

# Clint ISD

## 6<sup>th</sup> Grade English Language Arts

### Calendar 2019-2020

The process standards are embedded within the guide. The Seidlitz 7 can be found at right, and a table version of this calendar is page 2 for your reference.

This calendar can be used along with the TEKS Resource System (IFD) to plan instruction. Quality instruction aligned with the curriculum at an appropriate level of rigor will ensure that students are successful.

The 3<sup>rd</sup> and 8<sup>th</sup> week are short checkpoints (10 items or less) covering only that 3 week window of instructional time. The 9 weeks checkpoint is longer (20 – 40 items); it covers content taught during the full preceding 9 weeks of instructional time. The 3-8-9 Week Checkpoints will include open ended and griddable questions.

The 3<sup>rd</sup> and 8<sup>th</sup> weeks assessment can be taken for a daily grade at your discretion. The 9 weeks exam can be counted as a test grade at teacher discretion and data will be pulled at the campus and district level to support instruction. Please see CISD 3-8-9 Week Checkpoint FAQ.

Please note: Not all units have been published by TRS. The guide is subject to change as TRS updates.

## The 7 Steps – John Seidlitz

1. Teach students what to say when they don't know what to say
2. Have students speak in complete sentences
3. Randomize & Rotate when calling on students
4. Use total response signals
5. Use visuals and vocabulary strategies that support your objective
6. Have students participate in structured conversations
7. Have students participate in structured reading/writing activities



**Content: ELAR**

**Grade Level: 6**

Time Frame	Unit(s)	Test Date
July 29 – Aug 16 (1st-3 Weeks)		<b>Aug 16</b>
Aug 19 - Sept 6 (1st-6 Weeks)		<b>Sept 6</b>
Sept 9 - Sept 24 (1st-9 Weeks)		<b>Sept 24/25</b>
<b>Oct 14 - Oct 30</b> (2nd-3 Weeks)	Unit 2B	<b>Oct 30</b>
<b>Nov 4 - Nov 22</b> (2nd- 6 weeks)	Unit 2B & Unit 3	<b>Nov 22</b> (Interim Assessment)
<b>Dec 2 - Dec 16</b> (2nd- 9 weeks)	Unit 3	<b>Dec 16/17</b>
<b>Jan 6 - Jan 24</b> (3rd- 3 weeks)	Unit 3	<b>Jan 24</b>
<b>Jan 27 - Feb 13</b> (3rd- 6 weeks)	Unit 4	<b>Feb 13</b>
<b>Feb 18 - March 3</b> (3rd- 9 weeks)	Unit 4	<b>March 3-4</b> (Interim Assessment)
<b>March 23 - April 9</b> (4th- 3 weeks)	Unit 5	<b>April 9</b>
<b>April 14 - May 1</b> (4th- 6 weeks)	Unit 5	<b>May 1</b>
<b>May 4 - May 28</b> (4th- 9 weeks)	Unit 6	<b>May 28/29</b>



# Unit 2B: Analyzing and Crafting Literary Texts: Drama & Poetry

19-20 G6 ELAR 2<sup>nd</sup> 3wk

14 Days: October 14-November 15

• One day omitted for testing

TEKS **BOLDED** are crossover standards that may or may not be tested.

Time Frame	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	Author's Purpose & Craft What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	Composition How can students use craft purposefully in their writing?  *Reference IFD • <b>U2B PA #3</b> <a href="https://bit.ly/33a2lxa">https://bit.ly/33a2lxa</a>	Inquire & Research
<b>2nd 9 Weeks</b> Oct 14- Dec 18							
Unit 2B <b>3 Weeks</b> Oct 14- Oct 30 (October 30)	<ul style="list-style-type: none"> <li>6.1 A</li> <li>6.1 B</li> <li>6.1 C</li> <li>6.1 D</li> <li>6.2 A</li> <li>6.2 B</li> <li>6.2 C</li> <li>6.3 A</li> <li>6.4 A</li> </ul>	<ul style="list-style-type: none"> <li>6.5 A</li> <li>6.5 B</li> <li>6.5 C</li> <li>6.5 D</li> <li>6.5 E</li> <li>6.5 F</li> <li>6.5 G</li> <li>6.5 H</li> <li>6.5 I</li> </ul>	<ul style="list-style-type: none"> <li>6.6 A</li> <li>6.6 B</li> <li>6.6 C</li> <li>6.6 D</li> <li>6.6 E</li> <li>6.6 F</li> <li>6.6 G</li> <li>6.6 H</li> </ul>	<ul style="list-style-type: none"> <li>6.7 A</li> <li>6.7 B</li> <li>6.7 C</li> <li>6.7 D</li> <li>6.8 A Literary Genres</li> <li>6.8 C -Drama</li> </ul>	<ul style="list-style-type: none"> <li>6.9 A</li> <li>6.9 B</li> <li>6.9 C</li> <li>6.9 D</li> <li>6.9 E</li> <li>6.9 F</li> </ul>	6.11 A Compose <b>literary texts</b> such as <b>personal narratives, fiction, and poetry</b> using genre characteristics and craft. <ul style="list-style-type: none"> <li>6.10 A</li> <li>6.10 B</li> <li>6.10 Bi</li> <li>6.10 Bii</li> <li>6.10 C</li> <li>6.10 D*</li> <li>6.10 Di*</li> <li>6.10 Dix*</li> <li>6.10 Div*</li> <li>6.10 E</li> </ul>	
Unit 2B <b>6 Weeks</b> Nov 4- Nov 15 (Nov 22) District Interim <b>U2B &amp; U3 overlap each other on this period</b>	<ul style="list-style-type: none"> <li>6.1 A</li> <li>6.1 B</li> <li>6.1 D</li> <li>6.2 A</li> <li>6.2 B</li> <li>6.2 C</li> <li>6.3 A</li> <li>6.4 A</li> </ul>	<ul style="list-style-type: none"> <li>6.5 A</li> <li>6.5 B</li> <li>6.5 C</li> <li>6.5D</li> <li>6.5 E</li> <li>6.5 F</li> <li>6.5 G</li> <li>6.5 H</li> <li>6.5 I</li> </ul>	<ul style="list-style-type: none"> <li>6.6 A</li> <li>6.6 B</li> <li>6.6 C</li> <li>6.6 D</li> <li>6.6 E</li> <li>6.6 F</li> <li>6.6 G</li> <li>6.6 H</li> </ul>	<ul style="list-style-type: none"> <li>6.7 A</li> <li>6.7 B</li> <li>6.7 C</li> <li>6.7 D</li> <li>6.8 B- Poetry</li> </ul>	<ul style="list-style-type: none"> <li>6.9 A</li> <li>6.9 B</li> <li>6.9 C</li> <li>6.9 D</li> <li>6.9 E</li> <li>6.9 F</li> </ul>	<u>6.11 A</u> Compose literary texts such as <b>personal narratives, fiction, and poetry</b> using genre characteristics and craft. <ul style="list-style-type: none"> <li>6.10 A</li> <li>6.10 B</li> <li>6.10 Bi</li> <li>6.10 Bii</li> <li>6.10 C</li> <li>6.10 D*</li> <li>6.10 Di*</li> <li>6.10 Dix*</li> <li>6.10 Div*</li> </ul>	
Unit 3 <b>6 Weeks</b> Nov 18- 22 (Nov 22) District Interim <b>Unit 3 begins Nov 18</b>	<ul style="list-style-type: none"> <li>6.1 A</li> <li>6.1 B</li> <li>6.1 D</li> <li>6.2 A</li> <li>6.2 B</li> <li>6.2 C</li> <li>6.3 A</li> <li>6.4 A</li> </ul>	<ul style="list-style-type: none"> <li>6.5 A</li> <li>6.5 B</li> <li>6.5 C</li> <li>6.5D</li> <li>6.5 E</li> <li>6.5 F</li> <li>6.5 G</li> <li>6.5 H</li> <li>6.5 I</li> </ul>	<ul style="list-style-type: none"> <li>6.6 A</li> <li>6.6 B</li> <li>6.6 C</li> <li>6.6 D</li> <li>6.6 E</li> <li>6.6 F</li> <li>6.6 G</li> <li>6.6 H</li> <li>6.6 I</li> </ul>	<ul style="list-style-type: none"> <li>6.8 D</li> <li>6.8 Di</li> <li>6.8 Dii</li> <li>6.8 Diii</li> </ul>	<ul style="list-style-type: none"> <li>6.9 A</li> <li>6.9 B</li> <li>6.9 C</li> </ul>	<b>6.11(B) compose informational texts</b> <ul style="list-style-type: none"> <li>6.10 A</li> <li>6.10 B</li> <li>6.10 Bi</li> <li>6.10 Bii</li> <li>6.10 C</li> <li>6.10 D*</li> <li>6.10 Di*</li> <li>6.10 Dii*</li> <li>6.10 Diii*</li> <li>6.10 Div*</li> <li>6.10 Dv*</li> <li>6.10 Dvi*</li> <li>6.10 Dviii*</li> <li>6.10 Dix*</li> <li>6.10 E*</li> </ul>	6.12 A 6.12 B 6.12 C 6.12 D 6.12 E 6.12 F 6.12 H 6.12 Hi



