

Structure and Style for Students

UNIT 1: NOTE MAKING AND OUTLINES Week 1 Page 9-16

Texas Essential Knowledge and Skills (TEKS)
Language Arts
 Grade 6 - Adopted: 2017

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.1.C.	Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.22.b.6.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
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INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
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INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
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INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.9.B.	Analyze how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.12.D.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.22.b.12.J.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.1.A.	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
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TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.C. self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

GRADE LEVEL EXPECTATION 110.25.b.4.D. summarize texts by identifying main ideas and relevant details;

GRADE LEVEL EXPECTATION 110.25.b.4.F. analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

GRADE LEVEL EXPECTATION 110.25.b.4.I. determine important ideas from texts and oral presentations;

GRADE LEVEL EXPECTATION 110.25.b.4.J. manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and

GRADE LEVEL EXPECTATION 110.25.b.4.K. use questioning to enhance comprehension before, during, and after reading.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.5.C. organize and record new information in systematic ways to develop notes, charts, and graphic organizers;

GRADE LEVEL EXPECTATION 110.25.b.5.D. communicate information gained from reading;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.6.A. read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.7.B. respond to text through discussion, journal writing, performance, and visual representation; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.8.C. analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.1.	Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.1.D. identify characteristics of oral language and analyze standards for using oral language appropriately;

GRADE LEVEL EXPECTATION 110.26.b.1.E. identify the importance of using appropriate nonverbal communication;

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.2.A. use appropriate verbal and nonverbal communication skills in interpersonal situations;

GRADE LEVEL EXPECTATION 110.26.b.2.D. identify kinds of groups and analyze basic principles of group dynamics;

GRADE LEVEL EXPECTATION 110.26.b.2.E. use appropriate communication skills in groups to make plans or accomplish goals;

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.3.	Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.3.C. employ parliamentary procedure in a group meeting;

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.4.C.	use appropriate verbal, nonverbal, and listening skills in interviews;
GRADE LEVEL EXPECTATION	110.26.b.4.D.	use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;
GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
GRADE LEVEL EXPECTATION	110.26.b.4.F.	plan, research, organize, prepare, and present an informative speech;
GRADE LEVEL EXPECTATION	110.26.b.4.I.	use effective verbal and nonverbal communication in presenting informative speeches;
GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.6.B.	use appropriate verbal and nonverbal skills to share stories;
GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.C.	Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.22.b.6.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:

INDICATOR 110.22.b.8.D.i. The controlling idea or thesis with supporting evidence.

INDICATOR 110.22.b.8.D.iii. Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:

INDICATOR 110.22.b.8.E.ii. Explaining how the author uses various types of evidence to support the argument.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.9.B. Analyze how the use of text structure contributes to the author's purpose.

GRADE LEVEL EXPECTATION 110.22.b.9.F. Analyze how the author's use of language contributes to mood and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.B. Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.12.D. Identify and gather relevant information from a variety of sources.

GRADE LEVEL EXPECTATION 110.22.b.12.J. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.C. self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

GRADE LEVEL EXPECTATION 110.25.b.4.D. summarize texts by identifying main ideas and relevant details;

GRADE LEVEL EXPECTATION 110.25.b.4.F. analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

GRADE LEVEL EXPECTATION 110.25.b.4.I. determine important ideas from texts and oral presentations;

GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
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GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.1.	Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.1.D.	identify characteristics of oral language and analyze standards for using oral language appropriately;
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GRADE LEVEL EXPECTATION	110.26.b.1.E.	identify the importance of using appropriate nonverbal communication;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.2.A. use appropriate verbal and nonverbal communication skills in interpersonal situations;

GRADE LEVEL EXPECTATION 110.26.b.2.D. identify kinds of groups and analyze basic principles of group dynamics;

GRADE LEVEL EXPECTATION 110.26.b.2.E. use appropriate communication skills in groups to make plans or accomplish goals;

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.3.	Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.3.C. employ parliamentary procedure in a group meeting;

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.4.C. use appropriate verbal, nonverbal, and listening skills in interviews;

GRADE LEVEL EXPECTATION 110.26.b.4.D. use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;

GRADE LEVEL EXPECTATION 110.26.b.4.E. plan and present an informative group discussion for an audience;

GRADE LEVEL EXPECTATION 110.26.b.4.F. plan, research, organize, prepare, and present an informative speech;

GRADE LEVEL EXPECTATION 110.26.b.4.I. use effective verbal and nonverbal communication in presenting informative speeches;

GRADE LEVEL EXPECTATION 110.26.b.4.J. apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and

GRADE LEVEL EXPECTATION 110.26.b.4.K. develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.5.D. demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.6.B.	use appropriate verbal and nonverbal skills to share stories;
GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and

UNIT 2: WRITING FROM NOTES Week 3 Page 27-36

Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.1.C.	Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.

GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
GRADE LEVEL EXPECTATION	110.22.b.6.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:

INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.9.B.	Analyze how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.22.b.10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22. b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. Publish written work for appropriate audiences.
10.E.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22. b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear
11.B. controlling idea or thesis statement and genre characteristics and craft.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22. b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. Identify and gather relevant information from a variety of sources.
12.D.

GRADE LEVEL EXPECTATION 110.22.b. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
12.J.

Grade 6 - Adopted: 1998/Amended 2008

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25. b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
1.A.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25. b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b. expand vocabulary by reading, viewing, listening, and discussing;
2.A.

GRADE LEVEL EXPECTATION 110.25.b. determine word meaning by using context;
2.B.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25. b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b. read silently for a variety of purposes with comprehension for sustained periods of time;
3.A.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
GRADE LEVEL EXPECTATION	110.25.b.4.D.	summarize texts by identifying main ideas and relevant details;
GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b. analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect; 8.C.

TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.1.	Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b. identify characteristics of oral language and analyze standards for using oral language appropriately; 1.D.

