



Resources: Glencoe Literature,

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Week	Unit/Lesson	Reporting Categories & Learning Objectives				
		Reading	Grammar	Writing	Vocabulary	Differentiated Activities & Resources
Week 1	<p>Welcome Schedules Survey Supplies Class & School Rules</p>	<p>Resources for Review</p> <p>Genre Focus Review: Short Fiction – Students create a list of the elements of short fiction</p> <p>Empowering Writers Article for reading comprehension and grammar activities</p>	<p>TEKS 6.19 Understand and use the functions of academic language and use a variety of sentences Declarative, Interrogative, Imperative</p> <p>TEKS 6.20 Use correct punctuation</p>	<p>Write daily journal entries My holidays What’s different in Middle School? What are my expectations for this new school year? Unit 1 Big Q What makes a hero?</p>	<p>i-Ready vocabulary list – Create vocabulary book</p>	<p>Spelling pretest</p> <p>TEKS 6.21 Oral and Written Conventions/ Spelling</p> <p>Monthly spelling quizzes</p>
Week 2	<p>Unit One: What Makes a Hero? <i>The Fly</i> – Vietnamese Folktale <i>The Scribe</i> – Realistic fiction</p> <p>TEKS 6.6 Reading / comprehension of Literary Text/Fiction. Understand, make inferences and draw conclusions about the structural elements of fiction and provide evidence from text to support their understanding.</p>	<p>TEKS 6.1 Read grade-level text with fluency and comprehension</p> <p>TEKS 6.6A Summarize the elements of plot development (rising action, etc) in fiction</p> <p>TEKS 6.6C Describe different forms of point of view including first and third person</p>	<p>TEKS 6.19 Understand and use the functions of academic language and use a variety of sentences Declarative, Interrogative, Imperative</p> <p>TEKS 6.20 Correct Punctuation</p>	<p>TEKS 6.17C Write responses to literary texts and provide evidence to support your understanding Write daily journal entries Big Question</p>	<p>TEKS 6.2B Use context to determine or clarify the meaning of unfamiliar or multiple meaning words</p> <p>TEKS 6.2A Word Parts</p>	<p>TEKS 6.10C Explain how different organizational patterns develop the main idea and the author’s viewpoint <i>What exactly is a hero?</i> Essay Choose novel for book report</p>
Week 3	<p>Unit One: What Makes a Hero? <i>The dog of Pompeii</i> – Historical fiction</p> <p>TEKS 6.6 Reading / comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structural elements of fiction and provide evidence from text to support their understanding.</p>	<p>TEKS 6.8 Understand how an author’s sensory language creates imagery</p> <p>TEKS 6.6A Summarize the elements of plot development (rising action, etc) in fiction Cause & Effect Visualize</p>	<p>TEKS 6.19 Understand the functions of academic language. Subjects and Predicates</p>	<p>TEKS 6.17C Write a summary of “The dog of Pompeii “</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Prefixes -em, -en</p>	<p>Empowering Writers summarizing framework for fiction</p> <p><i>Hurricane Heroes</i> - Expository</p>



