CHARACTERS WHO CHANGE AND GROW

6th Grade: Unit One

Unit at a Glance

Grade Level: 6th

Essential Question: How are people changed through their relationships and experiences?

Length: 5–7 weeks (see Pacing Guide)

Unit Texts: (see full list of texts)
- “Do People Really Change?” by Jessica McBirney (Informational)
- “Raymond’s Run” by Toni Cade Bambara (Short Story)
- “The Medicine Bag” by Virginia Driving Hawk Sneve (Short Story)
- “The Scholarship Jacket” by Marta Salinas (Short Story)
- Supplemental Texts Included (English + Spanish)
- Independent Reading and Book Club Options

Focus Skills: (see Reading and Writing Skill Arcs)

Reading:
- Cite text evidence to support analysis [RL.6.1, RI.6.1]
- Plot elements and character [RL.6.3]
- Central idea development [RI.6.2]

Writing:
- Argument writing [W.6.1]
- Expository writing [W.6.2]

Language:
- Appropriate punctuation [L.6.2.A]
- Grade appropriate academic vocabulary [L.6.6]

Speaking and Listening:
- Referring to evidence in discussion [SL.6.1.A]
- Rules for discussion [SL.6.1.B]

Unit Overview

This 360 Unit is anchored around three engaging stories where characters undergo major changes: “Raymond’s Run,” “The Medicine Bag,” and “The Scholarship Jacket.” The relatable protagonists in these stories struggle with common adolescent issues such as worrying about being different, worrying about their peers’ opinions, protecting siblings, and navigating a sometimes unjust adult world. Each protagonist changes based on their experiences and relationships. To help students further engage in the topic of differences, students read “Do People Really Change,” an informational text focusing on the “Big Five” personality traits. There is also a Related Media Exploration focusing on deliberate practice and brain science to emphasize the idea that students can actively seek change in their own lives.

By the end of this 360 Unit, students should be able to articulate how characters change throughout a text and what caused the change. They should also be able to reflect on their own lives and identify how they themselves have changed based on important relationships. To demonstrate this skill and understanding, students will write a full-length essay that compares how a character changed to how the student has changed. This unit also includes resources to support teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit.

WHAT’S INCLUDED

- 4 Reading Lessons
- A Set of Supplemental Texts
- Independent Reading and Book Club Resources
- A Writing Baseline Assessment
- 4 Writing Lessons
- 1 Vocabulary Activity Set
- 1 Vocabulary Quiz
- 1 Grammar and Usage Activity Set
- 1 Grammar and Usage Quiz
- 1 Discussion Skill Lesson
- 1 Class Discussion
- 1 Related Media Exploration
- 1 Literary Analysis Essay
- 1 Narrative Prompt
- A Set of Alternative End-Of-Unit Writing Options
Skill Focus:

By the end of 5th grade, students should be able to draw on details from a text in order to compare and contrast multiple characters [RL.5.3]. In this unit, students will expand on their characterization skills by learning to track how a character changes throughout a text. Students should be able to articulate how characters change and what prompts the change [RL.6.3]. Reading lessons in this unit include scaffolded questions to help students meet this grade level reading standard. Independent practice for fiction reading lessons are aligned to RL.6.3, and include both multiple choice and short answer responses.

Writing in this unit is focused on the fundamentals of strong writing habits and expectations. Students learn to break down prompts carefully, answer all parts of a prompt, write complete paragraphs, and choose relevant evidence. Students will also analyze an exemplar student essay to clarify expectations about full essay structure.

ARC OF READING INSTRUCTION

<table>
<thead>
<tr>
<th>Reading Lesson 1</th>
<th>Reading Lesson 2</th>
<th>Reading Lesson 3</th>
<th>Reading Lesson 4</th>
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<tbody>
<tr>
<td>&quot;Do People Really Change?&quot; by Jessica McBirney (Informational)</td>
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<td>&quot;The Scholarship Jacket&quot; by Marta Salinas (Short Story)</td>
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</table>

In this lesson, students practice determining the central idea of a text and identifying the details that convey it. [RI.6.1, RI.6.2]

In this lesson, students will determine how characters change as they react to other characters and the plot. [RL.6.3]

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This unit also includes:

- Optional supplemental texts in English and Spanish that support students in developing reading volume and stamina
- Independent reading and book club optional to build students’ volume and breadth of reading

Unit Test

Coming Soon: Unit Tests will be available for SY 2022-2023 as part of the CommonLit 360 for Schools package of services. For more information, encourage your administrator to email 360@commonlit.org.
**Writing Baseline Assessment (Optional)**

<table>
<thead>
<tr>
<th>Writing Lesson 1:</th>
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<th>Writing Lesson 3:</th>
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</thead>
<tbody>
<tr>
<td>In your opinion, do people truly change who they are throughout life, or do their personalities and habits mostly stay the same?</td>
<td>Breaking Down a Prompt</td>
<td>Writing a Complete Paragraph</td>
<td>Choosing Relevant Evidence</td>
</tr>
</tbody>
</table>

**Prompt (Recommended):** Like Martin from “The Medicine Bag” and Marta from “The Scholarship Jacket,” you have changed because of important people in your life. Choose either Martin or Marta, and write an essay in which you explain how the character changed because of an important person. Then compare this to the influence an important person has had in your life. Be sure to use evidence to support your response.

**Essay (Optional):** Narrative

**Prompt:** You have read “The Scholarship Jacket.” Write an alternate ending to the story beginning after paragraph 24. Your new ending should include actions, words, and thoughts that you imagine based on the details from earlier in the story. [W.3]

**VOCABULARY, DISCUSSION, AND GRAMMAR INSTRUCTION**

**Vocabulary**

This 360 Unit includes explicit vocabulary instruction on 7 academic words. Students complete 5 activities for each set of words. Consistent with research, students encounter these words in context. Word usage is reinforced in reading, writing, and discussion activities [L.6.6]. Learn more here.

**Discussion**

In all 360 Units, students discuss the texts they are reading daily. In addition to multiple opportunities for informal discussion, there is one formal whole class discussion on who influences teens and preteens the most. Students receive explicit instruction on classroom discussion expectations [SL.6.1.A-B].

**Grammar Instruction**

This unit includes a short lesson and six practice activities on punctuating nonessential elements in a sentence [L.6.2.A]. This skill helps students express more sophisticated ideas in writing.
Lessons & Materials

Below, you will find all of the materials needed to teach this unit. To better help you understand the choices and flexibility within the unit materials, individual lessons are tagged as Essential, Recommended, or Optional.

A sample Pacing Guide is available [here](#).

### Unit Introduction

**ESSENTIAL**

**ABOUT THIS ASSIGNMENT:**
Start the unit by engaging students with debatable questions and an introduction to the unit’s texts and topics. Use this editable slide deck and paired handout to spark curiosity and provide students with an overview of what they will be learning.

**HOW TO FACILITATE:**
- Use the slide deck to facilitate the Unit Introduction handout whole class (20 mins)

**ASSIGNMENT MATERIALS:**
- Slide Deck
- Teacher Copy
- Student Copy
- Student Reference Sheet
- Word Wall

### Writing Baseline Assessment

**OPTIONAL**

**ABOUT THIS ASSIGNMENT:**
Assigning a writing baseline assessment at the beginning of the year is a great way to get to know your class and assess student strengths and weaknesses. This argumentative prompt connects to the major unit themes. It asks students to argue whether or not people truly change throughout their lives, using evidence from stories, movies, real world events, or experiences from their own lives.

**HOW TO FACILITATE:**
Distribute the Writing Baseline Assessment on paper or through Google Docs. Set aside one class period for students to compose the essay, ideally in a silent testing environment. Students may use blank paper or a digital notebook to plan their essay. Use the Grade 6-10 Argumentative Writing Rubric to score student essays. Provide direct feedback to students on their essay using the Student Feedback Form. Have students reflect on their writing and set writing goals using the Writing Baseline Assessment Goal Setting Tool. You may use this tool to kick-off 1:1 conferences with students.

**ASSIGNMENT MATERIALS:**
- Student Copy: Writing Baseline Assessment
- Grade 6-10 Argumentative Writing Rubric and Student Feedback Form
- Writing Baseline Assessment Goal Setting Tool
Vocabulary Activity Set

ABOUT THIS ASSIGNMENT:
This vocabulary activity set will help students master the 7 high-impact academic vocab words they will see in the stories they read. These 5 activities are great for a quick warm-up activity or homework.