## Unit 3: Analyzing and Crafting Informational Texts

### 19-20 G6 ELAR 2nd 9 wk

### 25 Days: November 18- January 23

TEKS **BOLDED** are crossover standards that may or may not be tested.

Time Frame	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	Author's Purpose & Craft What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	Composition How can students use craft purposefully in their writing?	Inquire & Research
<p style="text-align: center;"><b>2nd 9 Weeks</b> Oct 14- Dec 18</p>	<ul style="list-style-type: none"> <li>• 6.1 A</li> <li>• 6.1 B</li> <li>• 6.1 D</li> <li>• 6.2 A</li> <li>• 6.2 B</li> <li>• 6.2 C</li> <li>• 6.3 A</li> <li>• 6.4 A</li> </ul>	<ul style="list-style-type: none"> <li>• 6.5 A</li> <li>• 6.5 B</li> <li>• 6.5 C</li> <li>• 6.5D</li> <li>• 6.5 E</li> <li>• 6.5 F</li> <li>• 6.5 G</li> <li>• 6.5 H</li> <li>• 6.5 I</li> </ul>	<ul style="list-style-type: none"> <li>• 6.6 A</li> <li>• 6.6 B</li> <li>• 6.6 C</li> <li>• 6.6 D</li> <li>• 6.6 E</li> <li>• 6.6 F</li> <li>• 6.6 G</li> <li>• 6.6 H</li> <li>• 6.6I</li> </ul>	<ul style="list-style-type: none"> <li>• 6.8 D</li> <li>• 6.8 Di</li> <li>• 6..8 Dii</li> <li>• 6.8 Diii</li> </ul>	<ul style="list-style-type: none"> <li>• 6.9 A</li> <li>• 6.9 B</li> <li>• 6.9 C</li> </ul>	<p><b>6.11(B) compose informational texts.</b></p> <ul style="list-style-type: none"> <li>• <b>6.10 A*</b>    <b>6.10 D*</b></li> <li>• <b>6.10 B*</b>    <b>6.10 Di*</b></li> <li>• <b>6.10 Bi†</b>    <b>6.10Dii</b></li> <li>• <b>6.10 Bii</b>    <b>6.10 Diii</b></li> <li>• <b>6.10 C*</b>    <b>6. 10 Dix*</b></li> <li>  • <b>6.10 Div*</b></li> <li>  • <b>6.10 Dvi</b></li> <li>  • <b>6.10 Dvii</b></li> </ul>	<ul style="list-style-type: none"> <li>6.12 A</li> <li>6.12 B</li> <li>6.12 C</li> <li>6.12 D</li> <li>6.12 E</li> <li>6.12 F</li> <li>6.12 H</li> <li>6.12 Hi</li> </ul>
<p style="text-align: center;"><b>Unit 3</b> <b>9 Weeks</b> Dec 2- Dec 18 (December 16/17) Comprehensive</p> <p>*Unit 2B &amp; 3 will be assessed</p>							



Unit 2B: Analyzing and Crafting Literary Texts: Drama & Poetry  
 19-20 G6 ELAR 2<sup>nd</sup> 3wk  
 Oct 14- Oct 30

