

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
E/LA: Reading & Literature Becoming a Leader	8	6	6 weeks
TEKS/Student Expectations	Examples/Specifications:		
8.4B compare oral traditions across regions and cultures	8.4B		
8.4C identify how language use such as labels and sayings reflects regions and cultures	8.4C		
8.5B demonstrate effective communications skills that reflect such demands as interviewing, reporting, requesting, and providing information	8.5B outside reading assignment assessed through “interview of character”		
8.7D read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners	8.7D		
8.8D read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners	8.8D		
8.9A develop vocabulary by listening to selections read aloud	8.9A		
8.9B draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies	8.9B		
8.10D describe mental images that text descriptions evoke	8.10D		
8.11D connect, compare, and contrast ideas, themes, and issues across text	8.11D		
8.12A identify the purposes of different types of texts such as to inform, influence, express, or entertain	8.12A		
8.12E understand literary forms by recognizing and distinguishing among such types of text as myths, fables, tall tales, limericks, plays, biographies, autobiographies, tragedy, and comedy	8.12E		
8.12F analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo	8.12F		
8.14B determine distinctive and common characteristics of cultures through wide reading	8.14B		
8.14C articulate and discuss themes and connections that cross cultures	8.14C		

Language of Instruction:	Instructional Resources/Textbook Correlations:	
farce point of view serial publication	<u>The Pigman</u> by Paul Zindel portions of <u>The Adventures of Tom Sawyer</u> by Mark Twain “The Treasure of Lemon Brown” (GL 5) “A Time to Talk” (GL 303) “Identity” (GL 317) “The Ransom of Red Chief” (GL 330) “Lazy Peter and his Three-cornered Hat” (GL 371)	
Weblinks/Other Resources:		
http://www.readwritethink.org/lessons/lesson_view.asp?id=311 (Lesson: Genre Study) http://www.pflugervilleisd.net/curriculum/CPrints/ela/grade6/documents/SocraticSeminarQuestioning.pdf (Socratic Seminar) http://www.pflugervilleisd.net/curriculum/CPrints/ela/grade6/documents/SocraticSeminar.pdf (Socratic Seminar Rubric) http://www.pflugervilleisd.net/curriculum/CPrints/ela/grade6/documents/QtA.pdf (Q’s for an Author) http://www.pflugervilleisd.net/curriculum/CPrints/ela/grade6/documents/WhyLiteratureCircles.pdf (Lit. Circles Description)		
Evaluation/External Assessment/Local Assessment:	Best Instruction Timeline:	
	Reg.	Pre-AP
	Wk. 1-3: Study of <u>The Pigman</u> Wk. 4-6: Final exploration of self as a leader; selection and revision of selected writing for publication in class anthology	Wk. 1-3: Study of selections from <u>The Adventures of Tom Sawyer</u> Wk. 4-6: Final exploration of self as a leader; selection and revision of selected writing for publication in class anthology
TEKS targeted throughout the year:		
8.1A, 8.1B, 8.1C, 8.1D, 8.2D, 8.2E, 8.3A, 8.4A, 8.6C, 8.7A, 8.7B, 8.7E, 8.8B, 8.8C, 8.9E, 8.10A, 8.10B, 8.10K, 8.11A, 8.14A		

Scope and Sequence

Subject/Title of Unit	Grade	6 Weeks	Estimated Time Frame (# of days)
E/LA: Writing Becoming a Leader	8	6	6 weeks
TEKS/Student Expectations		Examples/Specifications:	
8.19E review a collection of written works to determine its strengths and weaknesses and to set goals as a writer 8.21B correspond with peers or others via e-mail or conventional mail 8.22A describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings		8.19E revise and edit selected piece from portfolio based on examination of weaknesses and strengths targeted throughout the year 8.21B 8.22A view illustrated representations of novels studied as well as thematically related artwork	
Language of Instruction:		Instructional Resources/Textbook Correlations:	
using all 6 Traits <u>Grammar:</u> predicate adjectives adjectival clauses objective case pronouns nominative case pronouns <u>Punctuation:</u> commas (after introductory participial and absolute phrases, adjective clauses) <u>Capitalization:</u> academic courses		EZ Grammar 6 + 1 Traits Materials	
Weblinks/Other Resources:			
http://www.readwritethink.org/lessons/lesson_view.asp?id=159 (lesson involving electronic messaging)			

Evaluation/External Assessment/Local Assessment:	Best Instruction Timeline:	
	Reg.	Pre-AP
Scoring of completed portfolio and revised selected piece	Wk. 1-3: written response to <u>The Pigman</u> Wk. 4-6: Final exploration of self as a leader; selection and revision of selected writing for publication in class anthology	Wk. 1-3: written response to selections from <u>The Adventures of Tom Sawyer</u> Wk. 4-6: Final exploration of self as a leader; selection and revision of selected writing for publication in class anthology
TEKS targeted throughout the year:		
8.15A, 8.16A, 8.16E, 8.17E, 8.18A , 8.18G		