

Level 1: Unit 4: A Change of Scene

Content Area: **English Language Arts**
Course(s): **Generic Course, Language Arts 6**
Time Period: **Generic Time Period**
Length: **40 days (class periods)**
Status: **Published**

Unit Overview

In this final unit, students become immersed in the study of two more narrative genres—poetry and plays. By reading, researching, writing, and performing poems and plays, students strengthen their analysis, research, and writing skills and build confidence to speak in front of their peers. Their year-long study of the concept of change leaves them ready for their own change of scene as they transition to a new grade.

Transfer

- Reading to make careful observations of textual detail and drawing an interpretive conclusion about the meaning and craft of a piece of writing (Activities [4.2](#), [4.3](#), [4.4](#), [4.5](#), [4.9](#), [4.12](#), [4.13](#), [4.14](#), [4.15](#))
- Analyzing literature using the language of literary analysis (Activities [4.2](#), [4.3](#), [4.4](#), [4.9](#), [4.11](#), [4.12](#), [4.14](#))
- Applying effective strategies and techniques in writing (Activities [4.4](#), [4.6](#), [4.9](#), [4.11](#), [4.12](#), [4.15](#))
- Focusing deliberate attention on the craft of sentence-level writing (Activities [4.3](#), [4.5](#), [4.11](#), [4.13](#), [4.14](#))
- Recognizing and correcting problems in coordination and subordination in sentences. ([LC 4.9](#))

Meaning

Understandings

- To analyze and understand the relationships among setting, characterization, conflict, and plot
- To research the work and life of a poet
- To rehearse and present an engaging performance of a play
- To revise for effective sentence variety

Essential Questions

1. How can research inform an understanding of a literary text?
2. How is reading a text similar to and different from viewing and performing a text?

Application of Knowledge and Skill

Students will know...

- source
- bibliography
- evaluate
- annotate
- rhythm
- rate
- iambic pentameter
- tableau
- limerick
- rhyme scheme
- oral interpretation
- inflection
- rate
- meter
- play
- staging
- drama
- free verse
- alliteration
- Choosing Sentence Structure
- Pronoun Usage

Students will be skilled at...

- Support a focused main idea with relevant descriptions, facts, and details from a variety of sources
- Include a complete and accurate bibliography or works cited page
- Demonstrate evidence of strong collaboration

- Sequence ideas effectively including engaging introduction, clear headings, smooth transitions, and logical conclusion
- Integrate multimedia to enhance ideas
- Use transitions between talking points, effective eye contact, volume, pacing, and clarity.
- Maintain appropriate style and tone; consistently use academic and literary vocabulary.
- Demonstrate command of conventions of standard English, including a variety of syntax.
- Demonstrate deep understanding of scene and characters
- Use variety of physical and visual elements (facial expressions, movement, props or background sounds/images) effectively
- Show evidence of extensive planning, rehearsal, reflection and of strong collaboration.
- Sequence scene with engaging introduction, clear middle, and effective conclusion
- Use contact, volume, rate, inflection, tone and rhythm to demonstrate effective oral interpretation
- Uses punctuation cues (periods, commas, semi-colons, dashes, exclamation points) accurately and consistently to inform vocal delivery.

Academic Vocabulary

Academic Vocabulary

source
 bibliography
 evaluate
 annotate

Literary Terms

rate
 inflection
 limerick
 meter
 free verse
 alliteration
 tableau
 play
 staging

Learning Goal

Embedded Assessment 1:

Students will work collaboratively to conduct research, synthesize findings, and present a poet's life journey.

Embedded Assessment 2:

Students will work collaboratively to prepare and present a scene from William Gibson's *The Miracle Worker*.

4.1 Previewing the Unit

1 50-minute class period

***see page 277 in TE for differentiation options**

SWBAT:

- Preview the big ideas and vocabulary for the unit.
- Identify and analyze the skills and knowledge needed to complete Embedded Assessment 1 successfully.

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| LA.L.6.5.B | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.RL.6.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |

4.2 Playing with Rhythm and Rhyme *

2 50-minute class period

see page 283 in TE for differentiation options

Limericks: from *A Book of Nonsense* by Edward Lear

SWBAT:

- Analyze how the parts of a limerick fit into its overall structure and work together to develop theme.
- Rehearse a limerick and present a practiced oral interpretation of the poem, demonstrating command of rhyme, rhythm, inflection, and rate.

