

## 2022-2023 ELAR 6 Year-At-A-Glance

Unit Title	Student Expectations (TEKS)
<b>1<sup>st</sup> Nine Weeks: August 23 – October 15</b> <b>Assessment - BOY MAP: September 19 – October 14</b>	
Launching Literacy	1A, 2A, 6I, 8Ei-iii, 9A, 9B
Through an Animal's Eyes	1D, 5A, 5C, 5D, 7B, 7C, 8A, 8Ei-iii, 9D, 2C, 5A, 5C, 8Di-iii, 8Ei-iii, 9C, 9G, 10A&B, 11C
<b>2<sup>nd</sup> Nine Weeks: October 17 – December 16</b> <b>Interim Testing Window: November 7 - 18,</b>	
Finding Courage	1B, 1C, 2B, 2C, 5A, 5C, 5D, 6C, 6H, 7B, 7C, 8B, 8C, 8Di-iii, 9C, 9D, 9E, 9F, 10A-D, 11B
<b>3<sup>rd</sup> Nine Weeks: January 4 – March 1</b> <b>Assessment - MOY MAP (continued): January 1- 31, 2022</b>	
Surviving the Unthinkable	2C, 5A, 5C, 6B, 6F, 6J, 8Diii, 8Eiii, 9C, 9G, 10A-D, 11B
Discovering Your Voice	1A, 6B, 6F, 6G, 7A, 7B, 7D, 8C, 10A-D, 11B
<b>4<sup>th</sup> Nine Weeks: March 20 – May 25</b> <b>Interim Window: March 21 – 23, EOY MAP: May 3 - 27</b> <b>Grade 6 ELAR STAAR – April 25-27</b>	
Never Give Up	2C, 5A, 5B, 5C, 6B, 8B, 9C, 10A-D, 11B
Hidden Truths	1C, 6H, 9A, 11A, 10E

Essential Standards: 2B, 5F, 5G, 6C, 6D, 8Diii, 9F, 10C, 11B

**Literacy Routine standards should be embedded into instruction on a frequent basis:** 3, 4, 5E, 5H, 5I, 6A, 6E, 8F, 9D, 12\*

[Click here to access state standards for Grade 6 Reading.](#)

### Any additional notes:

#### Self-sustained Reading

(5) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

#### Grammar

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

#### Research

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, deliver information in a variety of ways.

## 2022-2023 ELAR 6 Honors Year-At-A-Glance

Unit Title	Student Expectations
<b>1<sup>st</sup> Nine Weeks:</b> August 23 – October 15 <b>Assessment - BOY MAP:</b> September 19 – October 14	
<b>Unit 1: Launching Literacy and Stories of Change Pt. 1&amp;2</b>	1D, 5A, 5C, 5D, 7B, 7C, 8A, 8Ei-iii, 9D, 2C, 5A, 5C, 8Di-iii, 8Ei-iii, 9C, 9G, 10A&B, 11C
In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness: <ul style="list-style-type: none"> <li>Analyzing literary works through close reading to understand multiple meanings</li> <li>Reading to become aware of how stylistic effects are achieved by a writer</li> <li>Connecting writing skills to interpretive skills in reading</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity.</li> <li>Using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation</li> </ul>	
<b>2<sup>nd</sup> Nine Weeks:</b> October 17 – December 16 <b>Interim Testing Window:</b> November 7 - 18,	
<b>Unit 2: The Power to Change Pt. 1 &amp; 2</b>	1B, 1C, 2B, 2C, 5A, 5C, 5D, 6C, 6H, 7B, 7C, 8B, 8C, 8Di-iii, 9C, 9D, 9E, 9F, 10A-D, 11B
In this unit, students will focus on refining these important skills and knowledge areas for AP /College Readiness: <ul style="list-style-type: none"> <li>Reading a text closely to determine literary elements</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> <li>Identifying and applying the language of literary analysis</li> <li>Varying and manipulating sentence structure for effect Synthesizing, summarizing, paraphrasing, quoting and citing sources</li> </ul>	
<b>3<sup>rd</sup> Nine Weeks:</b> January 4 – March 1 <b>Assessment - MOY MAP (continued):</b> January 1- 31, 2022	
<b>Unit 3: Changing Perspectives Pt. 1 &amp; 2</b>	1A, 6B, 6F, 6G, 7A, 7B, 7D, 8C, 10A-D, 11B
In this unit, students will focus on refining these important skills and knowledge areas for AP /College Readiness: <ul style="list-style-type: none"> <li>Reading a text closely to determine literary elements</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> <li>Identifying and applying the language of literary analysis</li> <li>Varying and manipulating sentence structure for effect Synthesizing, summarizing, paraphrasing, quoting and citing sources</li> </ul>	
<b>4<sup>th</sup> Nine Weeks:</b> March 20 – May 25 <b>Interim Window:</b> March 21 – 23, <b>EOY MAP:</b> May 3 - 27 <b>Grade 6 ELAR STAAR – April 25-27</b>	
<b>Unit 4: A Change of Scene Pt. 1 &amp; 2</b>	2C, 5A, 5B, 5C, 6B, 8B, 9C, 10A-D, 11B
<b>Unit 6: Narrative &amp; Reflection</b>	1C, 6H, 9A, 11A, 10E
In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness: <ul style="list-style-type: none"> <li>Reading to make careful observations of textual detail and drawing an interpretive conclusion about the meaning and craft of a piece of writing</li> <li>Analyzing literature using the language of literary analysis</li> <li>Applying effective strategies and techniques in writing</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> </ul>	