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<p>Week 4</p>	<p>Unit One: What Makes a Hero? <i>The King of Mazy May</i> – Cultural fiction TEKS 6.6 Reading / comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structural elements of fiction and provide evidence from text to support their understanding</p>	<p>TEKS 6.6A Summarize the elements of plot (conflict, plot, characterization etc.) Compare & contrast ideas Sequence of events Yukon gold – The story of the Klondike gold Rush Nonfiction Read and write across genres.</p>	<p>TEKS 6.19 Understand the functions of academic language. Simple and Compound sentences / fragments</p>	<p>TEKS 6.14B Develop drafts by choosing an appropriate organizational strategy Report story events</p>	<p>TEKS 6.2 Reading Vocabulary Development Students understand new vocabulary and use it when reading and writing. Synonyms</p>	<p>Unit One: TEKS 6.1 <i>Yukon Gold</i> <i>All Stories are Anansi's</i> Empowering Writers summarizing framework for fiction</p>
<p>Week 5</p>	<p>Unit One: What Makes a Hero? <i>Dragon, Dragon</i> – Modern Fairy Tale <i>Street Magic</i> – Graphic novel TEKS 6.3 Reading / comprehension of Literary Text/Theme and Genre. Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical and contemporary contexts, and provide evidence from text to support their understanding.</p>	<p>TEKS 6.3B Analyze the function of stylistic elements (magic helper, three of a kind) in traditional and classical literature TEKS 6.6B Recognize dialect and conversational voice and explain how authors use dialect to convey character</p>	<p>TEKS 6.19 Understand the functions of academic language. Run-on Sentences</p>	<p>TEKS 6.15A (i-iii) Write an imaginative story including dialogue that develops the story TEKS 6.14 (A-E) Writing Process Use elements of the writing process to compose text</p>	<p>TEKS 6.2E Use a dictionary, a glossary to determine the meanings, syllabication, alternate word choices of words</p>	<p>Unit One: Additional selections TEKS 6.1 <i>Three Queens of Egypt</i> - Information <i>Pecos Bill</i>- Tall Tale</p>
<p>Week 6</p>	<p>Unit One: What Makes a Hero? Wrap Up <i>Stray</i> - Story TEKS 6.6A Summarize the elements of plot (conflict, plot, characterization etc.)</p>	<p>TEKS 6.6 Reading / comprehension of Literary Text/Fiction. Understand, make inferences and draw conclusions about the structural elements of fiction Review & Assess Unit 1</p>	<p>TEKS 6.19 Review & Assess Unit 1</p>	<p>TEKS 26C Paraphrase the major ideas and supporting evidence in formal and informal presentations Answer the Big Question</p>	<p>TEKS 6.2B Use context to determine or clarify the meaning of unfamiliar or multiple meaning words</p>	<p>Unit One TEKS 6.3C <i>The Courage That My Mother Had</i> <i>My Father Is a Simple Man</i> Unit 1 Writing Challenge</p>



Resources: Glencoe Literature,

Week	Unit/Lesson	Reporting Categories & Learning Objectives				
Week 7	<p>Unit Two: Why Read?</p> <p><i>Tracking Trash</i> – Informational Article <i>Functional Documents</i></p> <p>TEKS 6.9 Comprehension of Informational Text/Culture and History TEKS 6.12 Reading/Comprehension of Informational Text/Procedural texts</p>	<p>TEKS 6.9 Analyze, make inferences and draw conclusions about the author’s purpose TEKS 6.12 Understand how to glean and use information in procedural texts and documents</p>	<p>TEKS 6.19 Understand the functions of academic language. Nouns, proper & common, singular & plural</p>	<p>Write daily journal entries Big Question</p> <p>TEKS 6.10A Summarize main Ideas</p>	<p>TEKS 6.2A Determine meaning of words derived from linguistic roots and affixes. Roots homo, humanus, anima, animus, anthropo, bio</p>	<p>TEKS 6.4 <i>Wind, Water and Stone</i> – Poem <i>The Sandcastle</i> - Story Empowering writer’s nonfiction Summarizing Framework</p>
Week 8	<p>Unit Two: Why Read?</p> <p><i>Nobody’s Perfect</i> - Informational Text</p>	<p>TEKS 6.10 Reading and Comprehension of Informational Text/ Expository Text Analyze, make inferences and draw conclusions about expository text and provide evidence from the text to support their understanding</p>	<p>TEKS 6.19 Understand the functions of academic language. Nouns collective</p>	<p>TEKS 6.10A Summarize the main ideas and supporting details in text, demonstrating that a summary does not include opinions</p>	<p>TEKS 6.2 Reading Vocabulary Development Students understand new vocabulary and use it when reading and writing. Word Usage</p>	<p>Unit Two TEKS 6.4 <i>Who knows if the moon’s</i> – Poem Chadwell, Gary B. <i>Twelve Assignments every Middle School student should writ</i> Summarizing important information</p>
Week 9	<p>Unit Two: Why Read?</p> <p>Genre Focus: Informational Text</p>	<p>TEKS 6.9 Comprehension of Informational Text/Culture and History Analyze, make inferences and draw conclusions about the author’s purpose</p>	<p>TEKS 6.19 Understand the functions of academic language. Possessive nouns</p>	<p>TEKS 6.17C Write responses to literary texts and provide evidence to support your understanding Write Novel Report</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Roots: movere and mobilis</p>	<p>Unit Two <i>Fire and the Opossum</i> - Myth <i>How the Snake Got Poison</i> - Folktale</p>



