



6th Grade ELA Year at a Glance (YAG)



First Semester		Second Semester	
1st Nine Weeks – 41 days (October 14 th – December 17 th) (November 22 nd – 26 th – Thanksgiving Break) (December 20 th – January 3 rd – Holiday Break)		3rd Nine Weeks – 44 days (March 14 th – May 25 th) (April 8 th – Good Friday – No School) (April 15 th – Battle of Flowers – No School)	
<p><u>TEKS</u></p> <p><u>Personal Narrative</u></p> <p>Writing a Narrative: 6.8 (using mentor texts); 6.10 A-E (writing process); 6.11 A (narrative/writer’s craft);</p> <p><u>Free Choice</u> 6.15 (express their own ideas) 6.14 C (revising) D (editing)</p>	<p>Narrative Unit of Study:</p> <p>This unit establishes the practices and routines of the reading and writing workshop, while exploring how we each have a story to tell. Students examine various mentor texts (narratives, poems, articles, podcasts) and while building their knowledge of genre, application of writer’s craft, and revision strategies, students craft personal narratives, employing the key features of the genre. In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low stakes writing.</p> <p>Free Choice Unit of Study: In this unit students will continue to develop their skills through reading and writing workshop time. Students have the opportunity to write in the genre of their choice to express their ideas and feelings about real or imagined people, events, and ideas. Students will revise and edit their drafts.</p> <p>Spiraling Rituals of Practice: In addition to addressing the focus standards of the unit, students will engage in daily independent reading, low stakes writing, notebook gathering, sentence composing, poetry analysis, critical thinking skills, writing into the week, article of the week analysis and discussion, peer review of written pieces, mentor text mini-lessons.</p>	<p><u>TEKS</u></p> <p><u>Novel Study</u></p> <p>Response Skills 6.6.A, C-H</p> <p>Multiple Genres 6.7.A-D</p> <p>Author’s Purpose: 6.9 A</p> <p><u>Informational Unit</u></p> <p>Comprehension Skills: 6.5.E-H</p> <p>Response Skills: 6.6.D, G</p> <p>Multiple Genres: 6.7.C, 6.8.D.iii</p> <p>Author’s Purpose and Craft: 6.9.A, B, D, E</p> <p>Inquiry & Research: 6.12 A-D, F-Hi, I, J</p> <p>Speaking and Listening: 6.1.A-C</p>	<p>Novel Study:</p> <p>While engaging in small group book clubs for discussion, students read the novel <i>Rain, Reign</i> by Ann M. Martin to analyze how authors create worlds through dramatic conventions and fictional elements.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low stakes writing.</p> <p>Informational/Research Unit of Study: This unit empowers students to learn about the world through informational texts. While strengthening comprehension skills, students examine how authors choose to communicate their controlling idea through the use of facts, details, organizational patterns, graphic and print features. Students apply their understanding of informational text to craft infographics, articles, and essays.</p> <p>In conjunction with our class novel <i>Rain Reign</i> by Ann M. Martin, the students are invited to investigate a person with a disability of their choice and stretch their thinking through the research process. Utilizing the components of project-based learning, students formulate a question and conduct research to gather information, which they synthesize into a digital brochure (utilizing several of the methods and tools we have learned) and present their work to an audience.</p> <p>Spiraling Rituals of Practice: In addition to addressing the focus standards of the unit, students will engage in daily independent reading, low stakes writing, notebook gathering, sentence composing, poetry analysis, critical thinking skills, writing into the week, article of the week analysis and discussion, peer review of written pieces, mentor text mini-lessons.</p>



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2nd Nine Weeks (October 14 th – December 17 th) (November 22 nd – 26 th – Thanksgiving Break) (December 20 th – January 3 rd – Holiday Break)		4th Nine Weeks (March 14 th – May 25 th) (April 8 th – Good Friday – No School) (April 15 th – Battle of Flowers – No School)	
<p><u>TEKS</u></p> <p>Argument</p> <p>Multiple Genres 6.8.D.i, iii, E.i-iii, F</p> <p>Author’s Purpose and Craft: 6.9.A, B, G (rhetorical devices)</p> <p>Composition: .6.10.A-E; 6.11.C, D; 6.12.H.i</p> <p>Speaking and Listening: 6.1.A-C</p>	<p>Argument Unit of Study:</p> <p>This unit encourages students to share their opinions through argumentative writing. Research and analyze characteristics of multimodal and digital texts and structures of argumentative text by identifying the claim. Students examine various mediums to analyze the effects of informational structure and argumentative techniques on meaning and author’s message. Students synthesize their learning to compose argumentative essays and a debate.</p> <p>Spiraling Rituals of Practice: In addition to addressing the focus standards of the unit, students will engage in daily independent reading, low stakes writing, notebook gathering, sentence composing, poetry analysis, critical thinking skills, writing into the week, article of the week analysis and discussion, peer review of written pieces, mentor text mini-lessons.</p>	<p><u>TEKS</u></p> <p>Poetry</p> <p>Composition: .6.10.A-E; 6.11. A, C, D; 6.12.H.i</p> <p>Speaking and Listening: 6.1.A-C</p> <p>Fiction</p> <p>Multiple Genres: 6.7.A -D 6.8.A</p> <p>Composition: .6.10.A-E; 6.11. A, C, D; 6.12.H.i</p> <p>Speaking and Listening: 6.1.A-C</p> <p>Reflection</p> <p>Composition: .6.10.A-E; 6.11. A, C, D; 6.12.H.i</p>	<p>Poetry Unit of Study</p> <p>During our poetry unit, students will read and discuss <i>Love That Dog</i> by Sharon Creech to analyze how authors create worlds through dramatic conventions and fictional elements through the medium of poetry. They will review pieces of poetry we have discussed and analysed throughout the year. Students will explore and generate different kinds of poetry. By the end of the unit students will have created their own collection of poems to present.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low stakes writing.</p> <p>Fiction Unit of Study</p> <p>In this unit students will create a fictional story appropriate for our Kindergarten audience. Students will plan a first draft by selecting an appropriate topic for our purpose and audience using a range of strategies such as discussion, background reading, and personal interests. Students will also examine various mentor texts (narratives, poems, podcasts, and digital shorts) and while building their knowledge of genre, application of writer’s craft, and revision strategies, students craft fictional narratives, employing the key features of the genre.</p> <p>In addition to addressing the focus standards of the unit, students will engage in daily independent reading and low stakes writing.</p> <p>Portfolio Reflection</p> <p>Students continue to engage in authentic reading and writing and reflect upon a year of growth. Students will create a portfolio to showcase the skills and growth they have made this year. They will reflect on mentor texts that</p>



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		Speaking and Listening: 6.1.A-C	inspired them most and use editing and revising skills to take early pieces of work to publish. Spiraling Rituals of Practice: In addition to addressing the focus standards of the unit, students will engage in daily independent reading, low stakes writing, notebook gathering, sentence composing, poetry analysis, critical thinking skills, writing into the week, article of the week analysis and discussion, peer review of written pieces, mentor text mini-lessons.
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