

Draft English Language Arts and Reading, Grade 6

(a) Introduction.

- (1) The English language arts and reading Texas Essential Knowledge and Skills (TEKS) embody the interconnected nature of listening, speaking, reading, and writing through the integrated strands of developing and sustaining foundational language skills; comprehension; response; collaboration; multiple genres; author's purpose and craft; composition and presentation; and inquiry and research. The strands focus on authentic reading and writing to ensure a literate Texas and are integrated and progressive with students continuing to develop knowledge and skills with increased complexity and nuance in order to think critically and adapt to the ever-evolving nature of language and literacy.
- (2) The eight strands of the essential knowledge and skills for English language arts and reading are intended to be integrated for instructional purposes and are recursive in nature. Each strand is of equal value and may be presented in any order throughout the year. All strands include the four domains of language (listening, speaking, reading, and writing) and their application in order to accelerate the acquisition of language skills so that students develop high levels of social and academic language proficiency. As skills and knowledge are obtained in each of the eight strands, students will continue to apply earlier standards with greater depth to increasingly complex texts in multiple genres as they become self-directed, critical learners who work collaboratively while continuously using metacognitive skills. Students should engage in academic conversations, write, read, and be read to on a daily basis with opportunities for cross-curricular content and student choice.
- (3) English language learners (ELLs) are expected to meet standards in a second language; however, their proficiency in English influences the ability to meet these standards. To demonstrate this knowledge throughout the stages of English language acquisition, comprehension of text requires additional scaffolds such as adapted text, translations, native language support, cognates, summaries, pictures, realia, glossaries, bilingual dictionaries, thesauri, and other modes of comprehensible input. ELLs can and should be encouraged to use knowledge of their first language to enhance vocabulary development; vocabulary needs to be in the context of connected discourse so that it is meaningful. Strategic use of the student's first language is important to ensure linguistic, affective, cognitive, and academic development in English.
- (4) Current research stresses the importance of effectively integrating second language acquisition with quality content area education in order to ensure that ELLs acquire social and academic language proficiency in English, learn the knowledge and skills, and reach their full academic potential. Instruction must be linguistically accommodated in accordance with the ELPS and the student's English language proficiency levels to ensure the mastery of knowledge and skills in the required curriculum is accessible. For a further understanding of second language acquisition needs, refer to the English Language Proficiency Standards and proficiency-level descriptors located in Chapter 74, Subchapter B.
- (5) Oral language proficiency holds a pivotal role in school success; verbal engagement must be maximized across grade levels (Dr. Kate Kinsella, NCLB, 2010). Students need practice with academic language if they are to become proficient in that language: they must learn to speak the language of science, history, mathematics, art, literature, and technical subjects if they are to become thinkers in those disciplines (Fisher, Frey & Rothenberg, 2008).

(6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and skills.

(1) Developing and Sustaining Foundational Language Skills: Listening, Speaking, Reading, and Writing. Students develop word structure knowledge through phonological awareness, print concepts, and phonics to decode and encode texts. Students apply knowledge and relationships found when studying the structures, origins, and contextual meanings of words. The student is expected to:

(A) develop vocabulary to:

- (i) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes in a variety of authentic texts;
- (ii) use context and structure to determine or clarify the meaning of unfamiliar or multiple meaning words; and
- (iii) use word reference resources to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words in context.

(B) develop foundational skills by:

- (i) adjusting fluency when reading grade-level text based on the reading purpose; and
- (ii) reading self-selected texts independently for a sustained period of time in order to develop and refine skills.

(2) Comprehension: Listening, Speaking, Reading, and Writing using Multiple Texts. Students use metacognitive skills to comprehend increasingly complex texts. The student is expected to:

- (A) combine information from the text and the readers schema in order to create a new understanding;
- (B) use text features, elements, and structure to make and confirm predictions;
- (C) generate questions about text to deepen understanding and gain information;
- (D) visualize to create sensory images to interpret and analyze text;
- (E) search connections to personal experiences, ideas in other texts, and to the larger community;
- (F) sort through information read to distinguish what is most important and understand the author's message;
- (G) make inferences about text and use textual evidence to support understanding;
- (H) summarize, paraphrase, or retell text in ways that maintain meaning and logical order within a text and across text; and

