

Logo	CSCISD Scope and Sequence		Grade 6 English Language Arts & Reading
	Unit/Theme: Unit 2: Through an Animal's Eyes		
	Month: October 7- November 7 Grading Period (2nd six weeks): Suggested Pacing 30 Days		Developed 2019

Essential Questions: **What can you learn by seeing the world through an animal's eyes?**

Technology Resource Chromebooks SmartBoard Document Camera	Background Knowledge <ul style="list-style-type: none"> Understand that a plot includes characters, a conflict, setting, and theme. Science fiction is a type of fiction that combines scientific information and the author's imagination. Science fiction typically features technology and places that do not exist in the present time. Informational texts present facts and information based on evidence. Text features are used in informational text to organize information in a logical way. Poetry uses figurative language, such as personification. Poems express a theme or "big idea" message about life. Arguments are claims made by an author that are supported by reasons and evidence. 	Unit Vocabulary HMH Word Network <ul style="list-style-type: none"> benefit distinct environment illustrate respond 	Primary Resources HMH Intro Literature student consumable	Secondary Resources <i>Online student access to HMH resources</i>
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Weeks 1 (October 7- October 11)

<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1C, 2A, 2C, 5F, 5G, 6F, 9E, 9F, 12D, 12J</p> <p>Writing Focus: 10Dvi, 11A, 12A</p>	<p style="text-align: center;">Learning Objective</p> <ul style="list-style-type: none"> Analyze third-person point of view. Analyze how authors use details to develop vice. Research connections between people and their pets. Write a story about an animal using newly acquired vocabulary. Present a story using text and visuals. Use Latin roots to develop 	<p style="text-align: center;">Language Objective</p> <ul style="list-style-type: none"> Discuss how to use words to describe images. 	<p style="text-align: center;">STAAR/EOC Released Items (Lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> Read the following sentence from paragraph __. This sentence helps illustrate __. What is paragraph __ mainly about? The author's use of the __ person point of view in this story enables the reader to __? Read the dictionary entry below.
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	<p>vocabulary.</p> <ul style="list-style-type: none"> Analyze how writers use complex sentences. 		<p>Which definition matches the meaning of ___ in paragraph ___?</p> <ul style="list-style-type: none"> The word ___ comes from the Latin word __, which means “__”. What does ___ mean in paragraph ___?
Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
<p>Lesson #1: Introduction to Unit 1 Read: Vocabulary Instruction: Unit Vocabulary Reading Instruction: Before: Watch Stream to Start: Through an Animal’s Eye During: Connect to the Essential Question After: Discuss the Quotation Reading Interactive Notebook: Response to question: What can you learn by seeing the world through an animal’s eyes?</p>	<p>Formative:</p> <ul style="list-style-type: none"> Complete and share through discussion response to quotation. Completed Word Network for unit vocabulary. 		
<p>Lesson #2: Novel Read: from PAX Novel by Sara Pennypacker Vocabulary Instruction: Critical Vocabulary using context clues, Applying Academic Vocabulary pg. TE 99, Practice and Apply Reading Instruction: Analyze Point of View, Analyze Voice Before: Notice & Note: Reading Model, Quickstart, Setting a Purpose During: Guided Reading and Annotation using Notice & Note Contrasts and Contradictions, Again and Again, Analyze Point of View, Analyze Voice After: Check Your Understanding and Analyze the Text Questions, Research, Create and Present</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Complex Sentences Create and Present: Write a Fictional Narrative Response to the Essential Question Vocabulary Strategy: Greek and Latin roots</p>	<p>Formative:</p> <ul style="list-style-type: none"> HMH Selection Test <p>Performance Assessment:</p> <ul style="list-style-type: none"> Fictional Narrative Multimodal Presentation 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Reciprocal Teaching Think-Pair-Share 	
Week 2 (October 14- October 18)			
<p>TEKS: Reading Focus: 1A, 1D, 2C, 5F, 5G, 5H, 6E, 6F, 6G, 7A, 8A, 8Di, 9A, 9B, 9E, 12A Writing Focus: 10Dii, 10Dvii, 11B</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Explain how to determine theme and describe the ways authors convey theme. Explain different points of view in 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss the point of view of the text. Discuss the features of the text using the key terms 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> Which words from paragraph __ help explain the meaning of ___? In paragraphs ___ and __, how