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| LA.L.6.3.B | Maintain consistency in style and tone. |
| LA.L.6.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and |

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| | digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.L.6.5.A | Interpret figures of speech (e.g., personification) in context. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Formative Assessment Opportunities

- Activity 4.2 Quiz
- Check Your Understanding pg. 285 Performance Evaluation
- Independent Reading Link pg. 285
- Making Observation Questions pg. 283
- Returning to the Text Questions pg. 284
- Working from the Text Questions pg. 285

4.3 Performing Poetically* **

2 50-minute class periods

see page 287 in TE for differentiation options

****see page 277g for more differentiation options****

Poem: Oranges by Gary Soto

Poem: Trying to Name What Doesn't Change by Naomi Shihab Nye

Poem: Fireflies: A Poem of Two Voices by Paul Fleishman

SWBAT:

- Analyze a poem for details, theme, and meaning.
- Creatively present a poem to the class using the appropriate rate, inflection, and tone.

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| LA.L.6.1.E | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
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| LA.L.6.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.L.6.5.A | Interpret figures of speech (e.g., personification) in context. |
| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |
| LA.SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Formative Assessment Opportunities

- Activity 4.3 Quiz
- Check Your Understanding pg. 294 Reading Pace
- Choral Reading pg. 294
- Focus on the Sentence pg. 288 Complete Sentences/Fragments
- Independent Reading Link pg. 295
- Making Observations Questions pg. 288, 291, 292
- Reflection: Venn Diagram pg. 295
- Returning to the Text Questions pg. 288-289, 291, 293
- Working from the Text pg. 294

4.4 One Poet's Voice, Many Poetic Forms

2 50-minute class periods

Poem: "I Can Dance" by Pat Mora

Poem: "Ode to Teachers," by Pat Mora

Poem: "Dumped," by Pat Mora

SWBAT:

- Examine multiple forms of poetry written by the same poet and analyze the effect of poetic structures on a reader.
- Compose an original poem in a chosen form.

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| LA.L.6.1.E | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| LA.L.6.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.L.6.5.B | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| LA.W.6.3.A | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| LA.W.6.3.D | Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.W.6.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |
| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.SL.6.1 | Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly. |

Formative Assessment Opportunities

- Activity Quiz 4.4

- Check You Understanding pg. 304 Poem Comparison
- Gaining Perspectives pg. 303
- Making Observation Questions pg. 297, 299, 301
- Narrative Writing Prompt pg. 304 Creation of Original Poem
- Returning to the Text Questions pg. 297, 300, 302
- Word Wall Card: Figurative Language pg. 303-304
- Working from the Text Questions pg. 303

4.5 The Work of a Poet

2 50-minute class period

Letter: From “A Letter to Gabriela, A Young Writer,” by Pat Mora

News Article: “Pat Mora’s love for words spreads a river of literacy,” by Julie L. Ortiz

SWBAT:

- Analyze primary and secondary sources about Pat Mora and generate research questions.
- Provide basic bibliographic information about sources.
- Integrate ideas from multiple texts to build knowledge and vocabulary about how personal stories inspire others to challenge themselves.

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| LA.L.6.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| LA.W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| LA.RI.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RI.6.2 | Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RI.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. |
| LA.RI.6.5 | Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas. |

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| LA.RI.6.6 | Determine an author's point of view or purpose in a text and explain how it is conveyed in the text. |
| LA.RI.6.8 | Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not. |
| LA.RI.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person). |

Formative Assessment Opportunities

- Activity 4.5 Quiz
- Focus on the Sentence pg. 314 Statement & Question
- Graphic Organizer pg. 313 Research Note-taking
- Graphic Organizer: Biographical Information pg. 314
- Knowledge Quest Questions pg. 305, 307, 309, 311, 312
- Returning to the Text Questions pg. 308, 311-312
- Working from the Text Questions pg. 313

Grammar & Usage

- Complex Sentences pg. 307
- Quoting Lines of Poetry pg. 309

4.6 Deepening Understanding: Research *

2 50-minute class periods

***see page 316 in TE for differentiation options**

SWBAT:

- Research the life journey of one poet using multiple print and digital sources that have been evaluated for their credibility.
- Write an informational text integrating information gained through research.