GRADE LEVEL EXPECTATION 110.26.b. identify the importance of using appropriate nonverbal communication; 1.E.

TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b. use appropriate verbal and nonverbal communication skills in interpersonal situations; 2.A.

GRADE LEVEL EXPECTATION 110.26.b. identify kinds of groups and analyze basic principles of group dynamics; 2.D.

GRADE LEVEL EXPECTATION 110.26.b. use appropriate communication skills in groups to make plans or accomplish goals; 2.E.

TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.3.	Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b. employ parliamentary procedure in a group meeting; 3.C.

TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b. use appropriate verbal, nonverbal, and listening skills in interviews; 4.C.

GRADE LEVEL EXPECTATION 110.26.b. use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;

GRADE LEVEL EXPECTATION 110.26.b. plan and present an informative group discussion for an audience; 4.E.

GRADE LEVEL EXPECTATION	110.26.b.4.F.	plan, research, organize, prepare, and present an informative speech;
GRADE LEVEL EXPECTATION	110.26.b.4.I.	use effective verbal and nonverbal communication in presenting informative speeches;
GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.6.B.	use appropriate verbal and nonverbal skills to share stories;
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GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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UNIT 3: RETELLING NARRATIVE STORIES Week 4 Page 37-44

Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.C.	Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.22.b.6.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.7.B.	Analyze how the characters' internal and external responses develop the plot.
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GRADE LEVEL EXPECTATION	110.22.b.7.C.	Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.
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GRADE LEVEL EXPECTATION	110.22.b.7.D.	Analyze how the setting, including historical and cultural settings, influences character and plot development.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.C.	Analyze how playwrights develop characters through dialogue and staging.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.9.E.	Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.
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GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:

INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.A. Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.12.J. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 6 - Adopted: 1998/Amended 2008

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.2.A.	expand vocabulary by reading, viewing, listening, and discussing;
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GRADE LEVEL EXPECTATION	110.25.b.2.B.	determine word meaning by using context;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.3.A.	read silently for a variety of purposes with comprehension for sustained periods of time;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
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GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
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GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
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GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
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GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
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GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.1.	Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.1.D.	identify characteristics of oral language and analyze standards for using oral language appropriately;
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GRADE LEVEL EXPECTATION	110.26.b.1.E.	identify the importance of using appropriate nonverbal communication;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b.2.D.	identify kinds of groups and analyze basic principles of group dynamics;
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GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.3.	Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.3.C.	employ parliamentary procedure in a group meeting;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 4.C.	use appropriate verbal, nonverbal, and listening skills in interviews;
GRADE LEVEL EXPECTATION	110.26.b. 4.D.	use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;
GRADE LEVEL EXPECTATION	110.26.b. 4.E.	plan and present an informative group discussion for an audience;
GRADE LEVEL EXPECTATION	110.26.b. 4.F.	plan, research, organize, prepare, and present an informative speech;
GRADE LEVEL EXPECTATION	110.26.b. 4.I.	use effective verbal and nonverbal communication in presenting informative speeches;
GRADE LEVEL EXPECTATION	110.26.b. 4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
GRADE LEVEL EXPECTATION	110.26.b. 4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b. 5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b. 6.B.	use appropriate verbal and nonverbal skills to share stories;
GRADE LEVEL EXPECTATION	110.26.b. 6.D.	use effective group decision-making skills in group performances;
GRADE LEVEL EXPECTATION	110.26.b. 6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.C.	Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b. 6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.22.b. 6.F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.22.b. 6.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 7.B.	Analyze how the characters' internal and external responses develop the plot.
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GRADE LEVEL EXPECTATION	110.22.b. 7.C.	Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.
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GRADE LEVEL EXPECTATION	110.22.b. 7.D.	Analyze how the setting, including historical and cultural settings, influences character and plot development.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 8.C.	Analyze how playwrights develop characters through dialogue and staging.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 9.E.	Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.
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GRADE LEVEL EXPECTATION	110.22.b. 9.F.	Analyze how the author's use of language contributes to mood and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:

INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.A. Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.12.J. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.C. self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

GRADE LEVEL EXPECTATION 110.25.b.4.F. analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

GRADE LEVEL EXPECTATION 110.25.b.4.I. determine important ideas from texts and oral presentations;

GRADE LEVEL EXPECTATION 110.25.b.4.J. manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and

GRADE LEVEL EXPECTATION 110.25.b.4.K. use questioning to enhance comprehension before, during, and after reading.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
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GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.1.	Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.1.D.	identify characteristics of oral language and analyze standards for using oral language appropriately;
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GRADE LEVEL EXPECTATION	110.26.b.1.E.	identify the importance of using appropriate nonverbal communication;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b.2.D.	identify kinds of groups and analyze basic principles of group dynamics;
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GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.3.	Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.3.C.	employ parliamentary procedure in a group meeting;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.4.C.	use appropriate verbal, nonverbal, and listening skills in interviews;
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GRADE LEVEL EXPECTATION	110.26.b.4.D.	use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;
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GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b.4.F.	plan, research, organize, prepare, and present an informative speech;
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GRADE LEVEL EXPECTATION	110.26.b.4.I.	use effective verbal and nonverbal communication in presenting informative speeches;
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GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.6.B.	use appropriate verbal and nonverbal skills to share stories;
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GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b. 6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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UNIT 3: RETELLING NARRATIVE STORIES Week 6 Page 53-60

Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.C.	Give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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GRADE LEVEL EXPECTATION	110.22.b.6.H.	Respond orally or in writing with appropriate register, vocabulary, tone, and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.7.B.	Analyze how the characters' internal and external responses develop the plot.
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GRADE LEVEL EXPECTATION	110.22.b.7.C.	Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.
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GRADE LEVEL EXPECTATION	110.22.b.7.D.	Analyze how the setting, including historical and cultural settings, influences character and plot development.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.C.	Analyze how playwrights develop characters through dialogue and staging.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.9.E.	Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.
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GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.A. Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.12.J. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.C. self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

