Uı	nit Name	Module 1	Module 2	Module 3	Module 4
Tir	ne Frame	9 Weeks	10 Weeks	10 Weeks	7 Weeks
Course Name: 6 <sup>th</sup> Language and Literature	Standards	Target Standards: RL.6.3, W.6.3, W.6.4, W.6.5, W.6.6, W.611c, L.6.2, and L.6.3.	Target Standards: RI.6.1, RI.6.2, W.6.2, W.6.4, W.6.5, W.6.9, L.6.1 and L.6.2.	Target Standards: RI.6.7, W.6.2, W.6.4a, W.6.9, and L.6.3a.	Target Standards: RI.6.1, W.6.1, W.6.4, and L.6.6.
	Approaches To Learning Instructional Strategies	Skill Category: Thinking Skill Cluster: Transfer Skills Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to make inferences, draw conclusions they must make connections between various sources of information.	Skill Category: Self-Management  Skill Cluster: Affective Skills  Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to practice "bouncing back" after adversity, mistakes, and failures; they must apply skills and knowledge in unfamiliar situations.	Skill Category: Thinking  Skill Cluster: Critical Thinking Skills  Skill Indicator and Description (SGObj, Learning Exp, Summative): In order for a student to locate, organize, analyze, evaluate, synthesize and ethically use information from a variety of sources and media (including digital social media and online networks) they must make connections between various sources of information.	Skill Category: Self-Management  Skill Cluster: Reflection Skills  Skill Indicator and Description (SGObj, Learning Exp, Summative):In order for a student to use appropriate forms of writing for different purposes and audiences they must focus on the process of creating by imitating the work of others.
	Statement of Inquiry	The hero's journey helps us to better understand identities, relationships, and characters in literature and their responses to challenges.	People develop "rules to live by" through their own life experience to help to develop one's identity and promote an idea of fairness through one's point of view.	Understanding diverse points of view helps us to live in an increasingly diverse society; these perspectives orient people in space and time providing varied experiences based on culture, background, and purpose.	Human actions and interactions have environmental consequences on globalization and sustainability.

Global Context	Identities and Relationships	Fairness and Development	Orientation in Space and Time	Globalization and Sustainability
Key Concepts	Creativity	Identity	Culture	Global Interactions
Related Concepts	Character	Point of View	Theme	Setting
Design Cycle Transdisciplinary	Writing Process – Narrative	Writing Process - Informational	Writing Process - Research	Writing Process – Position Paper
MYP Assessments/ Performance Tasks	Common Assessments Title and Criterion (Performance Task): Description: Mid-Unit 1 Inferring about the Main Character in The Lightning Thief Students will read an excerpt from Chapter 4 in The Lightning Thief. Through a graphic organizer and a series of short responses, students will describe how Percy responds to a challenge he faces in this excerpt,	Common Assessments Title and Criterion (Performance Task): Description: Mid Unit 1 Figurative Language and Word Choice in Bud, Not Buddy Figurative Language and Word Choice in Bud, Not Buddy In this assessment, students will read a passage of the novel that the class has not yet discussed. They will complete	Common Summative Title and Criterion (Performance Task):  Mid Unit 1 - Point of View, Figurative Language, and Passage Connections from Dragonwings For this assessment, students read a new excerpt of Dragonwings and use a graphic organizer to analyze how the author develops the narrator's point of view. They also answer selected-response	Common Summative Title and Criterion (Performance Task):  Mid Unit 1 - Research Mid-Unit In this assessment, students will read an unfamiliar informational text with a research focus. Students will answer selected response questions to assess specific research focused standards reviewing how to identify credible sources and

and then what they, as readers, can infer about him based on his response. This is a reading assessment and is not intended to formally assess students' writing. Most students will write their responses, in which case it may also be appropriate to assess W.6.9. However, if necessary, students may dictate their answers to an adult.

MYP Objectives/GSE Standards Addressed: RL.6.1 and RL.6.3

MYP Criteria: A

Description: End of Unit 1 Drawing Evidence from Text: Written Analysis of How Percy's Experiences Align with "The Hero's Journey"

How do Percy's experiences in Chapter 8 align with the hero's journey? After reading Chapter 8 of The Lightning Thief, students will complete a graphic organizer and write a short analytical response that answers the question and supports their position with evidence

constructed-response questions that assess their ability to analyze the text, focusing specifically on interpreting figurative language and explaining how word choice affects both tone and meaning. This is a reading assessment: The purpose is for students to demonstrate only reading skills. When appropriate, select students may demonstrate these skills without writing. These students may respond to the questions verbally.

