

Logo	CSCISD Scope and Sequence		Grade 6 English Language Arts & Reading
	Unit/Theme: Unit 3: Surviving the Unthinkable		
	Month: November 11-December 20 Grading Period (3rd six weeks): Suggested Pacing 30 Days		Developed 2019

Essential Questions: What does it take to be a survivor?

Technology Resource	Background Knowledge	Unit Vocabulary	Primary Resources	Secondary Resources
Chromebooks SmartBoard Document Camera	<ul style="list-style-type: none"> Novels are a long work of fiction in which the author's purpose is to entertain, inspire, and, sometimes, inform. Historical novels are based on actual people and events. A documentary is an informational video or film. The purpose of a memoir is to tell a true story that presents insights into the impact of events on people's lives. Memoirs are a form of narrative nonfiction known as autobiographical writing. Memoirs are almost always told in first-person point of view. Free verse poetry is a special kind of poetry that doesn't have any sort of structure. Historical fiction combines actual places and events from the past with imaginative elements of fiction found in short stories and novels. Setting is the most important element in historical fiction. 	HMH Word Network <ul style="list-style-type: none"> circumstance constraint impact injure significant 	HMH Into Literature student consumable	<i>Online student access to HMH resources</i>

Weeks 1 (November 11- November 15)

TEKS: Reading Focus: 2A, 5E, 5I, 6C, 6I, 7D, 11B, 12F Writing Focus: 5B, 6B, 10Div, 12D	Learning Objective <ul style="list-style-type: none"> Monitor comprehension of text and make adjustments. Analyze the characters and setting 	Language Objective <ul style="list-style-type: none"> Discuss with a partner challenges faced by Salva using the term <i>setting</i>. 	STAAR/EOC Released Items (Lead4ward IQ & Item Analysis) <ul style="list-style-type: none"> Which sentence from the selection helps explain ___?
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	<p>of a novel excerpt.</p> <ul style="list-style-type: none"> • Research the organization Water for South Sudan. • Write an informative essay about setting and character. • Use both print and digital vocabulary resources. • Understand and use prepositional phrases. Understand and use subject/verb agreement. • Discuss in a group character traits of survivor. 		<ul style="list-style-type: none"> • Read the dictionary entry. Which definition of 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
<p>Lesson #1: Introduction to Unit 3 Read: SURVIVING THE UNTHINKABLE Vocabulary Instruction: Unit Vocabulary Reading Instruction: Before: Watch Stream to Start: Surviving the Unthinkable During: Connect to the Essential Question After: Discuss the Quotation Reading Interactive Notebook: Response to question: What does it take to be a survivor?</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 A LONG WALK TO WATER Novel by Linda Sue Park Vocabulary Instruction: Critical Vocabulary using context clues, Applying Academic Vocabulary pg. TE 178, Practice and Apply 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</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Prepositions and Prepositional Phrases Create and Present: Write an Informational Essay Response 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"> • Write and Present Informational Essay 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Focus on the Character • Monitor Comprehension 	
Week 2 (November 18- November 22)			

<p>TEKS: Reading Focus: 1A, 1C, 1D, 2A, 2B, 5D, 5E, 5G, 6D, 6E, 6G, 6H, 6I, 8F, 9A, 9C, 12A, 12D, 12F</p> <p>Writing Focus: 6B, 10C, 10D, 12A, 12B</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Analyze characteristics of digital texts. Analyze use of print and graphic features to achieve purposes. Write a summary of events in a video. Evaluate and rate video features. Generate research questions from a variety of sources. Discuss the effectiveness of the video's elements. Create mental imagery through strong word choice and sensory description. Use context clues to increase understanding of vocabulary. Develop and modify a research plan. Write using an informal register or voice Create a multimedia presentation. Analyze how writers use commas. 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss the video using the terms <i>animated</i> and <i>voice-over</i>. Discuss imagery using vivid words. 	<p>STAAR/EOC Released Items (Lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> Look at the dictionary entry below. Which definition best matches the meaning of ___ as it is used in paragraph ___? What does the word ___ mean in paragraph ___? Which idea is developed throughout the selection? The information presented in ___ and ___ supports the idea that ___. Which sentence best summarizes paragraphs ___ through ___? The author included paragraph ___ most likely to explain ___. What is the best summary of the story?
<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 #3: Documentary Read: SALVA'S STORY Documentary by POVRoseMedia Vocabulary Instruction: Reading Instruction: Analyze Characteristics of Digital Text Before: Quickstart, Setting a Purpose During: Analyze Media After: Research, Analyze and Evaluate the Video</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Create and Present: Write a Summary 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"> Write and Present Summary 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Analyze Media 	
<p>Lesson #4: Memoir (Mentor Text) Read: INTO THE LIFEBOAT from TITANIC SURVIVOR Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 197, Practice and Apply Reading Instruction: Explain Author's Purpose and Message, Create Mental Images Before: Quickstart, Setting a Purpose During: Analyze Comparisons and Contrasts, Notice & Note: Contrast and Contradictions, Create Mental Images After: Check Your Understanding, Analyze the Text, Research, Create a Multimedia Presentation</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 Friendly Letter Multimedia Presentation 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Explain Author's Purpose Language Conventions: Commas 	