2nd Quarter

Resources:						
Week	Unit/Lesson	Reporting Categories & Learning Objectives				Differentiated Activities & Resources
			Grammar	Writing	Vocabulary	
Week 1	<p>Unit 2 Why Read? <i>Climate</i> TEKS 6.10 Reading and Comprehension of Informational Text/ Expository Text Analyze, make inferences and draw conclusions about expository text and provide evidence from the text to support their understanding Novel: Farmer Boy by Laura Ingalls TEKS13A Media Workshop</p>	<p>TEKS 6.10C Explain how different organizational patterns develop the main idea and the author’s viewpoint TEKS 6.12.B Interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines</p>	<p>TEKS 6.19 (i) Verbs: Action & Direct Objects Action & Indirect objects</p>	<p>TEKS 6.17 Writing Expository and Procedural Texts TEKS 13A Use comp skills to analyze how words, images, graphics and sounds work together</p>	<p>TEKS 6.2 Reading Vocabulary Development Students understand new vocabulary and use it when reading and writing. Word Usage</p>	<p>TEKS 6.3 <i>He Lion, Bruh Bear, and Bruh Rabbit, The Toad and the Donkey, The White Umbrella</i></p>
Week 2	<p>Unit 2 Why Read? <i>Dust Tracks on a Road</i> – Literary Perspective TEKS 6.3 Novel: Farmer Boy by Laura Ingalls TEKS 6.16 Writing Workshop Personal Narrative</p>	<p>TEKS 6.3 Reading / comprehension of Literary Text/Theme and Genre. Analyze, make inferences and draw conclusions about theme and genre in different cultural, historical and contemporary contexts, and provide evidence from text to support their understanding.</p>	<p>TEKS 6.19 (i) Verbs: Transitive and intransitive</p>	<p>TEKS 6.16 Writing Write about own experiences Write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots. Roots: scribere, signare</p>	<p>Unit 2 Writing Challenge TEKS 6.20 Oral and Written Conventions / Handwriting Capitalization and Punctuation</p>
Week 3	<p>Unit 3 What Makes You Who you are? <i>Eleven</i> - Poem <i>My Parents</i> - Poem <i>Same Song</i> - Poem <i>Maestro</i> - Poem Novel: Farmer Boy by Laura Ingalls</p>	<p>TEKS 6.4 Reading Comprehension of Literary Text/Poetry Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support your answer</p>	<p>TEKS 6.19 (i) Verbs: Linking and Predicate words Verbs: Past present and future</p>	<p>TEKS 6.15B (i-iii) Writing /Literary Text Write poems using poetic techniques, figurative language, & graphic elements</p>		<p>Write daily journal entries Big Question</p>