<b>Developing &amp; Sustaining Foundational Skills</b>	<b>Comprehension Skills</b> What thinking do you want students to do with text?	<b>Response</b> How do you want students to respond with their thinking about the text?	<b>Multi Genre</b> What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	<b>Author's Purpose &amp; Craft</b> What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	<b>Composition</b> How can students use craft purposefully in their writing?
<p>6.1 A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>6.1 B Follow and give oral instructions that include multiple action steps</p> <p>6.1 C Give an organized presentation</p> <p>6.1 D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>6.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>6.2 B Use context such as definition</p> <p>6.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots</p> <p>6.3 A Adjust fluency when reading grade-level text based on the reading purpose</p> <p>6.4 A Self-select text and read independently for a sustained period of time</p>	<p>6.5 A- Establish purpose for reading assigned and self-selected text.</p> <p>6.5B- Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>6.5C-Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>6.5E Make connections to personal experiences, ideas in other texts, and society.</p> <p>6.5F Make inferences and use evidence to support understanding.</p> <p>6.5G Evaluate details read to determine key ideas.</p> <p>6.5H Synthesize information to create new understanding.</p>	<p>6.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>6.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>6.6 C Use text evidence to support an appropriate response.</p> <p>6.6D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>6.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 G Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p>	<p>6.7 A Infer multiple themes within and across texts using text evidence.</p> <p>6.7 B Analyze how the characters' internal and external responses develop the plot</p> <p>6.7 C Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.</p> <p>6.7 D Analyze how the setting, including historical and cultural settings, influences character and plot development.</p> <p>6.8 A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths</p> <p>6.8 C Analyze how playwrights develop characters through dialogue and staging.</p>	<p>6.9 A Explain the author's purpose and message within a text.</p> <p>6.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>6.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>6.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p> <p>6.9 E Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p> <p>6.9 F Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p>	<p>6.11 A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p>6.10 A Plan a first draft</p> <p>6.10 B Develop drafts</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea</p> <p>6.10 C Revise drafts</p> <p>6.10 D* Edit draft</p> <p>6.10 Di* complex sentences</p> <p>6.10 Dix* correct spelling</p> <p>6.10 Div prepositions</p> <p>6.10 E Publish</p>



# Unit 2B: Analyzing and Crafting Literary Texts: Drama & Poetry

19-20 G6 ELAR 2<sup>nd</sup> 6wk

November 4- November 22

<b>Developing &amp; Sustaining Foundational Skills</b>	<b>Comprehension Skills</b> What thinking do you want students to do with text?	<b>Response</b> How do you want students to respond with their thinking about the text?	<b>Multi Genre</b> What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	<b>Author's Purpose &amp; Craft</b> What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	<b>Composition</b> How can students use craft purposefully in their writing?
<p>6.1 A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>6.1 B Follow and give oral instructions that include multiple action steps</p> <p>6.1 C Give an organized presentation</p> <p>6.1 D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>6.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>6.2 B Use context such as definition</p> <p>6.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots</p> <p>6.3 A Adjust fluency when reading grade-level text based on the reading purpose</p> <p>6.4 A Self-select text and read independently for a sustained period of time</p>	<p>6.5 A- Establish purpose for reading assigned and self-selected text.</p> <p>6.5B- Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>6.5C-Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>6.5E Make connections to personal experiences, ideas in other texts, and society.</p> <p>6.5F Make inferences and use evidence to support understanding.</p> <p>6.5G Evaluate details read to determine key ideas.</p> <p>6.5H Synthesize information to create new understanding.</p>	<p>6.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>6.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>6.6 C Use text evidence to support an appropriate response.</p> <p>6.6D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>6.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 G Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p>	<p>6.7 A Infer multiple themes within and across texts using text evidence.</p> <p>6.7 B Analyze how the characters' internal and external responses develop the plot</p> <p>6.7 C Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.</p> <p>6.7 D Analyze how the setting, including historical and cultural settings, influences character and plot development.</p> <p>6.8 A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths</p> <p>6.8 C Analyze how playwrights develop characters through dialogue and staging.</p>	<p>6.9 A Explain the author's purpose and message within a text.</p> <p>6.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>6.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>6.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p> <p>6.9 E Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p> <p>6.9 F Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p>	<p>6.11 A Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.</p> <p>6.10 A Plan a first draft</p> <p>6.10 B Develop drafts</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea</p> <p>6.10 C Revise drafts</p> <p>6.10 D* Edit draft</p> <p>6.10 Di* complex sentences</p> <p>6.10 Dix* correct spelling</p> <p>6.10 Div prepositions</p> <p>6.10 E Publish</p>



# Unit 3: Analyzing and Crafting Informational Texts

## 19-20 G6 ELAR 2<sup>nd</sup> 6wk & 9wk

### 25 Days: November 18- January 23

<b>Developing &amp; Sustaining Foundational Skills</b>	<b>Comprehension Skills</b> What thinking do you want students to do with text?	<b>Response</b> How do you want students to respond with their thinking about the text?	<b>Multi Genre</b> What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	<b>Author's Purpose &amp; Craft</b> What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	<b>Composition</b> How can students use craft purposefully in their writing?  <b>*Reference Writing Blue Print</b>	<b>Inquire &amp; Research</b>
<p>6.1 A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>6.1 B Follow and give oral instructions</p> <p>6.1 D Participate in student-led discussions.</p> <p>6.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>6.2 B Use context clarify the meaning of words.</p> <p>6.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots</p> <p>6.3 A Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>6.4 A Self-select text and read independently for a sustained period of time.</p>	<p>6.5A Establish purpose for reading</p> <p>6.5 B Generate questions about text before, during, and after reading</p> <p>6.5 C Make and correct or confirm predictions</p> <p>6.5 D Create mental images to deepen understanding.</p> <p>6.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>6.5 F Make inferences and use evidence to support understanding.</p> <p>6.5 G Evaluate details read to determine key ideas.</p> <p>6.5 H Synthesize information to create new understanding.</p> <p>6.5 I Monitor comprehension</p>	<p>6.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>6.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>6.6 C Use text evidence to support an appropriate response.</p> <p>6.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>6.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>6.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>6.6I Reflect on and adjust responses as new evidence is presented.</p>	<p>6.8 D Analyze characteristics and structural elements of informational text</p> <p>6.8 Di the controlling idea or thesis with supporting evidence</p> <p>6.8 Dii features such as introduction, foreword, preface, references, or acknowledgements to gain background information</p> <p>6.8 Diii organizational patterns such as definition, classification, advantage, and disadvantage.</p>	<p>6.9 A Explain the author's purpose and message within a text.</p> <p>6.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>6.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p>	<p>6.11(B) Compose informational texts</p> <p>6.10 A Plan a first draft</p> <p>6.10 B Develop drafts</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea reflecting depth of thought with specific facts and details</p> <p>6.10 D* Edit drafts 6.10 C Revise drafts</p> <p>6.10 Di* complete complex sentences</p> <p>6.10 Dii consistent use of verb tenses</p> <p>6.10 Diii* conjunctive adverbs</p> <p>6.10 Dvi* subordinating conjunctions to form complex sentences and correlative conjunctions</p> <p>6.10 Dvii* capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations</p> <p>6.10 E Publish written work for appropriate audiences.</p>	<p>6.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p>6.12 B Develop and revise a plan.</p> <p>6.12 C Refine the major research question, 6.12 D Identify and gather relevant information from a variety of sources.</p> <p>6.12 E Differentiate between primary and secondary sources.</p> <p>6.12 F Synthesize information from a variety of sources.</p> <p>6.12 H Examine sources</p> <p>6.12 Hi reliability, credibility, and bias; and</p>



## Unit 3: Analyzing and Crafting Informational Texts

25 Days: November 18- January 2

## Unit 4: Analyzing and Crafting Argumentative Texts

23 Days: January 27- March 3

- Unit 4 overlap during the 9wk period and two days were omitted

TEKS **BOLDED** are crossover standards that may or may not be tested.