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| LA.W.6.2.A | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.W.6.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.6.2.C | Use appropriate transitions to clarify the relationships among ideas and concepts. |

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| LA.W.6.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.W.6.2.E | Establish and maintain a formal/academic style, approach, and form. |
| LA.W.6.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.W.6.7 | Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. |
| LA.W.6.8 | Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. |
| LA.W.6.9.B | Apply grade 6 Reading standards to literary nonfiction (e.g., “Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not”). |
| LA.W.6.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

Formative Assessment Opportunities

- Activity Quiz 4.6
- Independent Reading Link pg. 315
- Writing to Sources: Informational Text pg. 316 Research on poet

4.7 Planning to Present Research

1 50 minute period

SWBAT:

- Synthesize research about a poet.
- Use technology to create a multimedia presentation on a poet.

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| LA.W.6.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |
| LA.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| LA.W.6.10 | Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. |

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| LA.SL.6.1.C | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| LA.SL.6.1.D | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LA.SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). |
| LA.SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |

Formative Assessment Opportunities

- Activity 4.7 Quiz
- Independent Reading Checkpoint pg. 318

Embedded Assessment 1: Researching and Presenting a Poet

Embedded Assessment 1: Research and Presenting a Poet

Students will work collaboratively to conduct research, synthesize findings, and present a poet's life journey.

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| LA.W.6.6 | Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting. |
| LA.SL.6.1.C | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| LA.SL.6.1.D | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LA.SL.6.4 | Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., eye contact, adequate volume, and clear pronunciation). |
| LA.SL.6.5 | Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Formative Assessment Opportunities

- Unit Assessment Part 1

4.8 Unpacking Embedded Assessment 2

1 50-minute class period

SWBAT:

- Identify the knowledge, skills, and vocabulary needed to complete Embedded Assessment 2 successfully.
- Preview and practice the skills needed for a class performance.

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| LA.L.6.5.B | Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words. |
| LA.RI.6.10 | By the end of the year read and comprehend literary nonfiction at grade level text-complexity or above, with scaffolding as needed. |
| LA.RL.6.10 | By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed. |

Formative Assessment Opportunities

- Activity 4.8 Quiz
- Graphic Organizer: QHT pg. 321
- Independent Reading Link pg. 322

4.9 Play Ball: Analyzing a Game of Life *

2 50-minute class periods

see page 325 in TE for differentiaion options

Short Story: "The Southpaw," by Judith Viorst

SWBAT:

- Explain how a text's structure contributes to the development of the theme.
- Analyze an author's use of diction to create meaning and tone.

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| LA.L.6.1.C | Recognize and correct inappropriate shifts in pronoun number and person. |
| LA.L.6.1.D | Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). |
| LA.L.6.1.E | Recognize variations from standard English in their own and others' writing and speaking, |

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| | and identify and use strategies to improve expression in conventional language. |
| LA.L.6.2.B | Spell correctly. |
| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.W.6.2.A | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.W.6.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.6.2.D | Use precise language and domain-specific vocabulary to inform about or explain the topic. |
| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |

Formative Assessment Opportunities

- Activity 4.9 Quiz
- Check Your Understanding: Letters pg. 329
- Making Observations Questions pg. 326
- Returning to the Text Questions p.327
- Writing to Sources: Informational Text pg. 330 Story Elements

Grammar & Usage

- adjectives and predicate adjectives pg. 326
- adverbs pg. 325

Language & Writer's Craft

- Pronouns pg. 330

LC 4.9 Language Checkpoint: Using Subordinating Conjunctions

1 50 minute period

SWBAT:

- Identify subordinating conjunctions that commonly appear in text.
- Understand the proper function of subordinating conjunctions.
- Revise sentences for proper use of subordinating conjunctions.

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| LA.L.6.1.E | Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language. |
| LA.L.6.2.A | Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements. |
| LA.L.6.3.A | Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

Formative Assessment Opportunities

- Check Your Understanding pg. 332
- LC 4.9 Quiz

4.10 Drama Games

1 50-minute class period

SWBAT:

- Collaborate and perform a series of drama games to explore how tone, facial expressions, eye contact, and other elements contribute to the overall success of a performance.

