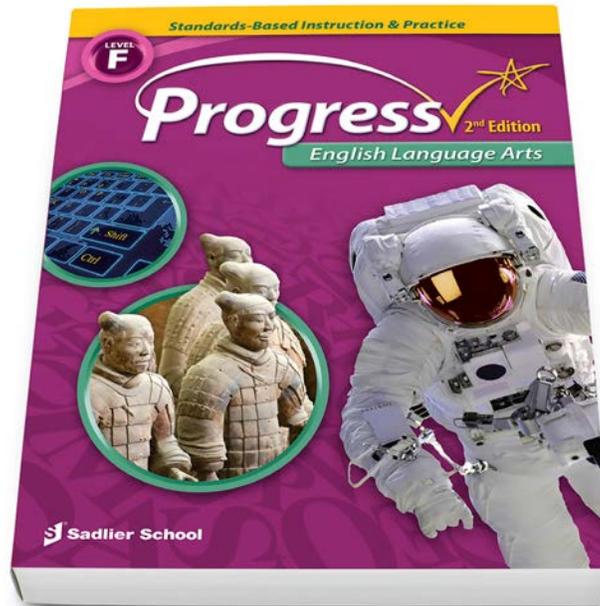


Progress

English Language Arts 2nd Edition

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 6



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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>(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:</p>	
<p>(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion) <ul style="list-style-type: none"> ◦ Answer questions related to the chapter Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 ◦ Use the organizer to record the discussion (Agree or Disagree/New Ideas/Questions I Asked/Questions I Answered)—Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p>TEACHER’S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Listen attentively and ask questions—Chapter 1, TE p. 35; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>DIGITAL RESOURCES Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Speaking and Listening: Presentation of Knowledge and Ideas <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Listening Tips—p. 12 <ul style="list-style-type: none"> • Pay attention to the presenter and focus your mind on the ideas. • Make connections between what you hear and what you already know. • Take notes. Include questions you want to ask or points you wish to make. • Save your questions until the speaker requests them. Make your question brief and direct. Listen carefully to the answer.
<p>(B) follow and give oral instructions that include multiple action steps;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Ways to Help Your Child <ul style="list-style-type: none"> ◦ Recount steps of the procedure—p. 42 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Ways to Help Your Child ◦ Give step-by-step instructions for an activity—p. 208 <p>Language</p> <ul style="list-style-type: none"> • Conventions of English <ul style="list-style-type: none"> ◦ Include specific details (describe steps in the process)—p. 216 <p>DIGITAL RESOURCES</p> <p>Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Introduction <ul style="list-style-type: none"> ◦ Steps in the writing process—p. 2 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ What are the steps in the writing process? <ul style="list-style-type: none"> ◦ Steps in the writing process—pp. 1 and 2 <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing the Development of Key Ideas: “Growing GM Plant” (Technical Text/Procedural)—pp. 60–75 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Author’s Point of View or Purpose: “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece)—pp. 124–131 <ul style="list-style-type: none"> ◦ Practical steps to reduce plastic pollution—p. 130 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Integrating Information from Different Sources: “Primary Elections” (Web Article)—pp. 164–171 <ul style="list-style-type: none"> ◦ Steps in the Presidential Voting Process—p. 168
<p>(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; and</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question—Chapter 7, p. 204 (support point of view with reason and examples); Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Identify claims supported by reasons and evidence?/ Speak at correct volume, use clear pronunciation, and make eye contact?/Use formal English when appropriate?—p. 204 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p><u>TEACHER'S EDITION</u></p> <p>Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 1 Develop a Logical Argument (present arguments to the class)—TE p. 27 • Chapter 2 Critical Response (research history of cars/share research and ideas with a partner)—TE p. 68 • Chapter 3 Formulate (research/present ideas for class discussion)—TE p. 91 • Chapter 4 Investigate (research/create presentations)—TE p. 115 • Chapter 4 Hypothesize (research FEMA/summarize in class presentation)—TE p. 123 • Chapter 4 Investigate and Assess (research destruction of Earth systems/create a multimedia class presentation)—TE p. 132 • Chapter 6 Critical Response (research transcripts/compare Lincoln's speeches to modern speeches)—TE p. 188 <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> • Give an oral presentation with facts and details supporting the main points—Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking Tips—p. 12 <ul style="list-style-type: none"> • Use language that suits your audience and the occasion, maintaining consistency in your style and tone. • Speak loudly and clearly so that everyone can hear and understand you. • Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners. • Change the pitch, rate, and volume of your voice to express your ideas. • Make eye contact with your listeners and watch for audience feedback. If listeners appear confused or bored, change the pace at which you speak. • When using visuals or audio, pause to allow your audience to respond to them. • Clearly explain the connection between the visuals or audio and your topic. • Tell listeners before you begin that you will take questions at the end of your presentation.

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts (class discussion)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 • Connect to the Essential Question (small group or class discussion/follow agreed-upon rules)—Chapter 1, TE p. 37; Chapter 2, TE p. 69; Chapter 3, TE p. 101; Chapter 4, TE p. 133; Chapter 5, TE p. 157; Chapter 6, TE p. 189 <p>Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question (small group/class discussion/follow agreed-upon rules for discussion)—Chapter 1, p. 204; Chapter 2, p. 218; Chapter 3, p. 232; Chapter 4, p. 246; Chapter 5, p. 260; Chapter 6, p. 260 • Good Speaker/Good Listener Checklist – Did I: <ul style="list-style-type: none"> ○ Build on ideas expressed by others and express my own ideas clearly? Revise my views when presented with new evidence or information?—p. 204 <p><u>TEACHER’S EDITION</u></p> <p>Discussion Skills</p> <ul style="list-style-type: none"> • Chapter 1, TE pp. 17, 25, 33; Chapter 2, TE pp. 49, 57, 65; Chapter 3, TE pp. 81, 89, 97; Chapter 4, TE pp. 113, 121, 129; Chapter 5, TE pp. 145, 153; Chapter 6, TE pp. 169, 177, 185; Chapter 7, TE p. 204; Chapter 8, TE p. 218; Chapter 9, TE p. 232; Chapter 10, TE p. 246; Chapter 11, TE p. 260 <p>Turn and Talk</p> <ul style="list-style-type: none"> • Chapter 1, TE p. 17; Chapter 3, TE p. 89; Chapter 6, TE p. 185 <p>Numbered Heads Together</p> <ul style="list-style-type: none"> • Chapter 1, p. 33; Chapter 2, p. 65 <p>Peer Collaboration</p> <ul style="list-style-type: none"> • Chapter 3, TE p. 97; Chapter 4, TE p. 129; Chapter 6, TE p. 169; Chapter 6, TE p. 177; Chapter 7, TE p. 202; Chapter 8, TE p. 217; Chapter 9, TE p. 231; Chapter 10, TE p. 245; Chapter 11, TE p. 255; Chapter 11, TE p. 259 <p><u>DIGITAL RESOURCES</u></p> <p>Chapters 7–11</p> <ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ○ Speaking and Listening: Presentation of Knowledge and Ideas (come prepared/read in advance text to be discussed/prepare questions)

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>(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:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Academic and Domain/Content-Specific Words (use a dictionary)—p. 70 • Figures of Speech/Connotations (use a dictionary)—p. 102 • Greek and Latin Roots—p. 134 • Greek and Latin Affixes—p. 190 <p>End-of-Book Resource</p> <ul style="list-style-type: none"> • Glossary—pp. 263–269 <p><u>TEACHER’S EDITION</u></p> <p>Drawing Inferences</p> <ul style="list-style-type: none"> • Cite Evidence (use dictionary to check inference)—TE p. 14 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Use either a print or online thesaurus or dictionary to find word connotations—TE p. 162 <p>Language</p> <ul style="list-style-type: none"> • Conventions of English: Independent Practice (use a thesaurus or dictionary in order to substitute precise or descriptive words for general words)—TE p. 217 <p><u>DIGITAL RESOURCES</u></p> <p>Each Chapter</p> <ul style="list-style-type: none"> • Student/Teacher Resources <ul style="list-style-type: none"> ○ Glossary <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Academic and Domain-Specific Words (use a dictionary) <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Figures of Speech/Connotations (use a dictionary) <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Greek and Latin Roots • Parent Resources <ul style="list-style-type: none"> ○ Home Connect Activity: Find Context Clues (use a dictionary)(graphic organizer) <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Language: Greek and Latin Affixes

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<p>(B) use context such as definition, analogy, and examples to clarify the meaning of words; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Context Clues—p. 38 <p><u>TEACHER’S EDITION</u> Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence (context clues)—TE pp. 12, 14, 16 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Context clues—TE pp. 21, 38, 102 <p>Guided Practice</p> <ul style="list-style-type: none"> Use context clues—TE pp. 16, 134 <p><u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Context Clues <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Parent Resources <ul style="list-style-type: none"> Home Connect Activity: Find Context Clues (graphic organizer)
<p>(C) determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scribe/script, and jur/jus.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Language</p> <ul style="list-style-type: none"> Greek and Latin Roots—p. 134 Greek and Latin Affixes—p. 190 <p><u>DIGITAL RESOURCES</u> Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Greek and Latin Roots <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Language: Greek and Latin Affixes
<p>(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.</p>	<p><u>DIGITAL RESOURCES</u> Fluency Practice (Chapters 1—6)</p> <ul style="list-style-type: none"> Chapter Fluency Practice <ul style="list-style-type: none"> Chapter 1 “Jabberwocky” (Poem) Chapter 2 “Blood Types” (Science Magazine Article) Chapter 3 “My Trip to China” (Fantasy) Chapter 4 “Saving the Ozone Layer” (Technical Text). Chapter 5 “Space Station: Special Effects Are the Star” (Movie Review) Chapter 6 “Primary Elections” (Web Article) Fluency Practice: Teaching Suggestions <p>The Teacher’s Guide to Fluency features suggestions for using the continuous Reading Passage for each Reading chapter to improve student reading and comprehension. Fluency skills assessed through oral presentation include phrasing, expression, intonation, rate, and accuracy.</p>

