

6th grade ELA 2025-2026 YEAR-AT-A-GLANCE											
ESSENTIAL UNITS OF STUDY	EUS #1 - Setting Up Systems and Launching Workshop	EUS #2 - My Life Story: Narrative Writing	EUS #3 - A Deep Study of Character	EUS #4 - Tapping the Power of Nonfiction	EUS #5 - Research-Based Informational Writing (Bend I)	EUS #5 (con't) - Research-Based Informational Writing (Bend II)	EUS #6 - Be the Change: Building Empathy	EUS #7 - The Power to Be Thoughtful: The Literary Essay	EUS #8 - Finding Your Voice: Poetry and Drama	EUS #9 - Testing as a Genre	EUS #10 - Launching into Summer: A Study of Independent Reading and Writing
TIMEFRAME	1st Grading Cycle		1st/2nd Grading Cycles	2nd/3rd Grading Cycles	3rd Grading Cycle	4th Grading Cycle		5th Grading Cycle			6th Grading Cycle
	Aug 13 - Aug 22 8 days	Aug 25 - Sep 12 14 days	Sep 15 - Oct 24 26 days District Assessment #1 window: Oct 8 - Oct 15* Scores due by Oct 24	Oct 27 - Dec 5 23 days District Assessment #2 window: Dec 1 - Dec 5 Scores due by Dec 12	Dec 8 - Dec 19 9.5 days	Jan 6 - Jan 23 13 days District Assessment #3 window: Jan 20-23* Scores due by Jan 30	Jan 26 - Feb 20 17 days	Feb 23 - Mar 13 15 days District Assessment #4 window: Mar 2 - Mar 6 Scores due by Mar 13	Mar 24 - Apr 2 8 days	Apr 7 - Apr 17 8 days + 1 testing day STAAR testing window Apr 7-17**	Apr 20 - May 29 28.5 days
CONTENT TOPICS	What are we reading?					What are we reading?					
	- Sample Reader's/Writer's Notebooks - Independent reading/choice book	- Variety of personal narratives focusing on genre characteristics and author's craft - Independent reading/choice book	- Variety of literary texts (fiction, plays, narrative poetry, excerpts) focusing on how characters are developed - Optional whole-class book study #1 chosen from the Whole-Class Approved Book List - Independent reading/choice book	Book club #1 selection: Students form into book clubs focusing on central idea and point of view - Variety of nonfiction texts focusing on genre characteristics and author's purpose and craft - Independent reading/choice book	- Variety of informational and argumentative texts focusing on genre characteristics and author's purpose and craft - Independent reading/choice book	- Variety of informational and argumentative texts focusing on genre characteristics and author's purpose and craft - Independent reading/choice book	Book club #2 selection: Students form into book clubs focusing on the relationship between characters - Variety of short texts in multiple genres focusing on author's purpose and craft - Independent reading/choice book	- Variety of literary texts focusing on characters' motivations - Sample student-generated literary analysis essays - Independent reading/choice book	- Variety of poetry and drama (or drama excerpts) focusing on genre characteristics and structural elements - Independent reading/choice book	- Variety of literary, information, and argumentative texts - STAAR testing blueprint - Sample STAAR format questions - Independent reading/choice book	- Book reviews and book trailers - Choose and begin summer reading book - Optional whole-class book study #2 chosen from the Whole-Class Approved Book List
	What are we writing?					What are we writing?					
	- Reader's/Writer's Notebook entries - Response to text	- Reader's/Writer's Notebook entries - Response to text - Personal Narrative - Experiment with fragments vs. simple sentences and punctuating dialogue using the <i>Patterns of Power</i> process	- Reader's/Writer's Notebook entries - Response to text - Original short story on a topic of choice, featuring a well-developed main character - Experiment with conjunctive adverbs, compound sentences, introductory clauses, and pronouns using the <i>Patterns of Power</i> process	- Reader's/Writer's Notebook entries - Response to text - Prepare and give a TED Talk-style presentation on a research topic of choice - Experiment with relative clauses, compound- complex sentences, and correlative conjunctions using the <i>Patterns of Power</i> process	- Reader's/Writer's Notebook entries - Response to text - Research note-taking - Informational text on research topic of choice - Experiment with capitalizing proper nouns, initials, initialisms, and