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| LA.SL.6.1.B | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| LA.SL.6.1.C | Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. |
| LA.SL.6.1.D | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. |

Formative Assessment Opportunities

- Activity 4.10 Quiz
- Check Your Understanding pg. 334 Teamwork in Dramatic Performance

4.11 Introducing The Miracle Worker *

2 50-minute class periods

see page 337 in TE for differentiation options

Materials: 1962 file version of *The Miracle Worker*, directed by Arthur Penn

SWBAT:

- Analyze visual texts and make predictions about the characters, plot, and conflict of a play.
- Analyze how conflicts in a play establish the play's exposition and introduce complications.

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| LA.L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LA.W.6.2.A | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.W.6.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.6.2.F | Provide a concluding statement or section that follows from the information or explanation presented. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |

Formative Assessment and Performance Opportunities

- Activity Quiz 4.11
- Check Your Understanding pg. 338 Summarize Film
- Focus on the Sentence pg. 336 Image
- Graphic Organizer: Characterization pg. 337

- Graphic Organizer: Elements of a Play pg. 337
- Working from the Film Questions pg. 338
- Writing to Sources: Informational Text pg. 338 (conflict, reaction, complications)

4.12 One Event, Two Genres

2 50-minute class periods

Materials: 1962 film version of *The Miracle Worker*, directed by Arthur Penn

Play: From *The Miracle Worker*, by William Gibson

Autobiography: From *The Story of My Life*, by Helen Keller

SWBAT:

- Read accounts of one event in two genres to deepen understanding.
- Analyze how an author's purpose influences the way an event is portrayed.
- Describe how a conflict is introduced in both drama and literary nonfiction.
- Integrate ideas from multiple texts to build knowledge and vocabulary about roles one person might have in improving the life of another person.

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| LA.L.6.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.W.6.3.A | Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically. |
| LA.W.6.3.B | Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. |
| LA.W.6.9.A | Apply grade 6 Reading standards to literature (e.g., "Compare and contrast texts in different forms or genres [e.g., stories and poems; historical novels and fantasy stories] in terms of their approaches to similar themes and topics"). |
| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| LA.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including |

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| | figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| LA.RL.6.9 | Compare, contrast and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |

Formative Assessment Opportunities

- Activity 4.12 Quiz
- Check Your Understanding pg. 349
- Gaining Perspectives pg. 344 (Conflict-Management Strategies, Negotiation Strategies)
- Independent Reading Link (ZINC) pg. 348
- Independent Reading Link pg. 339
- Knowledge Quest Questions pg. 339, 343, 345, 346, 348
- Narrative Writing Prompt pg. 349
- Returning to the Text Questions pg. 343-344, 347-348
- Working from the Text Questions pg. 349

4.13 Civil Wars

3 50-minute class periods

Materials: 1962 film version of *The Miracle Worker*, directed by Arthur Penn

Play: *From The Miracle Worker*, by William Gibson

SWBAT:

- Analyze how the historical and cultural settings of the play influence the characters and plot.
- Describe and analyze how the author's use of language contributes to the mood of the play and the voices of characters.
- Analyze how a playwright uses metaphor to achieve a specific purpose.
- Analyze how printed versions of a story, drama, or poem are the same and different from audio, video,

or live versions.

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| LA.L.6.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.3 | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| LA.RL.6.4 | Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |

Formative Assessment Opportunities

- Activity Quiz 4.13
- Check Your Understanding: Quickwrite (Understanding Performance) pg. 357
- Focus on the Sentence: Appositives pg. 355
- Making Observations Questions pg. 355, 357
- Returning to the Text Questions pg. 356
- Working from the Film Questions pg. 350
- Working from the Text Questions pg. 357

4.14 Meaning in the Silence

2 50-minute class periods

Materials: 1962 film version of *The Miracle Worker*, directed by Arthur Penn

Play: From *The Miracle Worker*, by William Gibson

SWBAT:

- Analyze how stage directions fit into the overall structure of a play and develop theme.
- Work collaboratively to make meaning of a scene.
- Demonstrate an understanding of a scene and characters.
- Identify and analyze internal and external conflict.

