

Department of Curriculum and Instruction

2023 - 2024 6th Grade RLA-Year at a Glance & Unit Overviews

ALL Unit 1 Resources on Shared Drive

6th Grade RLA Unit 1 - Testing Our Limits - 30 Days August 9-September 22, 2023 Essential Question: What do we do when life gets hard? <i>*Tested Standard on 23-24 STAAR 2.0 RLA Assessment</i>					
Unit Texts	Reading/Language TEKS	Writing TEKS	English Language Proficiency Standards (ELPS)	Mentor Sentence Skills	District Assessment/Reteach Information
Genre Focus - Fiction - Anchor Text: ➤ <i>Eleven*</i> (Fiction) 1,070 Lexile Unit 1 Independent Reads: ➤ <i>The Mighty Miss Malone</i> (Fiction) 760L ➤ <i>The Magic Marker Mystery</i> (Drama) 1,100L ➤ <i>Scout's Honor</i> (Fiction) 860L ➤ <i>The Good Samaritan</i> (Fiction) 720L Independent Read TEKS: ➤ 6.3A - Adjust Fluency ➤ 6.4A - Self-Sustained / Independent Reading ➤ 6.5A - Reading Comprehension* ➤ 6.5I - Monitor Comprehension ➤ 6.6B - Written Response to Text Selections* ➤ 6.6E - Annotation	➤ 6.1A - Active Listening ➤ 6.1D - Effective Discourse ➤ 6.2A - Word Meaning* ➤ 6.2B - Context Clues* ➤ 6.5A - Reading Comprehension* ➤ 6.5B - Generating Questions ➤ 6.5C - Making and Confirming Predictions* ➤ 6.5D - Visualizing ➤ 6.5E - Making Connections ➤ 6.5F - Inference with Evidence* ➤ 6.5G - Evaluate Details* ➤ 6.5H - Synthesize Information* ➤ 6.5I - Monitor Comprehension ➤ 6.6E - Annotation* ➤ 6.6G - Interpreting Text: Explicit & Implicit Meanings* ➤ 6.7A - Theme* ➤ 6.7B - Character* ➤ 6.7C - Plot* ➤ 6.7D - Setting* ➤ 6.8C - Dramatic Elements* ➤ 6.9A - Author's Purpose and Message*	➤ 6.6A - Personal Response ➤ 6.6B - Written Response to Text Selections (Compare & Contrast)* ➤ 6.6C - Text Dependent Responses* ➤ 6.6F - Short Constructed Responses* ➤ 6.10B(i) - Intros and Conclusions, Body Paragraphs* ➤ 6.10B(ii) - Supporting Details* ➤ 6.11B - Thesis Statement/ Controlling Idea* Literary Analysis Process (Response to Narrative): ➤ 6.10A, 11A, 11C - Plan* ➤ 6.10B, 11A, 11C - Draft* ➤ 6.10C, 11A, 11C - Revise* ➤ 6.10D, 11A, 11C - Edit* ➤ 6.10E, 11B - Publish*	➤ 1C - Acquiring vocabulary ➤ 1D - Speak using learning strategies ➤ 1E - Internalize academic language ➤ 1F - Learn new language ➤ 2D - Monitor understanding and seek clarification ➤ 2F - Derive meaning ➤ 2I - Listening comprehension ➤ 3C - Speak with varied sentence lengths/types ➤ 3D - Speak using classroom vocabulary ➤ 3G - Express opinions, ideas, and feelings ➤ 4G - Show comprehension of English texts individually and in groups ➤ 5C - Spell familiar English words ➤ 5D - Revise/Edit writing ➤ 5F - Write with varied sentence lengths/types	➤ 6.2A - Academic Vocabulary^^^^^^ ➤ 6.2B - Context Clues ➤ 6.5D - Create mental images ➤ 6.5F - Inference with Evidence^^^^ ➤ 6.6C - Text-Dependent Response^^^^ ➤ 6.6E - Annotation^ ➤ 6.9A - Author's Purpose ➤ 6.9D - Figurative Language^^^^ ➤ 6.9F - Language effects on mood, tone, & theme ➤ 6.10C - Revising ^^^^^ ➤ 6.10D - Editing ^^^^^ ➤ 6.10Di - Sentences^^^^^^ ➤ 6.10Div - Prepositions / Prepositional Phrases^ ➤ 7.10Dv - Pronoun-Antecedent Agreement ➤ 7.10Dvi - Subordinating Conjunctions ➤ 6.10Dvii - Capitalization^^^ ➤ 6.10viii - Punctuation (Commas^^^^), (Apostrophes^), (Hyphen), (Semicolons), (Quotation Marks) ➤ 6.10ix - Spelling (Commonly Confused Terms) ^^ <i>Each ^ after a skill indicates how many "at-bats" students will have applying the skill on the mentor sentences during the unit.</i>	Unit 1 District RLA Assessment Window in Eduphoria for Students: ➤ September 7-12 ➤ Assessment will be opened in Eduphoria for teachers on Thursday, August 31, 2023, to ensure required student supports have been added. ➤ Reteach Days for Unit 1 based on campus / teacher data: ➤ September 18-22 ➤ Unit 1 Reteach Text: <i>The Mighty Miss Malone</i> 750L ➤ Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 1.