Time Frame	Developing & Sustaining Foundational Skills	Comprehension Skills	Response	Multi Genre	Author's Purpose & Craft	Composition	Inquire & Research
<b>3rd 9 Weeks</b> Jan 6- Mar 3		What thinking do you want students to do with text?	How do you want students to respond with their thinking about the text?	What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	How can students use craft purposefully in their writing?  *Reference Writing Blue Print	
Unit 3 <b>3 Weeks</b> Jan 6- Jan 24 (January 24) *Unit 3 began Nov 18	<ul style="list-style-type: none"> <li>6.1 A</li> <li>6.1 B</li> <li>6.1 D</li> <li>6.2 A</li> <li>6.2 B</li> <li>6.2 C</li> <li>6.3 A</li> <li>6.4 A</li> </ul>	<ul style="list-style-type: none"> <li>6.5 A</li> <li>6.5 B</li> <li>6.5 C</li> <li>6.5 D</li> <li>6.5 E</li> <li>6.5 F</li> <li>6.5 G</li> <li>6.5 H</li> <li>6.5 I</li> </ul>	<ul style="list-style-type: none"> <li>6.6 A</li> <li>6.6 B</li> <li>6.6 C</li> <li>6.6 D</li> <li>6.6 E</li> <li>6.6 F</li> <li>6.6 G</li> <li>6.6 H</li> <li>6.6 I</li> </ul>	<ul style="list-style-type: none"> <li>6.8 D</li> <li>6.8 Di</li> <li>6.8 Dii</li> <li>6.8 Diii</li> </ul>	<ul style="list-style-type: none"> <li>6.9 A</li> <li>6.9 B</li> <li>6.9 C</li> </ul>	<b>6.11(B) compose informational texts.</b>  <ul style="list-style-type: none"> <li>6.10 A</li> <li>6.10 B</li> <li>6.10 Bi</li> <li>6.10 C</li> <li>6.10 D*</li> <li>6.10 Di*</li> <li>6.10 Dii</li> <li>6.10 Diii*</li> <li>6.10 Dvi*</li> <li>6.10 Dvii*</li> <li>6.10 E</li> </ul>	<ul style="list-style-type: none"> <li>6.12 A</li> <li>6.12 B</li> <li>6.12 C</li> <li>6.12 D</li> <li>6.12 E</li> <li>6.12 F</li> <li>6.12 H</li> <li>6.12 Hi</li> </ul>
Unit 4 <b>6 Weeks</b> Jan 27- Feb 13 (February 13)  *Unit 4 begins Jan 27	<ul style="list-style-type: none"> <li>6.1 A</li> <li>6.1 B</li> <li>6.1 C</li> <li>6.1 D</li> <li>6.2 A</li> <li>6.2 B</li> <li>6.2 C</li> <li>6.3 A</li> <li>6.4 A</li> </ul>	<ul style="list-style-type: none"> <li>6.5 A</li> <li>6.5 B</li> <li>6.5 C</li> <li>6.5 D</li> <li>6.5 E</li> <li>6.5 F</li> <li>6.5 G</li> <li>6.5 H</li> <li>6.5 I</li> </ul>	<ul style="list-style-type: none"> <li>6.6 A</li> <li>6.6 B</li> <li>6.6 C</li> <li>6.6 D</li> <li>6.6 E</li> <li>6.6 F</li> <li>6.6 G</li> <li>6.6 H</li> <li>6.6 I</li> </ul>	<ul style="list-style-type: none"> <li>6.8 E</li> <li>6.8 Ei</li> <li>6.8 Eii</li> <li>6.8 Eiii</li> <li>6.8 F</li> </ul>	<ul style="list-style-type: none"> <li>6.9 A</li> <li>6.9 B</li> <li>6.9 C</li> <li>6.9 D</li> <li>6.9 F</li> <li>6.9 G</li> </ul>	<ul style="list-style-type: none"> <li>6.10 D*</li> <li>6.10 Di*</li> <li>6.10 Dii*</li> <li>6.10 Diii*</li> <li>6.10 Dix*</li> <li>6.10 Div*</li> <li>6.10 Dv*</li> <li>6.10 Dvi*</li> <li>6.10 Dvii</li> <li>6.10 Dviii*</li> <li>6.10 E*</li> </ul>	<ul style="list-style-type: none"> <li>6.12 H</li> <li>6.12 Hi</li> <li>6.12 Hii</li> <li>6.12 I</li> <li>6.12 J</li> </ul>
Unit 4 <b>9 Weeks</b> Feb 18- Mar 3  (March 3-4) Interim Assessment						6.11(C) compose multi-paragraph argumentative text. <ul style="list-style-type: none"> <li>6.10 A</li> <li>6.10 B</li> <li>6.10 Bi</li> <li>6.10 Bii</li> <li>6.10 C</li> <li>6.10 D*</li> <li>6.10 Di*</li> <li>6.10 Dii*</li> <li>6.10 Diii*</li> <li>6.10 Div*</li> <li>6.10 Dv*</li> <li>6.10 Dvi*</li> <li>6.10 Dvii</li> <li>6.10 Dviii*</li> <li>6.10 Dix*</li> <li>6.10 E*</li> </ul>	<ul style="list-style-type: none"> <li>6.12 H</li> <li>6.12 Hi</li> <li>6.12 Hii</li> <li>6.12 I</li> <li>6.12 J</li> </ul>