	<p>literature.</p> <ul style="list-style-type: none"> • Conduct research about contemporary science fiction. • Create and present a movie storyboard. • Determine the meaning of unknown vocabulary words using Greek roots as a guide. • Analyze proper usage and consistency of verb tense. • Analyze how anecdotes contribute to the structure of a text. • Determine key ideas in a text. • Conduct research about animals. • Write an informative essay about animal communication. • Discuss the behaviors of familiar animals with a small group. • Use Latin roots. • Use correct capitalization. 	heading, subheading, and captions.	<p>does the author show ___?</p> <ul style="list-style-type: none"> • Which sentence best expresses the main idea of the selection? • Based on information in the selection, with which statement would the author most likely agree? • Which detail from the selection supports the idea ___? • What is the central message the author presents in this selection? • The author includes the information in paragraph ___ most likely to ___? • The organizational pattern of the selection develops the author's viewpoint by ___? • The ___ point of view helps the reader understand ___?
Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
<p>Lesson #3: Science Fiction Read: ZOO Science Fiction Short Story by Edward Hoch Vocabulary Instruction: Critical vocabulary context clues, Applying Academic Vocabulary pg. TE110, Practice and Apply Reading Instruction: Infer Multiple Themes and Analyze Point of View Before: Quickstart, Annotation Model, Setting a Purpose During: Infer Themes, Analyze Point of View, Notice & Note: Again and Again After: Check Your Understanding, Analyze the Text, Research, Create and Present</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Verb tenses Vocabulary Strategy: Greek roots Create and Present: Create Storyboard, Small group collaborative and presentation Respond to the Essential Question</p>	<p>Formative:</p> <ul style="list-style-type: none"> • HMH Selection Test <p>Performance Assessment:</p> <ul style="list-style-type: none"> • Create Storyboard • Small group collaborative and Presentation 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Pinwheel Discussion • Send a Problem 	<p>Extend Activity</p> <ul style="list-style-type: none"> • Extend activity pg. 112
<p>Lesson #4: Informational Text Read: from ANIMAL SNOOPS: THE WONDROUS WORLD OF WILDLIFE SPIES Informational text by Peter Christie Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 121, Practice and Apply</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 Informational Essay 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Generating inquiry • 5-minute Review 	<p>Extend:</p> <ul style="list-style-type: none"> • Extend Activity pg. 126

<p>Reading Instruction: Analyzing Text Structure, Determine Key Ideas Before: Quickstart, Annotation Model, Setting a Purpose During: Text Structure, Determining Key Ideas, Notice & Note: Number and Stats After: Check Your Understanding, Analyze the Text, Research, Create and Discuss</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Capitalization Vocabulary Strategy: Latin roots Create and Present: Informational Essay Respond to the Essential Question</p>	<ul style="list-style-type: none"> • Small Group/Collaborative Discussion 		
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Week 3 (October 21- November 1)