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2023 - 2024 6th Grade RLA-Year at a Glance & Unit Overviews

ALL Unit 2 Resources on Shared Drive

6th Grade RLA Units 2A & 2B - You and Me - 27 Days Essential Question - How do relationships shape us? September 25 - November 3 Indicates Newly Introduced Skill/Standard/Genre *Tested Standard on 23-24 STAAR 2.0 RLA Assessment					
Unit Texts	Reading / Language TEKS	Writing/Grammar TEKS	English Language Proficiency Standards (ELPS)	Mentor Sentence Skills	District Assessment/Reteach Information
Unit 2.A Genre Focus- Poetry > <i>Teenagers</i> (Poetry) * Anchor Text > <i>Tableau</i> (Poetry) **Reteach Text Unit 2.B Genre Focus- Fiction > <i>Walk Two Moons</i> (Fiction) > <i>Roll of Thunder, Hear My Cry</i> (Fiction) **Reteach Text Unit 2 Independent Reads > <i>The Southpaw</i> (Fiction) > <i>We're on the Same Team</i> (Argumentative Text) > <i>The Circuit</i> (Fiction) > <i>That Day</i> (Poetry) > <i>A Poem for My Librarian, Mrs. Long</i> (Poetry) Independent Read TEKS: > 6.3A - Adjust Fluency > 6.4A - Self-Sustained / Independent Reading > 6.5A - Reading Comprehension* > 6.5I - Monitor Comprehension > 6.6B - Written Response to Text Selections * > 6.6E - Annotation	> 6.1A -Active Listening > 6.1D - Effective Discourse > 6.2 - Academic Vocabulary > 6.2A - Word Meaning* > 6.2B - Context Clues* > 6.5F - Making Inferences with Text Evidence * > 6.5A - Reading Comprehension* > 6.5B - Generating Questions > 6.5C - Making and Confirming Predictions* > 6.5G - Evaluate Details > 6.5H - Synthesize Information* > 6.6E - Annotation* > 6.6D - Summarizing* > 6.6G - Interpreting Text: Explicit & Implicit Meanings* > 6.7A - Theme * > 6.7B - Character* > 6.7C - Plot* > 6.7D - Setting* > 6.8B - Poetic Structure* > 6.9E - Point of View* > 6.9F - Voice* > 6.8C - Dramatic Elements* > 6.9A - Author's Purpose and Message*	> 6.6A - Personal Response* > 6.6C - Text-Dependent Responses* > 6.6C, 6.6 F - Short Constructed Response * > 6.6B - Compare and Contrast* > 6.6H - Considering Audience and Purpose* > 6.10B(i) - Transitions* > 6.10B(ii) - Supporting Details* > 6.10D(vii) - Commas After Transitions > 6.10D(ix) - Basic Spelling Rules Part 1 > 6.10D(vii) - Capitalization of Abbreviations, Acronyms, Initials, and Organizations > 6.10D(i) - Subject/Verb Agreement > 6.11B - Thesis Statement/Controlling Idea* Literary Analysis Process (Response Within Poetry and Across Genres): > 6.10A, 11A, 11C - Plan* > 6.10B, 11A, 11C - Draft* > 6.10C, 11A, 11C - Revise* > 6.10D, 11A, 11C - Edit* > 6.10E, 11B - Publish*	> 1C - Acquiring vocabulary > 1D - Speak using learning strategies > 1E - Internalize academic language > 1F - Learn new language > 2D - Monitor understanding and seek clarification > 2F - Derive meaning > 2I - Listening comprehension > 3C - Speak with varied sentence lengths/types > 3D - Speak using classroom vocabulary > 3E - Sharing Information > 3G - Express opinions, ideas, and feelings > 4G - Show comprehension of English texts individually and in groups > 4J - Making Connections > 4J - Drawing Inferences and Conclusions > 5C - Spell familiar English words > 5D - Revise/Edit writing > 5D, 5E - Pronouns and Antecedents > 5F - Write with varied sentence lengths/types	> 6.2A - Academic Vocabulary^^^^ > 6.2B - Context Clues^^^ > 6.5D - Create mental images > 6.5F - Inference with Evidence^^^ > 6.6C - Text-Dependent Response^^^^^ > 6.6E - Annotation^^ > 6.9A - Author's Purpose > 6.9D - Figurative Language^^^^^^ > 6.9F - Language effects on mood, tone, & theme^ > 6.10C - Revising ^^^^^ > 6.10D - Editing ^^^^^ > 6.10i - Sentences ^^^^^ > 6.10Dv - Pronoun-Antecedent Agreement^ > 6.10Dvi - Subordinating Conjunctions^ > 6.10vii - Capitalization ^^^ > 6.10viii - Punctuation (Commas^^^^), (Quotation Marks), (Dashes), (Hyphens), (Apostrophes), (Semicolons) > 6.10ix - Spelling (Commonly Confused Terms) ^ <i>Each ^ after a skill indicates how many "at-bats" students will have applying the skill on the mentor sentences during the unit.</i>	Unit 2A District RLA Assessment Window in Eduphoria for Students: > October 2-3 > Assessment will be opened in Eduphoria for teachers on 9/28 to ensure required student supports have been added. Unit 2B District RLA Assessment Window in Eduphoria for Students: > October 23-26 > Assessment will be opened in Eduphoria for teachers on 10/19 to ensure required student supports have been added. > Reteach Days for Unit 2 based on campus & teacher data: > October 27 - November 3 > Unit 2A Reteach Text: <i>Tableau</i> (Poem) > Unit 2B Reteach Text: <i>Roll of Thunder, Hear My Cry</i> (Fiction) > Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 2.

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2023 - 2024 6th Grade RLA-Year at a Glance & Unit Overviews