# Unit 3: Analyzing and Crafting Informational Texts

19-20 G6 ELAR 3rd 3wk

25 Days: November 18- January 24

<b>Developing &amp; Sustaining Foundational Skills</b>	<b>Comprehension Skills</b> What thinking do you want students to do with text?	<b>Response</b> How do you want students to respond with their thinking about the text?	<b>Multi Genre</b> What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	<b>Author's Purpose &amp; Craft</b> What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	<b>Composition</b> How can students use craft purposefully in their writing?  <b>*Reference Writing Blue Print</b>	<b>Inquire &amp; Research</b>
<p>6.1 A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>6.1 B Follow and give oral instructions</p> <p>6.1 D Participate in student-led discussions.</p> <p>6.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>6.2 B Use context clarify the meaning of words.</p> <p>6.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots</p> <p>6.3 A Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>6.4 A Self-select text and read independently for a sustained period of time.</p>	<p>6.5A Establish purpose for reading</p> <p>6.5 B Generate questions about text before, during, and after reading</p> <p>6.5 C Make and correct or confirm predictions</p> <p>6.5 D Create mental images to deepen understanding.</p> <p>6.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>6.5 F Make inferences and use evidence to support understanding.</p> <p>6.5 G Evaluate details read to determine key ideas.</p> <p>6.5 H Synthesize information to create new understanding.</p> <p>6.5 I Monitor comprehension</p>	<p>6.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>6.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>6.6 C Use text evidence to support an appropriate response.</p> <p>6.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>6.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>6.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>6.6I Reflect on and adjust responses as new evidence is presented.</p>	<p>6.8 D Analyze characteristics and structural elements of informational text</p> <p>6.8 Di the controlling idea or thesis with supporting evidence</p> <p>6.8 Dii features such as introduction, foreword, preface, references, or acknowledgements to gain background information</p> <p>6.8 Diii organizational patterns such as definition, classification, advantage, and disadvantage.</p>	<p>6.9 A Explain the author's purpose and message within a text.</p> <p>6.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>6.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>6.9 B Develop drafts into a focused, structured, and coherent piece of writing</p>	<p>6.11(B) Compose informational texts</p> <p>6.10 A Plan a first draft</p> <p>6.10 B Develop drafts</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea reflecting depth of thought with specific facts and details</p> <p>6.10 D*Edit drafts 6.10 C Revise drafts</p> <p>6.10 Di* complete complex sentences</p> <p>6.10 Dii consistent use of verb tenses</p> <p>6.10 Diii*conjunctive adverbs</p> <p>6.10 Dvi* subordinating conjunctions to form complex sentences and correlative conjunctions</p> <p>6.10 Dvii* capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations</p> <p>6.10 E Publish written work for appropriate audiences.</p>	<p>6.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p>6.12 B Develop and revise a plan.</p> <p>6.12 C Refine the major research question, 6.12 D Identify and gather relevant information from a variety of sources.</p> <p>6.12 E Differentiate between primary and secondary sources.</p> <p>6.12 F Synthesize information from a variety of sources.</p> <p>6.12 H Examine sources</p> <p>6.12 Hi reliability, credibility, and bias; and</p>



# Unit 4: Analyzing and Crafting Argumentative Texts

## 19-20 G6 ELAR 3rd 6wk

### 23 Days: January 27- March 2

<b>Developing &amp; Sustaining Foundational Skills</b>	<b>Comprehension Skills</b> What thinking do you want students to do with text?	<b>Response</b> How do you want students to respond with their thinking about the text?	<b>Multi Genre</b> What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	<b>Author's Purpose &amp; Craft</b> What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	<b>Composition</b> How can students use craft purposefully in their writing?  <b>*Reference Writing Blue Print</b>	<b>Inquire &amp; Research</b>
<p>6.1 A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>6.1 B Follow and give oral instructions</p> <p>6.1 D Participate in student-led discussions.</p> <p>6.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>6.2 B Use context clarify the meaning of words.</p> <p>6.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots</p> <p>6.3 A Adjust fluency when reading grade-level text based on the reading purpose.</p> <p>6.4 A Self-select text and read independently for a sustained period of time.</p>	<p>6.5A Establish purpose for reading</p> <p>6.5 B Generate questions about text before, during, and after reading</p> <p>6.5 C Make and correct or confirm predictions</p> <p>6.5 D Create mental images to deepen understanding.</p> <p>6.5 E Make connections to personal experiences, ideas in other texts, and society.</p> <p>6.5 F Make inferences and use evidence to support understanding.</p> <p>6.5 G Evaluate details read to determine key ideas.</p> <p>6.5 H Synthesize information to create new understanding.</p> <p>6.5 I Monitor comprehension</p>	<p>6.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>6.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>6.6 C Use text evidence to support an appropriate response.</p> <p>6.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>6.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>6.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>6.6I Reflect on and adjust responses as new evidence is presented.</p>	<p>6.8 E Analyze characteristics and structures of argumentative text</p> <p>6.8 Ei identifying the claim</p> <p>6.8 Eii explaining how the author uses various types of evidence to support the argument</p> <p>6.8 Eiii identifying the intended audience or reader</p> <p>6.8 F Analyze characteristics of multimodal and digital texts.</p>	<p>6.9 A Explain the author's purpose and message within a text.</p> <p>6.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>6.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>6.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p> <p>6.9 F Analyze how the author's use of language contributes to mood and voice.</p> <p>6.9 G Explain the differences between rhetorical devices and logical fallacies</p>	<p><b>6.10 D*Edit drafts</b></p> <p><b>6.10 Di* complete complex sentences</b></p> <p><b>6.10 Dii consistent use of verb tenses</b></p> <p><b>6.10 Diii*conjunctive adverbs</b></p> <p><b>6.10 Dvi* subordinating conjunctions to form complex sentences and correlative conjunctions</b></p> <p><b>6.10 Dvii* capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations</b></p> <p><b>6.10 E Publish written work for appropriate audiences.</b></p>	<p>6.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry.</p> <p>6.12 B Develop and revise a plan.</p> <p>6.12 C Refine the major research question,</p> <p>6.12 D Identify and gather relevant information from a variety of sources.</p> <p>6.12 E Differentiate between primary and secondary sources.</p> <p>6.12 F Synthesize information from a variety of sources.</p> <p>6.12 H Examine sources</p> <p>6.12 Hi reliability, credibility, and bias; and</p>



# Unit 4: Analyzing and Crafting Argumentative Texts

19-20 G6 ELAR 3rd 9wk

23 Days: January 27- March 22

<b>Developing &amp; Sustaining Foundational Skills</b>	<b>Comprehension Skills</b> What thinking do you want students to do with text?	<b>Response</b> How do you want students to respond with their thinking about the text?	<b>Multi Genre</b> What genre describes the mentor text? <i>What specific genre characteristic(s) will you teach with this text?</i>	<b>Author's Purpose &amp; Craft</b> What are some craft moves that the writer used in the text? <i>Why did the author do specific things in the text?</i>	<b>Composition</b> How can students use craft purposefully in their writing? <b>*Reference IFD</b>	<b>Inquire &amp; Research</b>
					6.11 C Compose Argumentative 6.10 A Plan a first draft  6.10 B Develop drafts  6.10 Bi organizing with purposeful structure  6.10 Bii developing an engaging idea  6.10 Bi organizing with purposeful structure  6.10 Bii developing an engaging idea reflecting depth of thought with specific facts and details  6.10 C Revise drafts  6.10 D*Edit drafts  6. 10 Di* complete complex sentences  6.10 Dii consistent use of verb tenses  6.10 Diii*conjunctive adverbs  6.10 Dvi* subordinating conjunctions to form complex sentences and correlative conjunctions 6.10 Dvii* capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations  6.10 E Publish written work for appropriate audiences.	6.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry.  6.12 B Develop and revise a plan.  6.12 C Refine the major research question, 6.12 D Identify and gather relevant information from a variety of sources.  6.12 E Differentiate between primary and secondary sources.  6.12 F Synthesize information from a variety of sources.  6.12 H Examine sources  6.12 Hi reliability, credibility, and bias; and



