

ELAR 6 Year-At-A-Glance

WeWrite	Unit Title	Student Expectations (TEKS)	Suggested Instructional Days
1st Nine Weeks: August 22 – October 13 Assessment CBA 1- October 10-13			
Lesson Pers. 0-2	Foundations of KAT & WeWrite	1A, 2A, 4, 5G, 5H, 6C, 6I, 8Ei-iii, 9A, 9B, 10A&B, 11C	15 Days
Lesson Pers. 3-8	Through an Animal's Eyes	1D, 2C, 5A, 5F, 5G, 5H, 6C, 6D, 7B, 7C, 7C, 8Di-iii, 8Ei-iii, 9C, 9G, 10 A&B, 11C	21 Days
2nd Nine Weeks: October 16 – December 15 Assessment - CBA 2 December 11-14			
Lesson Pers. 3-8	Through an Animal's Eyes	2B, 2C, 5A, 5F, 5G, 5H, 6C, 6D, 6H, 7B, 7C, 8A, 8Di-iii, 8Ei-iii, 9C, 9G, 10A-D, 11C	14 Days
Infor. w/Source Text 9-14	Finding Courage	1B, 1C, 2B, 2C, 5A, 5C, 5D, 5G, 5H, 6C, 6D, 6H, 7B, 7C, 7D, 8B, 8C, 9C, 9D, 9E, 9F, 10A-D, 11B	25 Days
3rd Nine Weeks: January 8 – March 8 Assessment PSBM: February 6-7 TELPAS: February 19-March 29			
Constructed Response	Surviving the Unthinkable	2B, 5A, 5F, 5G, 5H, 6B, 6C, 6D, 6F, 6G, 6J, 8E i-iii, 9C, 9G, 10A-D, 11B	19 Days
	Discovering Your Voice	2C, 5F, 5G, 5H, 6B, 6C, 6D, 6F, 8Di-iii, 9C, 10A-D, 11B	14 Days
Writing Reflection	PSBM Writing Reflection	1A, 6G, 10A-D, 11B, 11C, 11D	10 Days
4th Nine Weeks: March 18 – May 30 Assessment - RLA STAAR: 4/16 – 4/17			
Short and Extended Constructed Response	Never Give Up	2C, 5F, 5G, 5H, 6B, 6C, 6D, 7B, 8Di-iii, 10A-D, 11B	20 Days
Narrative/ Poetry	Hidden Truths	1C, 6H, 7B, 7C, 8A, 9A, 9E, 11A, 10E	31 Days

Essential Standards: 2B, 5F, 5G, 6C, 6D, 8Di, 9F, 10C, 11B **OnGoing Literacy Routines:** 3, 4, 5H, 5E, 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.