ALL Unit 3 Texts and Resources on Shared Drive

6th Grade RLA Unit 3 - <i>In the Dark</i> - 23 Days Essential Question: <i>How do you know what to do when there are no instructions?</i> November 6- December 20 Indicates Newly Introduced Skill/Standard/Genre *Tested Standard on STAAR 2.0 RLA Assessment					
Unit Texts	Reading/Language TEKS	Writing/Grammar TEKS	English Language Proficiency Standards (ELPS)	Mentor Sentence Skills	District Assessment/Reteach Information
Unit 3 Genre Focus- Informational Text > <i>Everybody Jump from What If?</i> (Informational Text) > <i>Shree Bose: Never Too Young to Change the World</i> (Informational Text) **Reteach Text Unit 3 Independent Reads > <i>Donna O'Meara: The Volcano Lady</i> (Informational Text) > <i>This I Believe: The Practice of Slowing Down</i> (Informational Text) > <i>Margaret Bourke-White: Fearless Photographer</i> (Informational Text) Independent Read TEKS: > 6.3A - Adjust Fluency > 6.4A - Self-Sustained / Independent Reading > 6.5A - Reading Comprehension* > 6.5I - Monitor Comprehension > 6.6B - Written Response to Text Selections* > 6.6E - Annotation	> 6.1A - Active Listening > 6.1B - Giving and Following Instructions > 6.1D - Effective Discourse > 6.2 - Academic Vocabulary* > 6.2A - Word Meaning* > 6.2B - Context Clues* > 6.2C - Greek and Latin Roots* > 6.5A - Reading Comprehension* > 6.5B - Generating Questions > 6.5C - Making and Confirming Predictions* > 6.5D - Visualizing > 6.5F - Making Inferences with Text Evidence* > 6.5G - Evaluate Details* > 6.5H - Synthesizing* > 6.6C - Interacting with Text* > 6.6D - Summarizing* > 6.6G -Explicit & Implicit Meanings* > 6.7A - Theme* > 6.7B - Character* > 6.7C - Plot* > 6.7D - Setting* > 6.8D(i) - Controlling Idea or Thesis* > 6.8D(j) - Informational Text Structure* > 6.9A - Author's Purpose and Message* > 6.9C - Print and Graphic Features* > 6.9E - Point of View* > 6.9F - Voice*	> 6.6A - Personal Response* > 6.6B - Compare and Contrast* > 6.6C - Text-Dependent Responses* > 6.6C , 6.6F - Short Constructed Response with Text Evidence* > 6.6H - Considering Audience and Purpose* > 6.10B(i) - Organize Informational Writing; Introductions and Conclusions* > 6.10B(ii) - Thesis Statement & Supporting Details* > 6.10D(iv) - Subject-Verb Agreement with Intervening Prepositional Phrases* > 6.10D(vi) - Subordinating Conjunctions* > 6.10D(viii) - Commas with Complex Sentences* > 6.11B - Thesis