2nd Quarter

Resources:						
Week	Unit/Lesson	Reporting Categories & Learning Objectives				
Week 4	<p>Unit 3 What Makes You Who you are?</p> <p><i>Mad</i> - Poem <i>Interview with Naomi Shihab Nye</i> - Literary Perspective <i>I Dream a World</i> - Poem <i>Life Doesn't Frighten Me</i> - Poem Novel: Farmer Boy by Laura Ingalls Genre Focus: Poetry</p>	<p>TEKS 6.8 Reading/comprehension of Literary Text/Sensory Language. Understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>	<p>TEKS 6.19 (i) Verbs: Principal parts Helping verbs</p>	<p>TEKS 6.14 (A-E) Writing Process Use elements of the writing process to compose text Describe a Special Place</p>	<p>TEKS 6.2E Use a dictionary, a glossary to determine the meanings, syllabication, alternate word choices of words</p>	<p>TEKS 6.8 The All American Slurp Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i></p>
Week 5	<p>Unit 3 What's Makes Your Who You Are?</p> <p><i>Geraldine Moore the Poet</i> – Short Story <i>What I can do I will</i> - Poem <i>Fame is a Bee</i> - Poem <i>Wings</i> - Myth Novel: Farmer Boy by Laura Ingalls</p>	<p>TEKS 6.4 Reading Comprehension of Literary Text/Poetry Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support your answer</p>	<p>TEKS 6.19 (i) Verb forms: Present Progressive & Past Progressive</p>	<p>TEKS 6.15B Writing /Literary Text Write poems using poetic techniques, figurative language, & graphic elements</p>	<p>TEKS 6.2 Reading Vocabulary Development Students understand new vocabulary and use it when reading and writing. Synonyms</p>	
Week 6	<p>Unit 3 What Makes You Who You Are?</p> <p><i>King Minos and Art on the Palace Walls</i> – Historical perspective <i>Daydreamers</i> - Poem <i>The Gene Scene</i> – Informational Text</p> <p>TEKS 6.4 Reading Comprehension of Literary Text/Poetry Novel: Farmer Boy by Laura Ingalls</p>	<p>6.10D Understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support your answer TEKS 6.4 Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support your answer</p>	<p>TEKS 6.19 (i) Verbs: Perfect Tenses Present & Past</p>	<p>TEKS 6.15A (i-iii) Write an imaginative story including dialogue that develops the story TEKS 6.19A iv, viii Use and understand parts of speech in the context of writing, transitional words and phrases</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Root: verto Prefix de-</p>	



2nd Quarter

Resources:						
Week	Unit/Lesson	Reporting Categories & Learning Objectives				
Week 7	<p>Unit 3 What Makes You who You Are?</p> <p><i>Rain</i> - Poem <i>Jimmy Jet and his TV Set</i> - Poem</p> <p><i>Yes, It was My Grandmother</i> - Poem <i>Good Luck Gold</i> - Poem</p> <p>Novel: Farmer Boy by Laura Ingalls</p>	<p>TEKS 6.4 Reading Comprehension of Literary Text/Poetry Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support your answer</p>	<p>TEKS 6.19 (i) Verbs: Irregular 1 & II, & III</p>	<p>TEKS 6.14 (A-E) Writing Process Use elements of the writing process to compose text Write a summary of a poem</p>	<p>TEKS 6.2 Reading & Vocabulary Students understand new vocabulary and use it when reading and writing. Homophones</p>	<p>TEKS 6.6B <i>Flowers & Freckle Cream</i> – Short Story</p>
Week 8	<p>Unit 3 What Makes You Who You Are?</p> <p>Comparing Literature <i>The Flying Machine</i> & <i>All Summer in a Day</i></p> <p>TEKS 6.3 Reading/ Comprehension of Literary Text/Theme and Genre Novel: Farmer Boy by Laura Ingalls</p>	<p>TEKS 6.3C Compare and contrast the historical and cultural settings of two literary works.</p>	<p>TEKS 6.19A (i) Verb Review & Assess Unit 3</p>	<p>TEKS 6.14 (A-E) Writing Process cont. Use elements of the writing process to compose text Write a personal narrative</p>	<p>TEKS 6.2 Reading Vocabulary Development Students understand new vocabulary and use it when reading and writing. Synonyms</p>	<p>TEKS 6.3B <i>Arachne - Myth</i> Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> Describe a Special Place</p>
Week 9	<p>i-Ready Reading diagnostic</p> <p>Review of Units 1-3</p>	<p>TEKS 6.4 Reading Comprehension of Literary Text/Poetry</p> <p>Unit 3 End of unit test</p>	<p>Cumulative Review Grammar Units 1, 2, & 3</p>	<p>TEKS 6.17C Write responses to literary texts and provide evidence to support your understanding Write Novel Report</p>	<p>TEKS 6.2 Vocabulary Development Sentences</p>	<p>Unit 3 Writing Challenge</p>



