

Essential Questions	Embedded Assessment	
- How can change be significant? - What makes a good story?	1. Writing a Personal Narrative	W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.5, W.6.6

Focus Standards				
RL	RI	W	SL	L
RL.6.1, RL.6.2, RL.6.3, RL.6.4, RL.6.5, RL.6.6, RL.6.9, RL.6.10	RI.6.6, RI.6.9, RI.6.10	W.6.2a, W.6.2b, W.6.2d, W.6.3, W.6.3a, W.6.3b, W.6.3c, W.6.3d, W.6.3e, W.6.4, W.6.5, W.6.6., W.6.9a,	W.6.3.b, W.6.3.c, W.6.3 e, W.6.5	L.6.1a, L.6.1b, L.6.1e, L.6.2, L.6.2b, L.6.3a, L.6.4d, L.6.5a, L.6.5b, L.6.5c, L.6.6

Key Texts
Genres: short story, personal narrative, novel, and myth “The Jacket” “Ticket to Ride” “Fish Cheeks”

Vocabulary
Academic: sequence, cause-effect, transitions, coherence Literary: conflict (external/internal,) personal narrative, point of view, connotation, denotation, metaphor, simile, short story, theme, plot, foreshadowing, personification.

Reading	Speaking and Listening
Goals: To understand how change can be significant. To evaluate the details to determine the key idea of texts	- Sharing and Responding in Groups - Sharing and Discussing Textual Evidence - Collaborating to Create a Poster - Collaborating to Create a Storyboard - Collaborative Discussion-Socratic Seminar

Writing and Research	Language
Goals: To use narrative techniques such as sequencing, dialogue, and descriptive language; To write meaningful narratives using genre characteristics Focus Area: Narrative Writing	Goal: To understand pronouns and the conventions of punctuating dialogue Language and Writer's Craft: pronouns, transitions, vivid verbs, varied sentence patterns Grammar and Usage: commas, punctuating dialogue, sentences and fragments, and reflexive and intensive pronouns

Additional Assessment Opportunities	
Narrative Writing Prompt/Drafting the EA	Activities 1.5, 1.8, 1.12, 1.14, 1.15, 1.17
Writing to Sources: Informational Text	Activities 1.6
Narrative Memory Map	Activity 1.7
Reader/Writer Notebook Text Dependent Questions	Ongoing
Activity Quizzes and Unit Assessments	Springboard Digital , Exit Tickets , and Modified Activity Quizzes

6th Grade	Curriculum Map
	Unit 1: Stories of Change How to use the Sheltered English Curriculum Guide

Dates	SpringBoard Activities and Assessments	Supplemental Supports for Sheltered English	Differentiation for Student Needs	Resources & Materials
Week 1	1.1: Previewing the Unit-Unpack Embedded Assessment	Documents: Activity 1.1 Previe...	Best Practice for our sheltered English students is to practice and apply all components of the unit as it is taught. For example, when characterization is taught, have students apply to their personal narrative <u>Learning Strategies:</u> - Activate Prior Knowledge - Skimming/Scanning QHT - Marking the Text - Summarizing/Paraphrasing	Unpacking the EA: - Embedded Assessment... Vocabulary Zinc English Spanish - ELA Unit 1 Vocabulary 6... Graphic Organizers: Web Organizer Rubrics: LAS Links Speaking and Writing Rubrics, 6-8

Dates	SpringBoard Activities and Assessments	Supplemental Supports for Sheltered English	Differentiation for Student Needs	Resources & Materials
	Language Workshop Lesson 1A.1: Genre Focus		If students need additional support, add the following terms to a Word Wall: narrator, point of view, incident, response, and reflection. Have students refer to the Word Wall when responding to questions about personal narratives. For students who will benefit from spelling practice, circle the misspelled words in their summary sentences. Ask students to slowly say each word that they misspelled, stretching out the sounds, and then to write the letter or letters that stand for each sound. Students can use the Morphemes Chart for reference and check the new spelling in a dictionary prior to revising their writing.	Word Wall: • Narrator • Point of View • Incident • Response • Reflection
Week 2	Language Workshop Lesson 1A.2: Building Knowledge	Documents: •  A ticket to Ride vo... •  Ticket to Ride.pdf	If students need additional support understanding how short stories and personal narratives are alike and different, try this activity. Divide the class into two teams—Short Story and Personal Narrative. Say phrases such as uses made-up characters and events, is nonfiction, is fiction, has an omniscient point of view, and has a limited point of view and have the applicable team (or teams) stand up.	Graphic Organizer (Embedded)