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| LA.W.6.4 | Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) |
| LA.RL.6.1 | Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text. |
| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.3 | Describe how a particular story’s or drama’s plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.6 | Explain how an author develops the point of view of the narrator or speaker in a text. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they “see” and “hear” when reading the text to what they perceive when they listen or watch. |
| LA.SL.6.1.A | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| LA.SL.6.1.B | Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. |
| LA.SL.6.1.D | Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |

Formative Assessment Opportunities

- Activity 4.14 Quiz
- Comic Strip pg. 362 (Central Conflict)
- Focus on the Sentence pg. 362
- Making Observations Questions pg. 361, 362
- Returning to the Text pg. 361
- Returning to the Text Questions pg 361

4.15 Memories, Decisions, and Compromises

2 50-minute class periods

Materials: 1962 film version of *The Miracle Worker*, directed by Arthur Penn

Play: From *The Miracle Worker*, by William Gibson

SWBAT:

- Analyze how conflicts in a drama advance the plot's rising action and climax as well as how playwrights develop characters through dialogue and staging.
- Create a thematic statement about a scene using textual evidence.
- Perform a scene using punctuation to inform delivery.
- Analyze how the printed version of a play is the same as and different from the film version.

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| LA.L.6.3.A | Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice. |
| LA.L.6.4.A | Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. |
| LA.L.6.4.B | Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). |
| LA.L.6.4.C | Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech. |
| LA.L.6.5.C | Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty). |
| LA.W.6.1.A | Introduce claim(s) and organize the reasons and evidence clearly. |
| LA.W.6.1.B | Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text. |
| LA.W.6.1.E | Provide a concluding statement or section that follows from the argument presented. |
| LA.W.6.2.A | Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension. |
| LA.W.6.2.B | Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. |
| LA.W.6.2.F | Provide a concluding statement or section that follows from the information or explanation presented. |
| LA.W.6.5 | With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. |

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| LA.RL.6.2 | Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. |
| LA.RL.6.3 | Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.RL.6.7 | Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch. |

Formative Assessment Opportunities

- Activity 4.15 Quiz
- Graphic Organizer pg. 364 Summarizing
- Independent Reading Checkpoint pg. 368
- Making Observations Questions pg. 363, 366
- Quickwrite pg. 368 Autobiographical Account
- Returning to the Text pg. 367
- Working from the Film Questions pg. 363-364
- Working from the Text pg. 368
- Writing to Sources: Informational Text pg. 368 (Theme Focus)

Embedded Assessment 2: Performing a Scene

7 - 50 minute periods

SWAT:

Work collaboratively to prepare and present a scene from William Gibson's play *The Miracle Worker*. Your performance should have a clear beginning, middle, and end.

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| LA.L.6.6 | Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. |
| LA.RL.6.5 | Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot. |
| LA.SL.6.1.A | Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. |
| LA.SL.6.2 | Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study. |
| LA.SL.6.6 | Adapt speech to a variety of contexts and tasks, demonstrating command of formal |

Unit Reflection

After completing this Embedded Assessment, students will think about how you went about accomplishing this task. Then respond to the following:

- How did students perform the same characters differently? Which choices did you think were most effective and engaging?
- How was your own interpretation of your role different from the film actor's interpretation?

SpringBoard Online Unit Four Assessment

- Unit Assessment Part 2

21st Century Life and Careers

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| CRP.K-12.CRP1.1 | Career-ready individuals understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good. |
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation. |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CAEP.9.2.8.B.3 | Evaluate communication, collaboration, and leadership skills that can be developed through school, home, work, and extracurricular activities for use in a career. |
| CAEP.9.2.8.B.7 | Evaluate the impact of online activities and social media on employer decisions. |

Technology

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| TECH.8.1.8.A.1 | Demonstrate knowledge of a real world problem using digital tools. |
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| TECH.8.1.8.A.CS2 | Select and use applications effectively and productively. |
| TECH.8.1.8.B.CS2 | Create original works as a means of personal or group expression. |
| TECH.8.1.8.C.CS2 | Communicate information and ideas to multiple audiences using a variety of media and formats. |
| TECH.8.1.8.D.5 | Understand appropriate uses for social media and the negative consequences of misuse. |