Statement/Controlling Idea* Literary Analysis Process (Response to Informative Text): > 6.10A, 11A, 11C - Plan* > 6.10B, 11A, 11C - Draft* > 6.10C, 11A, 11C - Revise* > 6.10D, 11A, 11C - Edit* > 6.10E, 11B - Publish*	> 1C - Acquiring Vocabulary > 1D - Speak using learning strategies > 1E - Internalize academic language > 1F - Learn new language > 1H - Analyzing Expressions > 2C, 3B - Classroom Vocabulary > 2D - Monitor understanding and seek clarification > 2I - Listening comprehension > 3C, 5F - Connecting Words > 3D - Speak using classroom vocabulary > 3G - Express opinions, ideas, and feelings > 4C - Sight Vocab. & High Frequency Words > 4C, 4F - Language Structures > 4D - Using Prereading Supports > 4G - Show comprehension of English texts individually and in groups > 4I - Main Ideas and Details; > 4J -Comparing and Contrasting; Making Predictions > 5C - Spelling Patterns and Rules > 5D - Revise/Edit writing > 5E - Verb Tense > 5F - Write with varied sentence lengths/types	> 6.2A - Academic Vocabulary^^; Word Meaning^^ > 6.2B - Context Clues^^^ > 6.2C - Greek and Latin Roots^ > 6.5A - Reading Comprehension^^ > 6.5D - Create mental images > 6.5F - Inferences with Evidence^^^ > 6.6C - Text-Dependent Response^^^^ > 6.6D - Summarizing^ > 6.6E - Annotation^^ > 6.6G -Explicit & Implicit Meanings^^ > 6.8D(i) - Informational Text Structure^ > 6.9A - Author's Purpose^ > 6.9C - Print and Graphic Features^ > 6.9D - Figurative Language^ > 6.9E - Point of View^^ > 6.9F - Language effects on mood, tone, & theme^^ > 6.10C - Revising ^^^^^ > 6.10D - Editing ^^^^^ > 6.10i - Sentences ^^^^^ > 6.10D(iv) - Subject-Verb Agreement^^ > 6.10Dv - Pronoun-Antecedent Agreement^ > 6.10Dvi - Subordinating Conjunctions^ > 6.10vii - Capitalization ^^ > 6.10viii - Punctuation (Commas^^^^), (Quotation Marks), (Dashes), (Hyphens), (Apostrophes), (Semicolons) > 6.10ix - Spelling ^^ <i>Each ^ after a skill indicates how many "at-bats" students will have applying the skill on the mentor sentences during the unit.</i>	Unit 3 District RLA Assessment Window in Eduphoria for Students: > Nov. 29 - Dec. 4 > Assessment will be opened in Eduphoria for teachers on 11/16 to ensure required student supports have been added. Reteach Days for Unit 3 based on campus & teacher data: > December 5 - 8 > Reteach Text: <i>Shree Bose: Never Too Young to Change the World</i> (Informational Text) > Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 3.

