

Logo	CSCISD Scope and Sequence		Grade 6 English Language Arts & Reading
	Unit/Theme: Unit 6: Hidden Truths		
	Month: April 6 – May 22 Grading Period (6th Six Weeks): Suggested Pacing 30 Days		Developed 2019

Essential Questions: **What hidden truths about people and the world are revealed in stories?**

Technology Resource	Background Knowledge	Unit Vocabulary	Primary Resources	Secondary Resources
Chromebooks SmartBoard Document Camera	<ul style="list-style-type: none"> Book introductions precede the main text and the purpose is to introduce the author's ideas and purpose for writing the text. Dramas are written in the form of a script and the story is told through dialogue. Poetry uses figurative language and language devices to make it more expressive and interesting. The sentence structure and line breaks in a poem are used to create effects and focus on meaning and emotion. Folktales take place in the past and are stories that represent the traditions of the culture in which it was originally told. Folktales express powerful, universal themes about the importance of people's behavior. Many folktales feature the rule of three. 	HMH Word Network <ul style="list-style-type: none"> Emphasize Occur Period Relevant Tradition 	HMH Into Literature student consumable	<i>Online student access to HMH resources</i>

Weeks 1 (April 6- April 10)

TEKS:	Learning Objective	Language Objective	STAAR/EOC Released Items (lead4ward IQ & Item Analysis)
Reading Focus: 1D, 2B, 5F, 5G, 5H, 6B, 6C, 6D, 6F, 6G, 8Di, 8Dii-iii, 12D Writing Focus: 10Dvi, 12D	<ul style="list-style-type: none"> Analyze the characteristics and structures of informational text. Make inferences about key ideas. Research guidelines for expressive storytelling. Write a speech about the importance of storytelling. 	<ul style="list-style-type: none"> With a partner, tell a story based on an image. 	<ul style="list-style-type: none"> In paragraph __, the word __ means_? What is the meaning of the word __ in paragraph __? Based on paragraphs __ and __ of the selection, what can the reader infer about __? Based on the information

	<ul style="list-style-type: none"> Engage in a group discussion about the selection's key ideas. Use context clues to determine the meaning of unknown words. 		<p>included in the selection, the reader can infer that ____.</p> <ul style="list-style-type: none"> Read this sentence from paragraph __. Which statement from the selection supports the idea in this sentence? What is the best summary of the story? Which detail from the selection supports the idea that __? The author organizes paragraphs __ through __ 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 6 Read: Vocabulary Instruction: Unit Vocabulary Reading Instruction: Before: Watch Stream to Start Hidden Truths Unit video During: Connect to the Essential Question After: Discuss the Quotation Reading Interactive Notebook: Response to question: How and what can we learn about our world through stories?</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: Book Introduction Read: from Storytelling book introduction by: Josepha Sherman Vocabulary Instruction: Critical Vocabulary using context clues, Applying Academic Vocabulary pg. TE 427, Practice & Apply Reading Instruction: Analyze Characteristics of Informational Texts & Make Inferences About Key Ideas Before: Notice & Note Reading Model, Quickstart, Setting a Purpose During: Analyze Characteristics of Informational Texts & Make Inferences About Key Ideas, Notice and Note: Word Gaps, Big Questions, Quoted Words After: Check Your Understanding and Analyze the Text Questions, Research, Create and Discuss</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Complex Sentences Create and Discuss: Write a 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 a Speech Small Group Collaborative 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Reciprocal Teaching Think-Pair-Share 	Extend Activity pg. 430

Week 2 (April 13 - April 17)