Formative Assessment and Performance Opportunities

- Activity Quizzes 4.2-4.15
- Check Your Understanding tasks
- Close Reading Workshop 3: Poetry
- Close Reading Workshop 4: Shakespeare
- fishbowl
- Focus on the Sentence Tasks
- jigsaw
- Language & Writer's Craft practice
- Language Checkpoint exercises
- my notes section
- quickwrites
- reader's theater
- source cards
- Text-dependent questions
- think-pair-share
- Writer's Workshop 8: Poetry
- Writing Prompts
- writing prompts
- Writing Workshop 6: Research
- Writing Workshop 9: Script Writing

Differentiation/Enrichment

- differentiation in Springboard
- Grammar Handbook
- independent reading
- Literary Terms

Accommodations and Modifications

Using SpringBoard Digital, teachers can access ELD-focused activities built around three of the texts from this unit of ELA. These activities offer an alternate approach to the three readings, with scaffolded vocabulary instruction, guided close reading, and collaborative academic discussion. Depending on students' language

development needs, teachers may choose to supplement or replace portions of the ELA activities with these ELD resources.

| Text from ELA | ELD Activities on SpringBoard Digital | Differentiation Focus |
|---|--|---|
| Activity 4.3 "Shakespeare's Life," from The British Library | 4.3a: Academic and Social Language Preview | Vocabulary Development |
| | 4.3b: Interpreting the Text Using Close Reading | Close Reading |
| | 4.3c: Collaborative Academic Discussion | Analyzing, Discussing, and Questioning the Text |
| Activity 4.12 "Oranges," by Gary Soto | 4.12a: Academic and Social Language Preview | Vocabulary Development |
| | 4.12b: Interpreting the Text Using Close Reading | Close Reading |
| | 4.12c: Collaborative Academic Discussion | Analyzing, Discussing, and Questioning the Text |
| Activity 4.14 Act I, Scene II from <i>The Taming of the Shrew</i> , by William Shakespeare | 4.14a: Academic and Social Language Preview | Vocabulary Development |
| | 4.14b: Interpreting the Text Using Close Reading | Close Reading |
| | 4.14c: Collaborative Academic Discussion | Analyzing, Discussing, and Questioning the Text |

4.1: Have students create and present Word Wall cards.

4.2: Provide questions for students to answer in support of their analysis of an article.

4.3: Use the **Round Table Writing** strategy to help students combine sentences.

4.4: Support students to select their research sources.

4.6: Help increase students' understanding of an essay by having them summarize sections of the essay using a **Paraphrasing and Summarizing Map** graphic organizer.

4.8: Support students' comprehension by asking them to make predictions as they read a story.

4.9: Support students' understanding of the Greek root *mime* using the **Root and Affixes** graphic organizer.

4.10: Help students prepare for their performances by practicing in pairs.

4.11: Have students complete an **Notes for Reading Independently** graphic organizer to help them understand a text.

4.12: Support students to read aloud by using the **Choral Reading** strategy.

4.13: Support students paraphrasing by having them use the **Paraphrasing and Summarizing Map** graphic organizer.

4.14: Support students' reading and comprehension by using the **Conferencing** strategy.

- Modify short-cycle assessments via Springboard online

Interdisciplinary Connections

- VPA Theatre

VPA.1.2.8.A.2

Differentiate past and contemporary works of dance, music, theatre, and visual art that represent important ideas, issues, and events that are chronicled in the histories of diverse cultures.

VPA.1.3.8.C

Theatre

VPA.1.3.8.C.CS2

Dramatic context and active listening skills inform development of believable, multidimensional characters in scripted and improvised performances. Mastery of physical and vocal skills enables actors to create dramatic action that generates a sense of truth and credibility.

Unit Resources

- Act 4.15 Internet access and teacher/district-approved sites for research into asylums in the 1880s
- Activity 4.11-4.15 DVD 1962 film version of *The Miracle Worker*, directed by Authur Penn
- Activity 4.2 additional poetry selections
- SpringBoard Grammar and Usage Handbook
- Zinc Learning Lab