

Logo	CSCISD Scope and Sequence				Grade 6 English Language Arts & Reading
	Unit/Theme: Unit 4: Discovering Your Voice				
	Month: January 8 – February 13 Grading Period (4 th Six Weeks): Suggested Pacing 30 Days				Developed 2019
Essential Questions: What are the ways you can make yourself heard?					
Technology Resource Chromebooks SmartBoard Document Camera	Background Knowledge <ul style="list-style-type: none"> Understand that the purpose of multimodal text is to present facts and information. Memoir is a personal narrative told from a first-person point of view. Understand that the purpose of a humorous work is to make the reader laugh, in which the author uses amusing, exaggerated descriptions for the purpose of comedy. Poetry uses sound devices, imagery, and figurative language to express ideas and feelings. In poetry, words and lines are arranged to produce an intended effect and to get the poet's message across to the reader. An argument is a form of persuasive writing. The strength of the author's claim relies on the reasons and evidence used to prove the claim. 	Unit Vocabulary HMH Word Network <ul style="list-style-type: none"> Appropriate Authority Consequence Element Justify 	Primary Resources HMH Into Literature student consumable	Secondary Resources <i>Online student access to HMH resources</i>	
Weeks 1 & 2 (January 8- January 16)					
TEKS: <u>Reading Focus:</u> 2B, 5C, 5E, 5G, 5H, 6A, 6D, 6F, 8D, 8F, 9B, 9C, 11B, 12D, 12F <u>Writing Focus:</u> 10Dviii,		Learning Objective <ul style="list-style-type: none"> Analyze a multimodal text. Analyze a variety of print and graphic features. Research the life and work of an artist. Infer word meanings using context clues. 	Language Objective <ul style="list-style-type: none"> Discuss the author's analysis with a partner using the terms <i>seem</i> and <i>express</i>. 	STAAR/EOC Released Items (<i>lead4ward</i> IQ & Item Analysis) <ul style="list-style-type: none"> In paragraph __ the word __ means? What can the reader conclude based on information from the selection? Which of the following 	

	<ul style="list-style-type: none"> • Use commas to clarify meaning. • Write a summary. • Discuss headings and graphic features of a text. 		<p>sentences would not be used in a summary for the selection?</p> <ul style="list-style-type: none"> • Which sentence from the selection supports the idea that ___? • What is the best summary of paragraphs ___ through ___? • The organization of paragraphs ___ through ___ contributes to the author's main idea by ___.
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 4 Read: Vocabulary Instruction: Unit Vocabulary Reading Instruction: Before: Watch Stream to Start Discovering Your Voice Unit video During: Connect to the Essential Question After: Discuss the Quotation Reading Interactive Notebook: Response to question: What are the ways you would like to make your voice heard in the future?</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: Multimodal Text Read: from Selfie: The Changing Face of Selfie-Portraits multimodal text by Susie Brooks Vocabulary Instruction: Critical Vocabulary using context clues and Practice & Apply Reading Instruction: Analyze Multimodal Texts & Analyze Print and Graphic Features Before: Notice & Note Reading Model, Quickstart, Setting a Purpose During: Analyze Print and Graphic Features, Analyze Multimodal Texts, Notice and Note: Contrasts and Contradictions, Big Questions, Extreme or Absolute Language After: Check Your Understanding and Analyze the Text Questions, Research, Create and Discuss</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Commas after Introductory Elements Create and Discuss: Summarize Key Ideas Response to the Essential Question Vocabulary Strategy: 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"> • Small Group Collaborative Critique 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Reciprocal Teaching • Jigsaw with Experts 	<p>Extend the Analysis activity pg. 258 Extend Research activity pg. 260</p>

Weeks 3 & 4 (January 21 - January 31)

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<p>TEKS: Reading Focus: 1A, 1B, 1D, 5C, 5E, 5F, 5G, 6A, 6C, 6G, 6H, 9A, 9B, 9D, 9F Writing Focus: 8Di, 10Dv, 11A, 12A, 12D, 12F</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Analyze how text structure contributes to the author’s purpose. Make connections to personal experiences and ideas in other texts. Conduct research using multiple sources. Write a formal letter or email. Write and present a biographical poem. Pose and answer questions about classmates’ work. Make inferences about author’s purpose and message. Analyze author’s use of language. Research popular humorists. Write an essay analyzing the author’s purpose and message. Give and follow instructions for telling a joke. Use resources to determine word meaning. Use pronouns correctly. 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss with a partner the structure of the text, using the term <i>memoir</i>. Discuss the selection with a partner using the term <i>author’s purpose</i>. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> The information in paragraphs __ through __ supports the idea that __. Read these sentences from both stories. What do these sentences show about the main character of each story? Based on ____, the reader can infer ____. What is paragraph __ mainly about? Read this sentence from ____. Which sentence from __ shows that __ begins to feel the same way? The author wrote this selection most likely to ____. Read this sentence from paragraph __. Which fact from the selection best supports this claim?
Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
<p>Lesson #3: Memoir in Verse Read: <i>from Brown Girl Dreaming memoir in verse by Jacqueline Woodson</i> Vocabulary Instruction: Applying Academic Vocabulary: Write and Discuss pg. TE 268 Reading Instruction: Analyze Text Structure and Purpose & Make Connections Before: Annotation Model, Quickstart, Setting a Purpose During: Analyze Text Structure and Purpose, Notice and Note: Memory Moment After: Check Your Understanding, Analyze the Text, Research, Create and Present</p>	<p>Formative:</p> <ul style="list-style-type: none"> HMH Selection Test <p>Performance Assessment:</p> <ul style="list-style-type: none"> Compose and Present a Biographical Poem 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Numbered Heads Together Jigsaw with Experts 	<p>Analyze a Social Issue pg. TE 271</p>