<p align="center">TEKS:</p> <p>Reading Focus: 1C, 1D, 5D, 5E, 6B, 6C, 7B, 8A, 8C, 12D</p> <p>Writing Focus: 10Div, 12D</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Analyze how playwrights develop characters. Create mental images to deepen understanding. Research the life of a real-life character depicted in the play. Write a character sketch. Perform a dramatic reading. Use a variety of resources to define vocabulary terms. Identify and use preposition and prepositional phrases. 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss with a partner the features of the text using the key term <i>characters</i>. 	<p>STAAR/EOC Released Items (<i>lead4ward</i> IQ & Item Analysis)</p> <ul style="list-style-type: none"> Which idea is supported by information in the selection? In what way do both ___ and ___ change throughout the story? What is one similarity in the way the main characters work through their conflicts? Read these sentences from the selection. What do these sentences show about the main characters?
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Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
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<p>Lesson #3: Drama</p> <p>Read: <i>The Prince and the Pauper by Mark Twain dramatized by Joellen Bland</i></p> <p>Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 439 and Practice and Apply</p> <p>Reading Instruction: Analyze How Playwrights Develop Characters & Create Mental Images to Deepen Understanding</p> <p>Before: Annotation Model, Quickstart, Setting a Purpose</p> <p>During: Analyze Playwrights Develop Character & Create Mental Images, Notice and Note: Aha Moment</p> <p>After: Check Your Understanding, Analyze the Text, Research, Create and Present</p> <p>Writing (brainstorming, drafting, editing, revising, publishing):</p> <p>Language Conventions: Prepositions and Prepositional Phrases</p> <p>Create and Present: Write a Character Study Essay</p> <p>Respond to the Essential Question</p> <p>Vocabulary Strategy: Resources</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 Character Study Essay Group Dramatic Reading 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Readers' Theater Reciprocal Teaching 	
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Weeks 3 & 4 (April 20 – May 1)

<p align="center">TEKS:</p> <p>Reading Focus: 1D, 2C, 5E, 5F, 5H, 6A, 6B, 6C, 6D, 7A, 7B, 7C, 8B, 9B, 9E, 12D</p> <p>Writing Focus: 10Dviii, 12D</p>	<p>Learning Objectives</p> <ul style="list-style-type: none"> Understand the difference between sonnets and free verse. Analyze the effect of meter and form on poetic expression. Make personal and thematic connections to stories and 	<p>Language Objectives</p> <ul style="list-style-type: none"> Discuss with a partner types of characters found in different kinds of stories, using the key term <i>archetype</i>. 	<p>STAAR/EOC Released Items (<i>lead4ward</i> IQ & Item Analysis)</p> <ul style="list-style-type: none"> What is the meaning of ___ in paragraph ___? In what ways do the speakers in the poems differ? Read these lines from the poem. Based on these lines, the reader
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	<p>poetry.</p> <ul style="list-style-type: none"> • Discuss, paraphrase, infer, and compare themes and meaning within and across texts. • Research other authors and make connections. • Analyze and discuss how writers use allusion, rhyme, rhythm, alliteration, and repetition to express meaning. • Cite evidence to support analysis of plot and point of view. • Conduct research about folktales. • Discuss elements of plot. • Rewrite the narrative from a different point of view. • Expand knowledge of vocabulary. 	<ul style="list-style-type: none"> • Identify and discuss with a partner the character in a text, using the term character. 	<p>can conclude that the poet__.</p> <ul style="list-style-type: none"> • What is the best summary of selection? • The end of the story reveals that __. • Why do paragraphs __ and __ mark a turning point in the story? • Which evidence does __ give to support the claim that __?
Learning Experiences (lessons, mini-lessons, strategies, etc.)	Assessment (formative, summative, etc.)	Reteach/Review (small-group instruction, stations, etc.)	Enrichment
<p>Lesson #4 Poetry Read: <i>Archetype poem by Margarita Engle & Fairy-Tale Logic poem by A.E. Stallings</i> Vocabulary Instruction: Discuss and clarify (purpose, visual elements, technical terms) Reading Instruction: Analyze The Effects of Meter and Structural Elements in Poems & Make Connections Before: Quickstart, Annotation Model, Prepare to Compare During: Make Connections, Analyze Meter and Structural Elements After: Check Your Understanding, Analyze the Texts, Research, Create and Discuss, Collaborate and Compare</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Create and Discuss: Paraphrase Lines in a 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"> • Paraphrase Lines in a Poem • Small Group Collaborative Discussion 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Genre Reformulation in Small Groups • Paraphrase Passport 	Extend Activity pg. 466
<p>Lesson #5 Folktale Read: <i>The Boatman's Flute folktale retold by: Sherry Garland</i> Vocabulary Instruction: Critical Vocabulary context clues, Practice and Apply Reading Instruction: Analyze Plot & Identify Point of View Before: Quickstart, Annotation Model, Prepare to Compare</p>	<p>Formative:</p> <ul style="list-style-type: none"> • HMH Selection Test <p>Performance Assessment:</p> <ul style="list-style-type: none"> • Rewrite story ending from a different point of view 	<p>Small Group Options:</p> <ul style="list-style-type: none"> • Somebody Wanted But/So/Then • Three Before Me 	

