

- Mid-Unit 2 Assessment: Analyze Character, Point of View, and Theme: *Two Roads*, Chapter 27

Weeks 2–3 (Lessons 8–13)

Students review key writing and language skills, including the ability to adjust structural patterns and increase sentence variety to add interest or emphasis and the ability to use pronouns correctly. They participate in a text-based discussion to reflect on the conclusion of the novel, before shifting gears to narrative letter writing. They analyze a model letter and then complete their own, using text evidence to argue for or against Cal going back to Challagi at the end of the novel. There are two options for the end of unit assessment, both of which target pronoun use and sentence variety in student writing.

- End of Unit 2 Assessment: Revise Narrative Writing for Pronoun Use and Sentence Variety

Unit 3

Unit 3: Literary Argument Writing: Gather Evidence and Reflect on Multiple Perspectives**Weeks 1–2 (Lessons 1–9)**

Students deconstruct a model literary argument essay, examining a discrete aspect of the essay writing process in each lesson, and practicing it as they draft a practice argument essay collaboratively with a partner. Students are then prepared to independently plan and draft an argument essay to answer the prompt: Should Cal return to Challagi Indian Industrial School?

- Mid-Unit 3 Assessment: Write a Literary Argument Essay

Week 3 (Lessons 10–13)

Students move towards the culmination of the module, an audio museum exhibit featuring the voices of American Indian boarding school students. Students select a text (a poem, personal narrative, etc.) written by a survivor of the boarding schools, and respond to this reading by writing a preface to provide context and a reflection to explain why the text is meaningful. Using a recording application, students record themselves reading their preface, text, and reflection aloud using proper and respectful intonation, volume, and pacing. This recording will be used for both the performance task and the End of Unit 3 assessments.

- End of Unit 3 Assessment: Rehearse and Refine Performance Task Recording