MYP Objectives/GSE Standards Addressed: RL.6.4 and L.6.5.

MYP Criteria: A

Description: End of Unit 1 Analyzing the Barack Obama Back-to-School Speech

In this assessment, students will read a selected passage of the Back-to-School Speech by President Barack Obama. They will analyze the key details of the speech and then use these details to determine the central idea. They will analyze a

questions about word and phrase meaning, and how a sentence/paragraph fits into the overall structure of the text in the excerpt. In Part 2 of the assessment, students create and annotate a scene from *Dragonwings* showing the theme "It's hard to fit in when you move to live in another culture.

**Standards Addressed:** RL 6.4, RL 6.5, RL 6.6, L.6.4a, W.6.11, W.6.11a, W.6.11b, and W.6.11c

MYP Criteria: A, C

End of Unit 1 - Evidence of Author's Perspective in Dragonwings

Students read a passage

from Laurence Yep's autobiography *The Lost Garden* and an excerpt from *Dragonwings*, and they write an on-demand connection statement explaining how being brought up in a Chinese family in San Francisco affected Laurence Yep's perspective of Chinese immigrants living in San Francisco, supported by details from *Dragonwings* that show evidence of his

specific research skills.

Additionally, students will be asked to explore the main idea of the text as well as the author's purpose.

**Standards Addressed:** RI.6.2, RI.6.7, W.6.2b, W.6.2d, and W.6.8

MYP Criteria: N/A

End of Unit 1 - Tracing and Evaluating an Argument

In this assessment, students read a new article and watch a new video about the debate over their selected topic. For each, students trace and evaluate the argument and specific claims made by the author, or speaker, distinguishing claims that are supported by reasons and evidence, and those that are not. Students use a graphic organizer identical to the one they have been using in prior lessons to complete this assessment.

Standards Addressed: RI.6.8 and SL.6.3

MYP Criteria: A

from the novel and from the informational text "The Hero's Journey."

MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.3, R.I. 6.1, and W.6.9

MYP Criteria: A, B

Description: Mid-Unit 2 Analytical Mini-Essay about Elements and Theme of the Myth of Prometheus

For this assessment. students will write an analytical "mini-essay" responding to the following prompts: "What are significant elements of mythology in the story of 'Prometheus'? Explain how elements of mythology contained in the plot make 'Prometheus' a classic myth." "What is an important theme in the myth of 'Prometheus? What key details from the myth contribute to this theme?"

Students will have read and discussed the myth "Prometheus" in class as well as an informational text about the "Key

paragraph of the speech, identifying how that section contributes to the main idea of the passage. Finally, students will look closely at individual phrases and then determine how they are used to add meaning to the speech and emphasize the main idea.

MYP Objectives/GSE Standards Addressed RI.6.2 and RI.6.5

MYP Criteria: A

Description: Mid-Unit 2 Analyzing Poetry: Structure and Theme in Stanza 4 of "If" by Rudyard Kipling

Students will read a new stanza of "If" by Rudyard Kipling. They analyze how that stanza contributes to the overall meaning of the poem. They compare and contrast the experience of hearing the poem and reading it. Finally, students reflect on the themes or "rules" of the poem, and compare and contrast how a similar theme is communicated in the poem and Bud, Not Buddy.

MYP Objectives/GSE Standards Addressed:

perspective. They also analyze connotative language in the excerpt of *Dragonwings*.

**Standards Addressed:** RL.6.4 and RL.6.6a

MYP Criteria: A

Mid Unit 2 - Short Response: Analyzing the Point of View: Relief Camps

Students read a new excerpt from the text by Emma Burke. There are two parts to this assessment. In Part A, students determine word and phrase meaning from the excerpt and analyze how she has introduced, illustrated, and elaborated on the relief camps. In Part B, students determine the author's point of view and how it has been conveyed, using a graphic organizer that they have been using throughout the first half of the unit.

Standards Addressed: RI.6.3, RI.6.6 and RI.6.4

MYP Criteria: A, D

Mid Unit 2 - Research Article Organizer

In this assessment, students read 5 articles related to their topic. Students collect basic bibliographic information about each article in a research article organizer, paraphrase the information and conclusions of each author, and reflect on whether these articles affect the focus of their inquiry.

