

College, Career & Technology Academy Toolkit

ELA Scope & Sequence for FALL 2012

Lang. Obj./ Content Obj./ Social Obj.	TEKS	Essential Question	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	vocabulary	Resources and Activities	DOL
narrative composition stages	13A	What are the five stages to the narrative composition?	S, Q, WTL, CT, GW, LG (PS)	introduction, setting, climax, resolution, conclusion	introduce the narrative pyramid. Explain scoring rubric and TAKS scoring.	Reflection
narrative composition: introduction	1B, 8	Can you write an introduction following GEPE?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	general statement, explanation	Flow Map, index cards, 3-events chart. Students will comment on each others' topic.	Using Action Verbs and Identifying State of Being Verbs
Narrative composition: introduction	13A	Can you identify GEPE in a student sample?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	color-code, highlight,	students will recall GEPE and state to another student and revise their introductory paragraphs	Identify subject and predicates
narrative composition: setting	13 C, 13E	Can you create an introduction using CAP?	S, Q, WTL, CT, GW, LG (PS)	setting, conflict	use descriptive details to create setting and mood for composition, include age and conflict	Making Subjects and Verbs Agree
narrative composition: setting	13C, 13 E	Can you provide your partner with feedback to improve his setting?	S, Q, WTL, CT, GW, LG	constructive, feedback, evidence	introduce use of sentence stems: I agree/disagree Discuss fable: "The Pitcher and the Crow".	Using Quotation Marks in Dialogue
Narrative composition: climax	13E	Can you identify and use the climax acronyms to create a 3rd paragraph rough draft?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	dialogue, climax, FEST,	dictionary, thesaurus, revised compositions/ student samples	Verb Tenses
Narrative composition: climax	13C	Can you add Body Language detail to your composition?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	similes, metaphors, hyperboles, onomatopoeia,	use BODY Language detail handout and teacher made power point and visuals	Identifying simple sentences with multiple subjects and verbs
narrative composition resolution	13C	What elements are needed to create an effective resolution paragraph?	S, Q, WTL, CT, GW, LG (PS)	resolution, FEST, BL, emotion, dialogue	Use student sample visuals to create a resolution for their rough draft	Identifying compound sentences and correct punctuation
narrative composition conclusion	13C, 13D	Can you create an effective lesson learned and add an allusion to your conclusion?	S, Q, WTL, CT, GW, LG (PS,)	Implementing LPF: Lesson learned, prompt, fable	Aesop's Fables: "The Dog and His Shadow", "The Fisherman's Good Luck"	Reflection: what I learned these two weeks
Analyze student samples focusing on introduction and setting	13D, 18	Can you identify all the elements needed in a sample composition?	S, Q, WTL, CT, GW, LG (PS)	introduction, setting, climax, resolution, conclusion	English Grammar: Subj. Verb Agreement/ Student sample compositions: Miguel Lucio, Luis Arambula, Yeislen Castillo/ Chicken Soup "My Brother's Voice"	Making Subjects and Verbs Agree