GRADE LEVEL EXPECTATION 110.25.b.4.F. analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

GRADE LEVEL EXPECTATION 110.25.b.4.I. determine important ideas from texts and oral presentations;

GRADE LEVEL EXPECTATION 110.25.b.4.J. manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and

GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.
TEKS	110.25.	English Language Arts and Reading, Reading (Elective Credit).
STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;
TEKS	110.25.	English Language Arts and Reading, Reading (Elective Credit).
STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
TEKS	110.25.	English Language Arts and Reading, Reading (Elective Credit).
STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
TEKS	110.25.	English Language Arts and Reading, Reading (Elective Credit).
STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
TEKS	110.26.	English Language Arts and Reading, Speech (Elective Credit).
STUDENT EXPECTATION	110.26.b.1.	Understanding the communication process. The student demonstrates a knowledge of communication. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.1.D.	identify characteristics of oral language and analyze standards for using oral language appropriately;
GRADE LEVEL EXPECTATION	110.26.b.1.E.	identify the importance of using appropriate nonverbal communication;
TEKS	110.26.	English Language Arts and Reading, Speech (Elective Credit).
STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:

GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b.2.D.	identify kinds of groups and analyze basic principles of group dynamics;
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GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.3.	Participating in social traditions. The student develops an understanding of social traditions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.3.C.	employ parliamentary procedure in a group meeting;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.4.C.	use appropriate verbal, nonverbal, and listening skills in interviews;
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GRADE LEVEL EXPECTATION	110.26.b.4.D.	use appropriate information and effective critical-thinking skills in group decision-making and problem-solving processes;
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GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b.4.F.	plan, research, organize, prepare, and present an informative speech;
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GRADE LEVEL EXPECTATION	110.26.b.4.I.	use effective verbal and nonverbal communication in presenting informative speeches;
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GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.6.B.	use appropriate verbal and nonverbal skills to share stories;
GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and

UNIT 4: SUMMARIZING A REFERENCE Week 7 Page 61-74

Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
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INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
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INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
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INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.9.B.	Analyze how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.22.b.10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.E.	Publish written work for appropriate audiences.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.12.D.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.22.b.12.G.	Differentiate between paraphrasing and plagiarism when using source materials.
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GRADE LEVEL EXPECTATION	110.22.b.12.J.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.1.A.	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.2.A.	expand vocabulary by reading, viewing, listening, and discussing;
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GRADE LEVEL EXPECTATION	110.25.b.2.B.	determine word meaning by using context;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.3.A.	read silently for a variety of purposes with comprehension for sustained periods of time;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
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GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
GRADE LEVEL EXPECTATION	110.25.b.4.D.	summarize texts by identifying main ideas and relevant details;
GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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UNIT 4: SUMMARIZING A REFERENCE Week 8 Page 75-80

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017**

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.2.B. Use context such as definition, analogy, and examples to clarify the meaning of words.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.5.A. Establish purpose for reading assigned and self-selected texts.

GRADE LEVEL EXPECTATION 110.22.b.5.B. Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL EXPECTATION 110.22.b.5.F. Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION 110.22.b.5.G. Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION 110.22.b.5.I. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.6.C. Use text evidence to support an appropriate response.

GRADE LEVEL EXPECTATION 110.22.b.6.D. Paraphrase and summarize texts in ways that maintain meaning and logical order.

GRADE LEVEL EXPECTATION 110.22.b.6.E. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

GRADE LEVEL EXPECTATION 110.22.b.6.F. Respond using newly acquired vocabulary as appropriate.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:

INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:

INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.9.B.	Analyze how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:

INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b. 10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.22.b. 10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.E.	Publish written work for appropriate audiences.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 12.D.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.22.b. 12.G.	Differentiate between paraphrasing and plagiarism when using source materials.
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GRADE LEVEL EXPECTATION	110.22.b. 12.J.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.C. self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

GRADE LEVEL EXPECTATION 110.25.b.4.D. summarize texts by identifying main ideas and relevant details;

GRADE LEVEL EXPECTATION 110.25.b.4.F. analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

GRADE LEVEL EXPECTATION 110.25.b.4.I. determine important ideas from texts and oral presentations;

GRADE LEVEL EXPECTATION 110.25.b.4.J. manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and

GRADE LEVEL EXPECTATION 110.25.b.4.K. use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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UNIT 4: SUMMARIZING A REFERENCE Week 9 Page 81-88

Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.9.B. Analyze how the use of text structure contributes to the author's purpose.

GRADE LEVEL EXPECTATION 110.22.b.9.F. Analyze how the author's use of language contributes to mood and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.B. Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.12.D. Identify and gather relevant information from a variety of sources.

GRADE LEVEL EXPECTATION 110.22.b.12.G. Differentiate between paraphrasing and plagiarism when using source materials.

