

# TEKS CORRELATION

<b>§110.15. English Language Arts and Reading, Grade 6</b>	
<p>(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p>	<p><b>SB:</b> Ch. 2 (pp. 19–27) Ch. 3 (pp. 31–40) Ch. 4 (pp. 48–56) Ch. 5 (pp. 57_70) Ch. 6 (pp. 71–81) Ch. 7 (p. 81) <b>TG:</b> pp. 9–19, 21–32, 33–46, 48–58, 59–66 <b>IWL:</b> Corresponding with pages from Chapters 1–7 above.</p>
<p>(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;</p>	<p><b>SB:</b> Ch. 1 (pp. 6–7) Ch. 2 (pp. 13–14) Ch. 3 (p. 28) Ch. 5 (p. 65) <b>TG:</b> pp. 12–15, 24–27, 37–40, 50–52, 61 <b>IWL:</b> Corresponding with pages from the chapters above.</p>
<p>(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;</p>	<p><b>SB:</b> Ch. 1 (pp. 8–9) Ch. 2 (pp. 21–22) Ch. 3 (pp. 34–36) Ch. 4 (p. 51) Ch. 5 (p. 65) Ch. 6 (p. 73) <b>TG:</b> pp. 12–15, 24–27, 37–40, 50–52, 61 <b>IWL:</b> Corresponding with pages from the chapters above.</p>
<p>(C) revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;</p>	<p><b>SB:</b> Ch. 1 (p. 11) Ch. 2 (p. 24) Ch. 3 (p. 38) Ch. 4 (p. 53) Ch. 5 (p. 68) Ch. 6 (p. 80) <b>TG:</b> pp. 16, 28–29, 41–42, 53–54, 62–63 <b>IWL:</b> Corresponding with pages from Chapters 1–6 above.</p>
<p>(D) edit drafts for grammar, mechanics, and spelling; and</p>	<p><b>SB:</b> Ch. 1 (p.12) Ch. 2 (pp. 25–26) Ch. 3 (pp. 38–39) Ch. 4 (pp. 54–55) Ch. 5 (p. 69) Ch. 6 (p. 80) Ch. 7 (p. 83) <b>TG:</b> pp. 16, 28–29, 41–42, 53–54, 62–63 <b>IWL:</b> Corresponding with pages from Chapters 1–7 above.</p>
<p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p><b>SB:</b> Ch. 1 (pp. 11, 12) Ch 4 (p. 56)</p>

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<p>(15) <b>Writing/Literary Texts.</b> Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:</p> <p>(A) write imaginative stories that include:</p> <ul style="list-style-type: none"> <li>(i) a clearly defined focus, plot, and point of view;</li> <li>(ii) a specific, believable setting created through the use of sensory details; and</li> <li>(iii) dialogue that develops the story; and</li> </ul> <p>(B) write poems using:</p> <ul style="list-style-type: none"> <li>(i) poetic techniques (e.g., alliteration, onomatopoeia);</li> <li>(ii) figurative language (e.g., similes, metaphors); and</li> <li>(iii) graphic elements (e.g., capital letters, line length).</li> </ul>	<p><b>SB:</b> Ch. 6 (pp. 71–81)  <b>TG:</b> pp. 59–66  <b>IWL:</b> WC_6.1A_PointofView          WC_6.4A_PreciseWords</p>
<p>(16) <b>Writing.</b> Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.</p>	<p><b>SB:</b> Ch. 6 (pp. 71–81)  <b>TG:</b> pp. 59–66</p>
<p>(17) <b>Writing/Expository and Procedural Texts.</b> Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</p> <p>(A) create multi-paragraph essays to convey information about a topic that:</p> <ul style="list-style-type: none"> <li>(i) present effective introductions and concluding paragraphs;</li> <li>(ii) guide and inform the reader’s understanding of key ideas and evidence;</li> <li>(iii) include specific facts, details, and examples in an appropriately organized structure; and</li> <li>(iv) use a variety of sentence structures and transitions to link paragraphs;</li> </ul> <p>(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</p>	<p><b>SB:</b> Ch. 3 (pp. 31–40)  <b>TG:</b> pp. 21–32  <b>IWL:</b> Corresponding with the pages above</p>
<p>(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</p>	<p><b>SB:</b> Ch. 1 (p. 10)          Ch. 5 (pp. 57–70)  <b>TG:</b> pp. 7, 48–58  <b>IWL:</b> Corresponding with the pages above</p>
<p>(D) produce a multimedia presentation involving text and graphics using available technology.</p>	<p><b>SB:</b> pp. 86–88</p>
<p>(18) <b>Writing/Persuasive Texts.</b> Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.</p>	<p><b>SB:</b> Ch. 2 (pp. 19–27)  <b>TG:</b> pp. 9–19  <b>IWL:</b> Corresponding with the pages above</p>