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<p>(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.</p>	<p>(Teacher observation)</p>
<p>(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:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p>TEACHER'S EDITION Set the Purpose</p> <ul style="list-style-type: none"> Chapter 1, TE pp. 12, 20, 28; Chapter 2, TE pp. 44, 52, 60; Chapter 3, TE pp. 76, 84, 92; Chapter 4, TE pp. 116, 124, 140; Chapter 5, TE pp. 140, 148; Chapter 6, TE pp. 164, 172, 180
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> Self-Monitoring Strategies <ul style="list-style-type: none"> 2. Ask questions (have students ask questions as they read to clarify information)—p. 3
<p>(C) make, correct, or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>TEACHER'S EDITION Reciprocal Teaching</p> <p>Form groups of four with a Summarizer, Questioner, Clarifier, and Predictor/Predictors say what they think happens next based on indicators.</p> <ul style="list-style-type: none"> Chapter 1, p. 25; Chapter 2, p. 57 <p>Independent Practice</p> <p>Predict what will happen next.</p> <ul style="list-style-type: none"> Cite Evidence (search for a sentence that predicts something that will happen after this part of the story is over)—TE p. 90 Recap Reading Selection (predict what will happen in the story)—TE p. 99 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Use text structures or various text features to reinforce understanding—TE p. 117 Make predictions about what they may learn—TE p. 181 <p>Genre</p> <ul style="list-style-type: none"> Research Report (use subheads and other text features to help make sense of ideas and supporting evidence)—TE p. 252

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<p>(D) create mental images to deepen understanding;</p>	<p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 ◦ Self-Monitoring Strategies <ul style="list-style-type: none"> • 1. Visualize (have students picture in their minds the characters, places, and events in the text)—p. 3
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Home Connect</p> <ul style="list-style-type: none"> • Conversation Starter/Ways to Help Your Child—Chapter 1, p. 10; Chapter 2, p. 42; Chapter 3, p. 74; Chapter 4, p. 106; Chapter 5, p. 138; Chapter 6, p. 162; Chapter 7, p. 194; Chapter 8, p. 208; Chapter 9, p. 222; Chapter 10, p. 236; Chapter 11, p. 250 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 • Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans ◦ Self-Monitoring Strategies <ul style="list-style-type: none"> • Close Reading (rereading helps students draw connections between the ideas and details in a text)—p. 1
<p>(F) make inferences and use evidence to support understanding;</p>	<p style="text-align: center;"><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19 • Chapter 1 Review: “The Cruel Crane” (Fable from India)/“The Tortoise” (Fable from India)—pp. 39–40 <p><u>DIGITAL RESOURCES</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “The Girl at the Water” (Historical Fiction) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Drawing Inferences: “The Miller, His Son, and the Donkey” (Aesop Fable) <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Instructional Videos <ul style="list-style-type: none"> ◦ Drawing Inferences • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth), pp. 1-5 ◦ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect On the Go: Inferences (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Drawing Inferences: “Cochineal and Fabric Dyeing” (Magazine Article)—pp. 44-51 • Chapter 2 Review: “A Special Nut” (Explanatory Text)/“FLAVR SAVR Tomato” (Explanatory Text)—pp. 71-72 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “The Real Me” (Personal Essay) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Drawing Inferences: “Radio in the Early Twentieth Century” (Explanatory Text) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Alan Turing: Codebreaker” (Biography/ Historical Nonfiction) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Conversation Starter: Inferences (graphic organizer) <p>DIGITAL RESOURCES</p> <p>Chapters 1-6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1-6 <ul style="list-style-type: none"> ◦ 3rd Read <ul style="list-style-type: none"> • Read the text for a third time to make inferences—p. 4
(G) evaluate details read to determine key ideas;	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Cite Evidence</p> <ul style="list-style-type: none"> • Evaluate details—pp. 12-13, 14, 16, 20-21, 22, 24, 28-29, 30, 32, 44-45, 46, 48, 52-53, 54, 56, 60-61, 62, 64, 76-77, 78, 80, 84-85, 86, 88, 92-93, 94, 96, 108-109, 110, 112, 116-117, 118, 120, 124-125, 126, 128, 140-141, 142, 144, 148-149, 150, 152, 164-165, 166, 168, 172-173, 174, 176, 180-181, 182, 184 <p style="text-align: center;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Comprehension Check</p> <ul style="list-style-type: none"> Determine key ideas (explain answers with details from the text)—pp. 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 121, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p><u>DIGITAL RESOURCES</u></p> <p>Chapters 1–6</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> 1st Read: Key Ideas and Details <ul style="list-style-type: none"> Text-Dependent Questions
<p>(H) synthesize information to create new understanding; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Theme (combining information from multiple selections to better understand the chapter theme)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 4, p. 132; Chapter 5, p. 156; Chapter 6, p. 188 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Integrating Information from Different Sources: “Primary Elections” (Web Article)—pp. 164–171 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 6 Integrating Information from Different Sources Additional Practice <ul style="list-style-type: none"> Chapter 6 Integrating Information from Different Sources: “Safe Streets Come First” (Opinion Piece)/“Protest at Town Meeting” (News Article) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 6 Integrating Information from Different Sources: “Florence Nightingale” (Web Article) Instructional Videos <ul style="list-style-type: none"> Integrating Information from Different Sources Close Reading Practice <ul style="list-style-type: none"> Chapter 6 “A Woman for Our Times” (Letter to the Editor) Chapter 6 Close Reading Lesson Plan Parent Resources <ul style="list-style-type: none"> Chapter 6 Home Connect Chapter 6 Home Connect Activity: Compare Media Sources of Information (graphic organizer)

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<p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapters 1–6</p> <ul style="list-style-type: none"> • Comprehension Check <ul style="list-style-type: none"> ◦ Pages 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 121, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p>TEACHER’S EDITION Reading Selections in Level F</p> <ul style="list-style-type: none"> • Background information about the theme or topic for each selection—TE p. T23 <p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice Close Reading selections provide students with opportunities to build reading stamina, analyze and annotate texts, recording notes about annotations, and support responses with text evidence. Students will read each selection three times, making notes and annotating the text as they read. Each read has a different purpose— <ul style="list-style-type: none"> • 1st Read: Key Ideas and Details (determine what the text is about or what happens) • 2nd Read: Language and Text Structure (examine words, phrases, and text structure) • 3rd Read: Connections and Inferences (make connections and inferences) ◦ Close Reading/Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ Annotating a Text, pp. 1, 2 ◦ Self-Monitoring Strategies, pp. 3, 4 <ul style="list-style-type: none"> • Visualize • Ask questions • Draw conclusions • Reread to clarify
<p>(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:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Connect Across Texts</p> <ul style="list-style-type: none"> • Support a Claim (be prepared to discuss your ideas with the class)—Chapter 4, p. 132; Chapter 5, p. 156 • Compare and Contrast Texts (be prepared to discuss your ideas with the class)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100 • Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question (make connections/support your point of view)—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p>TEACHER’S EDITION</p> <p>Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Elicit responses from students of different cultural backgrounds—TE p. 35 <p>Discussion Skills</p> <ul style="list-style-type: none"> Make connections and build on ideas—TE p. 184
<p>(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts (write a brief essay/complete a chart)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188 Support a Claim (write a brief essay)—Chapter 4, p. 132 <p>Write About It</p> <ul style="list-style-type: none"> Respond in writing to literary and informational texts—Chapter 1, p. 40; Chapter 2, p. 72; Chapter 3, p. 104; Chapter 4, p. 136; Chapter 5, p. 160; Chapter 6, p. 192 <p>Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> Chapter 7 Text Types and Purposes: Write a Nonfictional Narrative <ul style="list-style-type: none"> Analyze a student model then write a nonfictional narrative—pp. 196–199 Chapter 8 Text Types and Purposes: Write an Informative/Explanatory Text <ul style="list-style-type: none"> Analyze a student model then write an informative/explanatory text—pp. 210–213 Chapter 9 Research to Build and Present Knowledge: Write an Evidence-Based Essay <ul style="list-style-type: none"> Analyze a student model then write an evidence-based essay—pp. 224–227 Chapter 10 Text Types and Purposes: Write an Opinion Piece <ul style="list-style-type: none"> Analyze a student model then write an opinion piece—pp. 238–241 Chapter 11 Research to Build and Present Knowledge: Write a Research Report <ul style="list-style-type: none"> Analyze a student model then write a research report—pp. 252–256 <p>TEACHER’S EDITION</p> <p>Chapter Review</p> <ul style="list-style-type: none"> Write About It Rubric—Chapter 1, TE p. 40; Chapter 2, TE p. 72; Chapter 3, TE p. 104; Chapter 4, TE p. 136; Chapter 5, TE p. 160; Chapter 6, TE p. 192