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ALL Unit 4 Texts and Resources on Shared Drive

6th Grade RLA Unit 4 - Personal Best - 24 Days Essential Question: <i>Which qualities of character matter most?</i> January 10 - February 13 > Indicates Newly Introduced Skill/Standard/Genre *Tested Standard on STAAR 2.0 RLA Assessment					
Unit Texts	Reading/Language TEKS	Writing/Grammar TEKS	English Language Proficiency Standards (ELPS)	Mentor Sentence Skills	District Assessment/Reteach Information
Unit 4 Genre Focus - Argumentative Texts > I Am Malala: The Girl Who Stood Up for Education and Was Shot by the Taliban (Informational Text) > <i>Malala's Nobel Prize Acceptance Speech</i> (Argumentative Text) Unit 4 Independent Reads > <i>Freedom Walkers: The Story of the Montgomery Bus Boycott</i> (Informational Text) > <i>Bullying in Schools</i> - (Argumentative Text) > <i>Rosa Parks: My Story</i> (Informational) Independent Read TEKS: > 6.3A - Adjust Fluency > 6.4A - Self-Sustained / Independent Reading > 6.5A - Reading Comprehension* > 6.5I - Monitor Comprehension > 6.6B - Written Response to Text Selections * > 6.6E - Annotation	> 6.1A - Active Listening > 6.1B - Giving and Following Instructions > 6.1D - Effective Discourse > 6.2 - Academic Vocabulary* > 6.2A - Word Meaning* > 6.2B - Context Clues* > 6.2C - Greek and Latin Roots * > 6.5A - Reading Comprehension* > 6.5B - Generating Questions > 6.5F - Making Inferences with Text Evidence * > 6.5G - Evaluating Details > 6.5H - Synthesizing* > 6.6D - Paraphrasing* > 6.6G - Explicit & Implicit Meanings* > 6.7A - Theme * > 6.8F - Multimodal and Digital Texts > 6.8E(i) - Arguments and Claims > 6.8E (i) - Reasons and Evidence > 6.9A - Author's Purpose and Message* > 6.9G - Logical Fallacies and Rhetorical Devices	> 6.6C , 6.6F - Short Constructed Response with Text Evidence* > 6.6H - Considering Audience and Purpose* > 6.7B - Personal Response > 6.10B(i) - Organizing Argumentative Writing > 6.10B(ii) - Supporting Details and Developing Ideas > 6.10B(i) - Body Paragraphs > 6.10B(ix) - Basic Spelling Rules II > 6.10B(ix) - Commonly Confused Words > 6.10D(iii) - Conjunctive Adverbs > 6.10D(viii) - Commas with Introductory Words or Phrases > 6.11 - Persuasive Techniques; Thesis.Claim/Argument Literary Analysis Writing Process: (Response to Argumentative Texts): > 6.10A, 6.11C - Plan > 6.10B, 6.10B(ii), 6.11C - Draft > 6.10C, 6.11C - Revise > 6.10D, 6.10E, 6.11C - Edit and Publish	> 1A - Using Prior Experience > 1C - Acquiring Vocabulary > 1E - Internalize academic language > 1F - Learn new language > 1H - Analyzing Expressions > 2C, 3D - Classroom Vocabulary > 2I - Listening comprehension > 3C, 5F - Connecting Words > 3D - Speak using classroom vocabulary > 3G - Express opinions, ideas, and feelings > 4D - Using Prereading Supports > 4G - Generating Questions > 4F - Developing Background Knowledge > 4I - Supporting Evidence > 5C - Spelling Patterns and Rules > 5D - Revise/Edit writing > 5E - Verb Tense > 5F - Write with varied sentence lengths/types	> 6.2A - Academic Vocabulary^^^^ > 6.2B - Context Clues^^^ > 6.5D - Create mental images > 6.5F - Inference with Evidence^^^ > 6.6C - Text-Dependent Response^^^^^ > 6.6E - Annotation^^ > 6.9A - Author's Purpose > 6.9D - Figurative Language^^^^^^ > 6.9F - Language effects on mood, tone, & theme^ > 6.10C - Revising ^^^^^ > 6.10D - Editing ^^^^^ > 6.10i - Sentences ^^^^^ > 6.10Dv - Pronoun-Antecedent Agreement^ > 6.10Dvi - Subordinating Conjunctions^ > 6.10vii - Capitalization ^^^ > 6.10viii - Punctuation (Commas^^^^), (Quotation Marks), (Dashes), (Hyphens), (Apostrophes), (Semicolons) > 6.10ix - Spelling (Commonly Confused Terms) ^ <i>Each ^ after a skill indicates how many "at-bats" students will have applying the skill on the mentor sentences during the unit.</i>	Unit 4 District RLA Assessment Window in Eduphoria for Students: > Jan. 31 - Feb. 5 > Assessment will be opened in Eduphoria for teachers on 1/25 to ensure required student supports have been added. > Reteach Days for Unit 4 based on campus & teacher data: > Feb. 7, 9, & 11 > Reteach Text: <i>Celebrities as Heroes</i> (Argumentative) > Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 4.

