





**6th Grade ELA**  
**2023-24 Year at a Glance (YAG)**



<p><b>TEKS</b></p> <p><u>6.5E</u>; <u>6.5E</u>; <u>6.5G</u>; <u>6.5H</u>; <u>6.6D</u>; <u>6.6G</u>; <u>6.8D.ii</u>; <u>6.8D.i</u>; <u>6.12A</u>; <u>6.12B</u>; <u>6.12C</u>; <u>6.12D</u>; <u>6.12F</u>; <u>6.12G</u>; <u>6.12H</u>; <u>6.12H.i</u>; <u>6.12I</u>; <u>6.12J*</u>; <u>6.1A</u>; <u>6.1B</u>; <u>6.1C</u></p> <p><b>Positive Character Traits</b></p> <p>§120.7. 4 A-D</p>	<p><b>Informational/Research Unit of Study (42 days):</b></p> <p>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.</p> <p>Students will apply their understanding of informational text to craft infographics, articles, and essays.</p> <p>This unit empowers students to learn about the world through informational texts.</p> <p><b>GT Modification:</b> GT students will compose a informational essay on a self-chosen and approved social topic. Students will be expected to use all resources given to conduct appropriate research to back up their claims.</p> <p>The students will understand how the character trait of citizenship impacts personal relationships.</p> <p>The students will discuss the roles and responsibilities of citizens; explain how one's personal actions can impact the perception of others; describe how justice, fairness, and freedom are related; and identify and practice a variety of conflict-resolution skills and strategies.</p>	<p><b>TEKS</b></p> <p><u>6.11A</u>; <u>6.9F</u>; <u>6.9D</u>; <u>6.9A</u>; <u>6.8B</u>; <u>6.7B</u>; <u>6.7C</u>; <u>6.7D</u>; <u>6.8E.iii</u>;</p> <p><b>Positive Character Traits</b></p> <p>§120.7. 2 A-D</p>	<p><b>Poetry Unit of Study (27 Days)</b></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.</p> <p>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><b>Fiction Unit of Study (17 Days)</b></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><b>GT Modification:</b></p> <p>GT students will compose 2 addition poems in their Poetry Collection that are Free Choice in style, but reflect on their learning over the school year. Examples could be: a poem reflecting the social issue they researched, a poem correlating with <i>Love That Dog</i>, a poem reflecting over their growth as a learning, etc.</p> <p>The student understands how personal beliefs and feelings influence our sense of responsibility. The student is expected to: examine how personal beliefs, thoughts, and feelings about self can build responsibility; identify and describe personal role models who demonstrate what it means to be accountable for words and actions; discuss the benefits of practicing self-control; and compare the benefits of responsible behavior with the consequences of irresponsible behavior.</p>
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**Resources**

1st Nine Weeks	2nd Nine Weeks	3rd Nine Weeks	4th Nine Weeks
<p>Lyon, <i>Where I'm From</i>, <i>Kitchen Table</i>, <i>That Chair</i>, <i>Interior Design</i>. Phillips, <i>Scar</i> Kay, <i>Hands</i> Washington, <i>Brain in a Box</i> Brainard, <i>I Remember</i> The Indians of the Six Nations, <i>Letter to William and Mary</i> <i>College</i> Jaeger, <i>Mail Call</i> Gandhi, <i>Letter to Friend</i></p>	<p>Lawrence, <i>Anti-Bullying Programs: Do They Help or Hurt?</i> Youtube, <i>Be an Upstander - Prevent Bullying: A NED Short, Bystander Video - English (Closed Captions)</i> Together Against Bullying, <i>Becoming an Upstander</i> Dosomething.org, <i>11 Facts About Cyberbullying</i> National Crime Prevention Council, <i>Information and answers to frequently asked questions about cyberbullying</i> Stopbullying.gov, <i>What Kids Can Do</i></p>	<p>Doubek, <i>Attention Students: Put the Laptops Away</i> Judkis, <i>A hot dog is a taco. Let the Cube Rule explain.</i> Tribune News Service, <i>PRO/CON: Should the Olympics have a permanent home?</i> Tribune News Service, <i>PRO/CON: Should the U.S. scrap the recycling program?</i> Tribune News Service, <i>PRO/CON: Self-driving cars are just around the corner. Is it a good thing?</i></p>	<p>Collins, <i>Introduction to Poetry</i> Williams, <i>This is Just to Say</i> Ambrose, <i>Bat</i> Neruda, <i>Ode to an Apple</i> Wordsworth, <i>I Wandered lonely as a Cloud</i> Chung, <i>Mixed</i> Rathmann, <i>Goodnight Gorilla</i> Creech, <i>Love that Dog</i></p>