

Logo	CSCISD Scope and Sequence		Grade 6 English Language Arts & Reading
	Unit/Theme: Unit 1: Finding Courage		
	Month: August 26-October 3 Grading Period (1st Six Weeks): Suggested Pacing 30 Days		Developed 2019

Essential Questions: **How do you find courage in the face of fear?**

Technology Resource	Background Knowledge	Unit Vocabulary	Primary Resources	Secondary Resources
Chromebooks SmartBoard Document Camera	<ul style="list-style-type: none"> Basic elements of fiction- setting, character, plot, conflict, and theme. Imagery Knowledge of text features Know that informational texts present facts and information. Know that graphic features are used to provide more information about a particular topic. 	HMH Word Network <ul style="list-style-type: none"> Evident Factor Indicate Similar Specific 	HMH Into Literature student consumable	<i>Online student access to HMH resources</i>

Weeks 1 & 2 (August 26- September 6)

TEKS:	Learning Objective	Language Objective	STAAR/EOC Released Items (<i>lead4ward</i> IQ & Item Analysis)
Reading Focus: 1C, 2A, 2B, 5E, 6F, 7B, 7D, 8A, 12A, 12J Writing Focus: 10Dvii, 11D, 12A	<ul style="list-style-type: none"> Analyze how character develops plot. Analyze setting and character. Conduct research about humanitarian aid organizations. Write a letter to a humanitarian aid organization. Determine parts of speech of word, and use the part of speech and content to help figure out a word's meaning. Give a multimodal presentation to accompany research. Use correct capitalization of proper nouns. 	<ul style="list-style-type: none"> Discuss the text using the key term <i>plot</i>. 	<ul style="list-style-type: none"> The main theme of this selection is ___? Which statement expresses a main theme of the selection? What is the meaning of the word ___ in paragraph ___? Which idea is developed throughout the section___/selection? Read the sentence from paragraph ___. Which statement from the selection supports the idea in this sentence? Based on paragraphs __ and __, what can the reader infer about ___? Read the dictionary entry for the word ___. Which definition most

			closely matches the way the word __ is used in paragraph __?
Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
Lesson #1: Introduction to Unit 1 Read: Vocabulary Instruction: Unit Vocabulary Reading Instruction: Before: Watch Stream to Start Finding Courage Unit video During: Connect to the Essential Question After: Discuss the Quotation Reading Interactive Notebook: Response to question: How can you be brave when you feel scared?	Formative: <ul style="list-style-type: none"> Complete and share through discussion response to quotation. Completed Word Network for unit vocabulary. 		
Lesson #2: Historical Fiction Read: from <i>The Breadwinner</i> novel excerpt by Deborah Ellis Vocabulary Instruction: Critical Vocabulary using context clues Reading Instruction: Analyze how character develops plot & Analyze setting and character Before: Notice & Note Reading Model, Quickstart, Setting a Purpose During: Guided Reading and Annotation using Notice & Note Signposts After: Check Your Understanding and Analyze the Text Questions, Research, Multimodal Presentation Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Capitalization and Proper Nouns Create and Present: Write a Letter Respond to the Essential Question	Formative: <ul style="list-style-type: none"> HMH Selection Test Performance Assessment: <ul style="list-style-type: none"> Multimodal Presentation 	Small Group Options: <ul style="list-style-type: none"> Pinwheel Discussion Three Minute Review 	
Weeks 3 & 4 (September 9 - September 20)			
TEKS: Reading Focus: 1C, 1D, 2B, 5F, 6C, 6E, 8A, 8B, 8D, 9B, 9C, 9F, 12A, Writing Focus: 10B, 10Dviii, 11A, 11B, 12A	Learning Objectives <ul style="list-style-type: none"> Use an understanding of structure to read and comprehend lyric poetry. Analyze word choices to identify a poem's speaker. Expand knowledge of literary genres and poetic forms. Analyze word choices to identify the tone and mood of a poem. Write a poem about fears. 	Language Objectives <ul style="list-style-type: none"> Discuss the features of a poem using the term <i>speaker</i>. Discuss with a partner the features of the text using the key term <i>subheadings</i>. 	STAAR/EOC Released Items (lead4ward IQ & Item Analysis) <ul style="list-style-type: none"> Which words from paragraph __ help the reader know what __ means? Stanza __ is important to the poem because it shows __? The poet's use of figurative language in line __ is intended to help the reader __? How does the organization of