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<p>(19) <b>Oral and Written Conventions/Conventions.</b> Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:</p> <p>(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:</p> <ul style="list-style-type: none"> <li>(i) verbs (irregular verbs and active and passive voice);</li> <li>(ii) non-count nouns (e.g., rice, paper);</li> <li>(iii) predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);</li> <li>(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);</li> <li>(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;</li> <li>(vi) indefinite pronouns (e.g., all, both, nothing, anything);</li> <li>(vii) subordinating conjunctions (e.g., while, because, although, if); and</li> <li>(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);</li> </ul> <p>(B) differentiate between the active and passive voice and know how to use them both; and</p> <p>(C) use complete simple and compound sentences with correct subject-verb agreement.</p>	<p><b>SB:</b> pp. 12, 25, 45, 54–55, 80  <b>TG:</b> pp. 72–75, 85  <b>IWL:</b> Corresponding to the pages above.          WC_1.5A_EditParagraph          WC_CWP_1.1_PronCase;          WC_CWP_1.2_PronInten;          WC_CWP_1.3_PronAnte;          WC_CWP_1.4_PronClear</p>
<p>(20) <b>Oral and Written Conventions/Handwriting, Capitalization, and Punctuation.</b> Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</p> <p>(A) use capitalization for:</p> <ul style="list-style-type: none"> <li>(i) abbreviations;</li> <li>(ii) initials and acronyms; and</li> <li>(iii) organizations;</li> </ul> <p>(B) recognize and use punctuation marks including:</p> <ul style="list-style-type: none"> <li>(i) commas in compound sentences;</li> <li>(ii) proper punctuation and spacing for quotations; and</li> <li>(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and</li> </ul> <p>(C) use proper mechanics including italics and underlining for titles of books.</p>	<p><b>SB:</b> pp. 12, 38, 46, 69, 72  <b>TG:</b> pp. 76, 85  <b>IWL:</b> WC_1.5A_EditParagraph          WC_4.4A_QuotesCitations</p>
<p>(21) <b>Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);</li> <li>(B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</li> <li>(C) know how to use the spell-check function in word processing while understanding its limitations.</li> </ul>	<p><b>SB:</b> p. 38  <b>TG:</b> p. 77  <b>IWL:</b> WC_CWP_2.2_Spelling</p>

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<p>(22) <b>Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</li> <li>(B) generate a research plan for gathering relevant information about the major research question.</li> </ul>	<p><b>SB:</b> Ch. 4 (pp. 41–43)  <b>IWL:</b> WC_4.1A_ResearchQuest</p>
<p>(23) <b>Research/Gathering Sources.</b> Students determine, locate, and explore the full range of relevant sources addressing a research question and systematically record the information they gather. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;:</li> <li>(B) differentiate between primary and secondary sources;</li> <li>(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;</li> <li>(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</li> <li>(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</li> </ul>	<p><b>SB:</b> Ch. 4 (pp. 42–50)  <b>TG:</b> pp. 34–45  <b>IWL:</b> WC_4.2A_RelevantSources;          WC_4.2B_Authoritative          WC_4.3A_FlowIdeas;          WC_4.4A_ConnectCont;          WC_CiteSources</p>
<p>(24) <b>Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <ul style="list-style-type: none"> <li>(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</li> <li>(B) evaluate the relevance and reliability of sources for the research.</li> </ul>	<p><b>SB:</b> Ch. 4 (pp. 42–50)  <b>TG:</b> pp. 34–45  <b>IWL:</b> WC_4.2A_RelevantSources;          WC_4.2B_Authoritative          WC_4.3A_FlowIdeas;          WC_4.4A_ConnectCont;          WC_CiteSources</p>
<p>(25) <b>Research/Organizing and Presenting Ideas.</b> Students organize and present their ideas and information according to the purpose of the research and their audience. Students are expected to synthesize the research into a written or an oral presentation that:</p> <ul style="list-style-type: none"> <li>(A) compiles important information from multiple sources;</li> <li>(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</li> <li>(C) presents the findings in a consistent format; and</li> <li>(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</li> </ul>	<p><b>SB:</b> Ch. 4 (pp. 46–55)  <b>TG:</b> pp. 34–45  <b>IWL:</b> WC_4.5A_Checklist          WC_4.5A_PromptADraft          WC_4.5A_PromptAModel</p>

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- (26) **Listening and Speaking/Listening.** Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:
- (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;
  - (B) follow and give oral instructions that include multiple action steps; and
  - (C) paraphrase the major ideas and supporting evidence in formal and informal presentations.
- (27) **Listening and Speaking/Speaking.** Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.
- (28) **Listening and Speaking/Teamwork.** Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.

**SB:** Ch. 7 (pp. 86–87)  
**IWL:** WC\_7.3\_SpeakTips

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