<p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Commas Vocabulary Strategy: Context clues Create and Present: Write a Friendly Letter Respond to the Essential Question</p>			
Weeks 3 and 4 (December 2- December 13)			
<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1A, 1C, 2A, 2B, 5D, 5E, 7D, 8A, 8B, 9D, 9F</p> <p>Writing Focus: 6B, 6H, 10D, 11A, 11D, 12A, 12D, 12I</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Analyze the effects of structure and meter in poetry. Describe an author’s use of figurative language. Conduct research and present findings on a recent disaster and the people who responded to it. Write an original poem about a life experience. Present an original poem in a poetry jam. Analyze historical and cultural setting of the text. Analyze the author’s use of language to develop mood and theme. Conduct research about the history of the Ninth Ward in New Orleans before and after Hurricane Katrina. Write posts based on events during Hurricane Katrina. Determine the meaning of unfamiliar words using context clues. Create and present a poster about fortitude. Use pronouns correctly 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss the poem with a partner using the term repetition. Discuss and identify pronouns in a text. 	<p>STAAR/EOC Released Items (Lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> Look at the dictionary entry below. Which definition of the word ___ is used in paragraph ___? Which words from ___ help the reader know what ___ means? Which idea is supported by information throughout the selection? Both the poet and the author of the selection portray the ___ as ___. Stanza ___ is important to the poem because it shows___ Read these lines from the poem [___]. The poet uses these lines to show that the speaker feels ___. Read this sentence from paragraph ___. The author uses this sentence to show ___.
<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 Free Verse Poetry Read: from AFTER THE HURRICANE Poem by Rita Williams-Garcia Vocabulary Instruction: Applying Academic Vocabulary pg. TE 212 Reading Instruction: Analyze the Effects of Structure and Meter, Describe an Author’s Use of Figurative Language</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 Poem 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Genre Reformulation 	<p>Extend:</p> <ul style="list-style-type: none"> Analyze Speaker

<p>Before: Quickstart, Annotation Model, Prepare to Compare During: Identify Patterns, Interpret, Evaluate, Notice & Note: Infer, Draw Conclusions After: Check Your Understanding, Analyze the Text, Research, Create and Present</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Create and Discuss: Write a Poem</p>			
<p>Lesson #6 Historical Fiction Read: from NINTH WARD Historical Fiction by Jewell Parker Phodes Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 225 Reading Instruction: Analyze Historical and Cultural Setting, Analyze Author's Use of Language, Practice and Apply Before: Quickstart, Annotation Model, Prepare and Compare During: Make Inferences, Analyze Characters and Settings, Notice & Note: Interpret Setting Mood After: Check Your Understanding, Analyze the Text, Research, Create and Discuss, Respond to the Essential Question, Collaborate and Compare</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Pronouns Create and Discuss: Write Live Posts, Create a Poster 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 Live Posts • Group/Collaborative Discussion • Collaborate and Compare 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Numbered Heads Together • Think-Pair-Share 	
Week 5 (December 16- December 20)			
<p>TEKS: Reading Focus: 1A, 4, 5A, 5E Writing Focus: 6H, 10B, 10C, 10D, 10E</p>	<p>Learning Objective</p> <ul style="list-style-type: none"> • Write a nonfiction narrative about someone who shows what it is to be a survivor. • Establish a situation that introduces real people, places, and events, using specific details and strong imagery. • Organize an event sequence that unfolds naturally and logically. • Include elements such as setting, pacing conflict, and dialogue. • Use precise words and sensory language, and maintain a consistent style and tone. • Develop a mood. • Provide a conclusion that follows from and reflects on events. 	<p>Language Objective</p> <ul style="list-style-type: none"> • Use appropriate verb tenses. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> • What idea is supported by information in the selection? • What is one similarity in the way the main characters work through their conflicts?

	<ul style="list-style-type: none"> • Develop a focused, structured draft. • Revise and edit drafts, incorporating feedback from peers. • Use a rubric to evaluate writing. 		
Learning Experiences (lessons, mini-lessons, strategies, etc.,)	Assessment (formative, summative, etc.,)	Reteach/Review (small-group instruction, stations, etc.,)	Enrichment
Lesson # 7: Independent Reader's Choice Read: Self-Selected Texts from eBook Reading Instruction: Before: Setting a Purpose During: Independent Reading and Notice & Note: Signposts After: Collaborate and Share Writing (brainstorming, drafting, editing, revising, publishing):	Formative: <ul style="list-style-type: none"> • HMH Independent Reading Selection Tests Performance: <ul style="list-style-type: none"> • Small Group/Collaborative Discussion 	Small Group Options: <ul style="list-style-type: none"> • Draft the Narrative • Identify Verbs 	Extend: <ul style="list-style-type: none"> • Create a Multimedia Presentation
Lesson # 8: Write a Nonfiction Narrative Writing (brainstorming, drafting, editing, revising, publishing): Plan: Choose a Topic & Organize Your Ideas Develop a Draft: Introduction, Main Event 1, Main Event 2, Main Event 3, Conclusion Revise: Peer Editing using Revision Guide Edit: Check Language Conventions: Consistent Verb Tense Publish: Present Essay	Performance Assessment Summative (6-week assessment): Write and Present Nonfiction Narrative		