This document is designed to provide parents/guardians/community an overview of the curriculum taught in the FBISD classroom. It includes pacing, TEKS, Unit Overview, Big Ideas and Essential Questions, Concepts, and Instructional Model.

Definitions
Overview – The content in this document provides an overview of the pacing and concepts covered in a subject for the year.
TEKS – Texas Essential Knowledge and Skills (TEKS) are the state standards for what students should know and be able to do.
Process Standards – The process standards describe ways in which students are expected to engage in the content. The process standards weave the other knowledge and skills together so that students may be successful problem solvers and use knowledge learned efficiently and effectively in daily life.
Unit Overview – The unit overview provides a brief description of the concepts covered in each unit.
Big Ideas and Essential Questions - Big ideas create connections in learning. They anchor all the smaller isolated, facts together in a unit. Essential questions (questions that allow students to go deep in thinking) should answer the big ideas. Students should not be able to answer Essential Questions in one sentence or less. Big ideas should be the underlying concepts, themes, or issues that bring meaning to content.
Concept – A subtopic of the main topic of the unit
Instructional Model – The structures, guidelines or model in which students engage in a particular content that ensures understanding of that content.

Parent Supports
The following resources provide parents with ideas to support students’ understanding:

- Texas Gateway for 6th Grade
- TEKS Guides
- Parent and Afterschool Resources from the National Council of Teachers of English
- Young Adult Library Services Association (YALSA)
- The International Literacy Association (ILA)
- The Texas Library Association (TLA)
- Houston Area Independent Schools Library Network
- The American Library Association
- Newbery Honor Books
- Coretta Scott King Honors
- Fort Bend County Libraries

Instructional Model
The SELA instructional model provides a structure to support the gradual release of responsibility to students. Pearson and Gallagher (1983) coined this term based on the work of developmental theorist Lev Vygotsky. In gradual release, the teacher begins by modeling, offering students the highest form of support. As instruction continues and the teacher uses formative assessment to monitor students’ learning progress, they gradually release the responsibility to students. The teacher transitions to a role as a guide or facilitator, observing as students practice skills in collaborative and independent contexts and providing feedback through individual and small group conferences. Teachers frame instructional design with the question, “Who’s doing the work?” Whoever is doing the work is learning the content, so
teachers are cognizant of how they prioritize and develop student-centered learning experiences to ensure that it is the students who are learning. Finally, it is important to remember that the process of gradual release is not always linear. As they analyze formative assessment data, teachers may see a need to return to modeling or guided small-group instruction, extend collaborative learning, or even jump ahead to independent work based on the needs of students. Students who reflect on their own practice may determine where they need support as well.

Adopted Resources
Middle School: https://www.fortbendisd.com/Page/93918

**Process Standards:** In secondary ELA, we have seven main processes which appear in every unit throughout the year in whole or in part. You will notice that some Texas Essential Knowledge and Skills Statements (TEKS) appear in multiple concepts. ELA skills are interconnected, and the repetition of these skills in multiple contexts reflects how the strands are “integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy” (Introduction to English Language Arts, Grade 6, Texas Essential Knowledge and Skills). These skills are introduced and explicitly taught throughout the first semester, then integrated into instruction in the units that follow. The process skills for 6th grade ELA include:

**Making Meaning of Text:**
6.5B generate questions about text before, during, and after reading to deepen understanding and gain information
6.5D create mental images to deepen understanding
6.5E make connections to personal experiences, ideas in other texts, and society
6.5I monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down
6.6A describe personal connections to a variety of sources, including self-selected texts
6.6E interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating

**Reading, Talking, and Writing About Text:**
6.1A listen actively to interpret a message, ask clarifying questions, and respond appropriately
6.1D participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement
6.6B write responses that demonstrate understanding of texts, including comparing sources within and across genres
6.6F respond using newly acquired vocabulary as appropriate
6.6G discuss and write about the explicit or implicit meanings of text
6.6H respond orally or in writing with appropriate register, vocabulary, tone, and voice
### Critical Thinking:
- **6.5C** make, correct, or confirm predictions using text features, characteristics of genre, and structures
- **6.5F** make inferences and use evidence to support understanding;
- **6.5G** evaluate details read to determine key ideas
- **6.5H** synthesize information to create new understanding
- **6.6C** use text evidence to support an appropriate response
- **6.6D** paraphrase and summarize texts in ways that maintain meaning and logical order
- **6.6I** reflect on and adjust responses as new evidence is presented

