







































## Grade 6 Side-by-Side TEKS Comparison

2017 TEKS	2009 TEKS	Notes
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;"><b>(vii)</b> capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</p>	<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p> <p><b>(20) 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><b>(A)</b> use capitalization for:</p> <p style="padding-left: 20px;"><b>(i)</b> abbreviations;</p> <p style="padding-left: 20px;"><b>(ii)</b> initials and acronyms; and</p> <p style="padding-left: 20px;"><b>(iii)</b> organizations;</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;"><b>(viii)</b> punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</p>	<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p> <p><b>(20) 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><b>(B)</b> recognize and use punctuation marks including:</p> <p style="padding-left: 20px;"><b>(i)</b> commas in compound sentences;</p>	<p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(D)</b> edit drafts using standard English conventions, including:</p> <p style="padding-left: 20px;"><b>(ix)</b> correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and</p>	<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(D)</b> edit drafts for grammar, mechanics, and spelling; and</p> <p><b>(21) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(A)</b> differentiate between commonly confused terms (e.g., its, it's; affect, effect);</p>	<p>Note that SE 10.D.ix requires students to apply their knowledge of spelling by writing and editing drafts.</p> <p>The 2017 TEKS provide more specificity for grammar, mechanics, and spelling.</p>
<p><b>(10) Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process.</b> 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><b>(E)</b> publish written work for appropriate audiences.</p>	<p><b>(14) Writing/Writing Process.</b> Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</p> <p><b>(E)</b> revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	

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<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(A)</b> compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p><b>(15) 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><b>(A)</b> write imaginative stories that include:</p> <ul style="list-style-type: none"> <li><b>(i)</b> a clearly defined focus, plot, and point of view;</li> <li><b>(ii)</b> a specific, believable setting created through the use of sensory details; and</li> <li><b>(iii)</b> dialogue that develops the story; and</li> </ul> <p><b>(B)</b> write poems using:</p> <ul style="list-style-type: none"> <li><b>(i)</b> poetic techniques (e.g., alliteration, onomatopoeia);</li> <li><b>(ii)</b> figurative language (e.g., similes, metaphors); and</li> <li><b>(iii)</b> graphic elements (e.g., capital letters, line length).</li> </ul> <p><b>(16) Writing. Students write about their own experiences.</b> 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>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(B)</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><b>(17) 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><b>(A)</b> create multi-paragraph essays to convey information about a topic that:</p> <ul style="list-style-type: none"> <li><b>(i)</b> present effective introductions and concluding paragraphs;</li> <li><b>(ii)</b> guide and inform the reader's understanding of key ideas and evidence;</li> <li><b>(iii)</b> include specific facts, details, and examples in an appropriately organized structure; and</li> <li><b>(iv)</b> use a variety of sentence structures and transitions to link paragraphs;</li> </ul>	
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(C)</b> compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>		
<p><b>(11) Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres.</b> The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</p> <p><b>(D)</b> compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>	<p><b>(17) 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><b>(B)</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>	

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<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(A)</b> generate student-selected and teacher-guided questions for formal and informal inquiry;</p>	<p><b>(22) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(A)</b> brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and</p>	SE 12.A specifies student-selected and teacher-guided questions for formal and informal inquiry.
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(B)</b> develop and revise a plan;</p>	<p><b>(22) Research/Research Plan.</b> Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</p> <p><b>(B)</b> generate a research plan for gathering relevant information about the major research question.</p>	
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(C)</b> refine the major research question, if necessary, guided by the answers to a secondary set of questions;</p>	<p><b>(24) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(A)</b> refine the major research question, if necessary, guided by the answers to a secondary set of questions; and</p>	
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(D)</b> identify and gather relevant information from a variety of sources;</p>	<p><b>(23) 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> <p><b>(A)</b> 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;</p>	
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(E)</b> differentiate between primary and secondary sources;</p>	<p><b>(23) 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> <p><b>(B)</b> differentiate between primary and secondary sources;</p>	
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(F)</b> synthesize information from a variety of sources;</p>	<p><b>(25) 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> <p><b>(A)</b> compiles important information from multiple sources;</p>	
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(G)</b> differentiate between paraphrasing and plagiarism when using source materials;</p>	<p><b>(23) 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> <p><b>(E)</b> differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	