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2023 - 2024 6th Grade RLA-Year at a Glance & Unit Overviews

ALL Unit 5 Texts and Resources on Shared Drive

6th Grade RLA Unit 5 -Making Your Mark Essential Question: <i>What's your story?</i> February 14 - March 21 > Indicates Newly Introduced Skill/Standard/Genre *Tested Standard on STAAR 2.0 RLA Assessment					
Unit Texts	Reading/Language TEKS	Writing/Grammar TEKS	English Language Proficiency Standards (ELPS)	Mentor Sentence Skills	District Assessment/Reteach Information
Unit 5 Genre Focus - Drama - Mentor Text: > <i>The Miracle Worker</i> (Drama) Unit 5 Independent Reads > <i>The Story of My Life Chapter IV</i> (Informational Text) > <i>Amigo Brothers</i> (Fiction) > <i>Warriors Don't Cry</i> (Novel Excerpt/Informational) > <i>The All-American Slurp</i> (Fiction) Independent Read TEKS: > 6.3A - Adjust Fluency > 6.4A - Self-Sustained / Independent Reading > 6.5A - Reading Comprehension* > 6.5I - Monitor Comprehension > 6.6B - Written Response to Text Selections * > 6.6E - Annotation	> 6.1A -Active Listening > 6.1B - Giving and Following Instructions > 6.1D - Effective Discourse > 6.2 - Academic Vocabulary* > 6.2A - Word Meaning* > 6.2B - Context Clues* > 6.2C - Greek and Latin Roots * > 6.5A - Reading Comprehension* > 6.5B - Generating Questions > 6.5D - Voice* > 6.5F - Making Inferences with Text Evidence * > 6.5H - Synthesizing* > 6.6D - Paraphrasing* > 6.6G -Explicit & Implicit Meanings* > 6.7A - Theme * > 6.7A - Character* > 6.7D - Setting * > 6.8C - Dramatic Elements* > 6.9E - Point of View*	> 6.6C , 6.6F - Short Constructed Response with Text Evidence* > 6.6H - Considering Audience and Purpose* > 6.7B - Personal Response > 6.10B(i) - Intros and Conclusions, Body Paragraphs* > 6.10B(ii) - Supporting Details* > 6.11B - Thesis Statement/Controlling Idea* > 6.10D(v) - Relative Pronouns > 6.10D(vi) - Correlative Conjunctions > 6.10D(ix) - Commonly Misspelled Words Literary Analysis Process (Response to Drama): > 6.10A, 11A, 11C - Plan* > 6.10B, 11A, 11C - Draft* > 6.10C, 11A, 11C - Revise* > 6.10D, 11A, 11C - Edit* > 6.10E, 11B - Publish*	> 1A - Using Prior Knowledge > 1C - Acquiring Vocabulary > 1E - Internalize academic language > 1H - Analyzing Expressions > 2C, 3D - Classroom Vocabulary > 2I - Listening comprehension > 3D - Speak using classroom vocabulary > 3G - Express opinions, ideas, and feelings > 4C - Sight Vocabulary and High-Frequency Words > 4C, 4F - Language Structures > 4D - Using Prereading Supports Types > 4F - Visual and Contextual Support > 4K - Analyzing and Evaluating Text > 5C - Spelling Patterns and Rules > 5D - Revise/Edit writing > 5E - Main and Helping Verbs > 5F - Write with varied sentence lengths/types	> 6.2A - Academic Vocabulary ^{^^^} > 6.2B - Context Clues ^{^^^} > 6.5D - Create mental images > 6.5F - Inference with Evidence ^{^^^} > 6.6C - Text-Dependent Response ^{^^^^} > 6.6E - Annotation ^{^^} > 6.9A - Author's Purpose > 6.9D - Figurative Language ^{^^^^^^} > 6.9F - Language effects on mood, tone, & theme [^] > 6.10C - Revising ^{^^^^^} > 6.10D - Editing ^{^^^^} > 6.10i - Sentences ^{^^^^} > 6.10Dv - Pronoun-Antecedent Agreement [^] > 6.10Dvi - Subordinating Conjunctions [^] > 6.10vii - Capitalization ^{^^} > 6.10viii - Punctuation (Commas ^{^^^^}), (Quotation Marks), (Dashes), (Hyphens), (Apostrophes), (Semicolons) > 6.10ix - Spelling (Commonly Confused Terms) [^] <i>Each ^ after a skill indicates how many "at-bats" students will have applying the skill on the mentor sentences during the unit.</i>	Unit 5 District RLA Assessment Window in Eduphoria for Students: > March 4 - March 7 > Assessment will be opened in Eduphoria for teachers on 2/29 to ensure required student supports have been added. > Reteach Days for Unit 5 based on campus & teacher data: > March 18 - 21 > Reteach Text: <i>Damon and Pythias</i> (Drama) > Reteach day resources should be campus/teacher created during DDI (data) PLC meeting(s) to address specific under-performing standards from Unit 5.