### Author's Craft and Purpose:
- **6.5E** make connections to personal experiences, ideas in other texts, and society
- **6.6A** describe personal connections to a variety of sources, including self-selected texts
- **6.6C** use text evidence to support an appropriate response
- **6.6D** paraphrase and summarize texts in ways that maintain meaning and logical order
- **6.9A** explain the author's purpose and message within a text

### Writing Process:
- **6.10A** plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;
- **6.10B** 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 and details;
- **6.10C** revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- **6.10D** edit drafts using standard English conventions, including:
  - (i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;
  - (ii) consistent, appropriate use of verb tenses;
  - (iii) conjunctive adverbs;
  - (iv) prepositions and prepositional phrases and their influence on subject-verb agreement;
  - (v) pronouns, including relative;
  - (vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;
  - (vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;
  - (viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and
  - (ix) correct spelling, including commonly confused terms such as its/it’s, affect/effect, there/their/they’re, and to/two/too; and
- **6.10E** publish written work for appropriate audiences

### Inquiry:
- **6.12A** generate student-selected and teacher-guided questions for formal and informal inquiry;
- **6.12B** develop and revise a plan;
- **6.12C** refine the major research question, if necessary, guided by the answers to a secondary set of questions;
- **6.12D** identify and gather relevant information from a variety of sources;
- **6.12E** differentiate between primary and secondary sources;
- **6.12F** synthesize information from a variety of sources;
- **6.12G** differentiate between paraphrasing and plagiarism when using source materials;
- **6.12H** examine sources for:
  - (i) reliability, credibility, and bias; and
(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;
6.12I display academic citations and use source materials ethically; and
6.12J use an appropriate mode of delivery, whether written, oral, or multimodal, to present results

**Independent Reading:**
6.3A adjust fluency when reading grade-level text based on the reading purpose.
6.4A self-select text and read independently for a sustained period of time
6.5A establish purpose for reading assigned and self-selected text

**Grading Period 1**

**Building a Literacy Community**

**Estimated Date Range:** August 14 - September 13

**This unit** is different from the rest of the units in the year. Although only 4 weeks long, it houses a dense list of TEKS that target essential reading and writing routines for the rest of the year. TEKS may appear in multiple concepts, illustrating the interconnectedness of the strands as students begin to develop critical literacy skills.

This unit introduces key questions that will drive instruction for the entire year: “How does author’s craft affect a reader? How do I use my understanding of author’s craft to make meaning as I read and share my thinking when I write?” Teachers work with students to establish the routines of close reading, independent reading, talking about text, and systems for recording their metacognition, writing about reading, and goal setting. These routines and systems will support reading and writing processes over the course of the year as students build independence to tackle increasingly complex texts. In addition, teachers are responsible for communicating classroom literacy routines to parents, who serve as essential partners between classroom and home life.

Throughout the launching unit, students engage in daily, authentic reading, writing, and talking tasks, both formal and informal, close reading, and conferring with their teacher, as they make connections to and across texts. As students examine texts, they will identify ways the author helps them make those connections. As the unit draws to a close, students participate in rich academic discussion to reflect on author’s purpose, as well as selecting a favorite writing task from the unit to take through the writing process to publish a narrative process piece.

**Genres in this unit:** This is a multi-genre unit, providing multiple opportunities for students to engage with a variety of texts. Students have studied these genres in past grade levels, so most of this content should be review since knowledge of genre, making connections, and identifying how author’s use craft to help readers make those connections are recurring skills since Kindergarten. Teachers should connect multiple genres by topic or theme. Writing and speaking tasks focus primarily on responding to text.

**Genre selection:** Lexile levels may be used as a guide to select texts for your students alongside of data gleaned from the universal screener and other classroom formative assessments. Lexiles are not meant to limit students, but rather to provide a guideline for selecting texts at students' instructional levels.

**Concepts in this unit:** Co-Constructing a Literacy Community, Making Meaning of Text, Reading/Writing/Talking about Text, Reflection on Author’s Purpose and Craft, Reflections and Goal Setting, and Independent Reading

**Connections to Unit 2:** In this unit, readers will narrow their focus to literary texts with narrative structures. The journey to answer the overarching questions shifts from making connections to “How does this text make me feel?” or “What do I think about this text?” and “How did the author create these feelings/reactions in me?” When students respond to these questions about texts orally or in writing, it provides the foundation for conversations in units 2 and 3 about author’s craft/organization and author’s craft/language choices. In writing, students will continue short writing tasks while also developing a draft of a narrative process piece.