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<p>(C) use text evidence to support an appropriate response;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Cite Evidence</p> <ul style="list-style-type: none"> Evaluate details in the text—pp. 12–13, 14, 16, 20–21, 22, 24, 28–29, 30, 32, 44–45, 46, 48, 52–53, 54, 56, 60–61, 62, 64, 76–77, 78, 80, 84–85, 86, 88, 92–93, 94, 96, 108–109, 110, 112, 116–117, 118, 120, 124–125, 126, 128, 140–141, 142, 144, 148–149, 150, 152, 164–165, 166, 168, 172–173, 174, 176, 180–181, 182, 184 <p>Comprehension Check</p> <ul style="list-style-type: none"> Determine key ideas—pp. 13, 15, 17, 21, 23, 25, 29, 31, 33, 45, 47, 49, 53, 55, 57, 61, 63, 65, 77, 79, 81, 85, 87, 89, 93, 95, 97, 109, 111, 113, 117, 119, 121, 125, 127, 129, 141, 143, 145, 149, 151, 153, 165, 167, 169, 173, 175, 177, 181, 183, 185 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Connect to the Essential Question/Connect to the Theme—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189
<p>(D) paraphrase and summarize texts in ways that maintain meaning and logical order;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Determining Central Idea and Details: “The History of the Automobile” (Explanatory Text)—pp. 52–59 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> Creating an Organizational Structure (paraphrase and cite information/summarize important facts and details)—p. 252 Taking notes (record source/summarize or paraphrase information)—p. 255 <p><u>TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Guided Instruction <ul style="list-style-type: none"> Cite Evidence B (paraphrase her words)—TE p. 14 <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Objective (summarize the text)—TE p. 52 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> Summarize the reading selection—Chapter 1, TE pp. 16, 18, 24, 26, 32, 34; Chapter 2, TE pp. 48, 50, 56, 58, 64, 66; Chapter 3, TE pp. 80, 82, 88, 90, 96, 98; Chapter 4, TE pp. 112, 114, 120, 122, 128, 130; Chapter 5, TE pp. 144, 146, 152, 154, 160, 162; Chapter 6, TE pp. 168, 170, 176, 178, 184, 186 <p>Create: Note-Taking</p> <ul style="list-style-type: none"> Collecting Sources/Taking Notes/Summarizing and Paraphrasing Information/Citing Sources—TE p. 255 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Close Reading <ul style="list-style-type: none"> Summary Chart/write a summary of the text— p. 5 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> ○ Close Reading Lesson Plans ○ Annotating a Text (briefly summarize each read)—pp. 1, 2 ○ Summarizing, p. 5
<p>(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;</p>	<p>TEACHER'S EDITION Digital Connection: Examining Poetry</p> <ul style="list-style-type: none"> ● Annotate a poem—TE p. 15 <p>Writearound</p> <ul style="list-style-type: none"> ● Create a writearound summary—Chapter 3, TE p. 81; Chapter 4, TE p. 113; Chapter 5, TE p. 145 <p>Extend Thinking</p> <ul style="list-style-type: none"> ● Create Art in Response to Literature (create a drawing or poster that reflects key elements of the selection)—TE p. 199 <p>Conduct Research</p> <ul style="list-style-type: none"> ● Create: Note-Taking <ul style="list-style-type: none"> ○ Taking Notes—TE p. 255 <p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> ● Close Reading Practice <ul style="list-style-type: none"> ○ Close Reading <ul style="list-style-type: none"> ○ Annotation Notes—pp. 2, 4 ○ Close Reading Lesson Plans <ul style="list-style-type: none"> ○ Annotating a Text—pp. 1, 2
<p>(F) respond using newly acquired vocabulary as appropriate;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Words to Know</p> <ul style="list-style-type: none"> ● General Academic Vocabulary/Domain-Specific Vocabulary—pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 <p>TEACHER'S EDITION Vocabulary Overview</p> <ul style="list-style-type: none"> ● General Academic Vocabulary/Domain-Specific Vocabulary—Chapter 1, p. 11; Chapter 2, p. 43; Chapter 3, p. 75; Chapter 4, p. 107; Chapter 5, p. 139; Chapter 6, p. 163 <p>Words to Know</p> <ul style="list-style-type: none"> ● General Academic Vocabulary—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186 ● Domain/Content-Specific Vocabulary—TE pp. 14, 20, 22, 28, 44, 46, 48, 50, 52, 62, 66, 60, 80, 82, 84, 86, 88, 90, 92, 98, 108, 110, 112, 114, 116, 118, 122, 124, 126, 128, 148, 150, 152, 164, 166, 168, 174, 176, 180, 182, 184, 186 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> Working with Word Meaning—TE pp. 12, 14, 16, 18, 20, 22, 24, 26, 28, 30, 32, 34, 44, 46, 48, 50, 52, 54, 56, 58, 60, 62, 64, 66, 76, 78, 80, 82, 84, 86, 88, 90, 92, 94, 96, 98, 108, 110, 112, 114, 116, 118, 120, 122, 124, 126, 128, 130, 140, 142, 144, 146, 148, 150, 152, 154, 164, 166, 168, 170, 172, 174, 176, 178, 180, 182, 184, 186
<p>(G) discuss and write about the explicit or implicit meanings of text;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19 <p>Connect Across Texts</p> <ul style="list-style-type: none"> Compare and Contrast Texts (write a brief essay/complete a chart)—Chapter 1, p. 36; Chapter 2, p. 68; Chapter 3, p. 100; Chapter 5, p. 156; Chapter 6, p. 188 Support a Claim (be prepared to discuss your ideas with the class)—Chapter 4, p. 132 Connect to the Essential Question/Connect to Theme (small group/class discussion)—Chapter 1, p. 37; Chapter 2, p. 69; Chapter 3, p. 101; Chapter 4, p. 133; Chapter 5, p. 157; Chapter 6, p. 189 <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Drawing Inferences: “Cochineal and Fabric Dyeing” (Magazine Article)—pp. 44–51 <p>Language</p> <ul style="list-style-type: none"> Figures of Speech/Connotations—p. 102 Word Relationships—p. 158 <p><u>TEACHER’S EDITION</u> Recap Reading Selection</p> <ul style="list-style-type: none"> Summarize the reading selection—Chapter 1, TE pp. 16, 18, 24, 26, 32, 34; Chapter 2, TE pp. 48, 50, 56, 58, 64, 66; Chapter 3, TE pp. 80, 82, 88, 90, 96, 98; Chapter 4, TE pp. 112, 114, 120, 122, 128, 130; Chapter 5, TE pp. 144, 146, 152, 154, 160, 162; Chapter 6, TE pp. 168, 170, 176, 178, 184, 186 <p><u>DIGITAL RESOURCES</u> Chapters 1–6</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Close Reading Lesson Plans <ul style="list-style-type: none"> 1st Read (What is the text about?)—p. 5 3rd Read (What inferences can you make?)—p. 4
<p>(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> Discuss the Essential Question—Chapter 7, p. 204 (support point of view with reason and examples); Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Speak at correct volume, use clear pronunciation, and make eye contact?/Use formal English when appropriate?—p. 204 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> ◦ Speaking Tips—p. 12 <ul style="list-style-type: none"> • Use language that suits your audience and the occasion, maintaining consistency in your style and tone. • Speak loudly and clearly so that everyone can hear and understand you. • Speak in complete sentences. Vary your sentence patterns to make your speech more interesting to your listeners. • Change the pitch, rate, and volume of your voice to express your ideas. • Make eye contact with your listeners and watch for audience feedback. If listeners appear confused or bored, change the pace at which you speak. • When using visuals or audio, pause to allow your audience to respond to them. Clearly explain the connection between the visuals or audio and your topic. • Tell listeners before you begin that you will take questions at the end of your presentation.
<p>(I) reflect on and adjust responses as new evidence is presented.</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Speaking and Listening</p> <ul style="list-style-type: none"> • Discuss the Essential Question—Chapter 7, p. 204; Chapter 8, p. 218; Chapter 9, p. 232; Chapter 10, p. 246; Chapter 11, p. 260 • Good Speaker/Good Listener Checklist <ul style="list-style-type: none"> ◦ Did I? Revise my views when presented with new evidence or information?—p. 204 <p><u>TEACHER'S EDITION</u> Assess and Respond</p> <ul style="list-style-type: none"> • If the evidence can't logically support a claim, then students should revise their claims or find better evidence—TE p. 241

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<p>(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:</p>	
<p>(A) infer multiple themes within and across texts using text evidence;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Determining Theme: “My Cousin’s Quinceañera” (Realistic Fiction)—pp. 20–27 • Chapter 1 Review: “The Cruel Crane” (Fable from India)/“The Tortoise” (Fable from India)—pp. 39–40 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining Theme • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 Determining Theme: “The Hawk and the Hokioi” (Maori Fable from New Zealand) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Determining Theme: “Penelope the Weaver” (Greek Myth) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth), pp. 1–5 ○ Chapter 1 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 1 Home Connect ○ Chapter 1 Home Connect Activity: Title, Theme, and Summary (graphic organizer)
<p>(B) analyze how the characters’ internal and external responses develop the plot;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect <ul style="list-style-type: none"> ○ Describe plot changes in a story and how these affect characters—pp. 9–10 • Guided Instruction <ul style="list-style-type: none"> ○ Cite Evidence (pay attention to how the characters think and feel about the topic)—p. 23 <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect <ul style="list-style-type: none"> ○ Analyze how different parts of a text contribute to a story’s theme, setting, or plot—pp. 73–74 ○ Comprehension Check (how characters speak and act affects the tone in a story)—pp. 81, 83 <p style="text-align: right;"><i>continued</i></p>

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	<p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts <ul style="list-style-type: none"> ◦ Main Characters, Setting, Action, Outcome, Theme—p. 100 <p>TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Guided Instruction <ul style="list-style-type: none"> ◦ Comprehension Check (characters are central to the plot so knowing their feelings and actions helps readers understand what is happening in the poem)—TE p. 15 ◦ Objective: Describe the development of the plot and how it affects the characters.—TE p. 28 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Beginning, Middle, End/Character Changes (graphic organizer)
<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Describing Plot: “The Man Who Loved to Laugh: A Retelling of an African Folktale” (Drama)—pp. 28–35 • Chapter 1 Review: “The Cruel Crane” (Fable from India)/“The Tortoise” (Fable from India)—pp. 39–40 <p>TEACHER’S EDITION</p> <p>Connect Across Texts: Review Reading Selections</p> <ul style="list-style-type: none"> • Students working in pairs share a short summary of the plot and theme—TE p. 36 <p>Review</p> <ul style="list-style-type: none"> • Chapter 7 Describing Plot—TE p. 198 <p>DIGITAL RESOURCES</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Plot • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 1 Describing Plot: “Loki and the Golden Wig” (Scandinavian Myth) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 1 Describing Plot: “Min Sun’s Simple Clothes” (Drama) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 1 “Crow Brings the Daylight: A Retelling of an Inuit Myth” (Myth) (describing plot), pp. 1–5 • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 1 Home Connect ◦ Chapter 1 Home Connect Conversation Starter: Beginning, Middle, End/Character Changes (graphic organizer) <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Summary Chart: How? (describe plot/major events) <ul style="list-style-type: none"> ◦ Chapter 3 Craft and Structure: Literary Texts—"The Horse of Wood" (Epic) <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Summary Chart: How? (describe plot/major events) <ul style="list-style-type: none"> ◦ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"The Bathysphere" (Historical Fiction)
<p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development.</p>	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Progress Check/Home Connect <ul style="list-style-type: none"> ◦ Analyze how different parts of a text contribute to a story's theme, setting, or plot—pp. 73-74 <p>Connect Across Texts</p> <ul style="list-style-type: none"> • Compare and Contrast Texts <ul style="list-style-type: none"> ◦ Main Characters, Setting, Action, Outcome, Theme—p. 100 <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> • Comparing and Contrasting Versions: "Space Station: Special Effects Are the Star" (Movie Review)/"Space Station (Science Fiction)—pp. 140-147 <ul style="list-style-type: none"> ◦ Cite Evidence/Comprehension Check (characters, setting, and basic situation)—p. 141 ◦ Comprehension Check (setting and character development)—p. 147 <p>TEACHER'S EDITION</p> <p>Genre</p> <ul style="list-style-type: none"> • Realistic Fiction (the setting, characters, and events are all true to life, even though they are created by the author to tell a story)—TE p. 20 • Science Fiction (science fiction stories usually involve advanced technology and imaginative or futuristic settings)—TE p. 141 <p>Digital Connection</p> <ul style="list-style-type: none"> • Find remarkable illustrations from well-known tales that will help them visualize the settings and actions of the stories—TE p. 79 <p>Support English Language Learners</p> <ul style="list-style-type: none"> • Have students use illustrations to describe the various settings and situations, and explain what these tell them about the story.—TE p. 93 <p>Connect Across Texts: Review Reading Selections</p> <ul style="list-style-type: none"> • Divide into groups/a representative from each group tells the class the essential information of the selection: main characters, setting, action, outcome, and theme.—TE p. 100