GRADE LEVEL EXPECTATION 110.22.b.12.J. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
GRADE LEVEL EXPECTATION	110.25.b.4.D.	summarize texts by identifying main ideas and relevant details;
GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b. 2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b. 4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b. 4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b. 6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
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INDICATOR	110.22.b. 8.D.i.	The controlling idea or thesis with supporting evidence.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:

INDICATOR	110.22.b. 8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.A.	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.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:

INDICATOR	110.22.b. 10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b. 10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.22.b. 10.D.ii.	Consistent, appropriate use of verb tenses.
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INDICATOR	110.22.b. 10.D.v.	Pronouns, including relative.
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INDICATOR	110.22.b. 10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.E.	Publish written work for appropriate audiences.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 12.D.	Identify and gather relevant information from a variety of sources.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 1.A.	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 2.A.	expand vocabulary by reading, viewing, listening, and discussing;
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GRADE LEVEL EXPECTATION	110.25.b. 2.B.	determine word meaning by using context;
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GRADE LEVEL EXPECTATION	110.25.b. 2.D.	use reference aids such as a glossary, dictionary, thesaurus, and available technology to determine meanings and pronunciations; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.C. self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

GRADE LEVEL EXPECTATION 110.25.b.4.F. analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

GRADE LEVEL EXPECTATION 110.25.b.4.I. determine important ideas from texts and oral presentations;

GRADE LEVEL EXPECTATION 110.25.b.4.J. manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and

GRADE LEVEL EXPECTATION 110.25.b.4.K. use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.5.C. organize and record new information in systematic ways to develop notes, charts, and graphic organizers;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.6.A. read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017**

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.2.B. Use context such as definition, analogy, and examples to clarify the meaning of words.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:

INDICATOR	110.22.b. 8.D.i.	The controlling idea or thesis with supporting evidence.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:

INDICATOR	110.22.b. 8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.A.	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.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:

INDICATOR	110.22.b. 10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b. 10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.22.b. 10.D.vii.	Capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.
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INDICATOR	110.22.b. 10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.E.	Publish written work for appropriate audiences.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 12.D.	Identify and gather relevant information from a variety of sources.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 1.A.	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 2.A.	expand vocabulary by reading, viewing, listening, and discussing;
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GRADE LEVEL EXPECTATION	110.25.b. 2.B.	determine word meaning by using context;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 3.A.	read silently for a variety of purposes with comprehension for sustained periods of time;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017**

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.7.B.	Analyze how the characters' internal and external responses develop the plot.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.C.	Analyze how playwrights develop characters through dialogue and staging.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.A. Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.C. self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

GRADE LEVEL EXPECTATION 110.25.b.4.I. determine important ideas from texts and oral presentations;

GRADE LEVEL EXPECTATION 110.25.b.4.J. manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and

GRADE LEVEL EXPECTATION 110.25.b.4.K. use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.6.A. read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

Language Arts
Grade 6 - Adopted: 2017

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.E.	Make connections to personal experiences, ideas in other texts, and society.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.6.B.	Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.9.B.	Analyze how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.B. Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.12.B.	Develop and revise a plan.
GRADE LEVEL EXPECTATION	110.22.b.12.D.	Identify and gather relevant information from a variety of sources.
GRADE LEVEL EXPECTATION	110.22.b.12.F.	Synthesize information from a variety of sources.
GRADE LEVEL EXPECTATION	110.22.b.12.G.	Differentiate between paraphrasing and plagiarism when using source materials.
GRADE LEVEL EXPECTATION	110.22.b.12.I.	Display academic citations and use source materials ethically.
GRADE LEVEL EXPECTATION	110.22.b.12.J.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 6 - Adopted: 1998/Amended 2008

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.1.A.	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.2.A.	expand vocabulary by reading, viewing, listening, and discussing;
GRADE LEVEL EXPECTATION	110.25.b.2.B.	determine word meaning by using context;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.3.A.	read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 4.B.	determine purpose for reading;
GRADE LEVEL EXPECTATION	110.25.b. 4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
GRADE LEVEL EXPECTATION	110.25.b. 4.D.	summarize texts by identifying main ideas and relevant details;
GRADE LEVEL EXPECTATION	110.25.b. 4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
GRADE LEVEL EXPECTATION	110.25.b. 4.G.	make connections and find patterns, similarities, and differences across texts;
GRADE LEVEL EXPECTATION	110.25.b. 4.I.	determine important ideas from texts and oral presentations;
GRADE LEVEL EXPECTATION	110.25.b. 4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
GRADE LEVEL EXPECTATION	110.25.b. 4.K.	use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b. 5.B.	locate appropriate print and non-print information using text and technical resources;
GRADE LEVEL EXPECTATION	110.25.b. 5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
GRADE LEVEL EXPECTATION	110.25.b. 5.D.	communicate information gained from reading;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b. 6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b. 7.B.	respond to text through discussion, journal writing, performance, and visual representation; and

GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
TEKS	110.25.	English Language Arts and Reading, Reading (Elective Credit).
STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
TEKS	110.26.	English Language Arts and Reading, Speech (Elective Credit).
STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
TEKS	110.26.	English Language Arts and Reading, Speech (Elective Credit).
STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
TEKS	110.26.	English Language Arts and Reading, Speech (Elective Credit).
STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
TEKS	110.26.	English Language Arts and Reading, Speech (Elective Credit).
STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and

Language Arts
Grade 6 - Adopted: 2017

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.E.	Make connections to personal experiences, ideas in other texts, and society.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.6.B.	Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.9.B.	Analyze how the use of text structure contributes to the author's purpose.
GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.iv. Prepositions and prepositional phrases and their influence on subject-verb agreement.

INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/its, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.12.B.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.22.b.12.D.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.22.b.12.F.	Synthesize information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.22.b.12.G.	Differentiate between paraphrasing and plagiarism when using source materials.
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GRADE LEVEL EXPECTATION	110.22.b.12.I.	Display academic citations and use source materials ethically.
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GRADE LEVEL EXPECTATION	110.22.b.12.J.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.1.A.	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.2.A.	expand vocabulary by reading, viewing, listening, and discussing;
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GRADE LEVEL EXPECTATION	110.25.b.2.B.	determine word meaning by using context;
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GRADE LEVEL EXPECTATION	110.25.b.2.C.	use spelling, prefixes and suffixes, roots, and word origins to understand meanings;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.3.A.	read silently for a variety of purposes with comprehension for sustained periods of time;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
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GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
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GRADE LEVEL EXPECTATION	110.25.b.4.D.	summarize texts by identifying main ideas and relevant details;
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GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
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GRADE LEVEL EXPECTATION	110.25.b.4.G.	make connections and find patterns, similarities, and differences across texts;
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GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
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GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.B.	locate appropriate print and non-print information using text and technical resources;
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.7.B. respond to text through discussion, journal writing, performance, and visual representation; and