Standards Addressed: RI.6.9, W.6.7, and W.6.8

MYP Criteria: A, B

End of Unit 3/Performance Task - Draft of Position Paper

For this assessment, students submit their best draft of their position paper. Students focus their writing on the drafting of an introduction in which they make their claim and foreshadow the organization of their paper. They support this claim with relevant evidence from their reading and research done in Units 1 and 2. Students draft a conclusion that follows logically from the claim

Floments of Muthelegy"	RL.6.5, RL.6.7, RL.6.9 and	Fund of Linit 2 Literany	and avidence presented in
Elements of Mythology."  They will use recording	· · · · · · · · · · · · · · · · · · ·	End of Unit 2 - Literary	and evidence presented in
forms to collect important	L.6.5.	Analysis: How do the	their paper.
details. Their "mini-essay"	MYP Criteria: A,C	author's purposes affect	Chandanda Addusasadı
will contain two body		the narrator's points of	Standards Addressed:
paragraphs (one about the		view of the immediate	RI.6.1, W.6.1, and W.6.9.
elements of myth that		aftermath of the	MAVD Cuitouio: A. D. C. D.
they see in "Prometheus"	Decement on Find of Unit 3	earthquake?	MYP Criteria: A, B, C, D
and one a theme of the	Description: End of Unit 2  How Does Bud Use His	Students write the final	
myth) plus a one-sentence	Rules—to Survive or to	draft of their literary	
introduction and a brief	Thrive? Argument Essay	analysis essay in which they	
conclusion to explain how	Tillive: Argument Essuy	compare Moon Shadow's	
an element of mythology	Students submit their	point of view of the	
connects to a theme of	own best independent	immediate aftermath of the	
the myth. The reading	draft of an argument	earthquake to Emma	
standards assessed center	literary analysis essay in	Burke's point of view in	
around citing textual	which they establish a	order to explain how the	
evidence from both the	claim about how Bud uses	author's purpose can affect	
literary text "Prometheus"	Caldwell's Rules and	the narrator's point of view.	
and the informational text	Things for Making a	·	
"Key Elements of	Funner Life and Making a Better Liar Out of Yourself	Standards Addressed:	
Mythology." Students also	to survive or to thrive.	W.6.2a, b, c, d, e, f, W.6.9,	
are assessed on their	They substantiate their	W.6.9a, L.6.2, L.6.2a, and	
ability to determine the	claim using specific	L6.2b	
theme of a literary text.	text-based evidence	10.25	
The reading standards	including relevant details	MYP Criteria: A, B, C, D	
could be assessed through the graphic organizer	and direct quotations	Will Citeria: A, B, C, B	
alone, or verbally, if	from the novel. (Students	Mid Unit 3 - Part 1:	
necessary. This is both a	will have worked in	Researching and	
reading and writing	partnerships to study a	Interpreting Information:	
assessment.	model text, collect	Researching the	
	evidence, and plan the	Destruction Caused by the	
	structure of their essay.)	1906 San Francisco	
MYP Objectives/GSE	This draft will be assessed to gauge students'	Earthquake and Fire	
Standards Addressed:	individual understanding	Affected the People of San	
RL.6.1, RL.6.2, RI.6.1,	of the texts and skill in	Francisco and Part 2:	
W.6.2, and W.6.9.	writing before they	Explaining How New	
	receive peer or teacher	information Connects to	
NAVD Cuitouios A. D. D.	feedback. Part 2 adds	the Topic	
MYP Criteria: A, B, D	standards L.6.1, L.6.2, and		

Description: End of Unit 2 Assessment Literary Analysis—Connecting Themes in Cronus and The Lightning Thief

Students will write a

literary analysis responding to the following prompts: "What is a theme that connects the myth of "Cronus" and The Lightning Thief? After reading the myth of "Cronus" and the novel The Lightning Thief, write a literary analysis in which you do the following: Summarize the myth and present a theme that connects the myth and the novel; Describe how the theme is communicated in the myth; Describe how the theme is communicated in The Lightning Thief; Explain why myths still matter and why the author may have chosen to include this myth in the novel. You will have the opportunity to discuss the reading and your thinking with your partner before writing independently." This is primarily a writing assessment. It is not intended to assess students' reading of a myth; discussion is

W.6.5: Students write a final draft, revised after peer and teacher feedback.

MYP Objectives/GSE Standards Addressed: RL.6.1, RL.6.2, W.6.1, W.6.4, and W.6.9.