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
<p>(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:</p>	
<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Reading Selections</p> <ul style="list-style-type: none"> • Chapter 1 “Jabberwocky” by Lewis Carroll (Poem)/The Walrus and the Carpenter” by Lewis Carroll (Poem), pp. 12–19, “My Cousin’s Quinceañera” (Realistic Fiction), pp. 20–27, “The Man Who Loved to Laugh: A Retelling of an African Folktale” (Drama), pp. 28–35 • Chapter 3 “Why the Sea Moans” (Traditional Tale from Brazil), pp. 76–83, From “The Iliad,” Retold by Alfred Church (Epic), pp. 84–91, “The Three Questions” (Ancient Folk Tale from Ceylon), pp. 92–99 • Chapter 5 “Space Station” (Movie Review), pp. 140–147, “The Moon Is Not for Me” (Poem), pp. 148–155 <p>DIGITAL RESOURCES Chapters 1, 3, 5</p> <ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ○ Chapter 1 “The Girl at the Water” (Historical Fiction); “The Hawk and the Hokioi” (Maori Fable from New Zealand); “Loki and the Golden Wig” (Scandinavian Myth) ○ Chapter 3 “Connected to the Past” (Realistic Fiction); “The Hero Twins and Seven Macaw” (Ancient Mayan Myth); “The Tour” (Adventure) ○ Chapter 5 “Up Crawford Path” (Poem)/”Together in Adventure” (Realistic Fiction); “Marco Millions” (Drama)/”Cave Pearls” (Fantasy) • Assessments: Comprehension Check <ul style="list-style-type: none"> ○ Chapter 1 “The Miller, His Son, and the Donkey” (Aesop Fable); “Penelope the Weaver” (Greek Myth); “Min Sun’s Simple Clothes” (Drama) ○ Chapter 3 “Memories of My School Days in Sumer” (Memoir); “The Brahman, the Bear, and the Three Judges” (Indian Fable); “The King’s Master Sculptor” (Historical Fiction) ○ Chapter 5 “In the Year 1275” – (excerpt) (Historical Fiction)/”1275” (Movie Review); “In the Year 1275” – (excerpt) (Historical Fiction)/”The Farewell” – by Khalil Gibran, 1923 (Poetry) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 1 Key Ideas and Details: Literary Texts—”Crow Brings the Daylight” (Myth) <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> ○ Chapter 3 Craft and Structure: Literary Texts—"The Horse of Wood" (Epic) ○ Chapter 5 Integration of Knowledge and Ideas: Literary Texts—"The Bathysphere" (Historical Fiction) ● Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 "Jabberwocky" (Poem) ○ Chapter 3 "My Trip to China" (Fantasy) ○ Chapter 5 "Space Station: Special Effects Are the Star" (Movie Review)
<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> ● Drawing Inferences: "Jabberwocky" by Lewis Carroll (Poem)/"The Walrus and the Carpenter" by Lewis Carroll (Poem)—pp. 12-19 <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> ● Comparing and Contrasting Themes: "The Moon Is Not for Me" (Poem)—pp. 148-155 ● Chapter 5 Review: "The HMS Challenger" (Historical Narrative)/"Sea Fever" (Poem)—pp. 159-160 <p>TEACHER'S EDITION Extend Thinking</p> <ul style="list-style-type: none"> ● Chapter 1 Form Opinions (rewrite one of the poems)—TE p. 19 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> ● Chapter Fluency Practice <ul style="list-style-type: none"> ○ Chapter 1 "Jabberwocky" (Poem) <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> ● Additional Practice <ul style="list-style-type: none"> ○ Chapter 5 Comparing and Contrasting Versions: "Up Crawford Path" (Poem)/"Together in Adventure" (Realistic Fiction) ● Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 5 Comparing and Contrasting Themes: "In the Year 1275" - (excerpt) (Historical Fiction)/"The Farewell" - by Khalil Gibran, 1923 (Poetry)
<p>(C) analyze how playwrights develop characters through dialogue and staging;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> ● Describing Plot: "The Man Who Loved to Laugh" (Drama)—pp. 28-35 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>TEACHER'S EDITION Genre: Drama</p> <ul style="list-style-type: none"> When students read drama, they are reading a play that is meant to be performed for an audience. Students should be aware of set directions as well as characters' lines in order to best visualize the play as it would be acted out—TE p. 28 <p>Support English Language Learners</p> <ul style="list-style-type: none"> Assign roles and read the play aloud/practice reading for fluency—TE p. 29 <p>DIGITAL RESOURCES Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 1 Describing Plot: "Min Sun's Simple Clothes" (Drama) <p>Chapter 5 Integration of Knowledge and Ideas: Literary Texts</p> <ul style="list-style-type: none"> Additional Practice <ul style="list-style-type: none"> Chapter 5 Comparing and Contrasting Themes: "Marco Millions" (Drama)/"Cave Pearls" (Fantasy)
<p>(D) analyze characteristics and structural elements of informational text, including:</p>	
<p>(i) the controlling idea or thesis with supporting evidence;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Determining Central Idea and Details: "The History of the Automobile" (Explanatory Text)—pp. 52-59 Chapter 2 Review: "A Special Nut" (Explanatory Text)/"FLAVR SAVR Tomato" (Explanatory Text)—pp. 71-72 <p>DIGITAL RESOURCES Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 2 Determining Central Idea and Details Additional Practice <ul style="list-style-type: none"> Chapter 2 Determining Central Idea and Details: "Public Health Professions for the 21st Century" (Informational Packet) Assessments <ul style="list-style-type: none"> Comprehension Check <ul style="list-style-type: none"> Chapter 2 Determining Central Idea and Details: "The Assembly Line" (Explanatory Essay) Instructional Videos <ul style="list-style-type: none"> Analyzing the Development of Key Ideas Close Reading Practice <ul style="list-style-type: none"> Chapter 2 "Alan Turing: Codebreaker" (Biography/Historical Nonfiction) Chapter 2 Close Reading Lesson Plan <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Activity: Central Ideas and Supporting Details (graphic organizer)
(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	<p>TEACHER'S EDITION Reading Selections in Level E</p> <ul style="list-style-type: none"> • Background information about the theme or topic for each selection—TE p. T23
(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: "Flash Floods!" (Scientific Text)—pp. 116–123 • Chapter 4 Review: "Population" (Informational Text)/"Space Colonies" (Informational Text)—pp. 135–136 <p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> • Close Reading Practice <ul style="list-style-type: none"> ◦ Close Reading Lesson Plans—Chapters 1–6 <ul style="list-style-type: none"> ◦ 2nd Read <ul style="list-style-type: none"> • Look at the way the author structures the text.—p. 4 <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: "Drop by Drop" (Website) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Analyzing Text Structure: "From Chicago to Cloud Forests" (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 "Comparing Ecosystems: Tropical Rainforest vs. Tundra" (Explanatory Text) ◦ Chapter 4 Close Reading Lesson Plan
(E) analyze characteristics and structures of argumentative text by: <ul style="list-style-type: none"> (i) identifying the claim; (ii) explaining how the author uses various types of evidence to support the argument; and (iii) identifying the intended audience or reader; and 	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Author's Point of View or Purpose: "Can Anything Stop the Great Pacific Garbage Patch?" (Opinion Piece) <ul style="list-style-type: none"> ◦ Cite Evidence (how a primary source impacts an argument)—p. 127 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Evaluating an Argument: "Abraham Lincoln's First Inaugural Speech" (abridged) (Speech)—pp. 172–179 • Chapter 6 Review: "FDR" (Biography)/"FDR's First Inaugural Address" (Speech)—pp. 191–192 <p style="text-align: right;"><i>continued</i></p>

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	<p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Introduction <ul style="list-style-type: none"> ◦ Progress Check: Can I? Support the opinion with relevant evidence using credible sources—p. 235 • Home Connect <ul style="list-style-type: none"> ◦ Support for an opinion is effective only if it is relevant—p. 236 • Read a Student Model <ul style="list-style-type: none"> ◦ Credible Sources (base reasons on evidence from reliable and trusted sources/evaluate sources)—p. 239 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Read a Student Model <ul style="list-style-type: none"> ◦ Sources (cite sources to show the reader that information presented is both credible and reliable/use a variety of print and digital sources to gather information)—p. 254 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating an Argument • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 6 Evaluating an Argument: “The Young People’s Leadership Academy “ (Mission Statement) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Evaluating an Argument: “Speech to Troops at Tilbury” Adapted from the original text by Queen Elizabeth (Speech) • Instructional Videos <ul style="list-style-type: none"> ◦ Evaluating an Argument • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 6 “A Woman for Our Times” (Letter to the Editor), pp. 1-5 ◦ Chapter 6 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 6 Home Connect ◦ Chapter 6 Home Connect Conversation Starter: Opinions, Reasons, and Evidence (graphic organizer) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 2 <ul style="list-style-type: none"> ◦ Why am I writing? What is my purpose? ◦ Who is my audience? Who will read my writing? ◦ Find supporting evidence.