GRADE LEVEL EXPECTATION 110.25.b.7.C. support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.8.C. analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;

TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.2.A. use appropriate verbal and nonverbal communication skills in interpersonal situations;

GRADE LEVEL EXPECTATION 110.26.b.2.E. use appropriate communication skills in groups to make plans or accomplish goals;

TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.4.E. plan and present an informative group discussion for an audience;

GRADE LEVEL EXPECTATION 110.26.b.4.J. apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and

GRADE LEVEL EXPECTATION 110.26.b.4.K. develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.5.D. demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and

TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b. 6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 15 Page 141-152

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 6 - Adopted: 2017

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b. 3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b. 4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b. 5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b. 5.E.	Make connections to personal experiences, ideas in other texts, and society.
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GRADE LEVEL EXPECTATION	110.22.b. 5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.B.	Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
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INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
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INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
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INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.9.B. Analyze how the use of text structure contributes to the author's purpose.

GRADE LEVEL EXPECTATION 110.22.b.9.F. Analyze how the author's use of language contributes to mood and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.iv. Prepositions and prepositional phrases and their influence on subject-verb agreement.

INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.B. Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.12.B. Develop and revise a plan.

GRADE LEVEL EXPECTATION 110.22.b.12.D. Identify and gather relevant information from a variety of sources.

GRADE LEVEL EXPECTATION 110.22.b.12.F. Synthesize information from a variety of sources.

GRADE LEVEL EXPECTATION 110.22.b.12.G. Differentiate between paraphrasing and plagiarism when using source materials.

GRADE LEVEL EXPECTATION 110.22.b.12.I. Display academic citations and use source materials ethically.

GRADE LEVEL EXPECTATION 110.22.b.12.J. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION	110.25.b.2.B.	determine word meaning by using context;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.3.A.	read silently for a variety of purposes with comprehension for sustained periods of time;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
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GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
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GRADE LEVEL EXPECTATION	110.25.b.4.D.	summarize texts by identifying main ideas and relevant details;
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GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
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GRADE LEVEL EXPECTATION	110.25.b.4.G.	make connections and find patterns, similarities, and differences across texts;
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GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
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GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.B.	locate appropriate print and non-print information using text and technical resources;
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.6.A. read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.7.B. respond to text through discussion, journal writing, performance, and visual representation; and

GRADE LEVEL EXPECTATION 110.25.b.7.C. support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.8.C. analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.2.A. use appropriate verbal and nonverbal communication skills in interpersonal situations;

GRADE LEVEL EXPECTATION 110.26.b.2.E. use appropriate communication skills in groups to make plans or accomplish goals;

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION 110.26.b.4.E. plan and present an informative group discussion for an audience;

GRADE LEVEL EXPECTATION 110.26.b.4.J. apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and

GRADE LEVEL EXPECTATION 110.26.b.4.K. develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.

TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
TEKS	110.26.	English Language Arts and Reading, Speech (Elective Credit).
STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and

UNIT 6: SUMMARIZING MULTIPLE REFERENCES Week 16 Page 153-158

Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017

TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.B.	Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
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INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
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INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.9.B.	Analyze how the use of text structure contributes to the author's purpose.
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GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.22.b.10.D.iv.	Prepositions and prepositional phrases and their influence on subject-verb agreement.
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INDICATOR	110.22.b. 10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.E.	Publish written work for appropriate audiences.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 12.B.	Develop and revise a plan.
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GRADE LEVEL EXPECTATION	110.22.b. 12.D.	Identify and gather relevant information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.22.b. 12.F.	Synthesize information from a variety of sources.
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GRADE LEVEL EXPECTATION	110.22.b. 12.G.	Differentiate between paraphrasing and plagiarism when using source materials.
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GRADE LEVEL EXPECTATION	110.22.b. 12.I.	Display academic citations and use source materials ethically.
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GRADE LEVEL EXPECTATION	110.22.b. 12.J.	Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 1.A.	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.2.A.	expand vocabulary by reading, viewing, listening, and discussing;
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GRADE LEVEL EXPECTATION	110.25.b.2.B.	determine word meaning by using context;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.3.A.	read silently for a variety of purposes with comprehension for sustained periods of time;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
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GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
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GRADE LEVEL EXPECTATION	110.25.b.4.D.	summarize texts by identifying main ideas and relevant details;
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GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
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GRADE LEVEL EXPECTATION	110.25.b.4.G.	make connections and find patterns, similarities, and differences across texts;
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GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
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GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.B.	locate appropriate print and non-print information using text and technical resources;
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;
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TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
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GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
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TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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UNIT 7: INVENTIVE WRITING Week 17 Page 159-164

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017**

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b. 10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.22.b. 10.D.iv.	Prepositions and prepositional phrases and their influence on subject-verb agreement.
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INDICATOR	110.22.b. 10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.E.	Publish written work for appropriate audiences.
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TEKS **110.22. English Language Arts and Reading, Grade 6, Adopted 2017**

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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UNIT 7: INVENTIVE WRITING Week 18 Page 165-172

**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017**

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.22.b.10.D.iv.	Prepositions and prepositional phrases and their influence on subject-verb agreement.
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INDICATOR	110.22.b. 10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.E.	Publish written work for appropriate audiences.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 11.A.	Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.22.b. 11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
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GRADE LEVEL EXPECTATION	110.25.b. 4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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GRADE LEVEL EXPECTATION	110.25.b. 4.K.	use questioning to enhance comprehension before, during, and after reading.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
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INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR	110.22.b.10.D.iv.	Prepositions and prepositional phrases and their influence on subject-verb agreement.
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INDICATOR	110.22.b.10.D.vii.	Capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.
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INDICATOR	110.22.b.10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.E.	Publish written work for appropriate audiences.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.11.B.	Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.22.b.11.D.	Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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UNIT 8: FORMAL ESSAY MODELS Week 20 Page 179-192

Texas Essential Knowledge and Skills (TEKS)

Language Arts

Grade 6 - Adopted: 2017

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
GRADE LEVEL EXPECTATION	110.22.b.5.E.	Make connections to personal experiences, ideas in other texts, and society.
GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.6.B.	Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:

INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
INDICATOR	110.22.b.8.D.iii.	Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:

INDICATOR 110.22.b.8.E.ii. Explaining how the author uses various types of evidence to support the argument.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.9.B. Analyze how the use of text structure contributes to the author's purpose.