MYP Criteria: A, B, C, D

Description: Summarizing, Analyzing and Discussing Research

Over the course of two lessons (Lessons 3 and 4), students participate in a discussion with their peers centered on a focusing question: "Should our rules to live by be personal choice or made into laws?" For this part of the assessment. the teacher uses a Discussion Tracker, introduced to students in an earlier lesson, to track their mastery of discussion skills built from SL.6.1. During Lesson 4, students read a new informational article related to the class research topic. Students summarize the article and then choose the evidence that best supports the claim made by the model essay. This part is a

There are two parts to this assessment. In Part 1, students interpret the information presented in diverse media and formats to answer the question: What destruction did the 1906 San Francisco earthquake and fires cause? They record their interpretations on a graphic organizer. In Part 2, students explain orally how the resources they have looked at contribute to the topic of the destruction caused by the 1906 earthquake and fires.

**Standards Addressed:** RL.6.11, W.6.7, and SL.6.2

MYP Criteria: A

End of Unit 3 -

Performance Task: West
Coast Wonders
In this performance task,
you have a chance to
extend your learning about
the region that
Dragonwings is set in. You
will be able to choose from
various "West Coast
Wonders" from that region.

Here is the topic list:

I	I	0.11.0.	
intentionally built in as a	reading assessment: The	Golden Gate	
scaffold toward writing. In	purpose is for students to	Bridge - San	
Lesson 18 students launch	demonstrate their ability	Francisco	
this assessment, writing	to summarize an	Palace of Fine	
their best on-demand	informational article and	Arts- San	
draft. This draft is not	choose evidence to	Francisco	
formally assessed. The	support a claim. When	Trans-America	
actual assessment occurs	appropriate, select	Pyramid - San	
in Lesson 20, after peer	students may	Francisco	
feedback.	demonstrate these skills		
	without writing by	Chinatown - San     .	
	presenting the summary	Francisco	
MYP Objectives/GSE	verbally and highlighting	Walt Disney	
Standards Addressed:	their choice of evidence	Concert Hall - Los	
RL.6.1, RL.6.2, W.6.2,	from the text.	Angeles	
W.6.5, W.6.9, and L.6.1a,	MYP Objectives/GSE	The Theme	
b, c, d.	Standards Addressed:	Building - Los	
		Angeles	
	RI.6.1, RI.6.2, and SL.6.1.	Tower Bridge-	
MYP Criteria: A, B	MYP Criteria: A, B, C, D	Sacramento	
<b>'</b>			
		Ziggurat-	
Description: Mid-Unit 3	Summative	Sacramento	
Assessment Crosswalk	Assessment/Product:	Fox Theater-	
between My Hero's		Oakland	
Journey Narrative and	Description: End of Unit/	<ul> <li>You can also</li> </ul>	
"The Hero's Journey"	Performance Task <i>Draft</i>	research another	
Informational Text	of Essay to Inform: "My	West Coast	
Informational Text	Rule to Live By"	Wonder that	
Students will write a	Students write their best	interests you,	
paragraph explaining the	first draft of their essay to	check with your	
ways in which their own	inform, "My Rule to Live	teacher!	
"My Hero's Journey"	By" (Students have	teacher:	
narrative follows the	worked in small "research		
archetypal hero's journey.	teams" to research a topic	You will write this	
The explanation itself	-		
addresses students' ability	and gather evidence. They have worked in	photo-essay (Google slides	
to write an expository	partnerships to study a	or powerpoint or you can	
paragraph; students' plan		do this on Microsoft Word)	
for their narrative	model text and plan the	on one of the wonders	
addresses their ability to	structure of their essay.)		
·	Because this is a writing		
	assessment, students		