**Big Ideas:**
- Critical literacy thrives where true collaboration exists; true collaboration depends upon the cultivation of shared values, understanding, and routines.
- Lifelong learning requires reflection on progress, goal-setting, metacognition, and progress monitoring to foster meaning-making and a growth mindset.
- Authors make deliberate choices to communicate their messages and meaning to readers. Critical readers use author’s craft to access meaning and messages in texts.
- Lifelong literacy integrates communication skills, reading, and writing about texts to encourage empathy, citizenship, global awareness, professional impact, and personal growth.

**Essential Questions**
- How do readers and writers establish an atmosphere of collaboration and independent learning to create a literacy community?
- Why is it important to record learning and thinking as a reader and writer?
- What effect does a text have on readers? How does the author create that effect?
- How do the processes of reading, writing, and speaking help make meaning across texts?

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<th>Concepts within Unit</th>
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**Author’s Craft: Literary Structure**
Estimated Date Range: September 17-October 10
Unit Overview:
**Connection to previous unit:** In the previous unit, students learned routines and structures for recording their learning, close reading, conferring, and reflecting on learning. Using these processes, they made connections to text as they answered the questions, “How does author’s craft affect a reader? How do I use my understanding of author's craft to make meaning as I read and share my thinking when I write?” in multiple genres. Upon entering this unit, students will work in literary text as the second question shifts to more specific craft moves: “How does the author use ____ to shape meaning and connect to a reader?” Readers explore how an author’s purpose for writing drives decisions about developing character, setting, conflict to connect to a reader. The routines and systems from unit 1 support their learning. As they discover these elements in literary text and analyze how they are used, they will try them in their own narrative as they dive into the writing process.

**Genres in this unit:** Readers will analyze literary texts with narrative structures. Teachers select texts that provide exemplars for development of character, setting, and conflict. These texts may be connected by topic or theme. The literary texts may serve as anchor texts for enriching student learning with additional genres. In addition, titles selected should act as model texts to support the writing process. Titles may also be used as “anchor texts” which can guide the selection of additional genres to enrich and expand instruction. Writing and speaking tasks focus primarily on responding to text.

**Genre selection:** Lexile levels may be used as a guide to select texts for your students alongside data gleaned from the universal screener and other formative assessments. Lexiles are not meant to limit students, but rather to provide a guideline for managing text complexity.

**Concepts in this unit:** Author’s purpose: character and setting, Author’s purpose: conflict and plot development, writing a literary text

**Connections to the next unit:** Students will continue to apply their reading and writing processes and routines in literary texts, but will narrow their focus to how writers use language to connect to a reader. The new question will be, “How does the author use (figurative language, word choice, sentence variety) to shape meaning and connect to a reader?” As they study mentor texts, they will try these elements in their own writing, conferring with readers and reflecting on feedback to determine how well they are communicating their meaning to others.

**Big Ideas:**
- A writer has a message or idea to communicate to a reader and makes deliberate decisions about character, setting, conflict, and plot to share his purpose for writing with reader.
- The writing process helps me explore what I want to say as I plan and draft my ideas and seek feedback from my teacher and peers to craft a text that helps my reader understand me.

**Essential Questions**
- How does an author use the characteristics of the genre to shape meaning and connect to a reader?
- How does the writing process support my own use of craft to make meaning for my reader?

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<td>Concept #5: Independent Reading</td>
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<td>Concept #6: Reflection and Goal Setting</td>
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### Grading Period 2

**Author’s Craft: Language**

Estimated Date Range: October 14-November 8

### Unit Overview:

**Connection to previous unit:** In the previous unit, students studied the elements of narrative texts—character, setting, and plot—as they continued close reading routines, conferring, and discussions of author’s purpose and craft. They considered the questions, “How does the author use ____ to shape meaning and connect to a reader?” as they identified elements of narrative texts and analyzed how an author used them to shape meaning for a reader. They began a narrative of their own, focusing on those basic elements and conferring with their teacher and sharing with their peers to receive feedback. Moving forward in this unit, students will focus on how language communicates theme to a reader, analyzing figurative language, point of view, sentence structure and variety, and the subtleties of word choice as they consider the question, “How does the author use (figurative language, word choice, sentence variety) to shape meaning and connect to a reader?” They will continue writing constructed responses, this time to analyze how all these elements come together to create theme. Students will read mentor texts, then use them as models as they try those same craft moves in their own writing to communicate theme to the teacher and peers.