GRADE LEVEL EXPECTATION 110.22.b.9.F. Analyze how the author's use of language contributes to mood and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
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INDICATOR 110.22.b.10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b.10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b. Prepositions and prepositional phrases and their influence on subject-verb agreement.
10.D.iv.

INDICATOR 110.22.b. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
10.D.ix.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. Publish written work for appropriate audiences.
10.E.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.
11.B.

GRADE LEVEL EXPECTATION 110.22.b. Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
11.D.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. Develop and revise a plan.
12.B.

GRADE LEVEL EXPECTATION 110.22.b. Identify and gather relevant information from a variety of sources.
12.D.

GRADE LEVEL EXPECTATION 110.22.b. Synthesize information from a variety of sources.
12.F.

GRADE LEVEL EXPECTATION 110.22.b. Differentiate between paraphrasing and plagiarism when using source materials.
12.G.

GRADE LEVEL EXPECTATION 110.22.b. Display academic citations and use source materials ethically.
12.I.

GRADE LEVEL EXPECTATION 110.22.b. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
12.J.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.C. self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;

GRADE LEVEL EXPECTATION 110.25.b.4.D. summarize texts by identifying main ideas and relevant details;

GRADE LEVEL EXPECTATION 110.25.b.4.F. analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

GRADE LEVEL EXPECTATION 110.25.b.4.G. make connections and find patterns, similarities, and differences across texts;

GRADE LEVEL EXPECTATION 110.25.b.4.I. determine important ideas from texts and oral presentations;

GRADE LEVEL EXPECTATION 110.25.b.4.J. manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and

GRADE LEVEL EXPECTATION 110.25.b.4.K. use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.5.B.	locate appropriate print and non-print information using text and technical resources;
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GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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**Texas Essential Knowledge and Skills (TEKS)
Language Arts
Grade 6 - Adopted: 2017**

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.E.	Make connections to personal experiences, ideas in other texts, and society.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.B.	Write responses that demonstrate understanding of texts, including comparing sources within and across genres.
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.D.	Paraphrase and summarize texts in ways that maintain meaning and logical order.
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GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b .8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22. b.8.D.	Analyze characteristics and structural elements of informational text, including:

INDICATOR 110.22.b. 8.D.i. The controlling idea or thesis with supporting evidence.

INDICATOR 110.22.b. 8.D.iii. Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b .8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22. b.8.E.	Analyze characteristics and structures of argumentative text by:

INDICATOR 110.22.b. 8.E.ii. Explaining how the author uses various types of evidence to support the argument.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22. b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. 9.B. Analyze how the use of text structure contributes to the author's purpose.

GRADE LEVEL EXPECTATION 110.22.b. 9.F. Analyze how the author's use of language contributes to mood and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22. b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. 10.A. 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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22. b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:

INDICATOR 110.22.b. 10.B.i. Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.

INDICATOR 110.22.b. 10.B.ii. Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b.10.D.iv. Prepositions and prepositional phrases and their influence on subject-verb agreement.

INDICATOR 110.22.b.10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.B. Compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.12.B. Develop and revise a plan.

GRADE LEVEL EXPECTATION 110.22.b.12.D. Identify and gather relevant information from a variety of sources.

GRADE LEVEL EXPECTATION 110.22.b.12.F. Synthesize information from a variety of sources.

GRADE LEVEL EXPECTATION 110.22.b.12.G. Differentiate between paraphrasing and plagiarism when using source materials.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.12.H.	Examine sources for:

INDICATOR 110.22.b.12.H.i. Reliability, credibility, and bias.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.12.	Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.12.I. Display academic citations and use source materials ethically.

GRADE LEVEL EXPECTATION 110.22.b.12.J. Use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
GRADE LEVEL EXPECTATION	110.25.b.4.D.	summarize texts by identifying main ideas and relevant details;
GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
GRADE LEVEL EXPECTATION	110.25.b.4.G.	make connections and find patterns, similarities, and differences across texts;
GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.5.B.	locate appropriate print and non-print information using text and technical resources;
GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.8.A.	evaluate the credibility of informational sources and their relevance for assigned and self selected topics;
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GRADE LEVEL EXPECTATION	110.25.b.8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b.2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b.4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b.4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS **110.26. English Language Arts and Reading, Speech (Elective Credit).**

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b.6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b.6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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Language Arts
Grade 6 - Adopted: 2017