organize a sequence of events for a narrative.	should write this first	above following the below
events for a narrative.  MYP Objectives/GSE	draft independently.  MYP Objectives/GSE	format:
Standards Addressed: W6.2, W.6.3a, and W.6.9 MYP Criteria: A, B, C, D	<b>Standards Addressed:</b> RL.6.3, RI.6.1, RI.6.2, W.6.2, W.6.4, and W.6.9.	1. Headline Slide and picture 2. Slide 2:
WITE CITTERIA. A, B, C, D	MYP Criteria: A, B, C, D	Description of the
<u>Summative</u> <u>Assessment/Product:</u>	Summative Assessment Connection to Inquiry Statement:	Wonder and Picture 3. Slide 3(maybe 4):
Description: End of Unit/ Performance Task Final Draft of Hero's Journey Narrative	In Unit 3, students shift their focus to their own rules to live by and conduct a short research	History of the design and building/area of the Wonder and
In this performance task, students will have a chance to apply their knowledge of the elements and purpose of	project. Students work in expert groups (research teams) to use multiple informational sources to research that topic. As a final performance task,	picture (this can be 2 slides)  4. Slide 5: How is the structure/area
myth as well as their deep understanding of the hero's journey. Through a series of narrative writing lessons, students will create their own hero's journey story that	students use their research to write an essay to inform about one important "rule to live by" supported with facts, definitions, concrete	used now and a picture.  5. Slide 6: An eyewitness account of a visit to the structure
includes key elements of myth. Students will create a hero set in the ordinary	details, quotations, and examples.	(fictional) 6. Slide 7: Resources
world. They will then create a problem and a series of events that align with the stages of the		Click HERE to access the template.
hero's journey. They will use descriptive details, sensory language, and transitional phrases to		Overall, you will use your research to determine an angle you want to take
create an engaging reading experience. They will write a conclusion		when writing your article.

	that naturally unfolds from the series of events.  MYP Objectives/GSE Standards Addressed: W.6.3, W.6.4, and W.6.11c  MYP Criteria: A, B, C, D  Summative Assessment Connection to Inquiry Statement:  In Unit 3, students shift their focus to narrative writing skills. This series of writing lessons will scaffold students to their final performance task in which they will apply their knowledge about the hero's journey and the elements of mythology to create their own hero's journey stories.		Standards Addressed: RI.6.7, W.6.2a–f, W.6.4a, and W.6.9  MYP Criteria: B, C, D	
Differentiation For Tiered Learners	In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:  • Before you begin the unit, build background	In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it. Depending on the needs of your students, consider the following ways to support struggling readers:  • Before you begin the unit, build background	In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it.  Depending on the needs of your students, consider the following ways to support struggling readers:   • Before you begin the unit, build background knowledge about time and place.	In addition to considering the issue of building stamina for all students, please read the text in advance and consider what support your students will need to understand it.  Depending on the needs of your students, consider the following ways to support struggling readers:   • Before you begin the unit, build background knowledge about time and place.

knowledge	knowledge	Consider	<ul> <li>Consider</li> </ul>
about time and	about time and	providing an	providing an
place.	place.	expanded	expanded
• Consider	• Consider	Reader's	Reader's
providing an	providing an	Dictionary for	Dictionary for
expanded	expanded	students to use as	students to use
Reader's	Reader's	they read.	as they read.
Dictionary for	Dictionary for	Coordinate with	Coordinate with
students to use	students to use	ELL and Sped	ELL and Sped
	as they read.	teachers to	teachers to
as they read.  • Coordinate with	, , , , , , , , , , , , , , , , , , ,	provide extra	
		·	provide extra
ELL and Sped	ELL and Sped	support to	support to
teachers to	teachers to	students on their	students on their
provide extra	provide extra	caseloads. If	caseloads. If
support to	support to	these teachers do	these teachers
students on	students on	push-in support,	do push-in
their caseloads.	their caseloads.	consider having	support, consider
If these teachers	If these teachers	them work with	having them
do push-in	do push-in	the students they	work with the
support,	support,	support in small	students they
consider having	consider having	groups during	support in small
them work with	them work with	pair work time.	groups during
the students	the students	These students	pair work time.
they support in	they support in	should do the	These students
small groups	small groups	same work during	should do the
during pair work	during pair work	class as the other	same work
time. These	time. These	students, but they	during class as
students should	students should	might benefit	the other
do the same	do the same	from doing it with	students, but
work during	work during	more teacher	they might
class as the	class as the	guidance. It is	benefit from
other students,	other students,	important that all	doing it with
but they might	but they might	students have the	more teacher
benefit from	benefit from	chance to read	guidance. It is
doing it with	doing it with	closely and make	important that all
more teacher	more teacher	meaning of the	students have
guidance. It is	guidance. It is	passages that are	the chance to
important that	important that	central to the	read closely and
all students have	all students	book, so focus	make meaning of
the chance to	have the chance	in-class support	the passages that
read closely and	to read closely	for struggling	are central to the
make meaning	and make	readers on the	book, so focus

