Texas English Language Arts and Reading

Grade 6

Adopted 2017

The student develops oral language through listening, speaking, and discussion. 6.1	**A.** listen actively to interpret a message, ask clarifying questions, and respond appropriately; 6.1.A
	B. follow and give oral instructions that include multiple action steps; 6.1.B
	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 6.1.C
	D. participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. 6.1.D
The student uses newly acquired vocabulary expressively. 6.2	**A.** use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech; 6.2.A
	B. use context such as definition, analogy, and examples to clarify the meaning of words; and 6.2.B
	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, scrib/script, and jur/jus. 6.2.C
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. 6.3	**3.** 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. 6.3
The student reads grade-appropriate texts independently. The stu sel inc	**4.** The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. 6.4

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sustained period of time. 6.4	
The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. 6.5	**A.** establish purpose for reading assigned and self-selected text; 6.5.A
	B. generate questions about text before, during, and after reading to deepen understanding and gain information; 6.5.B
	C. make, correct, or confirm predictions using text features, characteristics of genre, and structures; 6.5.C
	D. create mental images to deepen understanding; 6.5.D
	E. make connections to personal experiences, ideas in other texts, and society; 6.5.E
	F. make inferences and use evidence to support understanding; 6.5.F
	G. evaluate details read to determine key ideas; 6.5.G
	H. synthesize information to create new understanding; and 6.5.H
	I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. 6.5.I
The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. 6.6	**A.** describe personal connections to a variety of sources, including self-selected texts; 6.6.A
	B. write responses that demonstrate understanding of texts, including comparing sources within and across genres; 6.6.B
	C. use text evidence to support an appropriate response; 6.6.C
	D. paraphrase and summarize texts in ways that maintain meaning and logical order; 6.6.D
	E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; 6.6.E
	F. respond using newly acquired vocabulary as appropriate; 6.6.F
	G. discuss and write about the explicit or implicit meanings of text; 6.6.G
	H. respond orally or in writing with appropriate register, vocabulary, tone, and voice; and 6.6.H
	I. reflect on and adjust responses as new evidence is presented. 6.6.I

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The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. 6.7	**A. infer multiple themes within and across texts using text evidence;** 6.7.A **B. analyze how the characters' internal and external responses develop the plot;** 6.7.B **C. analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and** 6.7.C **D. analyze how the setting, including historical and cultural settings, influences character and plot development.** 6.7.D
The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. 6.8	**A. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;** 6.8.A **B. analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;** 6.8.B **C. analyze how playwrights develop characters through dialogue and staging;** 6.8.C **D. analyze characteristics and structural elements of informational text, including:** 6.8.D i. the controlling idea or thesis with supporting evidence; 6.8.D.I ii. features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and 6.8.D.II iii. organizational patterns such as definition, classification, advantage, and disadvantage; 6.8.D.III **E. analyze characteristics and structures of argumentative text by:** 6.8.E i. identifying the claim; 6.8.E.I ii. explaining how the author uses various types of evidence to support the argument; 6.8.E.II iii. identifying the intended audience or reader; and 6.8.E.III **F. analyze characteristics of multimodal and digital texts.** 6.8.F
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 or[illegible] he[illegible] pe[illegible]	**A. explain the author's purpose and message within a text;** 6.9.A **B. analyze how the use of text structure contributes to the author's purpose;** 6.9.B **C. analyze the author's use of print and graphic features to achieve specific purposes;** 6.9.C **D. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;** 6.9.D **E. identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;** 6.9.E

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F. **analyze how the author's use of language contributes to mood and voice; and** 6.9.F

G. **explain the differences between rhetorical devices and logical fallacies.** 6.9.G

The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. 6.10

A. **plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;** 6.10.A

B. **develop drafts into a focused, structured, and coherent piece of writing by:** 6.10.B

i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and 6.10.B.I

ii. developing an engaging idea reflecting depth of thought with specific facts and details; 6.10.B.II

C. **revise drafts for clarity, development, organization, style, word choice, and sentence variety;** 6.10.C

D. **edit drafts using standard English conventions, including:** 6.10.D

i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments; 6.10.D.I

ii. consistent, appropriate use of verb tenses; 6.10.D.II

iii. conjunctive adverbs; 6.10.D.III

iv. prepositions and prepositional phrases and their influence on subject-verb agreement; 6.10.D.IV

v. pronouns, including relative; 6.10.D.V

vi. subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor; 6.10.D.VI

vii. capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations; 6.10.D.VII

viii. punctuation marks, including commas in complex sentences, transitions, and introductory elements; and 6.10.D.VIII

ix. correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and 6.10.D.IX

E. **publish written work for appropriate audiences.** 6.10.E

The student uses genre characteristics and craft to compose multiple te me

A. **compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;** 6.11.A

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	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;** 6.11.B
	C. **compose multi-paragraph argumentative texts using genre characteristics and craft; and** 6.11.C
	D. **compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.** 6.11.D
The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. 6.12	**A.** **generate student-selected and teacher-guided questions for formal and informal inquiry;** 6.12.A
	B. **develop and revise a plan;** 6.12.B
	C. **refine the major research question, if necessary, guided by the answers to a secondary set of questions;** 6.12.C
	D. **identify and gather relevant information from a variety of sources;** 6.12.D
	E. **differentiate between primary and secondary sources;** 6.12.E
	F. **synthesize information from a variety of sources;** 6.12.F
	G. **differentiate between paraphrasing and plagiarism when using source materials;** 6.12.G
	H. **examine sources for:** 6.12.H i. reliability, credibility, and bias; and 6.12.H.I ii. faulty reasoning such as hyperbole, emotional appeals, and stereotype; 6.12.H.II
	I. **display academic citations and use source materials ethically; and** 6.12.I
	J. **use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.** 6.12.J