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Analyze student samples focusing on climax and resolution	13D, 18	Can you identify acronyms in climax and resolution in student samples?	S, Q, WTL, CT, GW, LG	GEPE, CAP, FBED, BED, LPF	Chicken Soup selections, KWL Chart, erasable hold-ups, Body Language Details and FEST	Complex Sentences (I SAWW A BABUB)
Connect student samples to narrative prompts	13D, 18	Can you connect your prompt to any given prompt?	S, Q, WTL, CT, GW, LG	coordinating, subordinating, conjunction	TAKS narrative prompts, connect to student compositions, Chicken Soup for the Teenage Soul	Compound sentences using FAN BOYS & Semi-colons
revise & edit the composition using peer feedback	13D, 18, 19	Can you identify errors in conventions and sentence structure?	S, Q, WTL, CT, GW, LG		Grammar Workbook, Region IV Workbook, TAKS Sample Released Test, Chicken Soup for the Latino Soul	identifying irregular verbs
use & identify sentence structure patterns, use of verb tenses, subject & verb agreement, parallelism	17A, 17 B	Can you identify correctly written sentences, revise incorrectly written sentences, and identify errors in sentence structure?	S, Q, WTL, CT, GW, LG	simple sentence, predicate, subject, compound, independent, clause, phrase, fragment, run-on	Grammar Workbook, TAKS Sample Released Test, Chicken Soup for the Latino Soul	Using Apostrophes
Identify correct responses in revising & editing passages	13D, 18	Can you identify errors in conventions and sentence structure?	S, Q, WTL, CT, GW, LG	adjective, adverbs,	TAKS sample released test, Region IV Workbook,	Identifying adjectives & adverbs
write an open-ended response and identify common errors in score 0 and score 1 open-ended responses	5C, 9D	Can you Identify RAT and its components in samples and score open-ended responses?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	primary conflict, symbolism, major character, represent, textual evidence, support	TAKS released sample, power point, teacher modeling, color-coding, visual handouts, chart paper	Using Commas in appositives
create a literary and an expository open-ended response	5C, 9D	Can you provide reasons for a score 0, a score 1, and a score 2 open-ended response using a rubric and sample responses?	S, Q, WTL, CT, GW, LG	textual evidence, support, connection, there, their, they're, to, too, your, you're, its, it's	TAKS released sample, teacher modeling, color-coding, chart paper	Commonly Misspelled words
Answer Multiple choice questions using ART strategy for correct responses and NOID for incorrect responses	5C, 9D	Can you identify key elements that connect both reading selections?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	similarities, differences, theme, character,	TAKS released samples, color-coding (high lighters), roles for each group participant, Scoring Rubric, Cross-Over Format	Spelling Rules: I before e

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Read selections, prove correct response, identify incorrect responses and connect to RAW score.	5C, 9D	Can you connect both stories and follow a rubric to write a score 2 response?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	similarities, differences, theme, character,	TAKS released samples, color-coding (high lighters), roles for each group participant, Scoring Rubric, Cross-Over Format	Spelling Rules: drop the -y change to -i
Answer Multiple choice questions using ART strategy for correct responses and NOID for incorrect responses	9D, 12C	Can you prove every correct response and explain why other responses are incorrect?	S, Q, WTL, CT, GW, LG (PS)	irrelevant, fact, opinion, Accurate, detail	ART strategy, NOID strategy, TAKS released sample tests, chart paper	Spelling Rules: double the consonant
Read selections, prove correct response, identify incorrect responses and connect to RAW score.	9D, 12C	Can you identify the Multiple Choice Objectives and count the number of Raw Score points	S, Q, WTL, CT, GW, LG	irrelevant, fact, opinion, raw score, scale score, met standards	Student profile, TAKS objectives profile, TAKS released sample reading selections, highlighters, chart paper	spelling Rules: adding -ly
analyze a cross-over response and identify RAT in both selections	13A	Can you identify components of a score 2 cross-over response?	S, Q, WTL, CT, GW, LG (PS,)	cross-over, support, textual evidence	Chicken Soup selections, KWL Chart, Teacher-made quiz, circles and index cards	Review Spelling Rules
create a cross-over response to connect both selections	13A	Can you create a score 2 cross-over response?	S, Q, WTL, CT, GW, LG (PS,)	cross-over, support, textual evidence	TAKS release reading selections and samples responses	Using quotation marks in split dialogue
Identify the narrative 5 stages and its acronyms	1B, 8	Can you brainstorm and apply the stages to a personal experience?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	general statement, explanation, conflict, hyperboles, similies, onomotopia	Flow Map, index cards, 3-events chart. Students will comment on each others' topic and provide feedback, use of thesaurus.	Using vivid words
narrative composition rough draft including Fest, figurative language body, language and dialogue	13A	Can you develop strong, interesting paragraphs which include the sentence starters?	S, Q, WTL, CT, GW, LG (PS)	FEST, BL, Climax, Resolution, similes, metaphors, personification	create a rough draft and peer share, provide feedback, make adjustments, quad sheets	sentence structure: compound-complex sentences
revise & edit the composition using peer feedback	13 C	What are important elements and key words to include, delete, or change in the composition?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	answered, questioned, inquired, replied, stated, mentioned, responded	post-its, student compositions	Commonly Misspelled words
Students will read each others' compositions and provide constructive feedback while providing evidence.	13C	Can you determine the information needed to score a composition and provide constructive feedback that will allow your peers to improve their compositions?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	constructive, feedback, evidence	frame starters, Peer Check List	Review Spelling Rules

