

Logo	CSCISD Scope and Sequence			Grade 6 English Language Arts & Reading
	Unit/Theme: Unit 5: Never Give Up			
	Month: February- April 3 Grading Period (5th six weeks): Suggested Pacing 30 Days			
Essential Questions: What keeps people from giving up?				
Technology Resource Chromebooks SmartBoard Document Camera	Background Knowledge <ul style="list-style-type: none"> Both memoirs and autobiographies tell the stories of someone else’s life. However, memoirs include people and events that have been very important to the writer’s life and have helped him or her achieve a deeper understanding of his or her role in the world. Short stories usually include one main conflict and centers on a single idea. Short stories include the basic elements of fiction-plot, character, setting, and theme. One purpose of poetry is to convey the poet’s feeling’s about a topic or experience. Free verse poems do not follow a specific rhyming pattern or metrical form. Graphic biographies use both illustrations and text to tell a person’s life story. Biographies are usually written in third-person point of view, and include facts and descriptions of events, people, and experiences that shaped the subject’s life. Traditional biographies include mostly text, along with some photographs, that tell a true-life story about the subject’s life. 	Unit Vocabulary HMH Word Network <ul style="list-style-type: none"> Achieve Individual Instance Outcome Principle 	Primary Resources HMH Into Literature student consumable	Secondary Resources <i>Online student access to HMH resources</i>

Weeks 1 & 2 (February 17- February 28)

<p align="center">TEKS:</p> <p>Reading Focus: 1A, 1D, 2C, 5B, 8Di-iii, 9A, 12A, 12D Writing Focus: 10Dvii, 11D, 12A, 12F</p>	<p>Learning Objective</p> <ul style="list-style-type: none"> Analyze characteristics and features of informational text. Generate questions to guide reading. Generate questions and key words to guide research. Discuss in a small group the importance of going to school. Use Greek and Latin roots to understand vocabulary. Understand correct capitalization of proper nouns. 	<p>Language Objective</p> <ul style="list-style-type: none"> Discuss with a partner the purpose of features of informational text using the key term <i>prologue</i>. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> Which words from paragraph ___ help the reader understand the meaning of the word ___? Read the origin of the word ____. This information helps the reader understand that __ in paragraph ___ means ___? The organization of paragraphs __ and __ contributes to the author's main idea by ___? The author included ___ most likely to emphasize that ___?
<p align="center">Learning Experiences (lessons, mini-lessons, strategies, etc.)</p>	<p align="center">Assessment (formative, summative, etc.)</p>	<p align="center">Reteach/Review (small-group instruction, stations, etc.)</p>	<p align="center">Enrichment</p>
<p>Lesson #1: Introduction to Unit 5 Read: NEVER GIVE UP Vocabulary Instruction: Unit Vocabulary Reading Instruction: Before: Watch Stream to Start: Never Give Up Unit video During: Connect to the Essential Question After: Discuss the Quotation Reading Interactive Notebook: Response to question: What keeps people from giving up?</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: Memoir/Autobiography Read: A SCHOOLGIRL'S DIARY from I AM MALALA Memoir by Malala Yousafzai with Patricia McCormick Vocabulary Instruction: Critical Vocabulary using context clues, Applying Academic Vocabulary pg. TE 338, Practice and Apply Reading Instruction: Analyze Characteristics and Features of Informational Texts, Generate Questions Before: Notice & Note Annotation Model, Quickstart, Setting a Purpose During: Guided Reading and Annotation using Notice & Note, Generate questions, Number and Stats After: Check Your Understanding and Analyze the Text Questions, Research, Create and Discuss</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Capitalization Create and Present: Write a Formal Letter 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"> Write a Formal Letter 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Numbered Head Together Activating Academic Vocabulary 	

Week 3 (March 2-March 6)			
<p>TEKS: Reading Focus: 1D, 2A, 5E, 6G, 7C, 7D, 12A, 12D Writing Focus: 6G, 10C, 10Dvi, 10Dviii, 12A, 12F</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Analyze plot, as well as how setting influences plot and character. Generate and research questions about a historical setting. Write an informational essay on the influence of setting on character in the selection. Discuss comparison and contrasts between students' lives and the lives of characters. Use a thesaurus effectively Practice writing sentences with varying sentence patterns. 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss feature of the text using the key term <i>plot</i>. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> Read the dictionary entry. Which definition best matches the meaning of ___ as it is used in paragraph ___? Which sentence from the selection helps explain ___? What is a major difference between ___ in ___ and ___ in ___? Paragraphs ___ and ___ contribute to the rising action of the story by ___. Which sentence expresses the turning point in the story? Which event contributes most to ___'s inner conflict in the story? The end of the story reveals that___. Paragraphs ___ through ___ contribute to the plot by___.
<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: SHORT STORY Read: THE FIRST DAY OF SCHOOL Short Story by R.V. Cassill Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 360, Practice and Apply Reading Instruction: Analyze Elements of Plot, Analyze Influence of Setting on Plot and Character Before: Quickstart, Annotation Model, Setting a Purpose During: Analyze Elements of Plot, Analyze Influence of Setting on Plot and Character, Notice & Note Annotations, Summarize After: Check Your Understanding, Analyze the Text, Research, Small Group Discussion</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Sentence Patterns Vocabulary Strategy: Thesaurus</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 Analytical Essay Discuss in small group 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Pinwheel Discussion Three-Minute Review 	