# Unit 5: Analyzing Texts across Genre

## 19-20 G6 ELAR 4th 3wk & 6wk

### 23 Days: March 23- May 1

\* Unit 5- three additional days added to unit

**TEKS BOLDDED are crossover standards that may or may not be tested.**

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

Time Frame 4th 9 Weeks	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?  *Reference I/F/D • 6.10 Dii • 6.10 Diii*
Unit 5 <b>3 Weeks</b> Mar 23- Apr 9 (April 9)	<ul style="list-style-type: none"> <li>• 6.1 A</li> <li>• 6.1 B</li> <li>• 6.1 D</li> <li>• 6.2 A</li> <li>• 6.2 B</li> <li>• 6.2 C</li> <li>• 6.3 A</li> <li>• 6.4 A</li> </ul>	<ul style="list-style-type: none"> <li>• 6.5 A</li> <li>• 6.5 B</li> <li>• 6.5 C</li> <li>• 6.5 D</li> <li>• 6.5 E</li> <li>• 6.5 F</li> <li>• 6.5 G</li> <li>• 6.5 H</li> <li>• 6.5 I</li> </ul>	<ul style="list-style-type: none"> <li>• 6.6 A</li> <li>• 6.6 B</li> <li>• 6.6 C</li> <li>• 6.6 D</li> <li>• 6.6 E</li> <li>• 6.6 F</li> <li>• 6.6 G</li> <li>• 6.6 H</li> <li>• 6.6 I</li> </ul>	<ul style="list-style-type: none"> <li>• 6.7 A</li> <li>• 6.7 B</li> <li>• 6.7 D</li> <li>• 6.8 A Literary</li> <li>• 6.8 B Poetry</li> </ul> <p>Analyze Text(s)            *Fiction/ Fiction            *Poetry/ Lit Nonfiction</p>	<ul style="list-style-type: none"> <li>• 6.9 A</li> <li>• 6.9 B</li> <li>• 6.9 C</li> <li>• 6.9 D</li> <li>• 6.9 E</li> <li>• 6.9 F</li> </ul>	<ul style="list-style-type: none"> <li>• 6.10 A</li> <li>• 6.10 B</li> <li>• 6.10 Bi</li> <li>• 6.10 Bii</li> <li>• 6.10 C</li> <li>• 6.10 D*</li> <li>• 6.10 Di*</li> </ul> <p>*Reference I/F/D            • 6.10 Dii            • 6.10 Diii*            • 6.10 Dvi*            • 6.10 Dvii*            • 6.10 E            • 6.11 A            • 6.11 B            • 6.11 C</p>
Unit 5 <b>6 Weeks</b> Apr 14- May 1 (May 1)	<ul style="list-style-type: none"> <li>• 6.1 A</li> <li>• 6.1 B</li> <li>• 6.1 D</li> <li>• 6.2 A</li> <li>• 6.2 B</li> <li>• 6.2 C</li> <li>• 6.3 A</li> <li>• 6.4 A</li> </ul>	<ul style="list-style-type: none"> <li>• 6.5 A</li> <li>• 6.5 B</li> <li>• 6.5 C</li> <li>• 6.5 D</li> <li>• 6.5 E</li> <li>• 6.5 F</li> <li>• 6.5 G</li> <li>• 6.5 H</li> <li>• 6.5 I</li> </ul>	<ul style="list-style-type: none"> <li>• 6.6 A</li> <li>• 6.6 B</li> <li>• 6.6 C</li> <li>• 6.6 D</li> <li>• 6.6 E</li> <li>• 6.6 F</li> <li>• 6.6 G</li> <li>• 6.6 H</li> <li>• 6.6 I</li> </ul>	<ul style="list-style-type: none"> <li>• 6.8 B Poetry</li> <li>• 6.8 D <b>Informational</b></li> <li>• 6.8 C</li> <li>• 6.8 Di</li> <li>• 6.8 Dii</li> <li>• 6.8 E Argumentative</li> <li>• 6.8 E</li> <li>• 6.8 Ei</li> <li>• 6.8 Eii</li> <li>• 6.8 Eiii</li> <li>• 6.8 F</li> </ul> <p>Analyze Text(s)            *Expository/ Expository            *Expository/ Poetry</p>	<ul style="list-style-type: none"> <li>• 6.9 A</li> <li>• 6.9 B</li> <li>• 6.9 C</li> <li>• 6.9 D</li> <li>• 6.9 E</li> <li>• 6.9 F</li> <li>• 6.9 G</li> </ul>	<ul style="list-style-type: none"> <li>• 6.10 A</li> <li>• 6.10 B</li> <li>• 6.10 Bi</li> <li>• 6.10 Bii</li> <li>• 6.10 C</li> <li>• 6.10 D*</li> <li>• 6.10 Di*</li> </ul> <p>*Reference I/F/D            • 6.10 Dii            • 6.10 Diii*            • 6.10 v            • 6.10 Dvi*            • 6.10 Dvii*            • 6.10 Dviii            • 6.10 ix            • 6.10 E            • 6.11 A            • 6.11 B            • 6.11 C</p>



## Unit 5: Analyzing Texts across Genre

### 19-20 G6 ELAR 4th 3wk

### 23 Days: March 23- April 9

Please Note: This unit has not been published on TRS, therefore; it is subject to change.