of the recession	moon!a= =f+h-	objectives of slage	in deservices
of the passages	meaning of the	objectives of class	in-class support
that are central	passages that	work for the day,	for struggling
to the book, so	are central to	not on reviewing	readers on the
focus in-class	the book, so	or previewing the	objectives of
support for	focus in-class	homework.	class work for the
struggling	support for	<ul> <li>Consider</li> </ul>	day, not on
readers on the	struggling	changing the	reviewing or
objectives of	readers on the	Reader's Notes to	previewing the
class work for	objectives of	be more	homework.
the day, not on	class work for	structured: Add	<ul> <li>Consider</li> </ul>
reviewing or	the day, not on	questions to each	changing the
previewing the	reviewing or	column or	Reader's Notes
homework.	previewing the	provide partial	to be more
<ul> <li>Consider</li> </ul>	homework.	notes and have	structured: Add
changing the	<ul> <li>Consider</li> </ul>	students fill in the	questions to each
Reader's Notes	changing the	blanks.	column or
to be more	Reader's Notes	<ul> <li>Consider having</li> </ul>	provide partial
structured: Add	to be more	students	notes and have
questions to	structured: Add	contribute to an	students fill in
each column or	questions to	ongoing, public,	the blanks.
provide partial	each column or	student-created	<ul> <li>Consider having</li> </ul>
notes and have	provide partial	summary of the	students
students fill in	notes and have	book. After	contribute to an
the blanks.	students fill in	debriefing them	ongoing, public,
<ul> <li>Consider having</li> </ul>	the blanks.	on the entry task,	student-created
students	<ul> <li>Consider having</li> </ul>	ask students to	summary of the
contribute to an	students	tell you what	book. After
ongoing, public,	contribute to an	should be added	debriefing them
student-created	ongoing, public,	to the book	on the entry task,
summary of the	student-created	summary.	ask students to
book. After	summary of the	Maintain this as	tell you what
debriefing them	book. After	an anchor chart	should be added
on the entry	debriefing them	or electronic	to the book
task, ask	on the entry	document, and	summary.
students to tell	task, ask	encourage	Maintain this as
you what should	students to tell	students to refer	an anchor chart
be added to the	you what should	to it as they read	or electronic
book summary.	be added to the	specific excerpts	document, and
Maintain this as	book summary.	and complete	encourage
an anchor chart	Maintain this as	assessments.	students to refer
or electronic	an anchor chart	If possible, give	to it as they read
document, and	or electronic	students access to	specific excerpts
document, and	or electronic	students access to	specific excerpts

	4		
encourage	document, and	an audiobook	and complete
students to refer	encourage	version of the text	assessments.
to it as they read	students to	that they can use	<ul> <li>If possible, give</li> </ul>
specific excerpts	refer to it as	when they read at	students access
and complete	they read	home. Stress to	to an audiobook
assessments.	specific excerpts	students that	version of the
<ul> <li>If possible, give</li> </ul>	and complete	they need to read	text that they can
students access	assessments.	silently to	use when they
to an audiobook	<ul> <li>If possible, give</li> </ul>	themselves while	read at home.
version of the	students access	they listen to the	Stress to
text that they	to an audiobook	text being read	students that
can use when	version of the	aloud.	they need to
they read at	text that they	<ul> <li>Consider</li> </ul>	read silently to
home. Stress to	can use when	lengthening this	themselves while
students that	they read at	unit and doing	they listen to the
they need to	home. Stress to	more read-alouds	text being read
read silently to	students that	and partner	aloud.
themselves	they need to	reading in class	<ul> <li>Consider</li> </ul>
while they listen	read silently to	for sections of the	lengthening this
to the text being	themselves	text that are	unit and doing
read aloud.	while they listen	currently assigned	more
• Consider	to the text being	as homework.	read-alouds and
lengthening this	read aloud.	<ul> <li>Consider having</li> </ul>	partner reading
unit and doing	<ul> <li>Consider</li> </ul>	some students	in class for
more	lengthening this	read summaries	sections of the
read-alouds and	unit and doing	of some chapters	text that are
partner reading	more	(the ones that are	currently
in class for	read-alouds and	not discussed in	assigned as
sections of the	partner reading	class)	homework.
text that are	in class for	ciassy	<ul> <li>Consider having</li> </ul>
currently	sections of the		some students
assigned as	text that are		read summaries
homework.	currently		of some chapters
	•		(the ones that
- Constact Harmb	assigned as		
some students	homework.		are not discussed
read summaries	Consider having		in class)
of some	some students		
chapters (the	read summaries		
ones that are	of some		
not discussed in	chapters (the		
class) rather	ones that are		
than the			

chapters	not discussed in	
themselves.	class)	