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.1.D.	Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.2.B.	Use context such as definition, analogy, and examples to clarify the meaning of words.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.5.A.	Establish purpose for reading assigned and self-selected texts.
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GRADE LEVEL EXPECTATION	110.22.b.5.B.	Generate questions about text before, during, and after reading to deepen understanding and gain information.
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GRADE LEVEL EXPECTATION	110.22.b.5.F.	Make inferences and use evidence to support understanding.
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GRADE LEVEL EXPECTATION	110.22.b.5.G.	Evaluate details read to determine key ideas.
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GRADE LEVEL EXPECTATION	110.22.b.5.I.	Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.6.C.	Use text evidence to support an appropriate response.
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GRADE LEVEL EXPECTATION	110.22.b.6.E.	Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.
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GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.7.B.	Analyze how the characters' internal and external responses develop the plot.
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GRADE LEVEL EXPECTATION	110.22.b.7.C.	Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.
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GRADE LEVEL EXPECTATION	110.22.b.7.D.	Analyze how the setting, including historical and cultural settings, influences character and plot development.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.C.	Analyze how playwrights develop characters through dialogue and staging.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
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INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
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INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.9.A.	Explain the author's purpose and message within a text.
GRADE LEVEL EXPECTATION	110.22.b.9.D.	Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
GRADE LEVEL EXPECTATION	110.22.b.9.E.	Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.
GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
GRADE LEVEL EXPECTATION	110.22.b.9.G.	Explain the differences between rhetorical devices and logical fallacies.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:
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INDICATOR 110.22.b. Prepositions and prepositional phrases and their influence on subject-verb agreement.
10.D.iv.

INDICATOR 110.22.b. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
10.D.ix.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. Publish written work for appropriate audiences.
10.E.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.
11.A.

GRADE LEVEL EXPECTATION 110.22.b. Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
11.D.

Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
1.A.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b. expand vocabulary by reading, viewing, listening, and discussing;
2.A.

GRADE LEVEL EXPECTATION 110.25.b. determine word meaning by using context;
2.B.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b. read silently for a variety of purposes with comprehension for sustained periods of time;
3.A.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.

TEKS **110.25. English Language Arts and Reading, Reading (Elective Credit).**

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 8.B.	evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone;
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GRADE LEVEL EXPECTATION	110.25.b. 8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b. 2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b. 4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b. 4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b. 6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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STUDENT EXPECTATION	110.22.b.1.	Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.1.D. Participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.2.B. Use context such as definition, analogy, and examples to clarify the meaning of words.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.5.A. Establish purpose for reading assigned and self-selected texts.

GRADE LEVEL EXPECTATION 110.22.b.5.B. Generate questions about text before, during, and after reading to deepen understanding and gain information.

GRADE LEVEL EXPECTATION 110.22.b.5.F. Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION 110.22.b.5.G. Evaluate details read to determine key ideas.

GRADE LEVEL EXPECTATION 110.22.b.5.I. Monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.6.C. Use text evidence to support an appropriate response.

GRADE LEVEL EXPECTATION 110.22.b.6.E. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

GRADE LEVEL EXPECTATION	110.22.b.6.F.	Respond using newly acquired vocabulary as appropriate.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.7.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.7.B.	Analyze how the characters' internal and external responses develop the plot.
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GRADE LEVEL EXPECTATION	110.22.b.7.C.	Analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.
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GRADE LEVEL EXPECTATION	110.22.b.7.D.	Analyze how the setting, including historical and cultural settings, influences character and plot development.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.C.	Analyze how playwrights develop characters through dialogue and staging.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.D.	Analyze characteristics and structural elements of informational text, including:
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INDICATOR	110.22.b.8.D.i.	The controlling idea or thesis with supporting evidence.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b.8.E.	Analyze characteristics and structures of argumentative text by:
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INDICATOR	110.22.b.8.E.ii.	Explaining how the author uses various types of evidence to support the argument.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.9.A.	Explain the author's purpose and message within a text.
GRADE LEVEL EXPECTATION	110.22.b.9.D.	Describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
GRADE LEVEL EXPECTATION	110.22.b.9.E.	Identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.
GRADE LEVEL EXPECTATION	110.22.b.9.F.	Analyze how the author's use of language contributes to mood and voice.
GRADE LEVEL EXPECTATION	110.22.b.9.G.	Explain the differences between rhetorical devices and logical fallacies.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.A.	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.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.B.	Develop drafts into a focused, structured, and coherent piece of writing by:
INDICATOR	110.22.b.10.B.i.	Organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion.
INDICATOR	110.22.b.10.B.ii.	Developing an engaging idea reflecting depth of thought with specific facts and details.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.C.	Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22.b.10.D.	Edit drafts using standard English conventions, including:

INDICATOR	110.22.b. 10.D.iv.	Prepositions and prepositional phrases and their influence on subject-verb agreement.
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INDICATOR	110.22.b. 10.D.ix.	Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 10.E.	Publish written work for appropriate audiences.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION	110.22.b. 11.A.	Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.
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GRADE LEVEL EXPECTATION	110.22.b. 11.D.	Compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
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Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 1.A.	apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 2.A.	expand vocabulary by reading, viewing, listening, and discussing;
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GRADE LEVEL EXPECTATION	110.25.b. 2.B.	determine word meaning by using context;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 3.A.	read silently for a variety of purposes with comprehension for sustained periods of time;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b.4.B.	determine purpose for reading;
GRADE LEVEL EXPECTATION	110.25.b.4.C.	self-monitor reading and adjust when confusion occurs by rereading, using resources, and questioning;
GRADE LEVEL EXPECTATION	110.25.b.4.F.	analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;
GRADE LEVEL EXPECTATION	110.25.b.4.I.	determine important ideas from texts and oral presentations;
GRADE LEVEL EXPECTATION	110.25.b.4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
GRADE LEVEL EXPECTATION	110.25.b.4.K.	use questioning to enhance comprehension before, during, and after reading.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.5.	The student reads texts to find information on self-selected and assigned topics. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.5.C.	organize and record new information in systematic ways to develop notes, charts, and graphic organizers;
GRADE LEVEL EXPECTATION	110.25.b.5.D.	communicate information gained from reading;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.7.	The student formulates and supports responses to various types of texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.25.b.7.B.	respond to text through discussion, journal writing, performance, and visual representation; and
GRADE LEVEL EXPECTATION	110.25.b.7.C.	support responses by using prior knowledge and experience and/or citing textual evidence which may consist of a direct quotation, paraphrase, or specific synopsis.