Department of Curriculum and Instruction

2023 - 2024 6th Grade RLA-Year at a Glance & Unit Overviews

[ALL Unit 6 Texts and Resources on Shared Drive](#)

<div style="text-align: center;"> 6th Grade RLA Unit 6 - True to Yourself - 22 Days Essential Question: <i>Who are you meant to be?</i> April 22 - May 23 ➤ Indicates Newly Introduced Skill/Standard/Genre *Tested Standard on STAAR 2.0 RLA Assessment </div>					
Unit Texts	Reading/Language TEKS	Writing/Grammar TEKS	English Language Proficiency Standards (ELPS)	Success Academy/STAAR Assessment Information	Research Project / Novel Study Information
Unit 6 Genre Focus - Comparing Across Genres: Mentor Text- ➤ <i>I Never Had It Made: An Autobiography of Jackie Robinson</i> (Informational Text) Unit 6 Independent Reads: ➤ <i>Letter to His Daughter</i> (Informational Text) ➤ <i>Brave</i> (Fiction) ➤ <i>Crazy Loco</i> (Fiction) ➤ <i>Hatshepsut, His Majesty, Herself</i> (Informational Text) Independent Read TEKS: ➤ 6.3A - Adjust Fluency ➤ 6.4A - Self-Sustained / Independent Reading ➤ 6.5A - Reading Comprehension* ➤ 6.5I - Monitor Comprehension ➤ 6.6B - Written Response to Text Selections * ➤ 6.6E - Annotation	➤ 6.1A -Active Listening ➤ 6.1B - Giving and Following Instructions ➤ 6.1D - Effective Discourse ➤ 6.2 - Academic Vocabulary* ➤ 6.2A - Word Meaning* ➤ 6.2B - Context Clues* ➤ 6.2C - Greek and Latin Roots * ➤ 6.5A - Reading Comprehension* ➤ 6.5B - Generating Questions ➤ 6.5 H - Synthesizing* ➤ 6.7B - Author's Purpose and Message.* ➤ 6.7D - Setting* ➤ 6.8B - Poetic Structure* ➤ 6.8F - Multimodal and Digital Texts * ➤ 6.9A - Character* ➤ 6.9 B - Author's Purpose and Text Structure* ➤ 6.9D - Figurative Language*	➤ 6.6C - Text-Dependent Responses ➤ 6.6C, 6.6F - Short Constructed Response ➤ 6.7B - Personal Response ➤ 6.8 9D(ii) - Book Features ➤ 6.10D(i) - Misuse of Commas ➤ 6.10D(vii) - Capitalization of Names and Titles of Persons ➤ 6.10D(viii) - Quotation Marks and Italics ➤ 6.12 A,B,C - Developing Ideas ➤ 6.12D, 6.12F - Research and Notetaking ➤ 6.12(i), 6.12(ii) - Evaluating Sources ➤ 6.12E - Primary and Secondary Sources; Sources and Citations Research Writing Process: ➤ 6.10A, 6.11B - Plan ➤ 6.10B, 6.11A - Draft ➤ 6.10C, 6.11A - Revise ➤ 6.10D, 6.11A - Edit and Publish	➤ 1C - Acquiring Vocabulary ➤ 1D - Conveying Ideas ➤ 1H - Analyzing Expressions ➤ 2C, 3B - Classroom Vocabulary ➤ 2D,2E - Sight Vocabulary Seeking ➤ 2I, 4G - Taking Notes ➤ 3C, 5F - Sentence Lengths ➤ 4C, 4F - Language Structures/ Clarification ➤ 4G - Retelling and Summarizing ➤ 4G - Retelling and Summarizing ➤ 5C - Spelling Patterns and Rules ➤ 5D - Subject-Verb Agreement	6th RLA STAAR Success Academy: ➤ March 21 - April 19 *Success Academy detailed information will be provided in January 2024. Final Instructional Day Before STAAR 2.0 Assessment: ➤ April 22 6th RLA STAAR 2.0 Assessment Window: ➤ April 23 - 26	*Teachers/campus leaders may choose between one of the following options to fulfill the research/novel study requirements during Unit 6: Novel Study: ➤ Determined by teachers/campus leaders) according to novels available on each campus. ➤ Novels must be approved by StudySync. ➤ Novel study must follow the novel study guide provided by StudySync. OR Research Project/Paper ➤ Unit 6 in StudySync provides an in-depth, daily research project/paper guide.