HOW TO FACILITATE:
• Use the Slide Deck to facilitate Vocabulary Activity 1 whole-class (20 min)
• Flexibly assign the remaining activities as warm-ups, homework, or practice to prepare students for the Vocabulary Quiz.

ASSIGNMENT MATERIALS:
• Student Vocabulary Activity Set
• Teacher Answer Key*
• Activity 1 Slide Deck
• Word Wall

*Not available in PDF. Coming soon in digital form!

Supplemental Texts

ABOUT THIS ASSIGNMENT:
Each CommonLit 360 Unit is accompanied by a set of supplemental texts that connect to the unit’s themes. Texts can be printed or assigned digitally and include questions and activities.

HOW TO FACILITATE:
• Review the Guidance for Supplemental Text Sets for ideas on how to implement supplemental texts across the unit.

ASSIGNMENT MATERIALS:
• “Stray” (short story): In this short story, a young girl finds a stray dog and tries to convince her family to keep it. Use this story to help students think about the types of challenges that young people can face and how these challenges can help them grow.
• “Shells” (short story): In this short story, a young boy mourns the loss of his parents as he struggles to adjust to living with his aunt. Use this story to help students think about how unforeseen circumstances can test our character, as well as the positive ways we can adapt to new circumstances.
• “What Do Fish Have to Do With Anything?” (short story): In this short story, a boy hopes a beggar might teach him the cure for his mother’s unhappiness. Use this story to encourage students to think about what it means to be happy, the key role that family can play in helping to shape our feelings, and what we might learn from challenging family experiences.
• “Marble Champ” (short story): In this short story, a young girl sets out to prove that she can overcome her shyness and become the marble champ. Use this text to share with students what it means to challenge ourselves and step out of our comfort zones.
Independent Reading and Book Club Resources

ABOUT THIS ASSIGNMENT:
This set of resources supports teachers in launching an independent reading program or book clubs that run parallel to the core instruction in this unit. It includes a list of books that align thematically to 6th Grade Unit 1: Characters Who Change and Grow, discussion questions, reading response questions, as well as ready-made student-facing logs and handouts.

HOW TO FACILITATE:
• Start by downloading Best Practices for Independent Reading.
• Check out the 6th Grade Unit 1: Characters Who Change and Grow Independent Reading Teacher Guide and make a plan for independent reading.

ASSIGNMENT MATERIALS:
• Student Copy: Independent Reading Materials

Reading Lesson: “Do People Really Change?” (Informational)

ABOUT THIS ASSIGNMENT:
“Do People Really Change?” explains the research behind the “Big Five” personality traits and how people do, in fact, change and grow. It provides an opportunity for students to reflect on who they are and who they want to be, while also providing a framework to think about change throughout the unit.

HOW TO FACILITATE:
• Introduce the lesson with the slide deck (5 min)
• Lead students through the reading and questions (15 min)
• Have students complete the independent practice (20 min)

ASSIGNMENT MATERIALS:
• Slide Deck
• Teacher Copy*
• Student Copy*

* Student and teacher copies of this reading lesson are downloadable on commonlit.org for verified teacher accounts. Navigate to the text page and click “Download PDF” to access these materials.

Writing Lesson: Breaking Down a Prompt

ABOUT THIS ASSIGNMENT:
This writing lesson establishes the importance of a fundamental skill: carefully breaking down a prompt. Students will apply this skill to today’s prompt, which asks them to reflect upon their own personality and areas of growth.

HOW TO FACILITATE:
To assign the interactive digital lesson, click “Assign” and schedule the lesson.* To facilitate the lesson on paper, access the student copy of the lesson and distribute it to students.

ASSIGNMENT MATERIALS:
• Teacher Copy
• Student Copy

*The data for interactive digital lessons will show up on your teacher assignment report.
Reading Lesson: “Raymond’s Run”

ABOUT THIS ASSIGNMENT:
“Raymond’s Run” is an engaging story about a young girl named Squeaky who cares about two things: being the fastest kid in town and her brother. As students read, they will analyze how Squeaky transforms through her relationship with her brother and her experience in the May Day race.