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<p>(F) analyze characteristics of multimodal and digital texts.</p>	<p>STUDENT EDITION/TEACHER’S EDITION Speaking and Listening Presentation</p> <ul style="list-style-type: none"> Using multimedia or visual elements to support points— Chapter 1, TE p. 35; Chapter 2, TE p. 67; Chapter 3, TE p. 99; Chapter 4, TE p. 131; Chapter 5, TE p. 155; Chapter 6, TE p. 187 <p>TEACHER’S EDITION Digital Connection</p> <ul style="list-style-type: none"> Chapter 1 Examining Poetry—TE p. 15 Chapter 2 Viewing Videos Online—TE p. 47 Chapter 3 Online Research (research fairy tales and fables)—TE p. 79 Chapter 4 Using Online Tools (NOAA website)—TE p. 111 Chapter 5 Video Clips (performances of literary works/ Shakespearean play)—TE p. 143 Chapter 6 Primary Debate Videos—TE p. 167 Chapter 7 Publishing Online—TE p. 206 Chapter 8 Using Multimedia Features (images, videos, audio, interactive whiteboard, tablet, computer)—TE p. 220 Chapter 9 Class Blog—TE p. 234 Chapter 10 Promoting Through Social Media—TE p. 248 Chapter 11 Publishing Online (use digital tools/include graphic components)—TE p. 262 <p>DIGITAL RESOURCES Chapters 1–6</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Reading Selections Additional Practice <ul style="list-style-type: none"> Additional Reading Selections Instructional Videos Close Reading Practice Fluency Practice Parent Resources Student Resources
<p>(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:</p>	
<p>(A) explain the author’s purpose and message within a text;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> Determining Central Idea and Details: “The History of the Automobile” (Explanatory Text)—pp. 52–59 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Chapter 2 Review: “A Special Nut” (Explanatory Text)/”FLAVR SAVR Tomato” (Explanatory Text)—pp. 71-72 <p>DIGITAL RESOURCES</p> <p>Chapter 2 Key Ideas and Details: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Idea and Details • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Idea and Details: “Public Health Professions for the 21st Century” (Informational Packet) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 2 Determining Central Idea and Details: “The Assembly Line” (Explanatory Essay) • Instructional Videos <ul style="list-style-type: none"> ◦ Analyzing the Development of Key Ideas • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 2 “Alan Turing: Codebreaker” (Biography/ Historical Nonfiction) ◦ Chapter 2 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 2 Home Connect ◦ Chapter 2 Home Connect Activity: Central Ideas and Supporting Details (graphic organizer)
<p>(B) analyze how the use of text structure contributes to the author’s purpose;</p>	<p style="text-align: center;">READING LITERARY TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: From “The Iliad,” Retold by Alfred Church (Epic)—pp. 84-91 • Chapter 3 Review: “Paris and Menelaus” (Epic)/”Hector and Andromache” (Epic)—pp. 103-104 <p>DIGITAL RESOURCES</p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Text Structure: “The Hero Twins and Seven Macaw” (Ancient Mayan Myth) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Analyzing Text Structure: “The Brahman, the Bear, and the Three Judges” (Indian Fable) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “The Horse of Wood (Retold by Alfred Church, from the <i>Aeneid</i> by Virgil)” (Epic), pp. 1-5 ◦ Chapter 3 Close Reading Lesson Plan <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ○ Chapter 3 Home Connect ○ Chapter 3 Home Connect Conversation Starter: Development of the Theme (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: "Flash Floods!" (Scientific Text)—pp. 116–123 • Chapter 4 Review: "Population" (Informational Text)/"Space Colonies" (Informational Text)—pp. 135–136 <p>DIGITAL RESOURCES Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Text Structure • Additional Practice <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Text Structure: "Drop by Drop" (Website) • Assessments <ul style="list-style-type: none"> ○ Comprehension Check <ul style="list-style-type: none"> ○ Chapter 4 Analyzing Text Structure: "From Chicago to Cloud Forests" (Expository Nonfiction) • Close Reading Practice <ul style="list-style-type: none"> ○ Chapter 4 "Comparing Ecosystems: Tropical Rainforest vs. Tundra" (Explanatory Text) ○ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ○ Chapter 4 Home Connect ○ Chapter 4 Home Connect On the Go: Developing the Author's Ideas (graphic organizer)
<p>(C) analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Analyzing Text Structure: "Flash Floods!" (Scientific Text)—pp. 116–123 <ul style="list-style-type: none"> ○ Set the Purpose (use subheadings)—p. 116 ○ Cite Evidence (organizing text using subheadings/using italics to introduce a term)—p. 117 <p>TEACHER'S EDITION Listening and Viewing Skills</p> <ul style="list-style-type: none"> • Illustrations/diagrams help readers better understand the text—Chapter 1, TE p. 13; Chapter 2, TE p. 53; Chapter 3, TE p. 77; Chapter 4, TE p. 109; Chapter 5, TE p. 143; Chapter 6, TE p. 181 <p>Digital Connection</p> <ul style="list-style-type: none"> • Online Research (illustrations help readers visualize the settings and actions of stories)—TE p. 79 <p style="text-align: right;"><i>continued</i></p>

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	<p>Support English Language Learners</p> <ul style="list-style-type: none"> Assist students in distinguishing topics and subtopics, and to indent each subtopic under the appropriate heading—TE p. 117 <p>Recap Reading Selection</p> <ul style="list-style-type: none"> The use of headings/subheadings groups the information into manageable chunks—TE pp. 120, 122 <p>Review</p> <ul style="list-style-type: none"> Analyzing Text Structure (point out text elements such as headings)—TE p. 126 <p>Genre</p> <ul style="list-style-type: none"> Research Report <ul style="list-style-type: none"> Use subheads and other text features to help with readers' comprehension—TE p. 252 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Step 5: Producing, Publishing, and Presenting <ul style="list-style-type: none"> Photographs and illustrations Diagrams, graphs, charts, or maps Headings and subheadings Lesson Plans <ul style="list-style-type: none"> Using Visuals and Text Features—pp. 11 and 12
<p>(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> Figures of Speech/Connotations (similes, metaphors, personification)—p. 102 <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence <ul style="list-style-type: none"> Personification—p. 110 <p><u>TEACHER'S EDITION</u></p> <p>Guided Instruction</p> <ul style="list-style-type: none"> Cite Evidence <ul style="list-style-type: none"> A: Figures of speech—TE p. 80 B: Personification—TE p. 110
<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;</p>	<p><i>READING LITERARY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Explaining Point of View: "The Three Questions" (Ancient Folk Tale from Ceylon)—pp. 92-107 Chapter 3 Review: "Paris and Menelaus" (Epic)/"Hector and Andromache" (Epic)—pp. 103-104 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Chapter 3 Explaining Point of View <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Point of View: “The Tour” (Adventure) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 3 Explaining Point of View: “The King’s Master Sculptor” (Historical Fiction) • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 3 “The Horse of Wood (Retold by Alfred Church, from the <i>Aeneid</i> by Virgil)” (Epic), pp. 1–5 ◦ Chapter 3 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 3 Home Connect ◦ Chapter 3 Home Connect Activity: Narrator Point of View (graphic organizer) <p style="text-align: center;">READING INFORMATIONAL TEXTS</p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Determining Author’s Point of View or Purpose: “Can Anything Stop the Great Pacific Garbage Patch?” (Opinion Piece)—pp. 124–139 • Chapter 4 Review: “Population” (Informational Text)/“Space Colonies” (Informational Text)—pp. 135–136 <p>DIGITAL RESOURCES</p> <p>Chapter 4 Craft and Structure: Informational Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Author’s Point of View or Purpose • Additional Practice <ul style="list-style-type: none"> ◦ Chapter 4 Determining Author’s Point of View or Purpose: “Save Our Everglades!” (Editorial) • Assessments <ul style="list-style-type: none"> ◦ Comprehension Check <ul style="list-style-type: none"> ◦ Chapter 4 Determining Author’s Point of View or Purpose: “Alfred Wegener” (Expository Nonfiction) • Instructional Videos <ul style="list-style-type: none"> ◦ Determining Author’s Point of View and Purpose • Close Reading Practice <ul style="list-style-type: none"> ◦ Chapter 4 “Comparing Ecosystems: Tropical Rainforest vs. Tundra” (Explanatory Text) ◦ Chapter 4 Close Reading Lesson Plan • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 4 Home Connect ◦ Chapter 4 Home Connect Conversation Starter: Compare Opinions/Points of View (graphic organizer)
<p>(F) analyze how the author’s use of language contributes to mood and voice; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Language</p> <ul style="list-style-type: none"> • Academic and Domain-Specific Words—p. 70 • Figures of Speech/Connotations—p. 102 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p>Chapter 3 Craft and Structure: Literary Texts</p> <ul style="list-style-type: none"> Analyzing Word Choice: “Why the Sea Moans” (Traditional Tale from Brazil)—pp. 76–83 <ul style="list-style-type: none"> Cite Evidence A/B/E (effect of specific words/choosing words that set the tone, mood, or feeling of a story)—pp. 76–77 Cite Evidence A/B/C (vivid verbs affect the tone of a story/dialogue/connotations/using adverbs/figures of speech)—pp. 78–79 Cite Evidence B (effect of vivid verbs)—pp. 80 Comprehension Check (how characters speak and act affects the tone in a story)—pp. 81, 83 Connect Across Texts <ul style="list-style-type: none"> Connect to the Essential Question (meaning and connotations of words set the tone of the text)—p. 101 <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Comparing and Contrasting Presentation of Events: “Abraham Lincoln: Wartime President” (Biography)—pp. 180–187 <ul style="list-style-type: none"> Cite Evidence A/B (contrast tone reflected in words of two speeches)—p. 186 <p>TEACHER’S EDITION</p> <p>Chapter 1 Key Ideas and Details: Literary Texts</p> <ul style="list-style-type: none"> Drawing Inferences: “Jabberwocky” by Lewis Carroll (Poem)/“The Walrus and the Carpenter” by Lewis Carroll (Poem)—pp. 12–19 <ul style="list-style-type: none"> Cite Evidence C/D (tone, imagery conveyed by words)—TE p. 15 <p>Listening and Viewing Skills</p> <ul style="list-style-type: none"> Words convey a tone/moods created by words—Chapter 3, TE p. 77 <p>Review: Analyzing Word Choice</p> <ul style="list-style-type: none"> Specific words and phrases, including figurative language and connotations, convey a certain meaning or create a particular tone—TE pp. 86, 226 <p>Differentiate Instruction</p> <ul style="list-style-type: none"> Writers use word choice and sentence structure to show feelings and express tone/the tone of a text is like using the tone of your voice—TE p. 243
(G) explain the differences between rhetorical devices and logical fallacies.	N/A