Students also continue to read independently, monitoring their reading logs to set new goals about what they read and how long they read. Teachers continue to set aside time for independent reading during the class period, with opportunities for students to make connections between whole class texts, small group texts, and their own self-selected texts.

**Genres in this unit:** Readers will analyze literary texts, such as short story, poetry, drama, and other genres as they look for exemplars of figurative language, imagery, sentence structure, and word choice. These texts may be connected by topic or theme. The literary texts may serve as anchor texts for enriching student learning with additional genres. In addition, titles selected should act as model texts to support the writing process. Titles may also be used as “anchor texts” which can guide the selection of additional genres to enrich and expand instruction. Writing and speaking tasks focus primarily on responding to text, completing a narrative process piece, and writing a short literary text such as a poem.

**Concepts in this unit:** Writing Process, Integrating Lit Elements (Theme), Author’s Purpose and Craft (Language), Critical Thinking, Independent Reading, Reflection and Goal Setting.

**Connections to the next unit:** In unit 4, students will extend their understanding of a constructed response by comparing two texts they have read over the course of the semester, focusing on the question, “How did the author use ____ to shape meaning and connect to the reader?” They will select texts that had a particular impact on them and inspired them to think beyond the text. They will write a longer constructed response to analyze texts, then share their thinking with peers in a presentation. Students and teachers will work together to determine the best mode of presentation.

**Big Ideas:**

- The writing process allows me to explore my thinking, organize my thoughts, make deliberate, stylistic decisions about craft, including language choices, and seek feedback from others to help me convey my meaning to a reader.
- Critical readers identify and analyze an author’s craft decisions to understand meaning and messages in text.

**ONGOING BIG IDEAS:**
Lifelong learning requires reflection on progress, goal-setting, metacognition, and progress monitoring to foster meaning-making and a growth mindset. Lifelong literacy integrates communication skills, reading, and writing about texts to encourage empathy, citizenship, global awareness, professional impact, and personal growth.

**Essential Questions**
- How does the writing process support my own use of craft to make meaning for my reader?
- What effect does a text have on readers? How does the author create that effect?
- Why is it important to record learning and thinking as a reader and writer?
- How do the processes of reading, writing, and speaking help make meaning across texts?

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<td>Concept #6: Reflection and Goal Setting</td>
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**Inquiry: Author’s Craft**
Estimated Date Range: November 11-December 19

**Unit Overview:**
**Connection to Previous Learning:** From the beginning of the semester, the focusing question for students as readers and writers is, “How does the author use _____ to shape meaning and connect to a reader?” In units 2 and 3, students learned how authors make purposeful decisions about their use of literary elements and language to create a rich experience for a reader. Students examined these tools to discern an author’s purpose for writing and the message the author is trying to share with the reader. As writers, they re-entered the texts they read looking for models as they crafted their own narrative process piece. Students wrote multiple constructed responses using the C-E-R structure to explain their thinking about text with evidence to support their ideas. They participated in conferences with their teacher and collaborated with their peers to receive feedback on their reading and writing. They set weekly goals for independent reading and kept reading logs to monitor their progress.

**In this unit,** students combine their examination and practice of author’s craft, collaborative learning, feedback cycles, and independent reading to engage in a comparison of author’s craft in two separate texts. They will select two texts and compare the author’s craft and purpose in each to write a final CER for the semester. The CER becomes the basis for a project that allows for choice in design and delivery. This unit sees students self-regulating their work, co-constructing rubrics with the teacher, and supporting each other through peer assessment and feedback cycles. This deep thinking and collaboration about craft will help prepare them for the end-of-semester final exams as well as the transition to informational and argumentative text and further inquiry in the spring semester. To support their analysis, they will engage in a close reading routine of a model text.

**Genres in this unit:** Students will select and analyze texts from their independent self-selected reading, which could represent a variety of genres, as well as previously read literary texts. They will make the connections about theme and craft across the two texts. Teachers should select a brief literary analysis piece to use for a close reading. The writing products include a CER response and a project of their choice.