	<ul style="list-style-type: none"> • Cite evidence to support analysis of the text and use text features to navigate informational text. • Conduct research about phobias. • Write an informative essay about fears and phobias. • Discuss information that can help someone overcome a fear. • Use prefixes that mean “not” to define unfamiliar words. • Analyze how writers use dashes. 		paragraph ____ contribute to the selection?
Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
Lesson #3: Poetry Read: Life Doesn't Frighten Me poem by: Maya Angelou Vocabulary Instruction: Discuss (refrain, repetition, speaker, lyric poem) Reading Instruction: Lyric Poem and Analyze Speaker Before: Quickstart, Setting a Purpose During: Analyze Refrain, Notice & Note: Again and Again After: Check Your Understanding, Analyze the Text, Research, Present Poem Writing (brainstorming, drafting, editing, revising, publishing): Create and Present: Write a Poem Respond to the Essential Question	Formative: <ul style="list-style-type: none"> • HMH Selection Test Performance Assessment: <ul style="list-style-type: none"> • Write and Present Poem 	Small Group Options: <ul style="list-style-type: none"> • Small Group Review • Send a Problem 	Extend Activity pg. 26
Lesson #4: Informational Text (Mentor Text) Read: Fear and Phobias article by KIDSHEALTH.ORG Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 33 Reading Instruction: Cite Evidence and Analyze Structure Before: Quickstart, Setting a Purpose During: Analyze Structure, Cite Evidence, Notice & Note: Word Gaps After: Check Your Understanding, Analyze the Text, Research, Small Group Discussion Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Dashes Vocabulary Strategy: Prefixes “not” Create and Present: Informational Essay Respond to the Essential Question	Formative: <ul style="list-style-type: none"> • HMH Selection Test Performance Assessment: <ul style="list-style-type: none"> • Write an Informational Essay • Small Group/Collaborative Discussion 	Small Group Options: <ul style="list-style-type: none"> • Jigsaw with Experts • Think-Pair-Share 	
Week 5 (September 23 - September 27)			

<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1C, 1D, 5C, 5E, 5F, 6A, 6C, 6D, 7B, 7D, 8A, 8D, 8F, 9A</p> <p>Writing Focus: 6B, 10B, 10D, 10Dvi, 11A, 11B, 12A, 12D, 12I, 12Hi</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Analyze the purpose of a video Understand the visual and sound elements used in a video Write a narrative based on person experience Write and present a podcast reviewing the video. Research stories that exhibit the physical reaction to fear. Use text features to make, correct, and confirm predictions. Identify organization and structure of informational text. Gather information from credible sources, then present the information using paraphrasing and appropriate source citations. Write and present an advertisement. Use synonym and antonyms to better understand word meanings. Use commas after introductory elements. Cite contextual evidence; make inferences. Determine a theme or central idea. Describe story elements and structure. Determine the meaning of words and phrases from their context. Engage effectively in a range of collaborative discussions. Verify preliminary determination of the meaning of a word; consult reference materials. 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss with a partner the purpose of the video, using the terms visual and sound. Discuss with a partner the organizational features of the text using the term subheadings. Identify and write simple and complex sentences. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> Read this sentence from the selection: _____. The author included this sentence most likely to ___? The main purpose of paragraphs ___ through ___ is to ___? What is the best summary of the selection? Which statement could be supported by both the poem and the selection? Based on the information included in the selection, the reader can infer the author believes _____. Which idea does the author develop throughout the selection?
<p>Learning Experiences (lessons, mini-lessons, strategies, etc.,)</p>	<p>Assessment (formative, summative, etc.)</p>	<p>Reteach/Review (small-group instruction, stations, etc.,)</p>	<p>Enrichment</p>
<p>Lesson #5 Media Read: Wired for Fear video by The California Science Center Vocabulary Instruction: Discuss and clarify (purpose, visual elements, technical terms) Reading Instruction: Analyze Digital Text Before: Quickstart During: Setting a Purpose</p>	<p>Formative:</p> <ul style="list-style-type: none"> HMH Selection Test <p>Performance Assessment:</p> <ul style="list-style-type: none"> Write a Narrative Produce a Podcast 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Sticky Note Peer Review Think-Pair-Share 	

