

# Level 1: Unit 1: Stories of Change

Content Area: **English Language Arts**  
Course(s): **Generic Course, Language Arts 6**  
Time Period: **Generic Time Period**  
Length: **39 days (class periods)**  
Status: **Published**

## Unit Overview

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**Unit Overview:** Unit 1 introduces the idea of “change” as the conceptual focus for the year. By reading, analyzing, and creating texts, you will examine changes that happen in your life as well as in the world around you. Through your responses to texts, you will better understand that change is threaded through all of our lives and is something we can tell stories about.

## Transfer

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- Analyzing literary works through close reading to understand multiple meanings (Activities 1.13, 1.14, 1.16)
- Making careful observations of textual details (Activities 1.2, 1.4, 1.5, 1.6, 1.12, 1.14, 1.15, 1.16)
- Reading to become aware of how stylistic effects are achieved by a writer (Activities 1.4, 1.6, 1.13)
- Connecting writing skills to interpretive skills in reading (Activities 1.2, 1.10, 1.12)
- Focusing deliberate attention on the craft of sentence-level writing (Activities 1.5, 1.14, 1.15, 1.16)
- Writing and rewriting in ongoing efforts to achieve stylistic maturity. (Activities 1.6, 1.7, 1.8, 1.15)
- Using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation (Activities 1.6, 1.8, 1.13)
- Recognize and correct grammatically incomplete sentences (e.g., rhetorically inappropriate fragments and run-ons). (LC 1.5)

## Meaning

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## Understandings

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- To understand how change can be significant
- To evaluate details to determine the key idea of texts
- To use narrative techniques such as sequencing, dialogue, and descriptive language
- To write meaningful narratives using genre characteristics
- To understand pronouns and the conventions of punctuation dialogue

## Essential Questions

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- How can change be significant?
- What makes a good story?

## Application of Knowledge and Skill

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## Students will know...

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sequence

cause-effect

analyze

transitions

coherence

point of view

narrative

characterization

conflict (internal/external)

connotation

denotation

simile

metaphor

sensory language

short story

setting

dialogue

theme

plot

figurative language

personification

foreshadowing

Pronouns

Vivid Verbs

Transitions

Varied Sentence Patterns

## **Students will be skilled at...**

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### **Unit 1 Embedded Assessment 1: Writing a Personal Narrative**

- Write a multiparagraph personal narrative that addresses the prompt.
- Develop events and characters through dialogue, pacing, descriptive details.
- Sequence events (incident, response, reflection) logically.
- Use a variety of transitions.
- Use precise words and sensory details.
- Demonstrate command of pronoun use, sentence variety, dialogue punctuation.
- Work through all stages of the writing process.

### **Unit 1 Embedded Assessment 2: Writing a Short Story**

- Write a multiparagraph short story that addresses the prompt.
- Develop real or imagined events with focused and compelling conflict and interesting setting, characters, and point of view.
- Sequence events logically to add interest or suspense.
- Provide an engaging exposition and thoughtful resolution.
- Use a variety of transitions.
- Use precise words and sensory details.
- Demonstrate command of pronoun use, sentence variety, dialogue punctuation

## **Academic Vocabulary**

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### **Academic Vocabulary**

sequence

cause-effect

analyze

transitions

coherence

### **Literary Terms**

point of view

narrative

characterization

conflict (internal/external)

connotation

denotation

simile

metaphor

sensory language

short story

setting

dialogue

theme

plot

figurative language

personification

foreshadowing

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## **Learning Goal**

## Unit 1: Embedded Assessment 1(Level Two):

Students will apply their understanding of narrative by writing a personal narrative that includes a well-told incident, a response to the incident, and a reflection about the significance of the incident.

## Unit 1: Embedded Assessment 2 (Level Three):

Students will closely read several short stories to be able to analyze plot development and figurative language to write a story using dialogue, vivid verbs, and figurative language that captures a real or imagined experience and includes characters, conflict, and a plot with exposition, climax, and resolution.

