



6th Grade ELA 2022-23 Year at a Glance (YAG)



First Semester		Second Semester	
1st Nine Weeks – 41 days (August 15 th – October 12 th) (September 5 th – No School) (October 10 th – No School)		3rd Nine Weeks – 47 days (January 3 rd – March 10 th) (January 18 th – No School) (February 20 th – PD Day) (March 13 th – 17 th – Spring Break) (March 20 th – Teacher Workday)	
TEKS <u>6.8; 6.8E.ii; 6.9;</u> <u>6.9A; 6.9B; 6.9D;</u> <u>6.9E; 6.9F; 6.10;</u> <u>6.10A; 6.10B;</u> <u>6.10B.i; 6.10B.ii;</u> <u>6.10C; 6.10D;</u> <u>6.10D.i; 6.10D.ii;</u> <u>6.10D.iii;</u> <u>6.10D.iv; 6.10D.v;</u> <u>6.10D.vi;</u> <u>6.10D.vii;</u> <u>6.10D.viii;</u> <u>6.10D.ix; 6.10E;</u> <u>6.11A; 6.11D*</u>	<p>Personal Narrative Unit of Study (30 days) 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 will 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>This unit establishes the practices and routines of the reading and writing workshop, while exploring how we each have a story to tell.</p> <p>Correspondence Unit of Study (8 days) Students will compose a business (formal) email expressing a concern, a request for information or voicing an opinion to a teacher using the genre specific characteristics of an email.</p> <p>GT Modification: GT students will compose a friendly, informal letter to Dr. Stu Guthrie, our new Junior School Principal. providing him suggestions and advice on how to be a great Alamo Heights Mule, while also advocating for any changes they would like to see at the Junior School.</p> <p>Students will understand how personal beliefs and feelings influence their sense of responsibility through classroom discussions and through being held accountable for their actions.</p> <p>The students will evaluate one's personal attitudes and mindsets about self and others; discuss how feelings, decision making, and personal behaviors can influence relationships with others; and explain and identify examples of how a person can demonstrate empathy through kindness, charity, generosity, and courtesy through classroom discussions, exploring writing topics for their personal narratives and listening to their classmates share personal stories.</p>	TEKS <u>6.10A; 6.10B;</u> <u>6.10B.i;</u> <u>6.10B.ii;</u> <u>6.10C; 6.10D;</u> <u>6.10D.i;</u> <u>6.10D.ii;</u> <u>6.10D.iii;</u> <u>6.10D.iv;</u> <u>6.10D.v;</u> <u>6.10D.vi;</u> <u>6.10D.vii;</u> <u>6.10D.viii;</u> <u>6.10D.ix;</u> <u>6.10E</u>	<p>Argument Unit of Study: (28 Days) (48 Days for Grade Level, Co-teach and Advoc Classes) 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>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.</p> <p>GT Modification: Free Choice Unit of Study: (20 Days) In this unit students will continue to develop their skills through reading and writing workshop time.</p> <p>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>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>Students will understand how personal beliefs and feelings influence their sense of responsibility through classroom discussions and through being held accountable for their actions.</p>
Positive Character Traits §120.7. 2A,C,D 3A-C	Positive Character Traits §120.7. 4 A-D	Positive Character Traits §120.7. 4 A-D	Positive Character Traits §120.7. 4 A-D
2nd Nine Weeks – 42 days (October 13 th – December 16 st) (November 21 st – 25 th – Thanksgiving Break) (December 19 th – January 1 st – Holiday Break) (January 2 nd – Teacher Workday)		4th Nine Weeks – 45 days (March 21 st – May 24 th) (April 7 th – No School) (April 28 th – No School)	



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<p>TEKS</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>6.12I*</u>; <u>6.1A</u>; <u>6.1B</u>; <u>6.1C</u></p> <p>Positive Character Traits</p> <p>§120.7. 4 A-D</p>	<p>Informational/Research Unit of Study (42 days):</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>GT Modification: 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>TEKS</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>Positive Character Traits</p> <p>§120.7. 2 A-D</p>	<p>Poetry Unit of Study (27 Days)</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>Fiction Unit of Study (17 Days)</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>GT Modification:</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>