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?  <b>*Reference IFD</b>
<p>6.1 A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>6.1 B Follow and give oral instructions that include multiple action steps</p> <p>6.1 D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>6.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>6.2 B Use context such as definition</p> <p>6.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots</p> <p>6.3 A Adjust fluency when reading grade-level text based on the reading purpose</p> <p>6.4 A Self-select text and read independently for a sustained period of time</p>	<p>6.5 A- Establish purpose for reading assigned and self-selected text.</p> <p>6.5B- Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>6.5C-Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>6.5D Create mental images to deepen understanding.</p> <p>6.5E Make connections to personal experiences, ideas in other texts, and society.</p> <p>6.5F Make inferences and use evidence to support understanding.</p> <p>6.5G Evaluate details read to determine key ideas.</p> <p>6.5H Synthesize information to create new understanding.</p> <p>6.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>6.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>6.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>6.6 C Use text evidence to support an appropriate response.</p> <p>6.6D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>6.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>6.6 G Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>6.6I Reflect on and adjust responses as new evidence is presented</p>	<p>6.7 A Infer multiple themes within and across texts using text evidence.</p> <p>6.7 B Analyze how the characters' internal and external responses develop the plot</p> <p>6.7 C Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.</p> <p>6.7 D Analyze how the setting, including historical and cultural settings, influences character and plot development.</p> <p>6.8 A Demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.</p> <p>6.8 B Analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms</p> <p>Analyze Text(s) *Fiction/ Fiction *Poetry/ Lit Nonfiction</p>	<p>6.9 A Explain the author's purpose and message within a text.</p> <p>6.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>6.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>6.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p> <p>6.9 E Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p> <p>6.9 F Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p>	<p>6.10 A Plan a first draft</p> <p>6.10 B Develop drafts</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea</p> <p>6.10 C Revise drafts</p> <p>6.10 D* Edit draft</p> <p>6. 10 Di* complex sentences</p> <p>6.10 Dii consistent, appropriate use of verb tenses</p> <p>6.10 Diii* conjunctive adverbs</p> <p>6.10 Div prepositions</p> <p>6.10 Dv pronouns</p> <p>6.10 Dvi* subordinating conjunctions.</p> <p>6.10 Dvii* capitalization</p> <p>6.10 Dviii punctuations marks</p> <p>6.10 Dix* correct spelling</p>



**Unit 5: Analyzing Texts across Genre**  
**19-20 G6 ELAR 4th 6wk**  
**23 Days: April 14- May 1**

**Please Note: This unit has not been published on TRS, therefore; it is subject to change.**

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing? *Reference Writing Blue Print
<p>6.1 A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>6.1 B Follow and give oral instructions that include multiple action steps</p> <p>6.1 D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>6.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>6.2 B Use context such as definition</p> <p>6.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots</p> <p>6.3 A Adjust fluency when reading grade-level text based on the reading purpose</p> <p>6.4 A Self-select text and read independently for a sustained period of time</p>	<p>6.5 A- Establish purpose for reading assigned and self-selected text.</p> <p>6.5B- Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>6.5C-Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>6.5D Create mental images to deepen understanding.</p> <p>6.5E Make connections to personal experiences, ideas in other texts, and society.</p> <p>6.5F Make inferences and use evidence to support understanding.</p> <p>6.5G Evaluate details read to determine key ideas.</p> <p>6.5H Synthesize information to create new understanding.</p> <p>6.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>6.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>6.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>6.6 C Use text evidence to support an appropriate response.</p> <p>6.6D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>6.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>6.6 G Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>6.6I Reflect on and adjust responses as new evidence is presented</p>	<p>6.8 B Analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.</p> <p>6.8 D Analyze characteristics and structural elements of informational text</p> <p>6.8 Di the controlling idea or thesis with supporting evidence</p> <p>6.8 Dii features such as introduction, foreword, preface, references, or acknowledgements to gain background information</p> <p>6.8 Diii organizational patterns such as definition, classification, advantage, and disadvantage.</p> <p>6.8 E Analyze characteristics and structures of argumentative text</p> <p>6.8 Ei identifying the claim</p> <p>6.8 Eii explaining how the author uses various types of evidence to support the argument</p> <p>6.8 Eiii identifying the intended audience or reader.</p> <p>6.8 F Analyze characteristics of multimodal and digital texts.</p> <p>Analyze Text(s)            *Expository/ Expository            *Expository/ Poetry</p>	<p>6.9 A Explain the author's purpose and message within a text.</p> <p>6.9 B Analyze how the use of text structure contributes to the author's purpose.</p> <p>6.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>6.9 D Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p> <p>6.9 E Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p> <p>6.9 F Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p>	<p>6.10 A Plan a first draft</p> <p>6.10 B Develop drafts</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea</p> <p>6.10 C* Revise drafts</p> <p>6.10 D* Edit draft</p> <p>6.10 Di* complex sentences</p> <p>6.10 Dii* consistent, appropriate use of verb tenses</p> <p>6.10 Diii* conjunctive adverbs</p> <p>6.10 Dix* correct spelling</p> <p>6.10 Div* prepositions</p> <p>6.10 Dvi* subordinating conjunctions to form complex sentences</p> <p>6.10 Dvii* capitalization of proper nouns</p>



# Unit 6: Synthesis, Creation, and Innovation

19-20 G6 ELAR 4th 6wk

12 Days: May 18- June 4

Unit 6: Days omitted for STAAR Black-Out.

TEKS **BOLDED** are crossover standards that may or may not be tested.

Please Note: This unit has not been published on TRS, therefore, it is subject to change.

Time Frame <b>4th 9 Weeks</b> March 23- June 4	Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
<b>9 Weeks</b> May 18- June 4 Begin Unit 6: May 18	<ul style="list-style-type: none"> <li>• <b>6.1 A</b></li> <li>• <b>6.1 C</b></li> <li>• <b>6.1 D</b></li> <li>• <b>6.2 A</b></li> <li>• <b>6.2 B</b></li> <li>• <b>6.2 C</b></li> <li>• <b>6.3 A</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6.5 A</b></li> <li>• <b>6.5 B</b></li> <li>• 6.5 C</li> <li>• <b>6.5 D</b></li> <li>• <b>6.5 E</b></li> <li>• <b>6.5 F</b></li> <li>• <b>6.5 G</b></li> <li>• <b>6.5 H</b></li> <li>• <b>6.5 I</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6.6 A</b></li> <li>• <b>6.6 B</b></li> <li>• <b>6.6 C</b></li> <li>• <b>6.6 D</b></li> <li>• 6.6 E</li> <li>• 6.6 F</li> <li>• 6.6 G</li> <li>• <b>6.6 H</b></li> <li>• 6.6 I</li> </ul>	<ul style="list-style-type: none"> <li>• <b>6.8 D</b></li> <li>• <b>6.8 Di</b></li> <li>• 6..8 Dii</li> <li>• <b>6.8 Diii</b></li> <li>• 6.8 E</li> <li>• 6.8 Ei</li> <li>• 6.8 Eii</li> <li>• 6.8 Eiii</li> <li>• 6.8 F</li> </ul>	<ul style="list-style-type: none"> <li>• <b>6.9 A</b></li> <li>• <b>6.9 B</b></li> <li>• 6.9 C</li> <li>• 6.9 G</li> </ul>	<ul style="list-style-type: none"> <li><b>6.11 B</b></li> <li><b>6.11 C</b></li> <li><b>6.11 D</b></li> <li><b>6.10 A</b></li> <li><b>6.10 B</b></li> <li><b>6.10 Bi</b></li> <li><b>6.10 Bii</b></li> <li><b>6.10 C</b></li> <li><b>6.10 D</b></li> <li><b>6.10 Di</b></li> <li><b>6.10 E</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>6.12 A</b></li> <li>• <b>6.12 B</b></li> <li>• <b>6.12 C</b></li> <li>• <b>6.12 D</b></li> <li>• <b>6.12 E</b></li> <li>• <b>6.12 F</b></li> <li>• <b>6.12 G</b></li> <li>• <b>6.12 H</b></li> <li>• 6.12 Hi</li> <li>• 6.12 Hii</li> <li>• <b>6.12 I</b></li> <li>• <b>6.12 J</b></li> </ul>
*STAAR Black-Out May 4- May 8							
*Grade 6 & 7 Math/ Reading STAAR Window: May 11- May 15							