acronyms using the <i>Patterns of Power</i> process	- Reader's/Writer's Notebook entries - Response to text - Research note-taking - Informational text on research topic of choice - Experiment with capitalizing proper nouns, initials, initialisms, and acronyms using the <i>Patterns of Power</i> process	- Reader's/Writer's Notebook entries - Response to text - Original extended analytical response to a central theme found in the student's book club selection - Experiment with participial phrases and prepositional phrases using the <i>Patterns of Power</i> process	- Reader's/Writer's Notebook entries - Response to text - Original literary analysis essay - Experiment with possessive pronouns using the <i>Patterns of Power</i> process	- Reader's/Writer's Notebook entries - Response to text - Original poetry on topic(s) of choice - Experiment with reflexive pronouns using the <i>Patterns of Power</i> process	- Reader's/Writer's Notebook entries - Response to text - Short Constructed Response - Extended Constructed Response	- Reader's/Writer's Notebook entries - Response to text Original poetry on topic(s) of choice - Present a book talk and/or a book recommendation letter to next year's students - Experiment with reflexive pronouns, intensive pronouns, and ellipses using the <i>Patterns of Power</i> process
UNIT-SPECIFIC FOCUS TEKS	4A -self-select text and read independently for a sustained period of time 6A - describe personal connections to a variety of sources, including self-selected texts	6A - describe personal connections to a variety of sources, including self-selected texts 10ABCDE - writing process (plan, develop, revise, edit, and publish) 11A - compose personal narrative	7A - infer multiple themes 7B - analyze how character's internal and external responses influence the plot 7C - analyze plot elements 7D - analyze how the setting influences character and plot 11A - compose fictional texts	5H - synthesize information to create new understanding 8D - analyze characteristics and structures of informational texts 8E - analyze characteristics and structures of argumentative texts 11B - compose informational texts	8D - analyze characteristics and structures of informational texts 8E - analyze characteristics and structures of argumentative texts 11B - compose informational texts	8D - analyze characteristics and structures of informational texts 8E - analyze characteristics and structures of argumentative texts 11B - compose informational texts	6B - write responses that demonstrate understanding of texts 7A - infer multiple themes within and across texts 7B - analyze how character's internal and external responses influence the plot	7B - analyze how character's internal and external responses influence the plot 8E -analyze characteristics and structures of argumentative texts 11C - compose argumentative text	8B - analyze the effects of meter and structural elements of poetry 8C - analyze how playwrights develop characters through dialogue and staging 9A - explain the author's purpose and message within a text 11A - compose poetry	understand the testing framework practice test-taking skills	4A - self-select text and read independently for a sustained period of time 11D - compose correspondence
ON-GOING LITERACY TEKS	1ABCD, 2ABC, 3A, 4A, 5ABCDEFGHI, 6ABCFH, 8F, 9ABCDEF, 10ABCDE, 12ABCDEFGHJI										
RESOURCES	Lucy Calkins Reading Units of Study Lucy Calkins Writing Units of Study <i>StudySync</i> online by McGraw-Hill Scholastic <i>Scope</i> Magazine <i>Patterns of Power: Inviting Adolescent Writers into the Conventions of Language (grades 6-8)</i> by Jeff Anderson, Travis Leech, and Melinda Clark					Lucy Calkins Reading Units of Study Lucy Calkins Writing Units of Study <i>StudySync</i> online by McGraw-Hill Scholastic <i>Scope</i> Magazine <i>Patterns of Power: Inviting Adolescent Writers into the Conventions of Language (grades 6-8)</i> by Jeff Anderson, Travis Leech, and Melinda Clark					

* district assessment window begins and/or ends mid-week due to student/staff holiday

**STAAR online testing window for English (grades 6-10) is April 7-17, 2026. Campuses decide which day they will test within that window.