HOW TO FACILITATE:
• Introduce the lesson with the slide deck (5 min)
• Lead students through the reading and questions (45 min)
• Have students complete the independent practice (20 min)
• Facilitate the quick partner discussion (5 min)

ASSIGNMENT MATERIALS:
• Slide Deck
• Teacher Copy*
• Student Copy*

* Student and teacher copies of this reading lesson are downloadable on commonlit.org for verified teacher accounts. Navigate to the text page and click “Download PDF” to access these materials.

Writing Lesson: Writing a Complete Paragraph

ABOUT THIS ASSIGNMENT:
This writing lesson establishes expectations for writing complete paragraphs. Students will learn to include an argument, evidence, and explanation in their paragraphs and will apply this skill to a prompt about Squeaky’s character.

HOW TO FACILITATE:
Follow the guidance on each section of the lesson. Each part has clear facilitation directions that indicate if the section should be teacher-led or assigned as partner work or independent practice.

ASSIGNMENT MATERIALS:
• Teacher Copy
• Student Copy
• Think Aloud Deck
Reading Lesson: “The Medicine Bag”

ABOUT THIS ASSIGNMENT:
“The Medicine Bag” is a short story about a boy named Martin who struggles to accept that his Sioux grandfather is not the same person he has bragged to his friends about. As students read, they will track Martin's changing perspective about his heritage.

HOW TO FACILITATE:
• Introduce the lesson with the slide deck (5 min)
• Lead students through the reading and questions (55 min)
• Have students complete the independent practice (20 min)
• Facilitate the quick partner discussion (5 min)

ASSIGNMENT MATERIALS:
• Slide Deck
• Teacher Copy*
• Student Copy*

* Student and teacher copies of this reading lesson are downloadable on commonlit.org for verified teacher accounts. Navigate to the text page and click "Download PDF" to access these materials.

Vocabulary Quiz

ABOUT THIS ASSIGNMENT:
This vocabulary quiz assesses students' knowledge of the vocabulary words in the Vocabulary Activity Set.

HOW TO FACILITATE:
To assign this quiz digitally, click “Assign” and schedule the quiz. Set aside 15 minutes for students to complete the vocabulary quiz.

To have students complete the quiz on paper, access the student copy of the assignment materials and distribute it to students.

ASSIGNMENT MATERIALS:
• Student Vocabulary Quiz
• Teacher Answer Key*

*Quizzes assigned digitally will be scored automatically. To ensure assessment security, a printable answer key is not available at this time.

Writing Lesson: Choosing Relevant Evidence

ABOUT THIS ASSIGNMENT:
Learning how to determine which piece of evidence is relevant to an argument can often be challenging for students. In this writing lesson, students will learn what it means to find relevant evidence and they will practice this skill with ideas and examples from “The Medicine Bag.”

HOW TO FACILITATE:
Follow the guidance on each section of the lesson. Each part has clear facilitation directions that indicate if the section should be teacher-led or assigned as partner work or independent practice.

ASSIGNMENT MATERIALS:
• Teacher Copy
• Student Copy
Related Media Exploration: How Can We Change Our Brains?

ABOUT THIS ASSIGNMENT:
This engaging exploration lesson includes a video of how NBA star Steph Curry’s practice habits led to success, as well as two videos explaining the science behind how we change and grow. After analyzing the videos, students will reflect on how the ideas can impact their own lives.

HOW TO FACILITATE:
Lead students through the introductory slides. Release students to complete the remainder of the exploration (pairs or independent).

ASSIGNMENT MATERIALS:
- Slide Deck
- Student Copy
- Teacher Copy

Grammar and Usage Activities

ABOUT THIS ASSIGNMENT:
Grammar is an essential component too often missed. This 360 Unit’s grammar materials contain 6 activities that focus on building better sentences by adding nonessential elements to a sentence. Great for a quick warm-up activity or homework!

HOW TO FACILITATE:
Assign the 6 activities as warm-ups, homework, or practice to prepare students for the grammar quiz.