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<p>(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:</p>	<p>TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Writing Handbook (detailed instructions on planning, drafting, revising, and editing student writing)—Chapter 7, TE p. 195; Chapter 8, TE p. 209; Chapter 9, TE p. 223; Chapter 10, TE p. 237; Chapter 11, TE p. 251 • Introduce the Writing Process—Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 241; Chapter 11, TE p. 256 • Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning ◦ Step 2: Drafting ◦ Step 3: Revising ◦ Step 4: Editing ◦ Step 5: Producing, Publishing, and Presenting
<p>(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;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Complete an outline to organize a first draft—Chapter 7, p. 199; Chapter 8, p. 213; Chapter 9, p. 227; Chapter 10, p. 241; Chapter 11, p. 256 <p>TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Create: Organizational Structure <ul style="list-style-type: none"> ◦ Brainstorming/Planning—Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 241; Chapter 11, TE p. 256 • Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 2 <ul style="list-style-type: none"> ◦ What am I writing? ◦ Why am I writing? What is my purpose? ◦ Who is my audience? Who will read my writing? ◦ Choose a topic that interests you. ◦ Find supporting evidence. • Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 1 and 2, 3 and 4 <ul style="list-style-type: none"> ◦ Assignment/Genre ◦ Brainstorming ◦ Find Supporting Details ◦ Assignment: Planning (brainstorm/select topic/research)

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<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	<p>TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Create: Organizational Structure <ul style="list-style-type: none"> ◦ Drafting a piece of writing—Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 241; Chapter 11, TE p. 256 • Writing Process Summary (Planning and Drafting)—Chapter 7, TE p. 199; Chapter 8, TE p. 213; Chapter 9, TE p. 227; Chapter 10, TE p. 241; Chapter 11, TE p. 256 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 2: Drafting
<p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	<p>STUDENT EDITION/TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Creating an Organizational Structure/Introducing a Topic—Chapter 7, pp. 196, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 10, pp. 238, 241; Chapter 11, pp. 252, 255 • Using Linking Words and Phrases—Chapter 7, pp. 197, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 11, pp. 252, 253, 256 • Providing a Concluding Statement—Chapter 7, pp. 198, 199; Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 10, pp. 240, 241; Chapter 11, pp. 254, 256 <p>TEACHER’S EDITION Writing Chapters (Chapters 7–11)</p> <ul style="list-style-type: none"> • Introduce: Organizational Structure—Chapter 7, TE p. 196; Chapter 8, TE p. 210; Chapter 9, TE p. 224; Chapter 10, TE p. 238; Chapter 11, TE p. 252 • Model: Organizational Structure—Chapter 7, TE p. 198; Chapter 8, TE p. 212; Chapter 9, TE p. 226; Chapter 10, TE p. 240; Chapter 11, TE p. 254 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Make an outline—p. 3
<p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p>	<p>STUDENT EDITION/TEACHER’S EDITION Writing Chapters</p> <ul style="list-style-type: none"> • Establishing an Engaging Context—Chapter 7, pp. 196, 199 • Developing the Topic with Facts and Details—Chapter 8, pp. 210, 213; Chapter 9, pp. 224, 227; Chapter 10, pp. 238, 241; Chapter 11, pp. 252, 256 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Make an outline/add details—p. 3 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Find Supporting Evidence—p. 3 and 4
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Academic and Domain-Specific Words—p. 70 • Figures of Speech/Connotations—p. 102 • Word Relationships—p. 158 • Varying Sentence Patterns—p. 242 • Consistency in Style and Tone—p. 243 <p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 3: Revising—pp. 5, 6 <ul style="list-style-type: none"> • Revising Checklist <ul style="list-style-type: none"> • Ideas and Voice • Organization and Coherence • Word Choice ◦ Revising Together (with a partner) • Lesson Plans—pp. 4 and 5, 6 and 7 <ul style="list-style-type: none"> ◦ Step 3: Revising <ul style="list-style-type: none"> ◦ Peer Review ◦ Peer Collaboration ◦ Assignment: Revising (in pairs)
<p>(D) edit drafts using standard English conventions, including:</p>	<p>DIGITAL RESOURCE Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 8, 9 <ul style="list-style-type: none"> ◦ Editing Checklist <ul style="list-style-type: none"> • Sentences • Grammar • Mechanics • Spelling ◦ Proofreading Marks • Lesson Plans—pp. 7 and 8, 9 and 10 <ul style="list-style-type: none"> ◦ Step 3: Editing <ul style="list-style-type: none"> ◦ Editing Tips ◦ Using Proofreading Marks ◦ Digital Integration ◦ Quotations and Citations ◦ Supporting English Language Learners ◦ Assignment: Editing
<p>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p>	<p><i>See Level G / Grade 7</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Simple, Compound, Complex, and Compound-Complex Sentences—p. 228 <p style="text-align: right;"><i>continued</i></p>

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	<p>See also <i>Sadlier Grammar for Writing, Grade 6</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> • Lesson 2.1 Correcting Sentence Fragments—pp. 31–33 • Lesson 2.2 Correcting Run-on Sentences—pp. 34–36 • Lesson 2.3 Eliminating Extra Words—pp. 37–39 <p>Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.4 Simple, Compound, and Complex Sentences—pp. 62–64 • Lesson 3.5 Combining Sentences—pp. 65–67 <p>Chapter 10 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 10.1 Agreement of Subject and Verb—pp. 201–202 • Lesson 10.2 Phrases Between Subject and Verb—pp. 203–204 • Lesson 10.3 Compound Subjects—pp. 205–206 • Lesson 10.4 Other Agreement Problems—pp. 207–208
(ii) consistent, appropriate use of verb tenses;	<p>See <i>Level E / Grade 5</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Verb Tenses—p. 166 • Perfect Verb Tenses—p. 180 <p>See also <i>Sadlier Grammar for Writing, Grade 6</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 8 Verbs</p> <ul style="list-style-type: none"> • Lesson 8.1 Verbs—pp. 161–162 • Lesson 8.2 Verb Forms and Regular Verbs—pp. 163–164 • Lesson 8.3 Irregular Verbs—pp. 165–166 • Lesson 8.4 Verb Tense—pp. 167–168
(iii) conjunctive adverbs;	<p>See <i>Level E / Grade 5</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Transitional Words and Phrases (conjunctive adverbs, including <i>also, furthermore, moreover, likewise, similarly, still, nevertheless, however, although, otherwise, therefore, consequently</i>)—p. 210 <p>See also <i>Sadlier Grammar for Writing, Grade 8</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 2 Effective Sentences and Word Choice</p> <ul style="list-style-type: none"> • Lesson 2.2 Run-on Sentences: Common Conjunctive Adverbs—pp. 36–38 <p>Chapter 11 Punctuation</p> <ul style="list-style-type: none"> • Lesson 11.5 Semicolons and Colons: Some Common Conjunctive Adverbs—pp. 277–278

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<p>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</p>	<p><i>See Level E / Grade 5</i></p> <p>STUDENT EDITION/TEACHER'S EDITION Language</p> <ul style="list-style-type: none"> • Prepositions and Prepositional Phrases—p. 209 <p><i>See also Sadlier Grammar for Writing, Grade 6</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 6 Parts of a Sentence</p> <ul style="list-style-type: none"> • Lesson 6.3 Hard-to-Find Subjects (the subject is never part of a prepositional phrase)—pp. 125–126 <p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> • Lesson 9.4 Prepositions and Prepositional Phrases—pp. 185–186 <p>Chapter 10 Subject-Verb Agreement</p> <ul style="list-style-type: none"> • Lesson 10.2 Phrases Between Subject and Verb—pp. 203–204
<p>(v) pronouns, including relative;</p>	<p><i>See Sadlier Grammar for Writing, Grade 6</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 7 Nouns and Pronouns</p> <ul style="list-style-type: none"> • Lesson 7.2 Pronouns—pp. 143–144 • Lesson 7.3 Subject and Object Pronouns—pp. 145–146 • Lesson 7.4 Pronoun Agreement—pp. 147–148
<p>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</p>	<p>TEACHER'S EDITION Support English Language Learners</p> <ul style="list-style-type: none"> • Give students a list of subordinating conjunctions and other common transitions—TE p. 242 <p><i>See also Sadlier Grammar for Writing, Grade 7</i></p> <p>STUDENT EDITION/TEACHER'S ANNOTATED EDITION Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.3 Varying Sentence Beginnings (subordinating conjunctions)—pp. 66–68 • Lesson 3.4 Independent and Subordinate Clauses (subordinating conjunctions)—pp. 69–71 • Lesson 3.5 Varying Sentence Structure (complex sentences)—pp. 72–74 <p>Chapter 9 Adjectives, Adverbs, and Other Parts of Speech</p> <ul style="list-style-type: none"> • Lesson 9.7 Conjunctions and Interjections (correlative conjunctions)—pp. 213–214

