

[How to use the Sheltered English Curriculum Guide](#)

Essential Questions

- How do writers and speakers use language for effect?
- How do performers communicate meaning to an audience?

Embedded Assessment

Collaborative Embedded Assessment:
[Creating and Presenting a Monologue](#)

W.7.3, W.7.5, SL.7.4, SL.7.6, L.7.5

Focus Standards

RL	RI	W	SL	L
RL.7.1, RL.7.2, RL.7.3, RL.7.4, RL.7.10	RI.7.3, RI.7.4, RI.7.5, RI.7.6	W.7.2, W.7.2c, W.7.3, W.7.3a, W.7.3b, W.7.3c, W.7.3d, W.7.3e, W.7.4, W.7.5	SL.7.1, SL.7.1b	L.7.2, L.7.2b, L.7.4, L.7.4a, L.7.4b, L.7.5, L.7.5a, L.7.6

Key Texts

Genres: poetry, monologue, informational text, drama

- “Spotlight on Monologues”
- “Stopping by Woods on a Snowy Evening”
- “The Paper Avalanche”
- “Study Tips”
- “Little Red Riding Hood and the Wolf”
- “The World Will Know”

Vocabulary

Academic: precise, structure, improvise, diagram

Literary: persona, alliteration, assonance, consonance, monologue, pantomime, verse, prose, poetic devices, internal rhyme, parody, dialogue

Reading

Goals:

- To increase textual analysis skills across genres

Speaking and Listening

Goals:

- To strengthen verbal and nonverbal communication skills
- To improve oral fluency and presentation skills
- To collaborate on a Shakespearean performance

Writing and Research

Goals:

- Narrative and Expository Writing

Language

Skills:

- Language and Writer's Craft: dangling and misplaced modifiers, the varying syntax for effect
- Grammar and Usage: dialect, punctuation, relative Pronouns

Assessment Opportunities

Embedded Assessment

Collaborative Embedded Assessment: Creating and Presenting a Monologue










Activity Quizzes






3.2, 3.3, 3.4, 3.5, 3.6, 3.7, 3.8, 3.9, 3.10

Curriculum Map





Unit 4: How We Choose to Act

Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
Week 1	4.1: Previewing the Unit	Collaborative Embedded Assessment <ul style="list-style-type: none"> • Documents: <ul style="list-style-type: none"> ○ Level 1 ○ Level 2 ○ Skills Tracker ○ Vocabulary infographic 	Learning Strategies <ul style="list-style-type: none"> • Activating Prior Knowledge • Think-Pair-Share • QHT • Close Reading <p>To activate prior knowledge, ask students to think-pair-share responses to the Essential Questions in the Previewing the Lesson Unit. Remind students that their understanding of these ideas will grow deeper throughout the unit.</p> <p>Read the Preview aloud and help students identify and discuss the form and conventions of a monologue.</p> <p>Vocabulary Development: Review the QHT strategy with students. Then have them use the strategy to sort the Academic Vocabulary and Literary Terms. Add terms to the Word Wall.</p> <p>Hand out the skills tracker and unpack the skills students will need to practice to complete the embedded assessment.</p>	Unpacking Embedded Assessments <p>Vocabulary</p> <ul style="list-style-type: none"> • Word Wall • English • Spanish <p>Graphic Organizer</p> <ul style="list-style-type: none"> • Web Organizer • Notes for Reading Independently (Fiction, Nonfiction) <p>Springboard GO:</p> <ul style="list-style-type: none"> • Graphic Organizers

Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
	Language Workshop Activity 4A.1: Genre Focus: Monologue	Slide Deck: <ul style="list-style-type: none"> •  Introduction to Mon... • Monologue Film clips and analysis Documents: <ul style="list-style-type: none"> • Monologue Film clips and analysis 	Learning Strategies:	Word Wall: <ul style="list-style-type: none"> • Monologue • actor/actress • audience • character Resources: <ul style="list-style-type: none"> •  Miles Morales "Anyone Can ... •  America Ferrera's Iconic Bar...
	Language Workshop Activity 4A.2: Building Knowledge	Slide Deck: <ul style="list-style-type: none"> •  monologue_lesson_slides.p... Documentss: <ul style="list-style-type: none"> •  monologue_sheltered_instr... •  monologue_activity2_shelte... 	Learning Strategies:	Word Wall: <ul style="list-style-type: none"> • playwright • reveal • shift • motivational • humorous • dramatic • suspend disbelief Graphic Organizers: <ul style="list-style-type: none"> •  monologue_activity2_shelte...
Week 2	Language Workshop Activity 4A.3: Academic Vocabulary	Slidedeck- <ul style="list-style-type: none"> •  The_Speaker_s_Toolkit.pdf Vocabulary with visuals- <ul style="list-style-type: none"> •  LW.7.4.3 	Learning Strategies: <p>If students need additional support writing their own definitions, have them define the word in another way, such as drawing or concept mapping. Then, show them individually how to convert this into a definition or find audio examples.</p>	Word Wall: <ul style="list-style-type: none"> • inflection • rate • pitch • tone • volume • pantomime • monologue • punctuation