3rd Quarter

Resources:

Week	Unit/Lesson	Reporting Categories & Learning Objectives				Differentiated Activities & Resources
		Reading	Grammar	Writing	Vocabulary	
Week 1	<p>Unit 4: What's Fair and What's Not? <i>Looking for America</i> - Memoir <i>TIME Dressed for Success</i></p> <p>TEKS 6.11 Reading and Comprehension of Informational Text/ Persuasive Text Analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text.</p>	<p>TEKS 6.7 Identify the literary language and devices used in memoirs</p> <p>TEKS 6.8 Explain how authors create meaning through stylistic elements</p>	<p>TEKS 6.19 Pronouns Personal & Usage Pronouns Antecedents</p>	<p>TEKS 6.17C Write responses to literary texts and provide evidence. Write daily journal entries. What's Fair and What's Not?</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Root: pendere</p>	<p><i>Functional Documents</i> – TEKS 6.12 Understand how to glean information in procedural texts Unit Four foldables for writing notes</p>
Week 2	<p>Unit 4: What's Fair and What's Not? <i>Romulus and Remus</i> – Myth <i>Eulogy on the Dog</i> - Speech</p> <p>TEKS 6.10B Explain whether facts included in an argument are used for or against an issue</p>	<p>TEKS 6.3A Infer the implicit theme of a work of fiction, distinguishing theme from the topic</p> <p>TEKS 6.11 Analyze, make inferences and draw conclusions about persuasive text</p>	<p>TEKS 6.19 Pronouns Possessive & Indefinite</p>	<p>TEKS 6.18 Write persuasive texts to influence attitudes or actions Write a persuasive presentation on the school dress code.</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. i-Ready roots & affixes</p>	<p>TEKS 6.6B Recognize dialect TEKS 6.6C Describe different forms of point of view <i>The Southpaw</i> - Story Novel</p>
Week 3	<p>Unit 4: What's Fair and What's Not? <i>An Optimistic View of the world</i> - essay</p> <p>TEKS 6.13 Reading /Media Literacy Media Workshop Use comprehension skills to analyze how words, images, graphics and sounds work together in various forms to impact meaning.</p>	<p>TEKS 6.7 Identify the literary language and devices used in memoirs</p> <p>TEKS 6.13B Recognize how various techniques influence viewers' emotions</p> <p>TEKS 13C Critique persuasive techniques used in media messages</p>	<p>Pronouns Review & Assess Unit 4 Cumulative Review Units 1-4</p>	<p>TEKS 6.17 Write an expository essay. Compare and contrast fables TEKS 14B Develop drafts by choosing an appropriate organizational strategy.</p>	<p>TEKS 6.2 Reading & Vocabulary Students understand new vocabulary and use it when reading and writing. Homographs</p>	<p>Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i></p>



3rd Quarter

Resources:

Week	Unit/Lesson	Reporting Categories & Learning Objectives				
Week 4	<p>Unit 4: What's Fair and What's Not?</p> <p><i>The Wolf and the House Dog</i> - Aesop <i>The donkey and the Lapdog</i> – Aesop <i>The Shutout</i> - Essay <i>Harvest</i> – Visual Perspective</p> <p>TEKS 6.10 Reading and Comprehension of Informational Text/ Expository Text Analyze, make inferences and draw conclusions about expository text and provide evidence from the text to support their understanding</p>	<p>TEKS 6.3B Analyze the function of stylistic elements (magic helper, three of a kind) in traditional and classical literature</p> <p>TEKS 6.10C Explain how different organizational patterns develop the main idea and the author's view point</p>	<p>TEKS 6.19 Adjectives Proper Articles & Demonstratives</p>	<p>TEKS 6.19B Differentiate between the active and passive voice and know how to use them both</p> <p>Rewrite sentences and passages.</p>	<p>TEKS 6.2 Reading Vocabulary Development Students understand new vocabulary and use it when reading and writing.</p> <p>Synonyms</p>	<p>TEKS 6.8 <i>The Circuit</i> –Short Story</p> <p>Unit Challenge TEKS 6.14A Plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience</p>
Week 5	<p>Unit 4 What's Fair and What's Not? Genre Focus: Persuasion Logic and persuasion Workshop</p> <p><i>Should States ban Junk Food in Schools?</i> Comparing Literature</p> <p>TEKS 6.11 Reading and Comprehension of Informational Text/ Persuasive Text Analyze, make inferences and draw conclusions about persuasive text and provide evidence from the text to support their understanding</p>	<p>TEKS 6.11A Compare and Contrast the structure and point of views between two different authors writing for the same purpose, noting the stated claim and supporting evidence</p> <p>TEKS 6.11.B Identify simply faulty reasoning used in persuasive texts</p>	<p>TEKS 6.19A(iii) Adjectives that Compare</p>	<p>TEKS 6.26C Paraphrase the major ideas and supporting evidence</p> <p>TEKS 6.28 Work productively with others</p> <p>The school day should begin one hour later than it does now.</p>	<p>TEKS 6.2 Reading Vocabulary Development Students understand new vocabulary and use it when reading and writing.</p> <p>Usage</p>	<p>TEKS 6.3B <i>Persephone</i> – Myth</p> <p>Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> Compare & Contrast</p> <p>Unit 4 Writing Challenge</p>
Week 6	<p>Unit 5: What Brings Out the Best in You?</p> <p><i>A Lesson in Courtesy</i> – Graphic Source <i>Voice from the Holocaust</i> - Biography <i>The Secret Schools</i> – Cultural Perspective <i>Primary Lessons</i> - Autobiography</p>	<p>TEKS 6.7 Reading/ Comprehension of Literary Text /Literary Nonfiction Identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography</p>	<p>Adjectives Review & Assess Unit 5 Cumulative Review Units 1-5</p>	<p>TEKS 6.17C Write responses to literary texts and provide evidence. Write a journal entry. What brings out the best in you?</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Root: bene, mal, Prefix dis-</p>	<p>TEKS 6.4 <i>The Sidewalk Racer</i> – Poem <i>Alone in the Nets</i> – Poem</p> <p>Unit Five Foldables for writing notes</p>



3rd Quarter

Resources:

Week	Unit/Lesson	Reporting Categories & Learning Objectives				
Week 7	<p>Unit 5 What Brings Out the Best in You,</p> <p><i>Satchel Paige</i> – Biography</p> <p><i>Eleanor Roosevelt</i> Biography</p> <p><i>In Eleanor Roosevelt's Time</i> - Timeline</p>	<p>TEKS 6.7 Reading/ Comprehension of Literary Text /Literary Nonfiction Identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography</p>	<p>TEKS 6.19A(iv) Adverbs: Modifying adjectives and adverbs Adverbs that compare</p>	<p>TEKS 6.3A Infer the implicit theme of a work of fiction distinguishing the theme from the topic <i>A Lesson in Courtesy</i></p>	<p>TEKS 6.2 Reading Vocabulary Understand new vocabulary and use it when reading and writing. Synonyms</p>	<p>TEKS 6.10 TIME <i>Gentlemen of the Pool</i> – Informational</p>
Week 8	<p>Unit 5 What Brings Out the Best in You?</p> <p>TEKS 6.9 Comprehension of Informational Text/Culture and History.</p> <p><i>The Eco-Canoeist</i> – Informational</p>	<p>TEKS 6.9 Analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support understanding</p>	<p>TEKS 6.19A(iv) Adverbs: Irregular Comparative forms</p>	<p>TEKS 6.25A-D Research/ Organizing and Presenting Ideas Synthesize the research into a written or an oral presentation</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Prefixes over-, under-, re-</p>	<p>TEKS 6.4 Ode to Mi Gato – poem</p> <p><i>President Cleveland</i> – Short Story</p> <p>Unit 5 Writing Challenge</p>
Week 9	<p>Benchmark unit tests</p>	<p>TEKS 6.12A Follow multi-tasked instructions to complete a task</p> <p>TEKS 6.7 Reading/ Comprehension of Literary Text /Literary Nonfiction</p> <p>Unit 5 End of Unit 4/5 test</p>	<p>Telling Adjectives & Adverbs apart I & II</p> <p>Review & Assess Unit 6</p> <p>Cumulative Review Units 1-6</p>	<p>Unit Challenge</p> <p>TEKS 6.17C Write responses to literary texts and provide evidence to support your understanding</p> <p>Write Novel Report</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Root: ven</p>	<p>Comparing Literature <i>Going Blind</i> <i>Ray Charles</i></p>
Spring Break						



4th Quarter						
Resources:						
Week	Unit/Lesson	Reporting Categories & Learning Objectives				
		Reading	Grammar	Writing	Vocabulary	Differentiated Activities & Resources
Week 1	Unit 6: What Are Worthwhile Goals? TEKS 6.7 Madam C.J. Walker - Biography TEKS 6.5 <i>Damon and Pythias</i> – Play	TEKS 6.5 Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from the text to support your understanding. TEKS 6.9 Analyze, make inferences and draw conclusions about the author’s purpose.	TEKS 6.19A (v) Prepositions, Conjunctions & Interjections	Write daily journal entries Big Question	TEKS 6.2E Use a dictionary, a glossary to determine the meanings, syllabication, alternate word choices of words ‘Respellings’	Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> News with a View
Week 2	Unit 6: What Are Worthwhile Goals? <i>The Bracelet - Story</i> TEKS 6.6 <i>Executive Order No. 9066</i> TEKS 6.5 Reading /Comprehension of Literary Text/ Drama	TEKS 6.5 Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from the text to support your understanding.	TEKS 6.19A (v) Prepositional phrases Pronouns after prepositions	TEKS 6.17A i-iv Create multi paragraph essays to convey information about a topic Write an expository essay	TEKS 6.2 Vocabulary Development Understand new vocabulary and use it when reading and writing. Synonyms	
Week 3	Unit 6: What Are Worthwhile Goals? <i>Brighton Beach Memoirs - Drama</i> TEKS 6.5 Reading /Comprehension of Literary Text/ Drama <i>TIME: Best of Buddies</i> TEKS 6.10B Explain whether facts included in an argument are used for or against an issue.	TEKS 6.5 Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from the text to support your understanding.	TEKS 6.19A(v) Prepositional phrases as adjectives & adverbs Telling Prepositions and Adverbs apart	TEKS 6.18 Write persuasive texts to influence attitudes or actions Write a persuasive presentation	TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Roots specere, species	Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> Advice from a Middle School Expert



4th Quarter

Resources:

Week	Unit/Lesson	Reporting Categories & Learning Objectives				
Week 4	<p>Unit 6: What Are Worthwhile Goals?</p> <p><i>The Phantom Tollbooth, Act One – Play</i></p> <p>TEKS 6.5 Reading /Comprehension of Literary Text/ Drama</p> <p>Genre Focus</p>	<p>TEKS 6.5 Understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from the text to support your understanding.</p>	<p>TEKS 6.19A (vii) Conjunctions Interjections</p>	<p>TEKS 6.22 Research Plan Ask open-ended questions and develop a plan for answering them</p> <p>TEKS 6.24 Research/Synthesizing Information</p>	<p>TEKS 6.2A Determine meaning of words derived from Greek, Latin or other linguistic roots and affixes. Roots: tempus, chronos</p>	<p>Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> Collecting and Interpreting Data</p>
Week 5	<p>Unit 6: What Are Worthwhile Goals?</p> <p><i>A Time to Talk - Poem</i> <i>Silence - Poem</i> <i>The Golden Touch,</i></p>	<p>TEKS 6.4 Reading Comprehension of Literary Text/Poetry Understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support your answer</p>	<p>Review & Assess Unit 7 Cumulative Review Units 1-7</p>	<p>TEKS 6.23 A-E Research/Gathering Sources Determine locate and explore the full range of relevant sources addressing a research question</p>	<p>TEKS 6.2 Reading Vocabulary Development Students understand new vocabulary and use it when reading and writing. Base words</p>	<p>Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> Collecting and Interpreting Data</p>
Week 6	<p>Unit 6: What Are Worthwhile Goals?</p> <p><i>The Golden Touch - Myth</i></p>	<p>TEKS 6.6 Reading / comprehension of Literary Text/Fiction Understand, make inferences and draw conclusions about the structural elements of fiction and provide evidence from text to support their understanding</p>	<p>TEKS 6.19 C Subject verb agreement Subject pronouns & verb agreement</p>	<p>TEKS 6. 25 Research Organizing and Presenting Ideas</p>	<p>Units 5/6 Cumulative Vocabulary Review & Assess</p>	



4th Quarter

Resources:

Week	Unit/Lesson	Reporting Categories & Learning Objectives				
Week 7	<p>Unit 6: What Are Worthwhile Goals?</p> <p>Comparing Literature <i>Zlateh the Goat</i> – Short story <i>The Boy who Lived with Bears</i> - Folktale</p>	<p>TEKS 6.8 Reading/comprehension of Literary Text/Sensory Language. Understand, make inferences and draw conclusions about how an author’s sensory language creates imagery in literary text and provide evidence from text to support their understanding.</p>	<p>TEKS 6.19C Locating the Subject Agreement with Compound subjects</p>	<p>TEKS 6.26 Listening and Speaking Students to use comprehension skills to listen attentively to others in formal and informal settings TEKS 6.27 Speak clearly and to the point</p>	Unit Cumulative Vocabulary Review & Assess	
Week 8	<p>Project on a country of choice</p>	<p>TEKS 6.17 Write expository to communicate ideas and information</p> <p>Choose a country to study and a method of presentation. Research online.</p>	<p>TEKS 6.22 -25 Research, Gathering Sources, Synthesizing Information, Organizing and Presenting Ideas</p>	<p>TEKS 6.26 Listening and Speaking Students to use comprehension skills to listen attentively to others in formal and informal settings</p>	Unit Cumulative Vocabulary Review & Assess	Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> Collecting and Interpreting Data
Week 9	<p>STAAR Reading Test</p> <p>Project on a country of choice cont.</p> <p>Sahaba Day</p> <p>Graduation</p>	<p>TEKS 6.17D Produce a multimedia presentation involving text and graphics Present your project</p>	<p>TEKS 6.22 -25 Research, Gathering Sources, Synthesizing Information, Organizing and Presenting Ideas</p>	<p>TEKS 6.26 Listening and Speaking Students to use comprehension skills to listen attentively to others in formal and informal settings TEKS 7.27 Speak clearly and to the point</p>	Unit Cumulative Vocabulary Review & Assess	Chadwell, Gary B. <i>Twelve Assignments every Middle School student should write</i> Collecting and Interpreting Data