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<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(H)</b> examine sources for:</p> <p style="padding-left: 20px;"><b>(i)</b> reliability, credibility, and bias; and</p>	<p><b>(24) Research/Synthesizing Information.</b> Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p> <p><b>(B)</b> evaluate the relevance and reliability of sources for the research.</p>	<p>Specificity has been added to include credibility and bias.</p>
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(H)</b> examine sources for:</p> <p style="padding-left: 20px;"><b>(ii)</b> faulty reasoning such as hyperbole, emotional appeals, and stereotype;</p>		
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(I)</b> display academic citations and use source materials ethically; and</p>	<p><b>(23) 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> <p><b>(D)</b> identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and</p> <p><b>(25) 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> <p><b>(D)</b> uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>	<p>SE 12.I has been expanded to include the ethical use of source materials.</p>
<p><b>(12) Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts.</b> The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to:</p> <p><b>(J)</b> use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<p><b>(25) 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> <p><b>(C)</b> presents the findings in a consistent format; and</p>	<p>Multimodal presentations include more than one mode of delivery.</p>
<b>2009 standards with no identified 2017 alignment</b>		
	<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(C)</b> complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);</p>	

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	<p><b>(2) Reading/Vocabulary Development.</b> Students understand new vocabulary and use it when reading and writing. Students are expected to:</p> <p><b>(D)</b> explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and</p>	
	<p><b>(6) Reading/Comprehension of Literary Text/Fiction.</b> Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> recognize dialect and conversational voice and explain how authors use dialect to convey character; and</p>	
	<p><b>(7) Reading/Comprehension of Literary Text/Literary Nonfiction.</b> Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.</p>	Literary nonfiction is not specifically referenced in the 2017 TEKS. However, it is considered a type of literary text. Instruction of literary text is addressed in SE 8.A.
	<p><b>(10) Reading/Comprehension of Informational Text/Expository Text.</b> Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</p> <p><b>(B)</b> explain whether facts included in an argument are used for or against an issue;</p>	
	<p><b>(11) Reading/Comprehension of Informational Text/ Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p><b>(A)</b> compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and</p>	Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 8.E.i-8.E.iii.
	<p><b>(11) Reading/Comprehension of Informational Text/Persuasive Text.</b> Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</p> <p><b>(B)</b> identify simply faulty reasoning used in persuasive texts.</p>	Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Instruction of argumentative text is addressed in SEs 8.E.i-8.E.iii.

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	<p><b>(12) Reading/Comprehension of Informational Text/Procedural Texts.</b> Students understand how to glean and use information in procedural texts and documents. Students are expected to:</p> <p><b>(A)</b> follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and</p>	<p>Procedural text is not specifically referenced in the 2017 TEKS. However, it is considered a type of informational text. Instruction of informational text is addressed in SEs 8.D.i-8.D.iii.</p>
	<p><b>(13) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(B)</b> recognize how various techniques influence viewers' emotions;</p>	
	<p><b>(13) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(C)</b> critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and</p>	
	<p><b>(13) Reading/Media Literacy.</b> Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:</p> <p><b>(D)</b> analyze various digital media venues for levels of formality and informality.</p>	
	<p><b>(17) 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><b>(D)</b> produce a multimedia presentation involving text and graphics using available technology.</p>	
	<p><b>(18) 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>Persuasive text is not specifically referenced in the 2017 TEKS. However, it is considered a type of argumentative text. Composition of argumentative text is addressed in SE 11.C.</p>

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	<p><b>(19) 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><b>(A)</b> 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><b>(ii)</b> non-count nouns (e.g., rice, paper);</li> <li><b>(iii)</b> predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);</li> </ul>	
	<p><b>(19) 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><b>(B)</b> differentiate between the active and passive voice and know how to use them both; and</p>	
	<p><b>(20) 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><b>(B)</b> recognize and use punctuation marks including:</p> <ul style="list-style-type: none"> <li><b>(ii)</b> proper punctuation and spacing for quotations; and</li> <li><b>(iii)</b> parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and</li> </ul>	
	<p><b>(20) 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><b>(C)</b> use proper mechanics including italics and underlining for titles of books.</p>	
	<p><b>(21) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(B)</b> use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p>	
	<p><b>(21) Oral and Written Conventions/Spelling.</b> Students spell correctly. Students are expected to:</p> <p><b>(C)</b> know how to use the spell-check function in word processing while understanding its limitations.</p>	



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	<p><b>(23) 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> <p><b>(C)</b> 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;</p>	
	<p><b>(25) 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> <p><b>(B)</b> develops a topic sentence, summarizes findings, and uses evidence to support conclusions;</p>	
	<p><b>(26) Listening and Speaking/Listening.</b> 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:</p> <p><b>(C)</b> paraphrase the major ideas and supporting evidence in formal and informal presentations.</p>	