



6th Reading 2024-25 Year at a Glance (YAG)



First Semester (87 Days)		Second Semester (87 Days)	
1st Nine Weeks – 45 days (August 12 th – October 16 th) <i>(September 2nd – No School)</i> <i>(October 11th – Teacher Workday)</i> <i>(October 14th – No School)</i>		3rd Nine Weeks – 41 days (January 7 th – March 7 th) <i>(January 20th – No School)</i> <i>(February 14th – Teacher Workday)</i> <i>(February 17th – PD Day)</i> <i>(March 10th – 14th – Spring Break)</i> <i>(March 17th – Teacher Workday)</i>	
TEKS 6.4 6.5 E 6.5 F 6.6 D 6.7 A 6.7 B 6.7 C 6.7 D 6.8A	Unit 1: Discovering Your Voice (19 days) Our essential question for this unit will be, “ <i>Who am I as a reader?</i> ” Students will develop the habits of good readers through an independent reading unit where students will self-select texts and read independently for a sustained period of time. Students will explore the characteristics of literary genres while also making connections and inferences, analyzing for literary elements and writing about their understanding and analysis of a text. This unit establishes the practices and routines of the reading workshop, while exploring and developing students’ identities as readers. Unit 2: Surviving the Unthinkable (24 days) Our essential question for this unit will be, “ <i>What does it take to be a survivor?</i> ” Students will be reading <i>Hatchet</i> by Gary Paulsen where they will be learning about and analyzing literary elements such as characters, plot, conflict and theme. Students will be writing about their understanding and analysis of this text while incorporating text evidence, as well as practicing their summarizing and paraphrasing skills. This unit will have students continue their daily independent reading.	TEKS 6.8 D i 6.8 D ii 6.8 D iii 6.9 A 6.9 B 6.9 C	Unit 5: Better Together (44 days) Our essential question for this unit will be, “ <i>How can I use my passions and talents to better my community?</i> ” Students will be reading excerpts from <i>The Boy Who Harnessed the Wind: Young Reader’s Edition</i> , by William Kamkwamba to see how an individual identified an issue in their community and persevered to find a solution. Students will also be reading informational articles while analyzing for main idea, key details, text structure, text features, and author’s purpose. This unit will culminate in a collaborative project where students will work in groups to identify a current issue in our school and city community, research that issue and develop a plan for how to address or help solve that issue. This unit will have students continue their daily independent reading.
2nd Nine Weeks – 42 days (October 17 th – December 20 th) <i>(November 25th – 29th – Thanksgiving Break)</i> <i>(December 23rd – January 3rd – Holiday Break)</i> <i>(January 6th – Teacher Workday)</i>		4th Nine Weeks – 46 days (March 18 th – May 22 nd) <i>(April 18th – No School)</i> <i>(May 2nd – No School)</i>	
TEKS ## 6.7 A 6.7 B 6.7 C 6.7 D 6.8 A 6.8 B 6.8 C 6.8 D	Unit 3: Finding Courage (18 days) Our essential question for this unit will be, “ <i>How do you find courage in the face of fear?</i> ” Students will read various types of texts such as drama, informational and poetry that relates to the themes of fear and courage. Students will be learning about the characteristics of drama and poetry while continuing to analyze characters, conflict and themes.	TEKS ## 6.4 A 6.4 B 6.4 C 6.4 D 6.4 E 6.4 F	Unit 6: Hidden Truths (23 days) Our essential question for this unit will be, “ <i>What hidden truths about people and the world are revealed in stories?</i> ” Students will participate in book clubs where students can self-select any book in a genre of their choice. They will be in a group with other students reading different books from that same genre. Students will continue to read, analyze and write about their understandings of the texts while comparing and contrasting different books within and across genres.

<p>6.8 B 6.9 A 6.9 B 6.9 C 6.9 D 6.9 E 6.9 F</p>	<p>This unit will allow students to begin to infer themes across texts and write responses analyzing the texts. Students will also participate in a Socratic Seminar that will allow them to discuss their analysis and incorporate text evidence from the various texts they read.</p> <p>Unit 4: Never Give Up (25 days)</p> <p>Our essential question for this unit will be, “<i>What keeps people from giving up?</i>”</p> <p>Students will participate in book clubs where they will self-select a Novel in Verse that focuses on our theme of perseverance. They will read, analyze, and discuss these novels in small groups.</p> <p>This unit focuses on the elements and characteristics of poetry which students will use in their analysis and written responses. At the end of the unit, students will create a one-pager that demonstrates a deep analysis of their novel in a visual way.</p> <p>These units will have students continue their daily independent reading.</p>		<p>This unit will have students reading, writing and daily discussing their novels. It will culminate in a class Socratic Seminar where students will explore the following question - “Which genre is the best genre for communicating the human experience?”, “Only one genre can remain - which one is the best?”, and “Which genre do you think connects most with people and why?”</p>
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Resources

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<ul style="list-style-type: none"> - Independent Reading Novels of Student Choice - HMH <i>Into Literature</i> textbook - <i>Hatchet</i>, Gary Paulsen 	<ul style="list-style-type: none"> - Independent Reading Novels of Student Choice - HMH <i>Into Literature</i> textbook - “The Monsters Are Due on Maple Street,” <i>Twilight Zone</i> - “Life Doesn’t Frighten Me,” Maya Angelou 	<ul style="list-style-type: none"> - Independent Reading Novels of Student Choice - HMH <i>Into Literature</i> textbook - <i>The Boy Who Harnessed the Wind: Young Reader’s Edition</i>, William Kamkwamba 	<ul style="list-style-type: none"> - Independent Reading Novels of Student Choice - HMH <i>Into Literature</i> textbook