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<p>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</p>	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Editing Checklist—p. 8 <ul style="list-style-type: none"> • Each sentence begins with a capital letter and ends with the correct punctuation mark. • The title and all proper nouns are capitalized. • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 7 and 8 <ul style="list-style-type: none"> ◦ Editing Tips <ul style="list-style-type: none"> • Read the draft four times, each time focusing on a different convention in the Editing Checklist: sentences, grammar, mechanics, and spelling. <p><i>See also Sadlier Grammar for Writing, Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u> Chapter 11 Punctuation</p> <ul style="list-style-type: none"> • Lesson 11.1 End Marks (using abbreviations)—pp. 217–218 <p>Chapter 12 Capitalization and Spelling</p> <ul style="list-style-type: none"> • Lesson 12.1 Proper Nouns and Proper Adjectives—pp. 243–244 • Lesson 12.2 First Words and Titles—pp. 245–246 • Lesson 12.3 Other Capitalization Rules—pp. 247–248
<p>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u> Language</p> <ul style="list-style-type: none"> • Punctuation of Nonrestrictive/Paranetical Elements (commas, dashes, parentheses)—pp. 244–245 <p><u>DIGITAL RESOURCES</u> Pieces</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Language: Punctuation of Nonrestrictive/Paranetical Elements • Additional Practice <ul style="list-style-type: none"> ◦ Punctuation of Nonrestrictive/Paranetical Elements • Instructional Videos <ul style="list-style-type: none"> ◦ Punctuation of Nonrestrictive/Paranetical Elements <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Editing Checklist—p. 8 <ul style="list-style-type: none"> • Each sentence begins with a capital letter and ends with the correct punctuation mark. • Quotation marks and other punctuation marks are used correctly; no marks are missing. • Commas correctly set off paranetical items from the rest of a sentence. <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 4: Editing—pp. 7 and 8 <ul style="list-style-type: none"> ◦ Editing Tips <ul style="list-style-type: none"> • Read the draft four times, each time focusing on a different convention in the Editing Checklist: sentences, grammar, mechanics, and spelling. <p><i>See also Sadlier Grammar for Writing, Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u></p> <p>Chapter 3 Sentence Variety and Structure</p> <ul style="list-style-type: none"> • Lesson 3.4 Simple, Compound, and Complex Sentences—pp. 62–64 • Lesson 3.5 Combining Sentences—pp. 65–67 <p>Chapter 4 Effective Paragraphs</p> <ul style="list-style-type: none"> • Lesson 4.5 Using Transitions—pp. 90–92 <p>Chapter 11 Punctuation</p> <ul style="list-style-type: none"> • Lesson 11.1 End Marks—pp. 217–218 • Lesson 11.2 Commas in Compound Sentences and Series—pp. 219–220 • Lesson 11.3 Other Comma Uses (introductory phrases or words)—pp. 221–222 • Lesson 11.4 Semicolons and Colons—pp. 223–224 • Lesson 11.5 Quotation Marks—pp. 225–226 • Lesson 11.6 Apostrophes—pp. 227–228 • Lesson 11.7 Other Marks of Punctuation—pp. 229–230
<p>(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and</p>	<p><u>STUDENT EDITION/TEACHER'S EDITION</u></p> <p>Language</p> <ul style="list-style-type: none"> • Spelling—p. 259 <p><u>DIGITAL RESOURCE</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 4: Editing <ul style="list-style-type: none"> ◦ Using a spelling and grammar checker—p. 8 ◦ Editing Checklist <ul style="list-style-type: none"> • Spelling ◦ Editing Tips—p. 10 <ul style="list-style-type: none"> • Using Spelling and Grammar Checkers <p><i>See also Sadlier Grammar for Writing, Grade 6</i></p> <p><u>STUDENT EDITION/TEACHER'S ANNOTATED EDITION</u></p> <p>Chapter 12 Capitalization and Spelling</p> <ul style="list-style-type: none"> • Lesson 12.4 Spelling Rules—pp. 249–250 • Lesson 12.5 Plural Nouns—pp. 251–252 <p>End-of-Book Resources</p> <ul style="list-style-type: none"> • Frequently Misspelled Words—pp. 260–261 • Commonly Confused Words—pp. 262–264

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<p>(E) publish written work for appropriate audiences.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Writing Chapters (Chapters 7–11) <ul style="list-style-type: none"> • Assignment: Write the final draft of the assigned narrative, essay, or report—Chapter 7, TE p. 206; Chapter 8, TE p. 220; Chapter 9, TE p. 234; Chapter 10, TE p. 248; Chapter 11, TE p. 262 <u>TEACHER’S EDITION</u> Digital Connection <ul style="list-style-type: none"> • Chapter 7 Publishing Online—TE p. 206 • Chapter 8 Using Multimedia Features (images, videos, audio, interactive whiteboard, tablet, computer)—TE p. 220 • Chapter 9 Class Blog—TE p. 234 • Chapter 10 Promoting Through Social Media—TE p. 248 • Chapter 11 Publishing Online (use digital tools/include graphic components)—TE p. 262 <u>DIGITAL RESOURCE</u> Writing Handbook <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—p. 12 <ul style="list-style-type: none"> ◦ Digital Connection • Lesson Plans <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—p. 11 and 12 <ul style="list-style-type: none"> ◦ Using Visuals and Features ◦ Publishing Formats ◦ Running Class Presentations ◦ Assignment: Digital Presentation </p>
<p>(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:</p>	
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 193–195 • Analyze a student model then outline and write a fictional narrative—pp. 196–199 • Assignment: Final draft—p. 206 <u>TEACHER’S EDITION</u> <ul style="list-style-type: none"> • Learning Progressions—TE p. 195A • Genre: Nonfictional Narrative—TE p. 196 <p style="text-align: right;"><i>continued</i></p> </p>

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	<p><u>DIGITAL RESOURCES</u> Chapter 7 Text Types and Purposes: Write Nonfictional Narratives</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Write Nonfictional Narratives • Additional Practice <ul style="list-style-type: none"> ○ Write Nonfictional Narratives • Instructional Videos <ul style="list-style-type: none"> ○ Write Nonfictional Narratives • Parent Resources <ul style="list-style-type: none"> ○ Chapter 7 Home Connect ○ Chapter 7 Home Connect On the Go: Prewriting Chart (graphic organizer)
<p>(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;</p>	<p style="text-align: center;"><i>INFORMATIVE/EXPLANATORY TEXTS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 207–209 • Analyze a student model then outline and write an informative/explanatory first draft—pp. 210–213 • Assignment: Final draft—p. 220 <p><u>TEACHER'S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 209A • Genre: Informative/Explanatory Text—TE p. 210 <p><u>DIGITAL RESOURCES</u> Chapter 8 Text Types and Purposes: Write Informative/Explanatory Texts</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ○ Writing Informative/Explanatory Text • Additional Practice <ul style="list-style-type: none"> ○ Writing Informative/Explanatory Text • Instructional Videos <ul style="list-style-type: none"> ○ Writing Informative/Explanatory Text • Parent Resources <ul style="list-style-type: none"> ○ Chapter 8 Home Connect ○ Chapter 8 Home Connect Conversation Starter: Steps in a Process (graphic organizer) <p style="text-align: center;"><i>EVIDENCE-BASED ESSAYS</i></p> <p><u>STUDENT EDITION/TEACHER'S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221–223 • Analyze a student model then outline and write an informative/explanatory first draft—pp. 224–227 • Assignment: Final draft—p. 234 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 223A • Genre: Evidence-Based Essays—TE p. 224 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Additional Practice <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Evidence-Based Essays • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 9 Home Connect ◦ Chapter 9 Home Connect Conversation Starter: Main Idea and Details (graphic organizer) <p style="text-align: center;">RESEARCH REPORTS</p> <p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 249–251 • Analyze a student model then outline and write a first draft of a research report—pp. 252–256 • Assignment: Final draft—p. 262 <p><u>TEACHER’S EDITION</u></p> <ul style="list-style-type: none"> • Learning Progressions—TE p. 251A • Genre: Research Report—TE p. 252 <p><u>DIGITAL RESOURCES</u></p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Writing Research Reports • Additional Practice <ul style="list-style-type: none"> ◦ Writing Research Reports • Instructional Videos <ul style="list-style-type: none"> ◦ Writing Research Reports • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 11 Home Connect ◦ Chapter 11 Home Connect On the Go: Research and Record Facts (graphic organizer)
<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u></p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 235–237 <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<ul style="list-style-type: none"> Analyze a student model then outline and draft an opinion piece—pp. 238–241 Assignment: Final draft—p. 248 <p>TEACHER’S EDITION</p> <ul style="list-style-type: none"> Learning Progressions—TE p. 237A Genre: Opinion Piece—TE p. 238 <p>DIGITAL RESOURCES</p> <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> Instruction & Practice <ul style="list-style-type: none"> Writing Opinion Pieces Additional Practice <ul style="list-style-type: none"> Writing Opinion Pieces Instructional Videos <ul style="list-style-type: none"> Writing Opinion Pieces Parent Resources <ul style="list-style-type: none"> Chapter 10 Home Connect Chapter 10 Home Connect Conversation Starter: Opinion and Reasons (graphic organizer) <p><i>Related content</i></p> <p>STUDENT EDITION/TEACHER’S EDITION</p> <p>Chapter 6 Integration of Knowledge and Ideas</p> <p>Informational Texts</p> <ul style="list-style-type: none"> Evaluating an Argument: “Abraham Lincoln’s First Inaugural Speech” (abridged) (Speech)—pp. 172–179 <p>TEACHER’S EDITION</p> <p>Extend Thinking</p> <ul style="list-style-type: none"> Form Opinions—TE p. 19 Develop a Logical Argument—TE p. 27 Critical Response—TE p. 68 Critique (critique a short story)—TE p. 147 Form Opinions (write brief essay)—TE p. 156 Form Opinions (explain thinking/use appropriate language)—TE p. 171 Critique (critique the speech)—TE p. 179 Critical Response (compare Lincoln’s speeches to modern speeches)—TE p. 188
<p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p><i>Related content</i></p> <p>DIGITAL RESOURCES</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> Close Reading Practice <ul style="list-style-type: none"> Chapter 6 “A Woman for Our Times” (Letter to the Editor) Chapter 6 Close Reading Lesson Plan

