

CFISD 6th Grade Course Scope and Sequence (2025–2026)

ELA Process Standards

The ELA process TEKS will not be listed under separate units. Instead, they will be incorporated into all the units since the application of the language arts process standards are included as a part of each knowledge statement.

Process TEKS

- 1 develops oral language through listening, speaking, and discussion.
- 3 adjust fluency when reading grade-level text based on reading purpose
- 4 read grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time
- 2 (A-C) The student uses newly acquired vocabulary expressively
- 10(A) plan a first draft by selecting a genre appropriate for the particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests
- 10(B) develop drafts into a focused, structured, and coherent piece of writing by:
 - (i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion, and
 - (ii) developing an engaging idea reflecting depth of thought with specific facts, details, and examples
- 10(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety
- 10(D) edit drafts using standard English conventions, including
- 10(E) publish written work for appropriate audiences

First Semester (79 Days)

Unit 1: Finding Courage

Major Skills

The foundation of a successful year begins with Bold Beginnings where we establish classroom procedures, build a community of engaged readers & writers, & foster routines to support comprehension & writing fluency. Next, Courageous Characters immerses students in fictional texts, analyzing how authors develop characters through actions, dialogue, & inner thinking. Students craft personal narratives that reflect their own experiences & write extended responses demonstrating their understanding of character development. The unit concludes with Exploring Information, where students transition into nonfiction texts, learning to evaluate how authors structure informational writing & present evidence. Students compose responses to informational texts & practice synthesizing information from multiple sources in their own informative text.

Priority TEKS	Time (days)	DPM Benchmark	Dates
6.2(A-C) 6.2(B-I) 6.4 6.6(E) 6.10(C) 6.11(A) 6.11(B) 6.11(D) 6.7(B) 6.7(D) 6.8(Di-iii) 6.5(G) 6.6 (D) 6.9(A-C)	41	DPM: Reading & Revision	Aug. 13 – Oct. 9, 2025

Unit 2: Discovering your Voice

Major Skills

The unit begins with Discovering Drama, where students analyze how playwrights use dialogue & stage directions to develop characters & meaning. Alongside this, students craft short constructed responses using relevant text evidence, while applying editing skills to strengthen sentence structure & punctuation. Following this, Discovering Argument guides students to discover how writers craft persuasive texts by analyzing claims, evidence, rhetorical strategies, & audience. Students apply this knowledge by composing arguments & extended constructed responses that clearly state a claim, integrate a variety of evidence, & employ revision & editing routines to strengthen their writing’s clarity. The unit culminates in Discovering Across Texts, where students make meaningful connections across multiple texts and genres. Through writing & discussion, they practice articulating those connections clearly & effectively. Students compose paired-passage responses that demonstrate synthesis of ideas, accurate use of text evidence, & clarity of thought.

Priority TEKS	Time (days)	DPM Benchmark	Dates
6.8(C) 6.5(D) 6.5(F) 6.5(H) 6.6(C) 6.6(G) 6.8(Ei-iii) 6.9(A) 6.9(G) 6.9(F) 6.6(H) 6.6(I) 6.11(C)	38	DPM: Reading Paired	Oct. 15 – Dec. 18, 2025

Second Semester (92 Days)

Unit 3: Hidden Truths

Major Skills

The unit begins with Hidden Meanings, where students analyze how poets use figurative language, imagery, & structural elements to create meaning. As writers, students employ poetic techniques to craft original poems & develop short constructed responses to explain their interpretations. In Novel Truths, students engage in collaborative discussions & independent analysis of literary texts, focusing on elements such as plot, theme, & character development. They extend their thinking through flash fiction writing & reflective letters that respond to & build on their reading. The unit concludes with Hidden Connections, where students analyze & synthesize ideas across texts. This allows students to explore themes across genres. Through discussion & extended constructed responses, students make meaningful connections & develop clear, evidence-based writing that reflects their understanding of how authors convey hidden truths through their work.

Priority TEKS	Time (days)	DPM Benchmark	Dates
6.8(B)	41	DPM: Reading & Editing	Jan. 6 – March 6, 2026
6.9(D)		Interim Assessment	
6.9(F)			
6.5(D)			
6.5(F)			
6.6(G)			
6.11(B)			
6.7(C)			
6.6(C, D)			
6.7(A)			
6.11(A)			
6.11(B)			
6.11(D)			
6.5(G, E, H)			

Unit 4: Never Give Up

Major Skills

Never Give Up encourages students to build strength as readers, writers, & thinkers through focused review, research, & creative expression. The unit begins with Never Stop Growing, where students revisit key reading & writing standards, practice test-taking strategies, & strengthen revision & editing skills. This section is designed to boost students' confidence & prepare them to tackle the state assessment with clarity & intention. In the Never Stop Inquiring, students shift into research mode— reading with the purpose of learning. They evaluate & synthesize information across primary & secondary sources, assess credibility & bias, & refine their understanding as they read. As writers, students develop inquiry questions, revise research plans, & present their findings in an organized & purposeful way. The unit concludes with Never Stop Drawing Meaning, where students analyze how visual elements & textual features work together to achieve an author's purpose. Students apply their learning by crafting original graphic narratives that use the characteristics of the genre to communicate a message of their own.

Priority TEKS	Time (days)	DPM Benchmark	Dates
STAAR Review Readiness TEKS 6.5(A) 6.5(H) 6.6(I) 6.12(A) 6.12(B) 6.12(C) 6.12(D) 6.12(E) 6.12(F) 6.12(G) 6.12(Hi,ii) 6.12(J) 6.1(A, C) 6.8(F) 6.9(A,B) 6.11(A)	51	STAAR	March 16 – May 28, 2026

Instructional Materials

HMHCO Into Literature

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