ASSIGNMENT MATERIALS:
- Student Grammar Activities
- Teacher Answer Key

Reading Lesson: “The Scholarship Jacket”

ABOUT THIS ASSIGNMENT:
“The Scholarship Jacket” is a short story about a girl named Marta who learns that she won’t receive a jacket she has earned, unless her family can pay for it. As students read, they will track Marta’s shifting emotions.

HOW TO FACILITATE:
- Introduce the lesson with the slide deck (5 min)
- Lead students through the reading and questions (35 min)
- Have students complete the independent practice (20 min)
- Facilitate the quick partner discussion (5 min)

ASSIGNMENT MATERIALS:
- Slide Deck
- Teacher Copy*
- Student Copy*

*Student and teacher copies of this reading lesson are downloadable on commonlit.org for verified teacher accounts. Navigate to the text page and click “Download PDF” to access these materials.
Narrative Writing Prompt

ABOUT THIS ASSIGNMENT:
This optional narrative prompt provides an opportunity for students to be creative as they write an alternate ending to "The Scholarship Jacket."

HOW TO FACILITATE:
Have students respond to the narrative prompt using the Narrative Writing Checklist as they write.

ASSIGNMENT MATERIALS:
• Student Copy

Discussion Lesson

ABOUT THIS ASSIGNMENT:
Learning to participate in academic discussion is a key skill to master in middle school. This discussion lesson will help students learn basic expectations for academic discussion. The assignment materials include a handout to teach these expectations, a handout to help students prepare for discussion and take notes, and teacher resources to help you facilitate whole-class or small group discussions.

Students will discuss their answers to the following question: Who influences teens and preteens the most: their friends, their family, or their own beliefs and opinions?

HOW TO FACILITATE:
• Lead students through the Discussion Skill Lesson (15 min)
• Have students prepare for discussion using the Discussion Prep handout (15 min)
• Launch discussion and have students take notes during discussion (30 min)

ASSIGNMENT MATERIALS:
• Discussion Skill Lesson Student Copy
• Discussion Skill Lesson Teacher Copy
• Discussion Preparation Student Copy
• Discussion Protocols
• Student Voice Tracker

Grammar and Usage Quiz

ABOUT THIS ASSIGNMENT:
This grammar quiz assesses students' knowledge of the unit's grammar skill from the optional grammar and usage activities: punctuating nonessential elements.

HOW TO FACILITATE:
• Assign the grammar quiz to students (10 min)

ASSIGNMENT MATERIALS:
• Student Grammar Quiz
• Teacher Answer Key*

*Not available in PDF. Coming soon in digital form!
Writing: Unit 1 Essay Planning

**ABOUT THIS ASSIGNMENT:**
Planning and organizing ideas is often the most challenging part of writing an essay. In this multi-part writing lesson, students will prepare for their end of unit essay by practicing skills they can carry over into future essay planning.

Students will:
- Break down a prompt
- Brainstorm evidence that answers the prompt
- Refine their ideas through discussion
- Examine an exemplar essay

**HOW TO FACILITATE:**
Follow the guidance on each section of the lesson. Each part has clear directions that indicate if the section should be teacher-led or assigned as partner work or independent practice.

**ASSIGNMENT MATERIALS:**
- Teacher Copy
- Student Copy

Writing: Unit 1 Essay

**ABOUT THIS ASSIGNMENT:**
*This end of unit activity requires that students respond to the following writing prompt:*

Like Martin from “The Medicine Bag” and Marta from “The Scholarship Jacket,” you have changed because of important people in your life. Choose either Martin or Marta, and write an essay in which you explain how the character changed because of an important person. Then compare this to the influence an important person has had in your life. Be sure to use evidence to support your response.

**HOW TO FACILITATE:**
Have students use their resources to draft their essay.

**ASSIGNMENT MATERIALS:**
- Student Essay Prompt
- Exemplar Essay
- Essay Rubric

Alternate End of Unit Writing Assignments

**ABOUT THIS ASSIGNMENT:**
This unit includes four additional end of unit writing task options. Teachers may consider using these as extension activities or as a replacement to the recommended prompt.

**HOW TO FACILITATE:**
Consider which prompt best meets your students’ needs and assign that prompt in place of or in addition to the recommended unit prompt.