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	<p>4.2: Using Language for Effect</p>	<p><i>Teachers, please make sure to read each assignment carefully to plan how to execute the activities</i></p> <p>Slide Deck:  The_Poetry_Studio.pptx</p> <p><u>Part 1:</u> Scaffolded lesson & Chunked Text for “Stopping by Woods on a Snowy Evening”  frost_lesson_activity42.docx</p> <p><u>Part 2:</u> Haiku and Mother/Son Poems with Spanish translation and vocabulary. Initial Jigsaw activity</p> <p>4.2 Poems Jigsaw Part 1</p> <p><u>Part 3: Jigsaw Activity Teaching</u>  STEP 3 – JIGSAW GROUP</p>	<p>Learning Strategies:</p> <ul style="list-style-type: none"> ● Summarizing ● Questioning the Text ● Rereading, Marking the Text ● Note-taking ● Drafting <p>Teachers might suggest that students who have difficulty with compare/ contrast writing create a Venn diagram to organize their ideas as a prewriting strategy.</p>	<p>Audio:</p> <ul style="list-style-type: none"> ● “Stopping by Woods on a Snowy Evening” (2:49) ●  Mother to Son by L... <p>Graphic Organizers:</p>
Activity Quiz 4.2-  4.2 Quiz				

Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
Week 3	<p>4.3: Analyzing a Comedic Monologue</p>	<p>Slide deck:</p> <ul style="list-style-type: none"> • Activity 4.3 <p>Documents:</p> <ul style="list-style-type: none"> • 4.3: Analyzing a Comedic Monologue (scaffolds) 	<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Word Maps • Note-taking • Quickwrite • Discussion Groups • Graphic Organizer • Drafting <p>Vocabulary development: as a Do Now or first activity, consider having students design a word map for monologue. Students should be prepared to add to and refine their understanding of the word as they progress through the unit.</p> <p>In this activity, students may need support to complete the quickwrite task on this page, particularly if they are unfamiliar with Halloween and how it is observed in the United States. Consider having a brief class discussion about Halloween and customs around the holiday, or allowing students to write about a holiday that they celebrate in their home countries</p> <p>Use the Activity 4.3 Slide Deck to introduce comedic monologues. Move through the slide deck and the scaffolded lesson.</p>	<p>Videos in the Slide Deck::</p> <ul style="list-style-type: none"> • Jerry Seinfeld: I'm Telling You for the Last Time • Jerry Seinfeld: Halloween • Modifiers <p>Word Wall:</p> <ul style="list-style-type: none"> • Monologue • Structure • Tone • Audience • Purpose • Dangling modifier • Misplaced modifier <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Embedded
<p>Activity Quiz 4.3</p>				



Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
	Language Workshop Activity 4A.5: Close Reading of an Anchor Text	Instructional Support Guide:  Instructional Scaffolds for ... Slide Deck:  reading monologues.pptx Chunked Tex and Narrative Writing Prompt:  chunked text.docx		Graphic Organizers:  Instructional Scaffo...
Week 4	Language Workshop Activity 4A.6: Academic Collaboration	No additional scaffolds or supports needed	<p>Learning Strategies: Students whose first language is Spanish or Vietnamese may place adjectives after the noun when writing. For example, instead of saying <i>the ebony raven</i>, they may say <i>the raven ebony</i>. If this happens, rephrase the sentence and ask the student to repeat the sentence using conventional English word order.</p> <p>If students need additional support expressing opinions orally, have student pairs interview each other about a topic that generates debate (e.g., sports teams, school policies, favorite musicians, etc.). You may want to approve topic choices before students get started. Encourage students to use a variety of strategies to communicate their opinions orally, using nonverbal cues, synonyms, circumlocution, or mime when they do not know a word .</p>	

Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
Week 5	4.5: Analyzing and Responding to Narrative Poetry	<p>Vocabulary:</p> <ul style="list-style-type: none"> • Poetic Devices Matching Game <p>Videos:</p> <ul style="list-style-type: none"> • Deconstructing "The Raven" • "The Raven", animated <p>Slide deck:</p> <ul style="list-style-type: none"> • The Raven Decoded: Biographical information, overview, video <p>Documents:</p> <ul style="list-style-type: none"> • 4.5 Analyzing and Responding to Narrative Poetry (chunked text and scaffolds) 	<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Graphic Organizer • Rereading • Marking the Text • Discussion Groups <p>Day 1: Review vocabulary (poetic devices matching game provided). Watch Deconstructing The Raven, and watch The Raven, animated.</p> <p>Days 2-3: Review the slide deck, then have students read the poem and complete the activities in lesson 4.5 with the chunked text and scaffolds.</p> <p>Conduct a paired reading of "The Raven." Pause after line 6. Have students describe the mood that Poe has created in these first lines. Let the partners share words to describe that mood, using text evidence to support their replies.</p> <p>As students read, monitor their progress. Be sure they are annotating for words and phrases that create a mood as well as marking words and phrases that are new or unknown to them.</p>	<p>Audio:</p> <ul style="list-style-type: none"> • "The Raven" <p>Word Wall:</p> <ul style="list-style-type: none"> • Prose • Poetry • Symbol • Metaphor • Hyperbole • Internal Rhyme • Refrain • Mood • Onomatopoeia <p>Anchor Charts:</p> <ul style="list-style-type: none"> • Prose v. Poetry • Figurative language <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Embedded

Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
	LC 4.5: Language Checkpoint—Using Prepositions	Documents: <ul style="list-style-type: none"> • Prepositions 	Learning Strategies: If students need additional practice with prepositions, prepositional phrases, and/or subject-verb agreement, consider repeating the same revision practice with independent writing tasks and peer revision groups that continue through the unit. There are several opportunities to apply these writing skills again on student drafts.	Word Wall: <ul style="list-style-type: none"> • preposition <ul style="list-style-type: none"> ○ above ○ below ○ before ○ after ○ under ○ over ○ to ○ with ○ for ○ on ○ off ○ in ○ at ○ by
Activity 4.5- Quiz: Prepositions and Prepositional Phrases				

Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
Week 6	4.6: Transforming a Traditional Tale	<p>Slide deck:</p> <ul style="list-style-type: none"> • Little Red Riding Hood: Three Versions <p>Documents:</p> <ul style="list-style-type: none"> • 4.6: Transforming a Traditional Tale (chunked text and scaffolds) • Narrative Writing Prompt (sentence stems) 	<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Marking the Text • Note-taking • Drafting • Discussion Groups • Sharing and Responding • Brainstorming <p>Day 1: Start with the slide deck that previews three different versions of the story. Stop before you get to the Dahl analysis.</p> <p>Days 2-3: Move to the chunked text and scaffolds. Go through the lesson with students.</p> <p>After analyzing Dahl’s version, stop before the exit ticket, and review the rest of the slide deck. Finish with the Exit Ticket or Activity Quiz.</p> <p>Day 4: Complete the Narrative Writing prompt. This should be done with a partner or in small groups.</p>	<p>Word Wall:</p> <ul style="list-style-type: none"> • Parody • Monologue • Structure • Effect <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Embedded
Activity Quiz 4.6				

Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
Weeks 7-8	4.7: Using Language to Develop Theme - The World Will Know	<p>Slide deck:</p> <ul style="list-style-type: none"> • Activity 4.7: The World Will Know (images from the lesson, vocabulary, background information, and the Newsies video) <p>Documents:</p> <ul style="list-style-type: none"> • Activity 4.7: Using Language to Develop Theme - The World Will Know (chunked text and scaffolds) • RAFT and Monologue 	<p>Learning Strategies:</p> <ul style="list-style-type: none"> • Close Reading • Drafting • Marking the Text • RAFT • Rereading • Summarizing <p>Use the slide deck to introduce the lesson and discuss the Knowledge Question. Have students discuss in small groups a time when they made a choice that affected their own or other people's actions. Then review Lewis Hine's photographs and give students time to notice details. Ask a volunteer to read the informational paragraph and captions, and then pose the Knowledge Questions to the class. Have students jot down their own responses for future reference. When students have made sufficient observations about the images, transition to the informational text (document).</p> <p>Show the video in the slide deck that gives background knowledge on the Newsies strike. Also included is the film clip of the Newsies singing the song that is included in the lesson.</p> <p>Read the Setting a Purpose for Reading section with students and tell them that you will annotate the first part of the text together as a class.</p> <p>Complete the RAFT writing and monologue after finishing the reading/analysis.</p>	<p>Word Wall:</p> <ul style="list-style-type: none"> • Sentence Types: <ul style="list-style-type: none"> ○ Statement ○ Question ○ Exclamation ○ Command <p>Anchor Charts:</p> <ul style="list-style-type: none"> • RAFT <p>Graphic Organizers:</p> <ul style="list-style-type: none"> • Embedded

Dates	SpringBoard Activities and Assessments	Supplemental Materials for Sheltered English	Differentiation for Student Needs	Resources and Materials
	Language Workshop Activity 4A.7: Language Checkpoint: Verb Tense	Slide Deck:  Verb_Tenses_(3).pdf	Learning Strategies: If students need additional support using appropriate verb tenses, have small groups play a game of Yesterday, Today, Tomorrow. Have each group member take a turn saying a sentence about something they did yesterday. Students should not repeat verbs that have already been used. Encourage students to ask for help from their group members if they are not sure how to form the correct tense of their verb. Then, have groups repeat the activity, telling about something they are doing today and something they will do tomorrow.	
Activity Quiz 4.7-  Verb Tense Quiz				
Weeks 9-10	Embedded Assessment: Collaborative Embedded Assessment: Creating and Presenting a Monologue	Collaborative Embedded Assessment <ul style="list-style-type: none"> ● Documents: <ul style="list-style-type: none"> ○ Level 1 ○ Level 2 ○ Vocabulary infographic 		