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<p>(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:</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 8 Text Types and Purposes: Write Informative/ Explanatory Texts</p> <ul style="list-style-type: none"> • Home Connect (acquire knowledge by visiting a library or searching together for information on websites)—p. 207 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question/Theme—pp. 221–223 • Analyze a student model/outline then write a first draft of an evidence-based essay—pp. 224–227 • Assignment: Final draft—p. 234 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Chapter Opener: Progress Check/Home Connect/Essential Question—pp. 249–251 • Analyze a student model then outline and write a first draft of a research report—pp. 252–256 • Assignment: Final draft—p. 262 <p><u>TEACHER’S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Chapter 3 Online Research—TE p. 79 • Chapter 4 Using Online Tools—TE p. 111
<p>(A) generate student-selected and teacher-guided questions for formal and informal inquiry;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Support ideas on the topic using facts, details, examples, or the words of experts—p. 222 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Brainstorm ideas/ask questions that will lead to a fuller study of the subject—p. 250 <p>Creating an Organizational Structure</p> <ul style="list-style-type: none"> • Introducing the graphic organizer to organize information collected for the report—p. 252 <p><u>TEACHER’S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Genre: Evidence-Based Essays (support every idea with factual evidence from reliable sources)—TE p. 224 <p>Learning Progressions</p> <ul style="list-style-type: none"> • Sixth-grade students write research reports to answer a question and are expected to gather information from multiple print and digital sources—TE p. 251A <p style="text-align: right;"><i>continued</i></p>

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TEXAS ESSENTIAL KNOWLEDGE AND SKILLS (TEKS) FOR ELA	PROGRESS: ENGLISH LANGUAGE ARTS, LEVEL F / GRADE 6
	<p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning (start by asking questions)—p. 2 <ul style="list-style-type: none"> ◦ What am I writing? ◦ Why am I writing? What is my purpose? ◦ Who is my audience? • Lesson Plan—p. 3 and 4 <ul style="list-style-type: none"> ◦ Researching Your Topic <ul style="list-style-type: none"> ◦ Remind students to generate a list of questions about their topic before they begin research.
<p>(B) develop and revise a plan;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Creating an Organization Structure <ul style="list-style-type: none"> ◦ Using the graphic organizer to plan—pp. 224, 227 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Creating an Organization Structure <ul style="list-style-type: none"> ◦ Using the graphic organizer to plan—pp. 252, 255 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice/Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 2–4 <ul style="list-style-type: none"> ◦ Plan by making an outline/sample outline
<p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>	<p><u>TEACHER’S EDITION</u> Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Differentiate Instruction <ul style="list-style-type: none"> ◦ Provide sample questions to help students narrow their topics—TE p. 227 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ What am I writing? (ask questions about a topic that interests you)—p. 2 ◦ Why am I writing? What is my purpose? (answer any questions that came up as you planned and researched your topic)—p. 2 ◦ Planning and Research <ul style="list-style-type: none"> • Choose a topic that interests you (questions and answers that result from research)—p. 2 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Researching Your Topic (develop a list of specific questions about the topic and seek the answers to those questions)—pp. 3 and 4

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<p>(D) identify and gather relevant information from a variety of sources;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 6 Integration of Knowledge and Ideas: Informational Texts</p> <ul style="list-style-type: none"> • Integrating Information from Different Sources: “Primary Elections” (Web Article)—pp. 164–171 <p>Chapter 9 Research to Build and Present Knowledge: Write Evidence-Based Essays</p> <ul style="list-style-type: none"> • Organization (relevant information)—p. 224 <p>Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Credible Sources (reliable information sources)—p. 239 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Home Connect <ul style="list-style-type: none"> ◦ Gather relevant facts and details from several sources/ conduct short research projects, drawing on several sources, print and online—p. 250 • Read a Student Model <ul style="list-style-type: none"> ◦ Sources (using and citing multiple reliable and credible sources)—p. 254 • Outline and Draft <ul style="list-style-type: none"> ◦ Include information from several sources—p. 256 <p><u>TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Genre: Research Report <ul style="list-style-type: none"> ◦ Consult many sources to find relevant and interesting information about the topic—TE p. 218 • Create: Note-Taking <ul style="list-style-type: none"> ◦ Taking Notes (consult at least three sources related to the topic)—TE p. 255 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> • Planning and Research <ul style="list-style-type: none"> • Find Supporting Evidence (variety of sources)—p. 2 • Researching Your Topic (gather information by reading and evaluating a variety of sources/search a mix of print materials or websites for relevant information)—p. 4 • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> • Researching Your Topic (search a variety of reputable sources)—pp. 3 and 4

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<p>(E) differentiate between primary and secondary sources;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 4 Craft and Structure: Informational Texts • Guided Instruction ◦ Cite Evidence (primary sources/firsthand account)—p. 127</p> <p>Chapter 6 Integration of Knowledge and Ideas: Informational Texts • Guided Instruction ◦ Cite Evidence (a primary source is a firsthand account of an event)—pp. 168, 170, 172 • Independent Practice ◦ Comprehension Check (primary source)—p. 171</p> <p><u>TEACHER’S EDITION</u> Guided Instruction • Cite Evidence ◦ Understand that a primary source is a source that is a firsthand account of an event or situation—TE p. 127</p> <p><u>DIGITAL RESOURCES</u> Writing Handbook • Instruction & Practice ◦ Step 1: Planning—p. 4 ◦ Researching Your Topic • Where to Look • How to Judge</p>
<p>(G) differentiate between paraphrasing and plagiarism when using source materials;</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Taking Notes ◦ Use index cards (summarize or paraphrase information)—p. 255</p> <p><u>TEACHER’S EDITION</u> Digital Connection • Publishing Online (ensure that sources are cited appropriately and that all material not cited is solely the work of the student)—TE p. 206</p> <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports • Genre ◦ Research Report (summarize and paraphrase information)—TE p. 218 • Analyze a Student Model ◦ Sources (cite sources to avoid plagiarism)—TE p. 254</p> <p><u>DIGITAL RESOURCES</u> Writing Handbook • Instruction & Practice ◦ Step 1: Planning—p. 4 ◦ How to Take Notes (paraphrase or summarize)</p>

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<p>(H) examine sources for:</p> <ul style="list-style-type: none"> (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; 	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 10 Text Types and Purposes: Write Opinion Pieces</p> <ul style="list-style-type: none"> • Credible Sources—p. 239 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Home Connect (talk about credible sources of facts)—p. 250 • Sources (information that is credible and reliable)—p. 254 <p><u>TEACHER’S EDITION</u> Genre: Evidence-Based Essays</p> <ul style="list-style-type: none"> • Factual evidence and details should come from reliable sources—TE p. 224 <p>Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Collecting Sources (discuss how to identify sources that are credible and current)—TE ip. 255 <p><u>DIGITAL RESOURCES</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Parent Resources <ul style="list-style-type: none"> ◦ Chapter 11 Home Connect Conversation Starter: Research and Record Facts (discuss reliability/credibility of sources) (graphic organizer) <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 4 <ul style="list-style-type: none"> ◦ Where to Look (avoid biased sites) ◦ How to Search (most reliable and credible) ◦ How to Judge (credible sources written by experts) ◦ Research Tips: Look for sources that are: <ul style="list-style-type: none"> • current or up-to-date • credible, or written by an expert on the subject and published by a trustworthy publisher • reliable, so that you can verify their credibility and accuracy • well-written—which tells you that the author cares about his or her reputation • balanced and unbiased—which shows that the writer has considered all the sides of the topic • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning—pp. 3 and 4 <ul style="list-style-type: none"> ◦ Researching Your Topic
<p>(I) display academic citations and use source materials ethically; and</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Sources (list the sources at the end of the research report)—p. 254 <p style="text-align: right;"><i>continued</i></p>

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	<p><u>TEACHER’S EDITION</u> Digital Connection</p> <ul style="list-style-type: none"> • Publishing Online (ensure that sources are cited appropriately and that all material not cited is solely the work of the student)—TE p. 206 <p>Analyze a Student Model</p> <ul style="list-style-type: none"> • Sources—TE p. 254 <p>Create: Note-Taking</p> <ul style="list-style-type: none"> • Citing Sources—TE p. 255 <p><u>DIGITAL RESOURCES</u> Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 1: Planning—p. 4 <ul style="list-style-type: none"> ◦ How to Cite Sources ◦ Step 4: Editing—p. 10 <ul style="list-style-type: none"> ◦ Editing Tips <ul style="list-style-type: none"> • Citing Sources • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 1: Planning <ul style="list-style-type: none"> ◦ Digital Integration (create and maintain a working bibliography with the publication information for all of sources.)—pp. 3 and 4 ◦ Step 4: Editing—pp. 9 and 10 <ul style="list-style-type: none"> ◦ Quotations and Citations
<p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p><u>STUDENT EDITION/TEACHER’S EDITION</u> Chapter 11 Research to Build and Present Knowledge: Write Research Reports</p> <ul style="list-style-type: none"> • Write the final copy of the research report—p. 262 <p><u>TEACHER’S EDITION</u> Extend Thinking</p> <ul style="list-style-type: none"> • Chapter 4 Investigate (research/create presentations)—TE p. 115 • Chapter 4 Hypothesize (research FEMA/summarize in class presentation)—TE p. 123 • Chapter 4 Investigate and Assess (multimedia class presentation)—TE p. 132 • Chapter 5 Critique (post critiques around the room)—TE p. 147 • Chapter 5 Form Opinions (share opinion and reasons with the whole class)—TE p. 171 • Chapter 6 Critique (critique the speech/discuss ideas in small groups or as a whole class)—TE p. 179 • Chapter 7 Create Art in Response to Literature (create a drawing or poster)—TE p. 199 <p>Digital Connection</p> <ul style="list-style-type: none"> • Chapter 7 Publishing Online—TE p. 206 • Chapter 8 Using Multimedia Features (images, videos, audio, interactive whiteboard, tablet, computer)—TE p. 220 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Chapter 9 Class Blog—TE p. 234 • Chapter 10 Promoting Through Social Media—TE p. 248 • Chapter 11 Publishing Online—TE p. 262 <p><u>DIGITAL RESOURCES</u></p> <p>Writing Handbook</p> <ul style="list-style-type: none"> • Instruction & Practice <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—pp. 11-12 <ul style="list-style-type: none"> ◦ Print out a final copy or neatly rewrite a clean copy by hand. ◦ Online Publishing and Digital Slide Presentations ◦ Speaking Tips (oral presentation) ◦ Digital Connection • Instruction & Practice Lesson Plans <ul style="list-style-type: none"> ◦ Step 5: Producing, Publishing, and Presenting—pp. 11 and 12 <ul style="list-style-type: none"> ◦ Using Visuals and Text Features ◦ Running Class Presentations ◦ Publishing Formats ◦ Digital Integration (using social media) ◦ Speaking and Listening Presentation ◦ Assignment: Digital Presentation (publish in digital formats)