### **1.1 Previewing the Unit**

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#### *Learning Focus:*

1 50 minute period

SWBAT:

- Preview the big ideas, academic vocabulary and literacy terms for the unit.
- Unpack the skills and knowledge needed to complete Embedded Assessment 1.

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.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.

### **1.2 What Makes a Narrative?**

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2-50 minute period

**Short Story: "The Circuit" by Francisco Jimenez**

**Article: "Schools Hustle to Reach Kids Who Move with the Harvest, Not the School Year" by Peter Balonon-Rosen**

SWBAT:

- Define the concept of change through the reading of a narrative and an article.
- Apply understanding of narrative elements to reading.
- Integrate ideas from multiple text to build knowledge and vocabulary about migrant workers.

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.6.6	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.6.4	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.6.9.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.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.6.3	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
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.6.9	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).
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.6.4	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.6.9	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.

## Formative Assessment Options

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- Activity Quiz - Lesson 1.2
- Check Your Understanding pg. 14 & 20
- Compare and Contrast Graphic Organizer pg. 20
- Graphic Organizer: Change, Setting, Conflict & Dialogue pg. 13-14
- Knowledge Quest Questions
- Returning to the Text Questions pg. 11-12 & 18-19
- Working from the Text Questions

## 1.3 Planning for Independent Reading

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1 50 minute class period

SWBAT:

- Examine ways to choose a literary text for independent reading.
- Set goals in an independent reading plan.

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 Option

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- Activity 1.3 Quiz

## 1.4 Personal Narrative: Incident-Response-Reflection \*

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2-50 minute class periods

\*see page 23 in TE for differentiation options\*

**Personal Narrative: *My Superpowers*, by Dan Greenburg**

SWBAT:

- Analyze how the response in a personal narrative contributes to the development of the story.
- Identify an organizational structure to develop ideas and events in a personal narrative.

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.6.10	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.6.3	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.

## **Formative Assessment Opportunities**

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- Activity 1.4 Quiz
- Check Your Understanding pg. 25
- Graphic Organizer - Incident, Response, Reflection p. 25
- Making Observations pg. 24
- Returning to the Text Questions pg. 25

## **Grammar and Usage**

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- Hyperbole

## **Leveled Differentiated Instruction**

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See p.24 in Teacher's Edition (Scaffolding the Text-Dependent Questions)

## **1.5 He Said, She Said: Characterization**

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2 50-minute class periods

**Novel: Excerpt from *Flipped*, by Wendelin Van Draanen**

SWBAT:



- Make inferences about a character and provide textual evidence in a short, written response.
- Explain how an author develops the point of view of characters.
- Practice the use and conventions of pronouns and dialogue.

LA.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
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.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
LA.W.6.3.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.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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.6.3	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.6.10	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.
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.

- Activity 1.5 Quiz
- Focus on the Sentence pg. 31 (Complete Sentences)
- Graphic Organizer p. 33 Characterization
- Making Observations Questions pg. 31
- Narrative Writing Prompt p.36
- Point of View Graphic Organizers pg. 34
- Returning to the Text Questions pg. 32

## **Grammar and Usage**

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- Italics
- Punctuating Dialogue
- Reflexive and Intensive Pronouns
- Sentences and Fragments

## **LC 1.5 Language Checkpoint: Punctuating Complete Sentences**

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1 50 minute period

SWBAT:

- Understand the difference between complete sentences and fragments.
- Revise writing to use fragments appropriately for effect.

- Fragments Versus Complete Sentences
- Punctuating Complete Sentences
- Revising

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.

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 Option**

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- Activity Quiz LC 1.5

## **1.6 Analyzing Narratives \*\***

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2-50 minute class periods

**\*\*see page 1g for more differentiation options\*\***

## **Personal Narrative: "The Jacket," by Gary Soto**

### SWBAT

- Analyze the author's use of descriptive language in a personal narrative and its effect on the reader.

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.L.6.5.C	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, 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.6.2.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.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.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.