# Unit 6: Synthesis, Creation, and Innovation

19-20 G6 ELAR 4th 3wk & 6wk

12 Days: May 18- June 4

Please Note: This unit has not been published on TRS, therefore, it is subject to change.

Developing & Sustaining Foundational Skills	Comprehension Skills What thinking do you want students to do with text?	Response How do you want students to respond with their thinking about the text?	Multi Genre What genre describes the mentor text? What specific genre characteristic(s) will you teach with this text?	Author's Purpose & Craft What are some craft moves that the writer used in the text? Why did the author do specific things in the text?	Composition How can students use craft purposefully in their writing?	Inquire & Research
<p>6.1 A Listen actively to interpret a message, ask clarifying questions, and respond appropriately.</p> <p>6.1 B Follow and give oral instructions that include multiple action steps</p> <p>6.1 D Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p> <p>6.2 A Use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech.</p> <p>6.2 B Use context such as definition</p> <p>6.2 C Determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots</p> <p>6.3 A Adjust fluency when reading grade-level text based on the reading purpose</p>	<p>6.5 A- Establish purpose for reading assigned and self-selected text.</p> <p>6.5B- Generate questions about text before, during, and after reading to deepen understanding and gain information.</p> <p>6.5C-Make and correct or confirm predictions using text features, characteristics of genre, and structures.</p> <p>6.5D Create mental images to deepen understanding.</p> <p>6.5E Make connections to personal experiences, ideas in other texts, and society.</p> <p>6.5F Make inferences and use evidence to support understanding.</p> <p>6.5G Evaluate details read to determine key ideas.</p> <p>6.5H Synthesize information to create new understanding.</p> <p>6.5 I Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>6.6 A Describe personal connections to a variety of sources, including self-selected texts.</p> <p>6.6 B Write responses that demonstrate understanding of texts, including comparing sources within and across genres.</p> <p>6.6 C Use text evidence to support an appropriate response.</p> <p>6.6 D Paraphrase and summarize texts in ways that maintain meaning and logical order.</p> <p>6.6 E Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.</p> <p>6.6 F Respond using newly acquired vocabulary as appropriate.</p> <p>6.6 G Discuss and write about the explicit or implicit meanings of text.</p> <p>6.6 H Respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <p>6.6I Reflect on and adjust responses as new evidence is presented.</p>	<p>6.8 D Analyze characteristics and structural elements of informational text</p> <p>6.8 Di the controlling idea or thesis with supporting evidence</p> <p>6..8 Dii features such as introduction, foreword, preface, references, or acknowledgements to gain background information</p> <p>6.8 Diii organizational patterns such as definition, classification, advantage, and disadvantage.</p> <p>6.8 E Analyze characteristics and structures of argumentative text by: Analyze</p> <p>6.8 Ei identifying the claim</p> <p>6.8 Eii explaining how the author uses various types of evidence to support the argument</p> <p>6.8 Eiii identifying the intended audience or reader</p> <p>6.8 F Analyze characteristics of multimodal and digital texts</p>	<p>6.9 A Explain the author's purpose and message within a text.</p> <p>6.9 B Analyze how the use of text structure contributes to the author's purpose</p> <p>6.9 C Analyze the author's use of print and graphic features to achieve specific purposes.</p> <p>6.9 G Explain the differences between rhetorical devices and logical fallacies.</p>	<p>6.10 A Plan a first draft</p> <p>6.10 B Develop drafts</p> <p>6.10 Bi organizing with purposeful structure</p> <p>6.10 Bii developing an engaging idea reflecting depth of thought with specific facts and details</p> <p>6.10 C Revise drafts</p> <p>6.10 D Edit drafts</p> <p>6.10 Di complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments</p> <p>6.11 B Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.</p> <p>6.11 C Compose multi-paragraph argumentative texts using genre characteristics and craft.</p> <p>6.11 D Compose multi-paragraph argumentative texts using genre characteristics and craft.</p> <p>6.10 E Publish written work for appropriate audiences</p>	<p>6.12 A Generate student-selected and teacher-guided questions for formal and informal inquiry</p> <p>6.12 B Develop and revise a plan</p> <p>6.12 C Refine the major research question, if necessary, guided by the answers to a secondary set of questions</p> <p>6.12 D Identify and gather relevant information from a variety of sources</p> <p>6.12 E Differentiate between primary and secondary sources.</p> <p>6.12 F Synthesize information from a variety of sources</p> <p>6.12 G Differentiate between paraphrasing and plagiarism when using source materials.</p> <p>6.12 H Examine sources</p> <p>6.12 Hi reliability, credibility, and bias</p> <p>6.12 Hii faulty reasoning such as hyperbole, emotional appeals, and stereotype.</p> <p>6.12 I Display academic citations and use source materials ethically</p> <p>6.12 J Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>
<p><b>*STAAR Black-Out May 4- May 8</b></p>						





# English Language Arts Planning Document

<b>Mentor Text:</b>		<b>Source:</b>	
What genre (and/or sub-genre) describes the mentor text?  <b>Multiple Genres</b>		What specific genre characteristic(s) will you teach with this text?  <b>Multiple Genre TEKS</b>	
What Thinking do you want students to do with the text?  <b>Comprehension TEKS</b>		How do you want students to respond with their thinking about the text?  <b>Response TEKS</b>	
What are some craft moves that the writer used in the text?  <b>Author's Purpose &amp; Craft TEKS</b>		Why did the author do specific things in the text?  <b>Author's Purpose &amp; Craft TEKS</b>	
How can students use the same craft purposefully in their writings?  <b>Composition TEKS</b>			