<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1C, 1D, 2A, 5E, 5I, 6E, 6C, 6D, 6E, 6F, 6G, 6H, 8Ei, 8Eii, 9D, 12A, 12D, 12F, 12J</p> <p>Writing Focus: 6H, 10Dix, 12D</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Analyze personification and imagery in poetry. • Compare themes of two poems and present ideas to the class. • Conduct research about wolves. • Discuss poetry and create a poster depicting the imagery in the poems. • Define and explain claims, evidence, arguments, fact, and opinion. • Understand how authors support a claim. • Write an argument taking a pro or con position. • Compare and present by staging a debate in a formal register. • Explain and use word origin to help with vocabulary meaning. • Learn to spell commonly misspelled words. 	<p>Language Objectives</p> <ul style="list-style-type: none"> • Discuss with a partner the features of the poems using the key term <i>theme</i>. • Demonstrate comprehension by <i>summarizing</i> a text. 	<p>STAAR/EOC Released Items (Lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> • Read the dictionary entry below. Which definition matches the word ___ as it is used in paragraph ___? • Which idea is supported by information in the selection? • One way that ___ and ___ are similar is that they both ___? • One difference between ___ and ___ is that only ___ provides information about ___. • What is the best summary of paragraphs ___ and ___? • Which line from the poem best suggests that the speaker feels ___? • The poet’s use of sensory language in line ___ is intended to help the reader ___.
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Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
<p>Lesson #5 POETRY Read: Animal Wisdom poem by: Nancy Wood and The Last Wolf poem by: Mary TallMountain Vocabulary Instruction: Applying Academic Vocabulary pg. TE 136 Reading Instruction: Analyze Personification Imagery & Paraphrase</p>	<p>Formative:</p> <ul style="list-style-type: none"> • HMH Selection Test <p>Performance Assessment:</p> <ul style="list-style-type: none"> • Small Group Collaborative/Discussion • Interpretation Poster 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Three-Minute Review 	

<p>Before: Quickstart, Annotation Model, Prepare to Compare During: Analyze Personification, Notice and Note: Aha Moment, Imagery, Paraphrase After: Check Your Understanding, Analyze the Texts, Research, Create and Present, Collaborate and Compare</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Create and Present: Interpretation Poster</p>			
<p>Lesson #6 ARGUMENT (MENTOR TEXTS) Read: Wild Animals Aren't Pets <i>editorial by: USA Today & Let People Own Exotic Animals commentary by: Zuzana Kukol</i> Vocabulary Instruction: Critical Vocabulary context clues, practice and apply Reading Instruction: Identify Claims and Arguments & Analyze Evidence Before: Quickstart, Annotation Model, Prepare to Compare During: Claims and Arguments, Notice & Note: Extreme or Absolute Language, Analyze Evidence After: Check Your Understanding, Analyze the Texts, Research, Create and Present, Collaborate and Compare</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Words Spelled Correctly Create and Discuss: Write an Argument and Public Service Announcement Respond to the Essential Question Vocabulary Strategy: Word Origins</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 Argument • Write and Present a Public Service Announcement. 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Sticky Note Peer Review 	
Week 5 (November 4- November 7)			
<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1A, 1C, 4, 5A, 5E, 6C, 6I Writing Focus: 10A-C, 11C</p>	<p>Learning Objective</p> <ul style="list-style-type: none"> • Write an argumentative essay about seeing the world from the perspective of an animal. • Organize information with a purposeful structure. • Develop a focused, structured draft. • Provide an introduction that clearly states your claim. • Support your claim with logical reasons and relevant text evidence. • Use persuasive language. • Address counterarguments. • Conclude by effectively summarizing your 	<p>Language Objective</p> <ul style="list-style-type: none"> • Write about animals using correct subject-verb agreement. • Share information using the sentence stem <i>I think</i>__. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> • In what way do both __ and __ change throughout the stories?

	<p>claim.</p> <ul style="list-style-type: none"> • Revise drafts, incorporating feedback from peers. • Edit drafts to incorporate transition words and phrases. • Use a rubric to evaluate writing. • Present an argument to an audience. • Adapt an argumentative essay for presentation. • Use appropriate tone, word choice, and visuals for your audience. • Listen actively to a presentation. 		
Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.,)	Reteach/Review (small-group instruction, stations, etc.,)	Enrichment
<p>Lesson # 7: 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 # 8: Write an Argument</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Plan: Discuss Topic & Organize Your Ideas Develop a Draft: Introduction/Claim, Reasons and Evidence, Address Counterarguments, Conclusion Revise: Independent and Peer Editing using Revision Guide Edit: Check Language Conventions for verb tenses Publish: Present Essay as a speech</p>	<p>Performance Assessment</p> <p>Summative (6-week assessment): Write and Present An Argument</p>		<p>Challenge Students: Conduct Research pg. TE 161</p>