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TLW analyze released sample compositions and determine key elements that led to their scoring	13E	Can you judge the compositions and determine the reasons why the composition received that score?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	proper nouns, common nouns, rating	TAKS released samples, color-coding (high lighters), roles for each group participant, Scoring Rubric	capitalizing proper nouns
using literary elements & techniques (figurative language, Ba-da-Bing, and body language) in rough draft	13C	Can you improve your composition by applying writing strategies?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	similes, metaphors, hyperboles, onomatopoeia, clenctch	handouts, visuals, scaffolding, Tree Map	using adjectives & adverbs
students will edit their compositions based on peer feedback placing emphasis on vivid words	13C	Can you improve your composition by using synonyms that are more vivid and by adding transitional words?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	students' personal synonyms	thesaurus & "Getting Rid of Worn Out Words" Sheet, Writing Process folders	Using Irregular Verbs
students will revise & edit using teacher suggestions & rewrite their revised compositions	13C	What suggestions did you use to improve your composition?	S, Q, WTL, CT, GW (PS)	students will choose words that they had problems understanding and rewrite the definition and create new sentences	dictionary, thesaurus, revised compositions	review all convention rules
identify errors in punctuation in TAKS sample released test	13D	Can you identify and correct punctuation errors in sentences and paragraphs?	S, Q, WTL, CT, GW, (PS)	apostrophes, commas, semi-colon, quotation marks, end marks	Grammar Workbook, TAKS Sample Released Test	Review end marks and quotation marks
identify error in capitalization & spelling in TAKS sample released test	13C, 18, 19	Can you identify and correct capitalization errors and spelling errors in sentences and paragraphs?	S, Q, WTL, CT, GW	common noun, proper noun, doubling the consonant, I before e, drop the y change to I	Grammar Workbook, Region IV Workbook, TAKS Sample Released Test	
identify errors with conventions	13, 18, 19	Can you identify and correct errors with conventions?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	review punctuation, capitalization and spelling rules	TAKS sample release tests, chart paper, go-around rotate R & E multiple choice questions	Review using commas
identify simple,compound, complex sentences, phrases, clauses, fragments and subject/verb agreement	17A, 17 B	Can you identify and correct errors in sentence structure?	S, Q, WTL, CT, GW, LG (PS)	simple sentence, predicate, subject, compound, independent, clause, series, appositive, complex	TAKS sample release tests, Region IV Workbook,	review using Quotation marks

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identify errors in sentence structure and combine sentences using correct punctuation	17A, 17 B	Can you identify and correct errors in sentence structure?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	simple sentence, predicate, subject, compound, independent, clause, series, appositive, complex	TAKS sample release tests, Region IV Workbook,	Review using semicolon
identify errors in R & E passages		Can you provide a rule which applies to your answer choice?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	conventions	TAKS released samples	Review irregular verbs
Test-taking Strategies		make any necessary note-taking on the Revising & Editing section, take notes on reading selections, place words in sentences in R&E, use RAT format for OERs	S, Q, WTL, CT (PS)	note-taking, paragraph summarizing,	Test-taking Strategies	review: depending on data received from quiz
Test-taking strategies		Do you know which part of the test you should begin first and how to pace yourself?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	review multiple choice wording	3-2-1, Numbered Heads Together	Use data to determine DOL activity
Relaxation techniques, review previous prompts tested and possible asked.		How will you connect your composition to the prompt?	S, Q, WTL, CT, GW, LG (PS, Stand-up/Pair Up)	eye movements, neck rotations, arm circles and knee ups	narrative composition prompts tested	exercise techniques
ELA EXIT Level TAKS Test	All TEKS	ELA EXIT Level TAKS Test		ELA EXIT Level TAKS Test	ELA EXIT Level TAKS Test	