<p>After: Analyze Media, Research, Create and Present</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Create and Present: Write a Narrative Create and Present: Produce a Podcast</p>			
<p>Lesson #6 Informational Text Read: Embarrassed? Blame Your Brain by Jennifer Connor-Smith Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 51, Practice and Apply Reading Instruction: Make Predictions & Analyze Organizational Patterns Before: Quickstart, Annotation Model, Prepare to Compare During: Make Predictions, Analyze Organizational Patterns, Notice & Note: Contrasts and Contradictions After: Check Your Understanding, Analyze the Text, Research, Create and Discuss</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Commas and Introductory Elements Create and Discuss: Write an Advertisement Vocabulary Strategy: Synonyms and Antonyms</p>	<p>Formative:</p> <ul style="list-style-type: none"> • HMH Selection Test <p>Performance Assessment:</p> <ul style="list-style-type: none"> • Write an Advertisement • Small Group/Collaborative Discussion 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Three-Minute Review • Think-Pair-Share 	
<p>Lesson #7 Fiction: Short Story Read: The Ravine by: Graham Salisbury Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 63, Practice and Apply Reading Instruction: Make Inference, Analyze Characters and Settings Before: Quickstart, Annotation Model, Prepare and Compare During: Make Inferences, Analyze Characters and Settings, Notice & Note: Memory Moment and Aha Moment After: Check Your Understanding, Analyze the Text, Research, Create and Discuss, Collaborate and Compare</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Complex sentences and subordinating conjunctions Create and Discuss: Compare and Contrast Essay Respond to the Essential Question Vocabulary Strategies: Context Clues</p>	<p>Formative:</p> <ul style="list-style-type: none"> • HMH Selection Test <p>Performance Assessment:</p> <ul style="list-style-type: none"> • Write a Compare and Contrast Essay • Small Group/Collaborative Discussion • Collaborate and Compare 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Pinwheel Discussion 	<p>Extend Activity pg. 72</p>
<p>Week 6 (September 30 – October 3)</p>			
<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1A, 4, 5A, 5E Writing Focus: 10A-E, 11B, 12D</p>	<p>Learning Objective</p> <ul style="list-style-type: none"> • Write an informational essay on a topic 	<p>Language Objective</p> <ul style="list-style-type: none"> • Use compound and complex 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p>

	<p>related to fear and how people respond to it.</p> <ul style="list-style-type: none"> • Use strategies to plan and organize information. • Write an introduction that catches the reader's attention, states the topic, and includes a clear controlling idea or thesis statement. • Support the main idea with evidence from sources. • Connect related ideas effectively. • End by summarizing ideas or drawing a conclusion. • Revise drafts, incorporating feedback from peers. • Use a rubric to evaluate writing. • Present an informational essay to an audience. • Adapt an informational essay for presentation. • Use appropriate verbal and nonverbal techniques. • Listen actively to a presentation. 	<p>sentences.</p> <ul style="list-style-type: none"> • Share information using the sentence stem: <i>I learned</i>_____. 	<ul style="list-style-type: none"> • What is one similarity in the way the main characters work through their conflicts? • Based on paragraphs __ and __ of the story, what can the reader infer about ___?
Learning Experiences (lessons, mini-lessons, strategies, etc.,)	Assessment (formative, summative, etc.,)	Reteach/Review (small-group instruction, stations, etc.,)	Enrichment
<p>Lesson # 8: Independent Reader's Choice Read: Self-Selected Texts from eBook Reading Instruction: Before: Setting a Purpose During: Independent Reading and Notice & Note Annotations After: Collaborate and Share</p> <p>Writing (brainstorming, drafting, editing, revising, publishing):</p>	<p>Formative:</p> <ul style="list-style-type: none"> • HMH Independent Reading Selection Tests <p>Performance:</p> <ul style="list-style-type: none"> • Small Group/Collaborative Discussion 		
<p>Lesson # 9: Write an Informational Essay</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Plan: Choose a Topic & Organize Your Ideas Develop a Draft: Introduction, Main Body, Conclusion Revise: Peer Editing using Revision Guide Edit: Check Language Conventions Publish: Present Essay</p>	<p>Performance Assessment</p> <p>Summative (6-week assessment): Write and Present Informational Essay</p>		