





## Scope and Sequence 2020-2021

### Grade 6 Intensive Reading

	Quarter One August 10 – October 9	Quarter Two October 13 – December 18	Quarter Three January 5 – March 12	Quarter Four March 23 – May 28
<b>ASSESSMENTS</b>	<b>UA 1 - RL.1.1, 1.3, 2.4 (9/2 – 9)</b> <b>UA 2 - RL.1.1, 1.3, 2.5 (9/23 - 30)</b>	<b>UA 3 - RL.1.1, 1.2, 2.4, 2.5 (10/21-28)</b> <b>UA 4 - RL. 1.1, 1.3, 2.6, 3.9 (11/10-20)</b>  <b>UA 5 - RL.1.1, 2.4,2.6,3.9 (12/9 – 18)</b>	<b>UA 6 - RI.1.1, 1.2, 2.4, 2.6 (1/20 -27)</b> <b>UA 7 - RI. 1.1, 3.8 (2/17 – 24)</b>	<b>UA 8- RL.1.1, 1.2, 1.3, 2.4, 2.5, 3.9 (3/31 - 4/7)</b> <b>FSA Writing early April</b> <b>FSA Reading early May</b>
<b>THEME</b>	<b>Facing Fear <i>Collection 1</i></b> Exploring how people experience fear	<b>Making Your Voice Heard <i>Collection 4</i></b> Exploring the many ways people express ideas	<b>Animal Intelligence <i>Collection 2</i></b> Exploring the intelligence of animals <b>Decisions That Matter <i>Collection 5</i></b> Exploring how people make choices	<b>Dealing with Disaster <i>Collection 3</i></b> Discovering how people react in disasters <b>What Tales Tell <i>Collection 6</i></b> Exploring traditional stories values
<b>WRITING FOCUS</b> <b>W.1.1, 1.2</b>	Rubric Analysis/Exemplars Pre-Writing Strategies Sentence/Single Paragraphs Purpose and Focus – Thesis Statement Identifying/incorporating Evidence	Continue previous and Add: Organization and Elaboration Sentence combination/Expansion Paragraph Frames/concluding sentences	Continue previous and Add: Paragraph Revision/Editing Summarizing  Intentional Review	Intentional Review
<b>Resources available in Canvas</b>	<b>Writing Diagnostic (8/10-8/18)</b> Informative – Food Waste <b>Prompt 1 (October)</b> Informative - The Value of Sportsmanship	<b>Prompt 2 (November)</b> Argumentative - Social Media	<b>Prompt 3 (January)</b> Informative – Volunteering <b>Prompt 4 (March)</b> Argumentative – “Co-ed Sports”	Narrative Research Project
<b>Reading Selections</b>   = video CL- Commonlit NE- Newsela  <b>Resources and 8 Reading Strategies are available in canvas</b>  <b>Recursive Standards</b> <b>LAFS.6.RL/RI.1.1,2.4,4.10</b>	<b>UNIT 1 RL 1.1, 1.3, 2.4</b> “The Elephant’s Child” CL “The Night the Ghost Got In” CL “The Boy Who Cried Wolf” CL (Paired text “The Night the Ghost Got In) <b>UNIT 2 RI.1.1, 1.3, 2.5</b> “The Bombing of Hiroshima” CL (Paired text Duck & Cover..) “Duck & Cover: School Drills During the Cold War” CL	<b>UNIT 3 RL.1.1, 1.2, 2.4, 2.5</b> “On Turning Ten” CL “Swam” CL <b>UNIT 4 RI.1.1, 1.3, 2.6, 3.9</b> “President Obama’s Nat’l Address” CL “Court Rules, Students have Right to education NE <b>UNIT 5 RL.1.1,2.4, 2.6,3.9</b> “Columbus”  Related media Columbus CL “The Fisherman and His Wife” CL (Paired with Columbus)	<b>UNIT 6 RI.1.1, 1.2 2.4, 2.6</b> “Kenyan Teen’s Discovery”CL “A Lifeline for Lions” CL “What Zoos Do” CL <b>UNIT 7 RI.1.1, 3.8</b> “Of Feathers, Fat and Freezing” “Raising Elephants” “Are Humans the Blame for..?” NE	<b>UNIT 8 RL.1.1, 1.2, 1.3, 2.4, 2.5, 3.9</b> “Growing Up” CL  Related Media: Brain Dev. “Mother and Daughter” (paired) CL “Maureen’s Harp’s” CL “The Farmer and the Viper” CL  The Farmer and the Viper (media)
<b>Language/Editing FOCUS</b> <b>L.1.1, 1.2</b> In addition to lower grade skills	<a href="#">Pronouns proper case (subjective, objective, possessive) Intensive</a> <a href="#">Subject/verb agreement</a> <a href="#">Frequently confused words</a>	<a href="#">Punctuation &amp; Capitalization</a> <a href="#">Fragments/run-ons</a> <a href="#">Transitions/transitional phrases</a> <a href="#">Sentence types (4 types)</a>	<a href="#">Sentence Structure</a> <a href="#">Frequently confused words</a> <a href="#">Antecedent Agreement</a> <a href="#">Transitional words and phrases</a>	Intentional review based on previous results