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 8.B.	evaluate how a writer's motivation, stance, or position may affect text credibility, structure, or tone;
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GRADE LEVEL EXPECTATION	110.25.b. 8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.2.	Expressing and responding. The student develops skills for expressing and responding appropriately in a variety of situations. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 2.A.	use appropriate verbal and nonverbal communication skills in interpersonal situations;
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GRADE LEVEL EXPECTATION	110.26.b. 2.E.	use appropriate communication skills in groups to make plans or accomplish goals;
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.4.	Informing. The student expresses and responds appropriately to informative messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 4.E.	plan and present an informative group discussion for an audience;
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GRADE LEVEL EXPECTATION	110.26.b. 4.J.	apply critical-listening skills to analyze, evaluate, and respond appropriately to informative group discussions and speeches; and
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GRADE LEVEL EXPECTATION	110.26.b. 4.K.	develop and use communication skills needed for academic achievement such as participating appropriately in class discussions, using active and critical-listening skills, and taking accurate notes.
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.5.	Persuading. The student expresses and responds appropriately to persuasive messages. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 5.D.	demonstrate persuasive skills in informal or formal argumentation, discussions, or debates; and
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TEKS 110.26. English Language Arts and Reading, Speech (Elective Credit).

STUDENT EXPECTATION	110.26.b.6.	Creating and imagining. The student uses imagination and creativity to prepare and perform various types of literature. The student is expected to:
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GRADE LEVEL EXPECTATION	110.26.b. 6.D.	use effective group decision-making skills in group performances;
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GRADE LEVEL EXPECTATION	110.26.b. 6.E.	use appropriate verbal and nonverbal skills in individual or group interpretations of literature; and
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STUDENT EXPECTATION	110.22.b.2.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.2.B. Use context such as definition, analogy, and examples to clarify the meaning of words.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.3.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.
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STUDENT EXPECTATION	110.22.b.4.	Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
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TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.5.	Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.5.A. Establish purpose for reading assigned and self-selected texts.

GRADE LEVEL EXPECTATION 110.22.b.5.F. Make inferences and use evidence to support understanding.

GRADE LEVEL EXPECTATION 110.22.b.5.G. Evaluate details read to determine key ideas.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.6.	Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.6.C. Use text evidence to support an appropriate response.

GRADE LEVEL EXPECTATION 110.22.b.6.D. Paraphrase and summarize texts in ways that maintain meaning and logical order.

GRADE LEVEL EXPECTATION 110.22.b.6.E. Interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.8.B. Analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b .8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22. b.8.D.	Analyze characteristics and structural elements of informational text, including:

INDICATOR 110.22.b. 8.D.i. The controlling idea or thesis with supporting evidence.

INDICATOR 110.22.b. 8.D.iii. Organizational patterns such as definition, classification, advantage, and disadvantage.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b .8.	Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to:
GRADE LEVEL EXPECTATION	110.22. b.8.E.	Analyze characteristics and structures of argumentative text by:

INDICATOR 110.22.b. 8.E.ii. Explaining how the author uses various types of evidence to support the argument.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22. b.9.	Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. 9.B. Analyze how the use of text structure contributes to the author's purpose.

GRADE LEVEL EXPECTATION 110.22.b. 9.F. Analyze how the author's use of language contributes to mood and voice.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22. b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b. 10.C. Revise drafts for clarity, development, organization, style, word choice, and sentence variety.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b .10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
GRADE LEVEL EXPECTATION	110.22. b.10.D.	Edit drafts using standard English conventions, including:

INDICATOR 110.22.b. 10.D.ix. Correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.10.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.10.E. Publish written work for appropriate audiences.

TEKS 110.22. English Language Arts and Reading, Grade 6, Adopted 2017

STUDENT EXPECTATION	110.22.b.11.	Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:
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GRADE LEVEL EXPECTATION 110.22.b.11.A. Compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.

Grade 6 - Adopted: 1998/Amended 2008

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.1.	The student uses a variety of word recognition strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.1.A. apply knowledge of letter-sound correspondences, language structure, and context to recognize words; and

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.2.	The student acquires vocabulary through reading and systematic word study. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.2.A. expand vocabulary by reading, viewing, listening, and discussing;

GRADE LEVEL EXPECTATION 110.25.b.2.B. determine word meaning by using context;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.3.	The student reads with fluency and understanding in increasingly demanding texts. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.3.A. read silently for a variety of purposes with comprehension for sustained periods of time;

TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.4.	The student comprehends selections using a variety of strategies. The student is expected to:
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GRADE LEVEL EXPECTATION 110.25.b.4.B. determine purpose for reading;

GRADE LEVEL EXPECTATION 110.25.b.4.D. summarize texts by identifying main ideas and relevant details;

GRADE LEVEL EXPECTATION 110.25.b.4.F. analyze and use both narrative and expository text structures: sequence, description, problem/solution, compare/contrast, and cause/effect;

GRADE LEVEL EXPECTATION	110.25.b. 4.I.	determine important ideas from texts and oral presentations;
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GRADE LEVEL EXPECTATION	110.25.b. 4.J.	manage text by using practices such as previewing, highlighting, making marginal notes, notetaking, outlining, and journaling; and
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.6.	The student reads for different purposes in varied sources, both narrative and expository. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 6.A.	read to enjoy, to complete a task, to gather information, to be informed, to solve problems, to answer questions, to analyze, to interpret, and to evaluate;
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TEKS 110.25. English Language Arts and Reading, Reading (Elective Credit).

STUDENT EXPECTATION	110.25.b.8.	The student reads critically to evaluate texts in order to determine the credibility of sources. The student is expected to:
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GRADE LEVEL EXPECTATION	110.25.b. 8.C.	analyze aspects of text, such as patterns of organization and choice of language, for persuasive effect;
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