## **Formative Assessment Opportunities**

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- Activity Quiz 1.6
- Check Your Understanding p. 45 Literary Analysis Poster
- Check Your Understanding p.45 Summary and Analysis
- Graphic Organizer p.45 Types of Descriptive Language
- Returning to the Text Questions pg. 42-43
- Working from the Text Questions pg. 44
- Writing to Sources: Informational Text pg. 45

## Grammar Skills and Resources

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Vivid Verbs - [Show, Not Tell Brainpop](#)

- Figurative Language
- Sensory Language
- Vivid Verbs

### 1.7 Creating a Narrative \*

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2-50 minute class periods

**\*see page 47 in TE for differentiation options\***

SWBAT:

- Brainstorm a personal incident about change to develop a narrative.
- Establish a sequence of events and use organization to plan the details for a narrative.
- Write dialogue and commentary to help establish the context of an incident.

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.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
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.6.10	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.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.

### Formative Assessment Opportunities

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- Activity 1.7 Quiz
- Brainstorming Graphic Organizers pg. 46-48
- Memory Map p. 48

## 1.8 Creating a Narrative: Prewriting and Drafting

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3-50 minutes class period

SWBAT:

- Apply the writing process while drafting a personal narrative.
- Use a variety of transition words, phrases, and clauses to create coherence in a narrative.
- Craft an opening sentence that hooks the reader and establishes the narrative.

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.6.3.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.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
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.6.10	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.6.5	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

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- Activity 1.8 Quiz
- Drafting The Embedded Assessment pg. 53
- Graphic Organizer p. 50 Characterization
- Graphic Organizer p. 51-53 AQQS Strategy

## Language and Writer's Craft

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SWBAT:

- Revise a paragraph to include transitions of time-order.

### 1.9 Creating a Narrative: Revising \*

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2-50 minute class periods

**\*see page 54 in TE for differentiaion options\***

SWBAT:

- Examine and use revision strategies to enhance narrative writing.
- Add dialogue and incorporate transition and sensory details into a final draft Incorporate transitions and sensory details into a final draft.

LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.6.2.B	Spell correctly.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
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.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
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.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.

### Formative Assessment Opportunities

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- Activity Quiz 1.9
- Check Your Understanding pg. 55
- Graphic Organizer pg. 54 Dialogue Tags
- Independent Reading Checkpoint pg. 57

## Grammar Skills and Resources

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### [Dialogue Brainpop](#)

- Punctuating Dialogue
- Transitions

## Embedded Assessment 1: Writing a Personal Narrative

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2-50 minute class periods

### Writing a Personal Narrative

- Write a personal narrative that includes a well-told incident, a response to the incident, and a reflection about the significance of the incident.
- Take the narrative through all the stages of the writing process
- After completing this embedded assessment, reflect on the assignment.

LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.6.2.B	Spell correctly.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.6.3.B	Maintain consistency in style and tone.
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.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
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.

## Formative Assessment Option

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- Unit Assessment Part 1

## **1.10 Unpacking Embedded Assessment 2**

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### **1-50 minute class period**

SWBAT:

- Reflect on prior learning and identify the skills and knowledge necessary to complete Embedded Assessment 2 successfully.
- Reassess knowledge of academic vocabulary and literary terms in the unit.

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.

## **1.11 Personal Narrative vs. Short Story: Comparing Genres**

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### **1-50 minute period**

SWBAT:

- Analyze and compare story elements across genres.
- Make connections between literary elements across genres.

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.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**

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- Activity 1.11 Quiz
- Check Your Understanding pg. 61
- Graphic Organizer: Genre Study pg. 61

## **1.12 What's in a Short Story \***

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1 - 50 minute periods

**\*see page 63 in TE for differentiation options\***



## Short Story: "Thank you, M'am" by Langston Hughes

### SWBAT:

- Identify the theme of a short story by analyzing narrative elements.
- Use narrative writing to develop a character and transform a story from third-person into first-person point of view.
- Integrate ideas from multiple texts to build knowledge and vocabulary about the concept of positive responses.

