Secondary English Language Arts
Grade 6 Public Overview

Grade 6 ELA
1st 9 Weeks
Assessments MAP Growth Reading: Sept. 9-10

What are we learning?
How can I help at home?

Unit 1 Overview: Growing Up
Genre Focus: Literary Texts and Narrative Writing
Essential Question: What are some of the challenges and triumphs of growing up?

Timeline: August 11 – October 8
Priority Standards: 6.1D, 6.5E, 6.5F, 6.6B, 6.7A, 6.7B, 6.7C, 6.7D, 6.8B, 6.9F, 6.10A, 6.10B, 6.10C, 6.10D, 6.10E
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore the theme of Growing Up through a variety of grade-level literary texts while building strong reading, writing, and critical-thinking skills. Teachers will support students with strategies that help them understand challenging texts, figure out unfamiliar words, and identify important literary elements such as characters, themes, and plot. Through discussions, annotations, and independent reading, students will learn to analyze how different authors portray the challenges and successes of growing up. They will also begin developing text-based writing skills by making claims, supporting their ideas with evidence from the text, and explaining their thinking. As a culminating experience, students will write their own literary piece inspired by the unit's readings, allowing them to apply what they have learned about storytelling and author's craft while reflecting on personal experiences or creating a fictional character's journey.

At-Home Connections:

- Share a challenge you faced as a child or teen and discuss how you overcame it. Ask your child to compare your experience to a character or situation from a book they are reading.
- When visiting a park, museum, sporting event, or community activity, discuss how the setting influences people's actions and decisions, just as setting influences characters in stories.
- During dinner or in the car, ask your child to share an opinion about a book, movie, or current event and support it with specific reasons or examples.
- Encourage your child to interview a family member about a memorable life experience and then write a short narrative about it, focusing on clear organization, interesting details, and strong word choice.

2nd 9 Weeks

Assessments

What are we learning?
How can I help at home?

Unit 2 Overview: Natural Allies
Genre Focus: Informational Text and Inquiry
Essential Question: How do animals and people interact?

Timeline: October 19-December 18
Priority Standards: 6.5E, 6.8D(i), 6.8D(iii), 6.9A, 6.10B, 6.10C, 6.10D, 6.12A, 6.12D, 6.12J
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore the question, "How do animals and people interact?" through informational texts and inquiry-based research. Students will learn how authors communicate ideas using thesis statements, supporting evidence, text features, and organizational structures. Through reading, discussion, and research, students will gather information from multiple sources, evaluate evidence, and develop questions that guide inquiry. Students will strengthen their ability to analyze informational texts, synthesize information, and communicate learning through informational writing. As a culminating experience, students will research a topic related to the unit and create an informational piece that presents information supported by evidence from reliable sources.

At-Home Connections:

- Visit a zoo, park, nature center, or neighborhood green space and discuss how people and animals depend on one another.
- Read an informational article about animals together and identify the main idea and supporting facts.
- Encourage your child to research a favorite animal and share interesting facts from multiple sources.
- Watch a nature documentary and discuss what information was supported by facts and evidence.

3rd 9 Weeks

Assessments
MAP Growth Reading: Jan. 27-28

What are we learning?
How can I help at home?

Unit 3 Overview: Technology and Society
Genre Focus: Argumentative Text and Inquiry
Essential Question: Is technology helpful or harmful to society?

Timeline: January 6 – March 4
Priority Standards: 6.5E, 6.8E(i), 6.8E(ii), 6.8E(iii), 6.9A, 6.9B, 6.10B, 6.10C, 6.10D, 6.12D, 6.12H(i), 6.12J
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will investigate the question, "Is technology helpful or harmful to society?" through argumentative texts and inquiry. Students will analyze claims, evaluate evidence, identify intended audiences, and examine how authors use reasoning to influence readers. Through research and discussion, students will learn to evaluate the credibility of sources and distinguish between reliable evidence and faulty reasoning. Students will develop argumentative writing skills by constructing claims, organizing supporting evidence, and revising their work for clarity and effectiveness. As a culminating experience, students will create an evidence-based argument that communicates a clear position on a relevant issue connected to technology and society.

At-Home Connections:

- Discuss a type of technology your family uses daily and debate whether its benefits outweigh its drawbacks.
- Compare two websites on the same topic and discuss which source appears more trustworthy and why.
- Talk about advertisements, influencers, or social media posts and identify techniques used to persuade audiences.
- Create a family technology plan and ask your child to support recommendations with reasons and evidence.

4th 9 Weeks

Assessments

TELPAS Window: Feb. 15-Mar. 26
STAAR Reading: April 12-14 (1 day)
Reading MAP: May 12-13

What are we learning?
How can I help at home?

Unit 4 Overview: Making Connections
Genre Focus: Synthesizing Ideas and Evidence-Based Writing
Essential Question: How can readers make meaningful connections within and across texts to deepen understanding?

Timeline: March 15 – April 14
Priority Standards: 6.6B, 6.6C, 6.5E
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will strengthen their ability to synthesize ideas within and across texts while preparing for evidence-based reading and writing tasks. Through the analysis of multiple texts and genres, students will compare authors' messages, examine similarities and differences in ideas, and support their thinking with relevant textual evidence. Students will make connections between texts, personal

experiences, and real-world events while deepening their understanding of how authors communicate meaning. Through written responses and discussions, students will practice organizing evidence and explaining their thinking clearly and effectively.

At-Home Connections:

- Read two articles or stories about the same topic and discuss how the authors present similar or different ideas.
- Ask your child to connect something they are reading to a personal experience or current event.
- Compare how a news story is presented on television, online, or in print and discuss differences in presentation.
- Encourage your child to support opinions during family discussions with examples and evidence.

Unit 5 Overview: Friendship
Genre Focus: Fiction Book Clubs
Essential Question: What makes a true friend?

Timeline: April 15-May 27
Priority Standards: 6.5E, 6.6A, 6.9A, 6.10A, 6.10B, 6.12J
Link to TEKS/Parent Guide: Link to TEKS

Unit Overview: In this unit, students will explore the essential question, "What makes a true friend?" through fiction book clubs and independent reading. Students will analyze how authors develop themes about friendship, loyalty, trust, and relationships while making personal connections to the texts they read. Through discussions and collaborative learning experiences, students will build their ability to analyze the author's purpose, consider audience, and communicate their ideas effectively. Students will also engage in writing and presentation tasks designed for specific audiences, applying skills developed throughout the year. As a culminating experience, students will create and share a written, oral, or multimedia product that demonstrates their understanding of friendship and effective communication.

At-Home Connections:

- Discuss the qualities of a good friend and identify examples from books, movies, or real-life experiences.
- Encourage your child to recommend a book to a family member and explain why it would appeal to that audience.
- Have your child write a thank-you note, letter, or email to a friend or family member for a specific purpose.
- Talk about how friendships influence decisions and discuss examples of positive and negative influences in everyday life.