**ASSIGNMENT MATERIALS:**
- Teacher Copy
- Student Copy
Pacing Guide

With appropriate pacing, Grade 6, Unit 1 should take roughly 5-7 weeks of instructional time. This assumes 45 minutes of daily instruction. With this assumption, many of the reading lessons can last up to 2 days/class periods and should be spaced accordingly. Supplemental reading, vocabulary activities, and grammar activities can often be assigned as homework. Teachers should expect to revise pacing as needed.

**WEEK 1**

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<td>“Do People Really Change?” Slide Deck</td>
<td>“Do People Really Change?”</td>
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<tr>
<td>“Do People Really Change?” - Independent Practice</td>
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<td>Completion of previous activities</td>
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<td>Teacher-created activities</td>
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Teacher & Support Resources

CommonLit 360 is rich with resources for teachers and administrators. In addition to this PDF Unit Guide, here are just a few additional tools available to teams for free:

- Document: Curriculum Framework, An Overview
- Document: Themes & Topics Overview
- Live Webinar: Getting Started with CommonLit 360
- Instructional support videos available on each unit’s Support and Resources page

Ready to roll out CommonLit 360 in your school or district? Read about the affordable professional development we offer for schools and districts through our CommonLit for Schools packages.
### WEEK 2

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<td>“Raymond’s Run” - Independent Practice</td>
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<tr>
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<th>Writing Lesson: Writing a Complete Paragraph</th>
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<th>Vocabulary Activity Set: Activity 3</th>
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<tr>
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<td>“The Medicine Bag” Slide Deck</td>
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<td>“The Medicine Bag” - Day 1</td>
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<th>Fri. (Flex time)</th>
<th>Vocabulary Activity Set: Activity 5</th>
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Flex time for:
- Independent/Book Club reading or meetings
- Supplemental text set reading
- Completion of previous activities
- Teacher-created activities

### WEEK 3

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<th>Vocabulary Quiz</th>
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<tr>
<th>Wed.</th>
<th>Related Media Exploration <strong>RECOMMENDED</strong></th>
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<td>“The Scholarship Jacket” Slide Deck</td>
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<td>“The Scholarship Jacket” - Day 1</td>
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<th>Grammar and Usage Activities: Part 4 <strong>OPTIONAL</strong></th>
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<tbody>
<tr>
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<td>“The Scholarship Jacket” - Independent Practice</td>
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Flex time for:
- Independent/Book Club reading or meetings
- Supplemental text set reading
- Completion of previous activities
- Teacher-created activities
### WEEK 4

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<th>Day</th>
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| Mon.   | • Grammar and Usage Activities: Part 5 OPTIONAL  
|        | • Narrative Prompt OPTIONAL                     |
| Tues.  | • Grammar and Usage Activities: Part 6 OPTIONAL  
|        | • Discussion Skill Lesson RECOMMENDED           |
| Wed.   | • Class Discussion RECOMMENDED                  
|        | • Grammar and Usage Quiz OPTIONAL               |
| Thurs. | • Writing Lesson: Unit 1 Essay Planning         |
| Fri.   | Flex time for:                                  
|        | • Independent/Book Club reading or meetings     
|        | • Supplemental text set reading                 
|        | • Completion of previous activities             
|        | • Teacher-created activities                    |

### WEEK 5

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<td>• Unit 1 Essay: Drafting</td>
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<tr>
<td>Tues.</td>
<td>• Unit 1 Essay: Drafting</td>
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| Wed.   | Flex time for:                                  
|        | • Independent/Book Club reading or meetings     
|        | • Supplemental text set reading                 
|        | • Completion of previous activities             
|        | • Teacher-created activities                    |
| Thurs. | Flex time for:                                  
|        | • Independent/Book Club reading or meetings     
|        | • Supplemental text set reading                 
|        | • Completion of previous activities             
|        | • Teacher-created activities                    |
| Fri.   | Flex time for:                                  
|        | • Independent/Book Club reading or meetings     
|        | • Supplemental text set reading                 
|        | • Completion of previous activities             
|        | • Teacher-created activities                    |
CommonLit 360: Digital Experience

One of the reasons CommonLit 360 is so unique is that it is accessible through a free, state-of-the-art digital platform. Reading, writing, and vocabulary lessons and assessments within a CommonLit 360 unit can be assigned to students through CommonLit.org. During and after the lesson, teachers can view formative assessment data through a real-time lesson dashboard to easily track completion and progress. All of these digital features are free for teachers and students, just like the rest of CommonLit. To learn more about the digital experience, sign up for an upcoming CommonLit 360 webinar or email help@commonlit.org.