<p>Writing (brainstorming, drafting, editing, revising, publishing): Create and Present: Describe a Connection-Letter/Email Create and Present: Compose a Biographical Poem Respond to the Essential Question</p>			
<p>Lesson #4: Humor Read: What's So Funny, Mr. Scieszka? <i>Humor by: Jon Scieszka</i> Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 280, Practice and Apply Reading Instruction: Make Inferences About Author's Purpose and Message & Analyze Author's Use of Language Before: Quickstart, Annotation Model, Setting a Purpose During: Analyze Author's Use of Language, Notice & Note: Tough Questions & Aha Moment, Make Inferences After: Check Your Understanding, Analyze the Text, Research, Create and Present</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Pronouns Create and Present: Written analysis of author's purpose and message Vocabulary Strategy: Resources 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 an Analysis Essay • Small Group/Collaborative Discussion 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Think-Pair-Share • Three Before Me 	<p>Extend Activity pg. 284</p>

Week 5 (February 3- February 7)

<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1A, 1D, 5E, 5F, 5H, 6A, 6B, 6G, 7A, 8Ei-ii, 8Eiii, 9D, 9F, 9G, 11B, 12D, 12Hiii</p> <p>Writing Focus: 10Dix, 12D</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> • Analyze figurative language in poetry. • Make inferences based on tone and speaker. • Research the Harlem Renaissance. • Write an essay based on inferences drawn from speaker and tone. • Discuss and analyze figurative language. • Make inferences and use evidence to describe speakers. • Analyze the structure of an argument and the use of rhetorical devices. • Identify the intended audience of an argument. • Conduct research about photographic self-portraits. • Write an argument about cell 	<p>Language Objectives</p> <ul style="list-style-type: none"> • Discuss with a partner the features of the text using the key term figurative language. • Discuss arguments with a partner using the term audience. 	<p>STAAR/EOC Released Items (Lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> • Read these sentences from the story. Based on these two sentences, the reader can conclude that the narrator__. • Which idea does the author develop throughout the selection? • Read these lines from the poem _____. Which sentence from _____ illustrates a similar idea? • Which of the following best supports the idea that ___? • Read lines __ through __ from the poem. The poet uses ___ in these lines most likely to show that _____. • The language used in paragraph ____ helps the reader infer that _____.
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	<ul style="list-style-type: none"> phone usage. Discuss the “perfect selfie.” Determine the meaning of unfamiliar words using context clues. Distinguish between commonly confused words. 		
Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
<p>Lesson #5 Poetry Read: <i>A Voice poem by Pat Mora & Words Like Freedom poem by Langston Hughes</i> Vocabulary Instruction: Discuss and clarify (figurative language, simile, metaphor, personification, inference, tone, mood, speaker) Reading Instruction: Analyze Figurative Language & Make Inferences, Compare Poems Before: Quickstart, Annotation Model, Prepare to Compare During: Make Inferences, Notice & Note: Memory Moment, Analyze Figurative Language 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: Write a brief Informational Essay 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 a brief Informational Essay Discuss and Analyze Figurative Language 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Poetry Jigsaw Think-Pair-Share 	Extend Activity pg. 296
<p>Lesson #6 Argument (Mentor Text) Read: <i>Better Than Words/ OMG, Not Another Selfie! Arguments by Gloria Chang and Shermakaye Bass</i> Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 305, Practice and Apply Reading Instruction: Analyze Rhetorical Devices & Identify an Argument’s Audience Before: Quickstart, Annotation Model, Prepare to Compare During: Analyze Rhetorical Devices, Identify an Argument’s Audience, Notice & Note: Extreme or Absolute Language After: Check Your Understanding, Analyze the Texts, Research, Create and Present, Collaborate and Compare</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Commonly Confused Words Create and Present: Compose an Argument & Short Speech Respond to the Essential Question Vocabulary Strategy: 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 an Argument Small Group/Collaborative Discussion and Presentation 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Pinwheel Discussion Send a Problem 	

Week 6 (February 10-February 13)			
<p>TEKS: Reading Focus: 1A, 4, 5A, 5E Writing Focus: 6H, 10A-E, 11C</p>	<p>Learning Objective</p> <ul style="list-style-type: none"> • Create a multimodal argument explaining why a specific medium is effective. • State your argument's claim in the introduction. • Support your claim with text evidence, sound reasoning, and relevant graphics or images. • Organize information with a purposeful structure. • Use words and a tone appropriate for your audience. • Use appropriate rhetorical devices. • Conclude by effectively summarizing the claim. • Develop a focused, structured draft. • Revise and edit drafts, incorporating feedback from peers. • Use a rubric to evaluate writing. 	<p>Language Objective</p> <ul style="list-style-type: none"> • Use correct pronoun-antecedent agreement in writing. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> • What idea does the author develop throughout the selection? • In what way do both ___ and ___ change throughout the stories? • Both the poet and the author of the selection portray ___.
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 Informational Essay</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Plan: Review Writing Prompt & Organize Your Ideas Develop a Draft: Claim, Reasons/Evidence, Images & Graphics, Conclusion Revise: Independent and Peer Editing using Revision Guide Edit: Check Language Conventions Publish: Present Essay</p>	<p>Performance Assessment</p> <p>Summative (6-week assessment): Create a Multimodal Argument</p>		