- (1) establish purpose for reading assigned and self-selected text and monitor comprehension, making connections and adjustments when that understanding breaks down.
- (3) Response: Listening, Speaking, Reading, and Writing using Multiple Texts. Students speak and write to effectively convey viewpoints and analysis of texts which are read or heard for a variety of audiences and purposes. The student is expected to:
- (A) explain how texts evoke personal response;
 - (B) respond to texts and provide relevant text evidence to demonstrate understanding; and
 - (C) use a variety of strategies such as annotation, graphic organizers, notetaking, and text coding to note and organize important information in meaningful ways.
- (4) Collaboration: Listening, Speaking, Reading and Writing using Multiple Texts. Students prepare for and participate productively in diverse interactions, building on others' ideas and expressing their own viewpoints clearly in a variety of contexts. The student is expected to:
- (A) interpret a speaker's verbal and nonverbal messages and ask questions to clarify the speaker's purpose and perspective;
 - (B) paraphrase the major ideas and supporting evidence in formal and informal presentations;
 - (C) 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; and
 - (D) participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.
- (5) Multiple Genres: Listening, Speaking, Reading and Writing using Multiple Texts. Students recognize genre-specific characteristics, structures, and purposes in order to analyze, respond to, and compose a variety of texts. The student is expected to:
- (A) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres;
 - (B) summarize the elements of plot development, such as rising action, turning point, climax, falling action, and denouement, in various works of fiction;
 - (B) analyze the roles and functions of characters including their relationships and conflicts;
 - (C) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;
 - (D) explain whether facts included in an argument are used for or against an issue; and
 - (E) explain how different organizational patterns, such as proposition-and-support and problem-and-solution, develop the main idea and the author's viewpoint.
- (6) Author's Purpose and Craft: Listening, Speaking, Reading and Writing using Multiple Texts. Students use critical inquiry to analyze the purpose of authors' choices and how they influence and

communicate meaning within a text. Students emulate author's craft purposefully in order to develop their own products and performances. The student is expected to:

- (A) analyze the function of stylistic elements, such as magic helper and rule of three, in traditional and classical literature from various cultures;
- (B) explain how sensory and figurative language, such as personification, metaphors, similes, and hyperbole, contribute to meaning;
- (C) describe different forms of point of view, including first and third person, and how the work is shaped by the narrator's point of view;
- (D) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence;
- (E) identify simply faulty reasoning used in persuasive texts;
- (F) explain messages conveyed in various forms of media;
- (G) recognize how various techniques influence viewers' emotions; and
- (H) critique persuasive techniques, such as testimonials and bandwagon appeal, used in media messages.

(7) Composition and Presentation: Listening, Speaking, Reading and Writing using Multiple Texts. Students use the modes of writing/discourse and the writing process recursively to compose multiple texts that are meaningful and legible and use appropriate conventions. The student is expected to:

- (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, such as discussion, background reading, personal interests, and interviews, and developing a thesis or controlling idea;
- (B) develop drafts by choosing an appropriate organizational strategy, such as sequence of events, cause-effect, and compare-contrast, and building on ideas to create a focused, organized, and coherent piece of writing;
- (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;
- (D) edit drafts for grammar, mechanics, and spelling;
- (E) revise a final draft in response to feedback from peers and teacher and publish written work for appropriate audiences;
- (F) write a story that includes an engaging plot and well-developed characters with purposeful use of literary devices, including foreshadowing;
- (G) write poetry that conveys a message using poetic techniques such as alliteration, onomatopoeia, and figurative language such as similes and metaphors;

- (H) write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences;
- (I) create multi-paragraph essays to convey information about a topic that:
- (i) presents effective introductions and concluding paragraphs;
 - (ii) guides and informs the reader's understanding of key ideas and evidence;
 - (iii) includes specific facts, details, and examples in an appropriately organized structure; and
 - (iv) uses a variety of sentence structures and transitions to link paragraphs;
- (J) write correspondence that conveys ideas or information, demonstrates a sense of closure, and uses conventions appropriate to the purpose such as date, salutation, and closing;
- (K) produce a multimedia presentation involving text and graphics using available technology;
- (L) write persuasive essays for appropriate audiences that establish a position and include sound reasoning and detailed and relevant evidence;
- (M) write using a variety of sentence structures, such as simple and compound, while using consistent verb tenses, parallel structures, and subject-verb agreement;
- (N) use appropriate pronouns for clarity;
- (O) use sentence combining techniques to write with variety;
- (P) use transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing such as on the contrary and in addition to;
- (Q) use conventions of capitalization for proper nouns appropriately including abbreviations, initials acronyms, and organizations;
- (R) recognize and use punctuation marks including:
- (i) use commas in compound sentences and after transitions words and introductory words and phrases;
 - (ii) use quotation marks correctly such as for dialogue; and
 - (iii) use parentheses appropriately;
- (S) use proper mechanics for referencing titles of books;
- (T) differentiate between commonly confused terms such as its, it's; affect, effect; and
- (U) use spelling patterns and rules and print and electronic resources to determine and check correct spellings.

(8) Inquiry and Research: Listening, Speaking, Reading and Writing using Multiple Texts. Students engage in both short-term and sustained recursive inquiry processes for self-selected and assigned purposes. The student is expected to:

- (A) generate research questions and gather and synthesize relevant information from a variety of valid and credible sources to develop a research plan and modify the plan according to findings;
- (B) follow the research plan to collect information from a range of print and electronic resources such as reference texts, periodicals, web pages, online sources, and experts and record bibliographic information from each source appropriately;
- (C) differentiate between primary and secondary sources;
- (D) differentiate between paraphrasing and plagiarism;
- (E) develop a topic sentence, summarize findings, and use evidence such as quotations to support conclusions; and
- (F) present the findings in a meaningful format.