LA.L.6.1.A	Ensure that pronouns are in the proper case (subjective, objective, possessive).
LA.L.6.1.B	Use intensive pronouns (e.g., myself, ourselves).
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.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.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
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.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.6.9	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.6.1.C	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

## **Formative Assessment Opportunities**

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- Activity Quiz 1.12
- Check Your Understanding pg. 69
- Knowledge Quest Question pg. 63 & 65
- Narrative Writing Prompt pg. 69
- Returning to the Text Questions pg. 66-67
- Working from the Text Graphic Organizer pg. 68

### **1.13 Plot Elements \***

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2-50 minute periods

**\*see page 71 in TE for differentiation options\***

**Suggested Materials: fairy tales and/or picture books**

**(Lion King Video Clip Lesson)**

- Explain how a character responds to change.
- Describe how a well-structured story plot develops.

LA.L.6.4.D	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
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.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.

## **Formative Assessment Opportunities**

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- Activity Quiz 1.13
- Check Your Understanding pg. 71
- Plot Diagram pg. 71 & 72

### **1.14 In the Beginning \***

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2- 50 minute periods

**\*see page 74 & 76 in TE for differentiation options\***

## Myth: Orpheus and Eurydice

### SWBAT:

- Identify the elements of the exposition of a story by accurately recording textual evidence that supports interpretation.
- Identify and utilize varied sentence patterns in writing.

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.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.6.4	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.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.6.5	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.6.9	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.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.
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 Options

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- Activity 1.14 Quiz
- Focus on the Sentence pg. 77 (Complete sentence or fragment)
- Graphic Organizer: Plot pg. 77
- Narrative Writing Prompt pg. 78

- Returning to the Text Questions pg. 76

## Language & Writer's Craft

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- Varied Sentence Patterns pg. 78

### 1.15 A Day of Change: Developing the Story \* \*\*

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2-50 minute class periods

\*\*see page 1h for more differentiation options\*\*

\*see page 80 in TE for differentiaion options\*

**Short Story: "Eleven," from *Woman Hollering Creek and Other Stories* by Sandra Cisneros**

SWBAT:

- Analyze how conflicts in a story advance the plot's rising action and climax.

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.W.6.3.B	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
LA.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
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.6.10	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.6.3	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.

## Formative Assessment Opportunities

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- Activity Quiz 1.15
- Graphic Organizer p.83 Conflict/Resolution
- Narrative Writing Prompt p. 84 - Dialogue, Rising Action, Climax
- Plot Diagram p. 84
- Returning to the Text Questions

## Grammar & Usage

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- Indefinite Pronouns

### 1.16 In the End

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2-50 minute periods

**Short Story:** "The Treasure of Lemon Brown," by Walter Dean Myers

SWBAT:

- Analyze the resolution to a story, and transform it to create a different resolution.
- Create a thematic statement about a short story, using textual evidence.
- Identify types of figurative language and how they can be used to create mental images.

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.6.3	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.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.

## Formative Assessment Opportunities

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- Activity Quiz 1.16
- Check Your Understanding Quickwrite pg. 96 - Resolutions
- Focus on the Sentence pg. 93 (complete the sentence)
- Making Observations pg. 93
- Returning to the Text Questions pg. 94-95
- Working from the Text Questions pg. 95-96

### 1.17 Spark Ideas \*

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2 - 50 minute periods

\*see page 98 in TE for differentiaion options\*

**Picture Book: *The Mysteries of Harris Burdick* or other picture books by Chris Van Allsburg OR online access for visual prompts**

SWBAT:

- Analyze picture books for images that spark writing ideas.
- Write a short story with characters, conflict, plot, dialogue, and sensory details.

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.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
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.6.10	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

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- Activity 1.17 Quiz
- Drafting the Embedded Assessment pg. 99
- Graphic Organizer-Characterization pg. 97-98
- Independent Reading Checkpoint pg. 99

## Embedded Assessment #2: Writing a Short Story

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### Writing a Short Story

4-50 minute class periods

- Write a story using dialogue, vivid verbs, and figurative language that captures a real or imagined experience and include characters, conflict, and a plot with exposition, climax, and resolution.
- Take the essay through all the stages of the writing process

LA.L.6.2.A	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
LA.L.6.2.B	Spell correctly.
LA.L.6.3.A	Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
LA.L.6.3.B	Maintain consistency in style and tone.
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.6.3.C	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
LA.W.6.3.D	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
LA.W.6.3.E	Provide a conclusion that follows from the narrated experiences or events.
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.