Dates	SpringBoard Activities and Assessments	Supplemental Supports for Sheltered English	Differentiation for Student Needs	Resources & Materials
	Language Workshop Lesson 1A.3: Academic Vocabulary	Documents: - Translated Vocabulary words/visual vocabulary  ELA Unit 1 Vocabu...	If students need additional support understanding complete sentences, provide pairs with four index cards, each with one phrase written on them: <i>two big red trucks, go down the street, deliver heavy boxes, the man and his helper</i> . Remind students that a complete sentence has a subject and a verb and expresses a complete thought. Have students work to create complete sentences from these phrases by putting the cards together. Possible sentences might be: <i>Two big red trucks go down the street. Two big red trucks deliver heavy boxes. The man and his helper go down the street. The man and his helper deliver heavy boxes</i> . Provide sentence frames or starters if students need additional support.	Word Wall Graphic Organizer: Roots and Affixes Brainstorm
Week 3	Language Workshop Lesson 1A.4: Vocabulary Preview and Practice	Document:  6th Grade LB Activi...	If students need additional support participating in conversations, pair them with different partners during subsequent activities. Students at Expanding and Bridging proficiency levels should be able to support peers who are at Beginning and Developing levels.	

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	Activity 1.2 Alternate: Childhood Stories: "Fish Cheeks"	Documents:  Fish Cheeks by Am...	If students need support to use the literary terms introduced in this activity, ask them guiding questions about familiar books or movies using the terms. For instance, Who are the characters? What is the setting? What is her internal conflict? There will be many more opportunities to practice analyzing literature and themes throughout the year. <u>Learning Strategies:</u> • Close Reading • Diffusing • Marking the Text • Note-taking • Visualizing	
	Activity Quiz 1.2			
Week 4	1.4 Personal Narrative: Incident, Response, Reflection	Documents:  Fish Cheeks by Am...  1.4 Incident, Respo...	<u>Learning Strategies:</u> • Drafting • Paraphrasing • Self-Editing • Peer Editing	Text:  Fish Cheeks by Amy Tan Word Wall: • Personal Narrative • Point of View Graphic Organizers: • Narrative Analysis and Writing

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Week 5	1.5 He Said, She Said: Characterization	Documents: • Lesson Plan • Evidence/Inference Formative assessment opportunity: • Writing Prompt: ○ Using the information from your class discussion and the graphic organizer, briefly summarize what the narrator learns from the incident in the story. Use specific details from the text in your summary.	Objectives: • Make inferences about a character and provide textual evidence in a short, written response. <u>Learning Strategies:</u> • Collaborative Discussion • Predicting • Close Reading • Marking the Text • Visualizing • Note Taking	Text: • Fish Cheeks by Amy Tan to discuss POV and characterization Graphic Organizer: • Characterization Charact... Word Wall: • Connotation • Denotation
Week 6	1.8 Creating a Narrative Prewriting and Drafting	Documents: • Prewriting and Drafting	<u>Learning Strategies:</u> • Generating Questions • Brainstorming • Summarizing • Graphic Organizer	Graphic Organizers • Cause-Effect • Character Map Word Wall: • Transitions • Coherence
Activity Quiz 1.8				

Dates	SpringBoard Activities and Assessments	Supplemental Supports for Sheltered English	Differentiation for Student Needs	Resources & Materials
Week 7	Language Workshop Lesson • 1A.5: Close Reading of an Anchor Text	Documents: •  The Jacket by Gary ...	The Jacket story has built-in moments to stop and discuss or write for the students. If students need more support comprehending the text, work as a class to define some of the important words and phrases they circled using the Unknown Word Solver graphic organizer <u>Learning Strategies:</u> • Paraphrasing • Close Reading • Marking the Text • Graphic Organizer • Note-taking	Word Wall: • Metaphor • Simile Texts: •  Spanish The Jacket by G... •  Portuguese The Jacket b... Anchor Chart Support: •  Reading Annotation Guide • Unknown Word Solver
	Language Workshop Lesson • 1A.6: Academic Collaboration	This lesson does not need to be modified..	If students need support understanding the questions, have pairs first work to paraphrase each one. Give them access to dictionaries to look up the meaning of challenging words.	
Week 8	1.9 Creating a Narrative: Revising		Not necessary to add anything extra. Students do not have to do this lesson as prescribed. Use notes, self-assessment checklist and support students in revising their narrative as appropriate for their LAS Links level. <u>Learning Strategies:</u> • Adding • Drafting • Sharing and Responding • Writer's Checklist • Self Editing	Activities: • Comic Strip Graphic Organizers: • Writers Checklist • Editors Checklist

Dates	SpringBoard Activities and Assessments	Supplemental Supports for Sheltered English	Differentiation for Student Needs	Resources & Materials
	Activity Quiz 1.9			
Week 9	Embedded Assessment 1: Writing a Personal Narrative	Documents: • Personal Narrative B... • Sentence Stems to ... • Sentence Stems to ... • Self-Assessment C...		
Week 10	Makeup - Revisions			
	Complete Embedded Assessment by the end of Week 10			