<p>Create and Present: Write an Analytical Essay Respond to the Essential Question</p>			
<p>Weeks 4 and 5 (March 9- March 27)</p>			
<p>TEKS: Reading Focus: 1A, 1C, 1D, 2A, 2B, 5F, 5G, 6C, 6D, 6F, 7A, 8B, 8D, 8F, 9A, 9B, 9C Writing Focus: 6B, 6G, 6H, 10D, 10Dviii, 11A, 12A, 12D, 12F</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Analyze the effects of meter and structural elements. Make inferences about theme and author’s purpose. Research poet Gwendolyn Brooks. Write a poem or inspirational speech. Record a poem or presentation as a podcast. Analyze characteristics and determine key ideas in multimodal texts. Conduct research about early advances in flight. Write a summary of the selection’s content. Discuss the functions of elements of multimodal text. Use knowledge of affixes to determine a word’s meaning. Identify and use adverbs and adverb clauses. Analyze characteristics and structural elements of texts. Determine key ideas in informational texts. Conduct research about the Wright brothers using resources. Work with a group to give a presentation. Write a summary of a section of informational text. Use resources to determine meanings of new words. Use commas correctly in sentences. 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss elements of a poem using the terms meter, alliteration, and repetition. Discuss with a partner the features of the text using the key term multimodal. Discuss the selection using the term evidence. 	<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 fits the way the word ___ is used in paragraph ___? Which words from paragraph ___ help the reader know what ___ means? Based on paragraphs __ and __, the reader can conclude that ___. Which sentence best expresses the main idea of the selection? What is the best summary of the selection? Which detail from the selection supports the idea that ___? Which sentence from the selection best supports the claim that ___? The selection is organized in a way that shows ___.

Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
<p>Lesson #4: Poetry Read: SPEECH TO THE YOUNG: SPEECH TO THE PROGRESS-TOWARD Poem by Gwendolyn Brooks Vocabulary Instruction: Discuss (free verse poem, line breaks, repetition, rhythm, alliteration) Reading Instruction: Analyze the Effects of Meter and Structural Elements, Make Inferences About Theme and Author's Purpose Before: Quickstart, Setting a Purpose During: Analyze poem, Notice & Note: Annotation Model, Infer After: Check Your Understanding, Analyze the Text, Research, Present Poem</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Create and Present: Write a Short Poem 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 Short Poem Present Poem 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Jigsaw with Experts Think-Pair-Share 	
<p>Lesson #5 Graphic Biography Read: from INTO THE AIR Graphic Biography Written by Robert Burleigh and Illustrated by Bill Wylie Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 379, Practice and Apply Reading Instruction: Analyze Characteristics of Multimodal Texts, Determine Key Ideas in Multimodal Texts Before: Quickstart, Annotation Model, Prepare to Compare During: Analyze Characteristics of Multimodal Texts, Determine Key Ideas, Notice & Note: signpost, Big Questions After: Check Your Understanding, Analyze the Text, Research, Create and Discuss</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Adverbs and Adverb Clauses Create and Discuss: Write a Summary Vocabulary Strategy: Affixes</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 Summary Discuss with small group 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Three-Minute Review Think-Pair-Share 	
<p>Lesson #6 Biography (Mentor Text) Read: from THE WRIGHT BROTHERS: HOW THEY INVENTED THE AIRPLANE Biography by Russell Freedman Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic vocabulary pg. TE 395, Practice and Apply Reading Instruction: Analyze Characteristics of Informational Texts, Determine Key Ideas Before: Quickstart, Annotation Model, Prepare to Compare During: Analyze Characteristics of Informational Texts,</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 Summary Small Group/Collaborative Discussion 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Generating Inquiry Five-Minute Paired Reading 	

<p>Determine Key Ideas, Notice & Note: Quoted Words After: Check Your Understanding, Analyze the Text, Research, Create and Discuss</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Commas and Sentence Types Create and Discuss: Write a Summary Vocabulary Strategy: Resources</p>			
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Week 6 (March 30- April 3)			
<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1C, 6H Writing Focus: 10A-D, 12B, 12D, 12E, 12F, 12I, 12J</p>	<p>Learning Objective</p> <ul style="list-style-type: none"> • Write an introduction that has a thesis statement. • Use primary and secondary research sources. • Cite and use materials ethically. • Organize information in a logical way. • Connect related ideas effectively. • Use appropriate word choice, voice, and tone. • Conclude by summarizing or drawing a conclusion. • Revise drafts, incorporating feedback from peers. • Edit drafts to incorporate transitions. • Use a rubric to evaluate writing. 	<p>Language Objective</p> <ul style="list-style-type: none"> • Use conjunctive adverbs to show relationships. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p>
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 Big Questions 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><u>Lesson # 8: Write a Biographical Report</u></p> <p><u>Writing (brainstorming, drafting, editing, revising, publishing):</u> Plan: Think of Questions, Conduct research, Background Reading , Organize Your Ideas Develop a Draft: Introduction, Childhood and Early Life, Main Events and Struggles, Accomplishments, Conclusion Revise: Peer Editing using Revision Guide Edit: Check Language Conventions Publish: Present Report</p>	<p><u>Performance Assessment</u></p> <p>Summative (6-week assessment):</p> <ul style="list-style-type: none"> • Write a Biographical Report • Produce and Present a Podcast 	<p><u>Small Group Options:</u></p> <ul style="list-style-type: none"> • Draft the Report • Identify Adverbs • Provide Feedback 	<p><u>Extend:</u></p> <ul style="list-style-type: none"> • Conduct additional Research