**Concepts in this unit:** Author’s Purpose and Craft, Inquiry, Independent Reading, Reflection and Goal Setting.
Connections to the next unit, as students finish out the first semester of the school year, we want them to have a solid grasp of the idea that authors make purposeful decisions depending on their audience and purpose. The ongoing writing tasks—their narrative process piece, daily writing tasks, and the brief inquiry cycle—set the stage for a transition into informational and argumentative texts and deeper inquiry in the second semester.

Big Ideas:
- Authors make deliberate choices to communicate their messages and meaning to readers. Critical readers use author's craft to access meaning and messages in texts.
- A lifelong learner must have a process for framing a question or problem, gathering and evaluating sources, and synthesizing and communicating new learning in order to tackle real-world challenges.
- When I compare how different authors make decisions about message and craft, it helps me connect to the meaning in texts, understand multiple perspectives and ideas, and frame new learning for myself.
- Lifelong learning requires reflection on progress, goal-setting, metacognition, and progress monitoring to foster meaning-making and a growth mindset.

Essential Questions
- What effect does a text have on readers? How does the author create that effect?
- How does the inquiry process support real-world learning?
- How does comparing and connecting text help me as a learner?
- Why is it important to record learning and thinking as a reader and writer?

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Grading Period 3

Author’s Craft: Informational Text and Inquiry
 Estimated Date Range: January 7-February 7

Unit Overview

Connection to Previous Learning: Students continue their study of the focusing question as readers and writers: “How does the author use _____ to shape meaning and connect to a reader?” They have examined craft in their reading of literary texts to see how authors make purposeful decisions about language and structure to shape meaning for readers. As writers, they experimented with craft in their own literary writing, exploring their beliefs and opinions as they completed both short writing tasks and longer process pieces. They have engaged in a brief inquiry into texts that made an impact on them to investigate the decisions authors made that made an impact on them as readers. They will use these skills as a foundation for their study of informational text.

In this unit, readers examine the different structures and purposes of informational text, applying their knowledge of author’s craft to this genre, exploring the organizational patterns as readers and making inferences about the author’s purpose for writing. As writers, they select a topic they wish to investigate, determining the best organizational pattern and language to share their learning with the teacher and their peers. Conferences with their teacher and peers and using their reading as mentor texts help to hone their craft as writers. Students continue to engage in independent, self-selected reading to build stamina, comprehension skills, engagement, vocabulary, and background knowledge.
Genres in this unit: With their teachers and peers, students read, analyze, and write informational texts. They continue reading self-selected texts, which may be from any genre, making connections to author’s craft as they do so.

Concepts in this unit: Structures of Informational Text, Writing Process, Inquiry, Independent Reading, and Reflection and Goal Setting

Connections to the Next Unit: Students use the structures of informational text as a foundation for an understanding of argumentative text in the next unit. Now that they have researched a topic of interest to them and shared their learning with a peer group, they will transition that writing into an argumentative stance to share with their classmates.

Big Ideas:
- Life is full of informational text, and a good reader is able to figure out what an author’s purpose is for writing it.
- If I can write a well-crafted informational text, I can communicate my thinking to others.

Essential Questions
- Why should we read informational texts?
- Why is it important to be able to write an informational text?

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Author’s Craft: Argumentative Text and Inquiry
Estimated Date Range: February 10-March 6

Unit Overview:
Connection to Previous Learning: Students have now examined how authors craft an informational text. As writers, they have investigated a topic of interest, either individually or in small groups. They will use the foundational skills of analyzing informational text as they transition to argumentative texts.

In this unit, they look at the nuanced differences between informational and argumentative texts. As readers, they analyze how an author develops an argument and uses language to engage an audience. Students will analyze the organizational patterns or persuasive text and how authors select and arrange arguments in a text to make the biggest impact on a reader. As writers, they develop a position and call for action for the topic they researched in the previous unit, making decisions about the best way to support and propose their claims to their peers. They will use these mentor texts as models for their own products.

Genres in this unit: With their teachers and peers, students read, analyze, and write argumentative texts. They continue reading self-selected texts, which may be from any genre, making connections to author’s craft as they do so.

Concepts in this unit: Structures of Argumentative Text, Writing Process, Inquiry, Independent Reading, Reflection and Goal Setting

Connections to the Next Unit: In the next two units, students will have the opportunity to design their own reading and writing goals with embedded inquiry. By the end of this unit and this grading period, teachers should have a good idea of students’ strengths and needs as independent readers and writers, their interests, and where they need support for inquiry.
Big Ideas:
- Good readers analyze both how a text is written as well as what it contains to figure out what the author is trying to do.
- Good writers make careful decisions about organization, word choice, sentence structure, and information to make an impact on readers.
- Most text has a little hint of persuasion in it, so it’s important to know how to look for it.

