

Springboard Curriculum - Quarter 2, SY 2014-15
6th Grade ELA
Embedded Assessment 1 - Responding to Literature

Standards:

L.6.6 (pg. 90) I can acquire and use accurately grade-appropriate general academic and domain-specific words and phrases important to comprehension (shortened version)

W.6.2 (pg. 91) I can write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization and analysis of relevant content.

Essential Question: How can I analyze literary elements to apply a variety of reading and writing strategies to create a response to literature?

Objectives:

Language Objective: I will write a response to literature about *Walk Two Moons* using correct verb tenses and sentence variety. (combo of "Goals" on pg. 88)

Content Objective: I can acquire and use grade-appropriate vocabulary and domain-specific words and phrases to show comprehension of what I am reading/watching.

Planning the Unit: Main ideas and tasks for each lesson

(Use pages 87b-c, also, to get the description of the lessons)

Lesson #	What students will learn	How students will learn it	Notes	Date
2.1	<ul style="list-style-type: none"> - new vocabulary - unpacking the embedded assessment 	<ul style="list-style-type: none"> - Use page 88 to preview words under “Literary Terms” - Use “Unpacking Embedded Assessment 1” bullets on pg. 90 	<ul style="list-style-type: none"> - Chart embedded assessment 1 for bulletin board 	
2.2	<ul style="list-style-type: none"> - analyzing the effect of internal and external forces on a fictional character (review internal/external terms first) - refer to Q1 vocab in sourcebooks. - verb tenses 	<ul style="list-style-type: none"> - Watch the film “Up.” See page 91 (right margin) for specific times). Students will fill in page 91’s chart. - Have students fill out the writing prompt on pg. 92 (Engrade) - Review verb tenses on page 93. (tie into personal narrative - past tense terms) - circle present tense terms on bottom of page 93 	<ul style="list-style-type: none"> - Lessons 2.2-2.3 act as pre-reading activities that prepare them to read Walk Two Moons. - ELL tip: Can give sentence frames 	
2.3	<ul style="list-style-type: none"> - respond to a writing prompt using a visual (Venn diagram) - Edit writing to avoid pronoun shifts - Pronoun Usage and Agreements (pg. 96) 	<ul style="list-style-type: none"> - Venn Diagram on page 95. - expository writing prompt on page 95 - Review page 96 	<ul style="list-style-type: none"> - ELL tip: Can give examples and sentence frame for bullets on page 95 under “Expos. Writing Prompt” 	

<p>2.4</p>	<ul style="list-style-type: none"> - Previewing the novel (Walk Two Moons) - connect to the story 	<ul style="list-style-type: none"> - Students fill out the chart on page 97 - Students fill out page 98 (or in sourcebook) to connect to the story - passage from the text, what page they found it from, and their personal connection, (text:self), a question they have, or an opinion about what's happening. 	<p>ELL Tip: use page 99's response starters for the right-hand column.</p>	<p>Pg. 97 - (Do we need to do this on paper or can this be a class discussion?)</p>
<p>2.5</p>	<ul style="list-style-type: none"> - "Skim and scan chapters 1-4 of WTM to find details about the characters. Do a double-entry journal about the character's appearance, actions, what character says and what others say about the character." (pg. 100) - Characterization Notes - Compare/Contrast two characters 	<ul style="list-style-type: none"> - Read aloud chapter 1 to the class (left blue margin) - Students fill out chart about each of the main characters - Chart on page 101 - Expository Writing Prompt - pg. 101 		<p>Read the chapters out loud first as a class? Ch. 1-4? Too hard for our students to just skim/scan?</p> <ul style="list-style-type: none"> - Pg. 101 - too tedious just like the Lion King? Skip chart?

<p>2.6</p>	<ul style="list-style-type: none"> - Students learn how to make inferences and predict character change (new vocab - infer, prediction) - Learn how to recognize <i>physical and emotional journeys</i> in texts - Revisit “subplot” on independent reading book 	<ul style="list-style-type: none"> - Students fill in the chart on page 102 (events on left side and inference/character change on right) - List physical and emotional journeys on page 103. - Write subplot on page 103 bottom on IR book. (skip?) 	<ul style="list-style-type: none"> - Some students (if not all) might need the left hand side filled in as a class and they can fill in the right hand side on their own OR in groups (ELL). 	
<p>2.7</p>	<ul style="list-style-type: none"> - Reflecting on setting (new vocab - setting) - Independent clauses/compound sentences (pg. 105) (skip?) 	<ul style="list-style-type: none"> - Fill out chart on page 104 on Sal's description of the singing tree in ch. 16 of WTM. - #3 on pg. 105 (sketch what you think Sal's tree looks like) - Fill out bottom chart of a personal setting (#2 at bottom of page 104) (skip?) 		
<p>2.8</p>	<ul style="list-style-type: none"> - How to question the text (new vocab: Literary analysis) - Discussions in groups and listening skills 	<ul style="list-style-type: none"> - explain three types of questions - literal, interpretive and universal (see page 106) - Have students fill out pg. 107 (#2 and #3) - (skip?) - Fill out #4, 5 6 and chart on pages 108-109? (skip?) 		

<p>2.9</p>	<ul style="list-style-type: none"> - Analyze diction in WTM - Context clues - Figurative language 	<ul style="list-style-type: none"> - students fill in charts on page 119 and 120 using novel WTM. (skip? Revise?) 	<p>ELL: Give page # and figurative language column and students do the rest?</p>	
<p>2.10</p>	<ul style="list-style-type: none"> - figurative language - Setting, plot and character (need “Up” again) - Recognize themes in a story 	<ul style="list-style-type: none"> - Students look at examples of simile, metaphor and personification and give an example for each (#1-3 on page 112) - Students underline one idea in #4 and change it to be a figurative language sentence (skip?) (do as class?) - Students watch the clips of up on page 113 and take notes (one per box in each group.) - #3 pg. 114 (setting of Paradise Falls) - Expos. Writing prompt on page 114 (how setting, plot or characters contribute to a theme) - (graded) 	<ul style="list-style-type: none"> - ELL - give sentence frame or beginning of sentence to their paragraph 	

<p>2.11</p>	<ul style="list-style-type: none"> - recognizing conflict (internal and external) - Making connections 	<ul style="list-style-type: none"> - Use faces on page 115 to do #2 - Complete #3 on page 115 - comparing/contrasting conflicts between characters in WTM. - Fill out chart on page 116 to show text connections (use for Book Talk connection?) - Highlight passage on page 117 to show understanding of “visualizing” 	<p>ELL/whole class: page 118 tree - VISUAL LEARNERS</p>	
<p>2.12</p>	<ul style="list-style-type: none"> - Learn literature circles - Listening skills during discussion 	<ul style="list-style-type: none"> - assigned roles (discussion leader, diction detective, etc.) - page 121 chart to show listening skills? - check your understanding on page 122 (graded?) - reflecting on literature circles. 	<p>- NEED TO FIND OUR OWN FAIRY TALES for literature circles</p>	
<p>2.13</p>	<ul style="list-style-type: none"> - create a poster representing synthesis of ideas from close reading and analysis 			
<p>Final Embedded</p>				

Assessment #1 – Responding to Literature notes (page 125)				
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