Appendix I: Text Selection & Text Complexity

When selecting texts for this unit, CommonLit considers both quantitative and qualitative measures of text complexity.

UNIT TEXTS

<table>
<thead>
<tr>
<th>Title by Author</th>
<th>Lexile</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“Do People Really Change?” by Jessica McBirney (Informational)</td>
<td>890L</td>
<td>This brief informational text explains that people’s personalities change over time. The text provides an opportunity for students to consider their own personalities, and how they might want to change, while also providing a direct link to the unit’s thematic topic of change.</td>
</tr>
<tr>
<td>“Raymond’s Run” by Toni Cade Bambara (Short Story)</td>
<td>1200L</td>
<td>Squeaky, the sometimes brash but always lovable protagonist of “Raymond’s Run,” undergoes a major transformation as she runs in her city’s May Day Race. This is the first short story in the unit because it is accessible to most sixth graders, has a clear character change, and has received consistent praise as engaging from both teachers and students.</td>
</tr>
<tr>
<td>“The Medicine Bag” by Virginia Driving Hawk Sneve (Short Story)</td>
<td>830L</td>
<td>When Martin’s grandfather travels from his Lakota reservation to Martin’s suburban town, Martin is forced to reckon with the tales he’s told his friends about Grandpa and the reality that Grandpa is a very old man who doesn’t seem very impressive at first glance. Students will be able to relate to Martin’s concerns while tracking how his understanding of his heritage changes.</td>
</tr>
<tr>
<td>“The Scholarship Jacket” by Marta Salinas (Short Story)</td>
<td>750L</td>
<td>Each year, Marta’s school awards the student with the best grades a scholarship jacket, and Marta has just earned the award. When the school seeks to strip her of the award, Marta learns an important lesson and is changed in the process.</td>
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### SUPPLEMENTAL TEXTS (ENGLISH)

<table>
<thead>
<tr>
<th>Title by Author</th>
<th>Lexile</th>
<th>Description</th>
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</table>
| "Stray" by Cynthia Rylant  
(Short Story) | 600L | In this short story, a young girl finds a stray dog and tries to convince her family to keep it. Use this story to help students think about the types of challenges that young people can face and how these challenges can help them grow. |
| "Shells" by Cynthia Rylant  
(Short Story) | 650L | In this short story, a young boy mourns the loss of his parents as he struggles to adjust to living with his aunt. Use this story to help students think about how unforeseen circumstances can test our character, as well as the positive ways we can adapt to new circumstances. |
| "What Do Fish Have to Do With Anything?" by Avi  
(Short Story) | 590L | In this short story, a boy hopes a beggar might teach him the cure for his mother’s unhappiness. Use this story to encourage students to think about what it means to be happy, the key role that family can play in helping to shape our feelings, and what we might learn from challenging family experiences. |
| “Marble Champ” by Gary Soto  
(Short Story) | 850L | In this short story, a young girl sets out to prove that she can overcome her shyness and become the marble champ. Use this text to share with students what it means to challenge ourselves and step out of our comfort zones. |

### SUPPLEMENTAL TEXTS (SPANISH)

<table>
<thead>
<tr>
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<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>“¿Qué tienen que ver los peces con cualquier cosa?” by Avi</td>
<td>470L</td>
<td>In this short story, a boy hopes a beggar might teach him the cure for his mother’s unhappiness. Use this story to encourage students to think about what it means to be happy, the key role that family can play in helping to shape our feelings, and what we might learn from challenging family experiences.</td>
</tr>
<tr>
<td>“Campeona de canicas” by Gary Soto</td>
<td>840L</td>
<td>In this short story, a young girl sets out to prove that she can overcome her shyness and become the marble champ. Use this text to share with students what it means to challenge ourselves and step out of our comfort zones.</td>
</tr>
</tbody>
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