Ongoing Standards

**Self-sustained Reading 6.4**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

**Grammar 6.10-6.11**

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

**Research 6.12**

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, deliver information in a variety of ways.

[Click here to access state standards for Grade 6 Reading.](#)

**2022-2023 ELAR 6 STEAM Year-At-A-Glance**

Unit Title	Student Expectations
<b>1<sup>st</sup> Nine Weeks:</b> August 18 – October 14 <b>Assessment - BOY MAP:</b> September 19 – October 14	
<b>Introduction &amp; Interdisciplinary Unit (I Am)</b>	6.10, 6.11A, 6.6H
<b>Unit 1: Launching Literacy and Stories of Change Pt. 1&amp;2</b>	1D, 5A, 5C, 5D, 7B, 7C, 8A, 8Ei-iii, 9D, 2C, 5A, 5C, 8Di-iii, 8Ei-iii, 9C, 9G, 10A&B, 11C
<p>In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness:</p> <ul style="list-style-type: none"> <li>Analyzing literary works through close reading to understand multiple meanings</li> <li>Reading to become aware of how stylistic effects are achieved by a writer</li> <li>Connecting writing skills to interpretive skills in reading</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity.</li> <li>Using a wide-ranging vocabulary with attention to accurate denotation and purposeful connotation</li> </ul>	
<b>2<sup>nd</sup> Nine Weeks:</b> October 17 – December 16 <b>Interim Testing Window:</b> November 7 - 18,	
<b>Unit 2: The Power to Change Pt. 1 &amp; 2</b>	1B, 1C, 2B, 2C, 5A, 5C, 5D, 6C, 6H, 7B, 7C, 8B, 8C, 8Di-iii, 9C, 9D, 9E, 9F, 10A-D, 11B
<p>In this unit, students will focus on refining these important skills and knowledge areas for AP /College Readiness:</p> <ul style="list-style-type: none"> <li>Reading a text closely to determine literary elements</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> <li>Identifying and applying the language of literary analysis</li> <li>Varying and manipulating sentence structure for effect Synthesizing, summarizing, paraphrasing, quoting and citing sources</li> </ul>	
<b>3<sup>rd</sup> Nine Weeks:</b> January 4 – March 1 <b>Assessment - MOY MAP (continued):</b> January 1- 31, 2022	
<b>Interdisciplinary Unit: Between the Shades of Gray-Holocaust</b>	6.7A, 6.7B, 6.7D
<b>Unit 3: Changing Perspectives Pt. 1 &amp; 2</b>	1A, 6B, 6F, 6G, 7A, 7B, 7D, 8C, 10A-D, 11B
<p>In this unit, students will focus on refining these important skills and knowledge areas for AP /College Readiness:</p> <ul style="list-style-type: none"> <li>Reading a text closely to determine literary elements</li> <li>Writing and rewriting in ongoing efforts to achieve stylistic maturity</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> <li>Identifying and applying the language of literary analysis</li> <li>Varying and manipulating sentence structure for effect Synthesizing, summarizing, paraphrasing, quoting and citing sources</li> </ul>	
<b>4<sup>th</sup> Nine Weeks:</b> March 20 – May 25 <b>Interim Window:</b> March 21 – 23, <b>EOY MAP:</b> May 3 - 27 <b>Grade 6 ELAR STAAR – April 25-27</b>	
<b>Unit 4: A Change of Scene Pt. 1 &amp; 2</b>	2C, 5A, 5B, 5C, 6B, 8B, 9C, 10A-D, 11B
<b>Unit 6: Narrative &amp; Reflection</b>	1C, 6H, 9A, 11A, 10E
<p>In this unit, students will focus on refining these important skills and knowledge areas for AP/College Readiness:</p> <ul style="list-style-type: none"> <li>Reading to make careful observations of textual detail and drawing an interpretive conclusion about the meaning and craft of a piece of writing</li> <li>Analyzing literature using the language of literary analysis</li> <li>Applying effective strategies and techniques in writing</li> <li>Focusing deliberate attention on the craft of sentence-level writing</li> </ul>	

Ongoing Standards

**Self-sustained Reading 6.4**

Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

**Grammar 6.10-6.11**

Students should edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice and how they affect meaning.

**Research 6.12**

The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. Process- Generate questions for formal/informal inquiry, develop a plan, refine questions, gather and synthesize information, examine sources, deliver information in a variety of ways.

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