Essential Questions
- What do good readers look for in argumentative text?
- How does a writer craft a strong argumentative text?
- Why is it important to know how authors try to persuade their readers?

<table>
<thead>
<tr>
<th>Concepts within Unit</th>
<th>TEKS 6th Grade ELA TEKS</th>
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<tbody>
<tr>
<td>Concept #1: Structures of Argumentative Text</td>
<td>6.8Ei, 6.8Eii, 6.8Eiii, 6.8F6/9B, 6.9C, 6.9F, 6.9G</td>
</tr>
<tr>
<td>Concept #2: Writing Process</td>
<td>6.10C, 6.10D, 6.10E</td>
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<td>Concept #4: Independent Reading</td>
<td>6.3A, 6.4A, 6.5A</td>
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<tr>
<td>Concept #5: Reflection and Goal Setting</td>
<td>6.5I, 6.6I</td>
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</table>
Grading Period 4

Independent Reading: Book Clubs
Estimated Date Range: March 16-May 28
(This unit may run concurrently with the Independent Writing unit.)

<table>
<thead>
<tr>
<th>Unit Overview:</th>
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<tbody>
<tr>
<td><strong>Connection to Previous Learning:</strong> The entire school year has been spent examining author’s craft and how purpose and audience shape the decisions an author makes during the writing process. Students have analyzed a variety of genres in whole class, small group, and independent settings. They have experienced short inquiry cycles and close reading routines to develop independence as readers and thinkers.</td>
</tr>
<tr>
<td><strong>In this unit,</strong> students will have an opportunity to self-select texts in which to practice their reading comprehension skills, choosing genres that appeal to them. They will work with small groups as book clubs to discuss their thinking about their reading and use strategies learned throughout the year. As they take ownership of their reading habits, they can determine what strategies work best for them as readers, and set goals for summer reading. Students may want to combine their learning experiences in this unit and the writer’s choice unit as an inquiry cycle. The primary focus for both units has students identifying something they want to learn more about (whether fiction or non-fiction) and how they might communicate that learning to their peers.</td>
</tr>
<tr>
<td><strong>Concepts in this unit:</strong> Author’s Craft and Purpose, Inquiry, Independent Reading, Reflection and Goal Setting</td>
</tr>
<tr>
<td><strong>Big Ideas:</strong></td>
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<tr>
<td>- I need to know what works best for me to make meaning of a text, because a teacher won’t always be there to tell me what to do.</td>
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<tr>
<td>- Reading on my own can be enjoyable when I know how to pick good text and how to stick with a reading task.</td>
</tr>
<tr>
<td><strong>Essential Questions</strong></td>
</tr>
<tr>
<td>- Why should I practice reading independently?</td>
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<tr>
<td>Concept #3: Independent Reading</td>
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Independent Writing: Writer’s Choice
Estimated Date Range: March 16-May 28
(This unit may run concurrently with the Independent Reading unit.)

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<tr>
<td><strong>Connection to Previous Learning:</strong> Students have written literary, informational, argumentative, and inquiry texts during the year, focusing on how they make craft decisions based on their purpose for writing and their audience. They have looked at mentor texts for models to emulate in their writing and practiced academic vocabulary in their conversations with peers. They have experienced conferring cycles to develop their independence as writers.</td>
</tr>
<tr>
<td><strong>In this unit,</strong> they have a chance to select a writing project to finish out the year. It needs to be a process piece, in other words, one that will take them through prewriting, drafting, conferring and revising, editing, and a final step of publishing to their classmates. They may conduct an inquiry project if they wish, or perhaps partner with other students to create a media presentation. Teacher approval of all projects is necessary. Students may combine their work in the Independent Reading unit with this writing project as they consider how best to communicate their learning to their peers.</td>
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<td>Concept #4: Reflection and Goal Setting</td>
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Concepts in this unit: Author’s Craft and Purpose, Writing Process, Inquiry, Reflection and Goal Setting

Big Ideas:
- Writing a mode of knowing, and when I write, I can explore what I think.
- I need to be able to use writing and the writing process to communicate my ideas to others effectively.

Essential Questions
- How does writing help me as a learner?
- Why do I need to understand the writing process?

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