<p>During: Analyze Plot, Identify Point of View, Notice & Note: Contrasts and Contradictions, Memory Moment</p> <p>After: Check Your Understanding, Analyze the Text, Research, Create and Discover</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Quotation Marks Create and Discover: Ending Rewrite Respond to the Essential Question Vocabulary Strategy: Word Structure</p>	<ul style="list-style-type: none"> • Small Group Collaborative: Share Your Writing 		
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Week 5 (May 4 – May 8)

<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1A, 5F, 5G, 6F, 7A, 7B, 7C, 9A, 9B, 12F</p> <p>Writing Focus:</p>	<p>Learning Objective</p> <ul style="list-style-type: none"> • Cite evidence to support an analysis of the textual elements of folktales. • Conduct research about some of the common themes of folktales from around the world. • Write an analytical essay about the themes in a folktale. • Participate in a small-group discussion about the themes identified in a folktale. 	<p>Language Objective</p> <ul style="list-style-type: none"> • Discuss author’s purposes, using the term <i>purpose</i>. 	<p>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 __. • Which sentence best summarizes paragraphs __ through __? • Which sentence best expresses the main idea of the selection? • Which sentence expresses the turning point in the story? • Which event contributes most to ___’s inner conflict in the story? • The author included paragraph ___ in the selection most likely to__? • The main purpose of paragraphs __ through __ is to__.
<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 #6 Folktale (Mentor Text) Read: <i>The Mouse Bride folktale retold by: Heather Forest</i> Vocabulary Instruction: Critical Vocabulary context clues, Applying Academic Vocabulary pg. TE 488, Practice and Apply Reading Instruction: Infer Theme & Analyze Purpose and Text Structure Before: Quickstart, Annotation Model, Prepare to Compare During: Analyze Purpose and Text Structure, Notice & Note: Tough Questions, Again and Again, Infer Theme After: Check Your Understanding, Analyze the Text, Research, Create and Discuss, Collaborate & Compare</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Language Conventions: Adjectives and Adverbs Create and Discuss: Write an Analytical Essay 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 analytical essay Group Collaborative Presentation 	<p>Small Group Options:</p> <ul style="list-style-type: none"> Three-Minute Review Think-Pair-Share 	
Weeks 6 & 7 (May 11 – May 22)			
<p style="text-align: center;">TEKS:</p> <p>Reading Focus: 1A, 4, 5A, 5E, 6H, 7A, 7B, 7C, 9E, 9F Writing Focus: 10A, 10B, 10C, 10D, 10E, 11A</p>	<p>Learning Objective</p> <ul style="list-style-type: none"> Tell a story with an exposition, rising action, a climax, falling action, and a resolution. Sequence plot events to create suspense and lead to a resolution. Include a conflict that can unfold and be resolved in an interesting way. Use vivid language to make the setting and characters come alive. Use a point of view that suits the purpose of the story. Develop the characters through dialogue and interesting details. Clearly express the theme of the story. 	<p>Language Objective</p> <ul style="list-style-type: none"> Write about character and setting using vivid words. 	<p>STAAR/EOC Released Items (lead4ward IQ & Item Analysis)</p> <ul style="list-style-type: none"> Which idea does the author develop throughout the selection? One difference between the ___ and the ___ is that the ___ suggests that ___. The ___ point of view helps the reader understand__. 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 # 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 a Short Story</p> <p>Writing (brainstorming, drafting, editing, revising, publishing): Plan: Organize Your Ideas using Story Planning Chart Develop a Draft: Plot Events, Character Development, Dialogue Revise: Independent and Peer Editing using Revision Guide Edit: Check Language Conventions: Style, Word Choice, Sentence Variety Publish: Present Essay</p>	<p>Performance Assessment</p> <p>Summative (6-week assessment): Write a Short Story</p>		