## Unit Reflection

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SWBAT:

- Monitor comprehension and growth through a reflective process
- Synthesize understanding of individual reading and writing processes and strategies
- Self-assess mastery of key concepts and terms

## SpringBoard Unit 1 Online Assessment

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- Unit Assessment Part 2

## 21st Century Life and Careers

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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.
CRP.K-12.CRP6.1	Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.
CRP.K-12.CRP11.1	Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.
CRP.K-12.CRP12.1	Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.
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.6	Demonstrate understanding of the necessary preparation and legal requirements to enter the workforce.

## Technology

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TECH.8.1.8.A.2	Create a document (e.g., newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.
TECH.8.1.8.B.CS1	Apply existing knowledge to generate new ideas, products, or processes.
TECH.8.1.8.B.CS2	Create original works as a means of personal or group expression.
TECH.8.1.8.C.CS1	Interact, collaborate, and publish with peers, experts, or others by employing a variety of digital environments and media.
TECH.8.1.8.C.CS2	Communicate information and ideas to multiple audiences using a variety of media and formats.
TECH.8.1.8.C.CS4	Contribute to project teams to produce original works or solve problems.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.1	Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.
TECH.8.1.8.D.3	Demonstrate an understanding of fair use and Creative Commons to intellectual property.
TECH.8.1.8.E.CS2	Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
TECH.8.2.8.B.CS1	The cultural, social, economic and political effects of technology.
TECH.8.2.8.B.CS2	The effects of technology on the environment.

## **Formative Assessment and Performance Opportunities**

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- Close Reading Workshop 1: Informational/Literary Nonfiction Text
- SpringBoard Portfolio
- Writing Workshop 1: The Writing Process
- Writing Workshop 4: Short Story
- Writing Workshop 7: Narrative Nonfiction
- Zinc Reading Lab

## **Accommodations and Modifications**

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Text from ELA	ELD Activities on SpringBoard Digital	Differentiation Focus
<b>Activity 1.16</b> "The Jacket," by Gary Soto	1.6a: Academic and Social Language Preview	Vocabulary Development
	1.6b: Interpreting the Text Using Close Reading	Close Reading
	1.6c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text
<b>Activity 1.11</b> "Thank You, M'am," by Langston Hughes	1.11a: Academic and Social Language Preview	Vocabulary Development
	1.11b: Interpreting the Text Using Close Reading	Close Reading
	1.11c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text
<b>Activity 1.14</b> "Eleven," by Sandra Cisneros	1.14a: Academic and Social Language Preview	Vocabulary Development
	1.14b: Interpreting the Text Using Close Reading	Close Reading
	1.14c: Collaborative Academic Discussion	Analyzing, Discussing, and Questioning the Text

### [Foundational Skills Intervention Workshop](#)

- 1.11 Active Listening Notes
- 1.11 First, Next, Finally Activity
- 1.12 Co-Construct Plot Outline with Partner
- 1.12 Discourse Starters
- 1.12 Myth Expositions with a Partner
- 1.14 - Visual Response Strategies
- 1.14 Provide Theme Sentence Frames
- 1.17 Small Group Shared Writing
- 1.4 Extend - Write about how author's reflection on the incident reveals the story's theme
- 1.4 Narrative & Analysis Writing G.O.
- 1.5 Role Play
- 1.5 Sentence Frames
- 1.6 Word Choice Analyzer
- 1.7 Memory Map Model
- Modify short-cycle assessments via Springboard online

- Unit 1 EA 1 Model memory map with teacher's own incident

## **Interdisciplinary Connections**

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- Greek Mythology (Orpheus & Eurydice)
- Migrant Farm Workers (The Circuit)

## **Unit Resources**

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- Picture Book: The Mysteries of Harris Burdick by Chris Van Allsburg (1984) (Activity 1.17)
- Sampling of comic strips (Activity 1.9)
- SpringBoard Book and SpringBoard Online Resources
- The Lion King Movie DVD (Activity 1.13)