# English Language Arts and Reading 6: Year-at-a-Glance

## First Semester

### Unit: Corresponding Connections

| **Course** | **English 6**  | **English 6 Honors**  |
| --- | --- | --- |
| **TEKS** |  1A, 2B, 3, 4, 5A, 5B, 5C, 5D, 5E, 5F, 5H,5I, 6B, 6C, 6D, 6E, 6F, 6I, 7A, 7B, 7C, 7D, 8A ,8B, 8C, 8D, 8Di, 8Dii, 8E, 9B, 9C, 9D, 9E 9F, 10A, 10Bi, 10Bii, 10C, 10D, 10Di, 10Dii, 10Div, 10Dvii, 10Dviii, 10Dix, 10E, 11D |  1A, 2B, 3, 4, 5A, 5B, 5D, 5E, 5F, 5H, 5I, 6B, 6C, 6D, 6E, 6F, 6G, 6I, 7A, 7B, 7C, 7D, 8A ,8B, 8C, 8D, 8Di, 8Dii, 8E, 9B, 9C, 9D, 9F, 10A, 10Bi, 10Bii, 10C, 10D, 10Di, 10Dii, 10Div, 10Dvii, 10Dviii, 10Dix, 10E, 11D |
| **Stage****One****Snap****shot** | Enduring Understandings:* We write to share ideas.
* Reading about other people helps me better understand life.
* Understanding author’s craft helps me to be a better reader and writer.
 | Enduring Understandings:* We write to share ideas.
* Reading about other people helps me better understand life.
* Understanding author’s craft helps me to be a better reader and writer.
 |

### Unit: Defending a Claim

| **Course** | **English 6 and English 6 Honors**  |
| --- | --- |
| **TEKS** | 1D, 2A, 5C, 5G, 5H, 6A, 6H, 8Ei, 8Eii, 8Eiii, 9G, 10A, 10B, 10Bi, 10Diii, 10Dv, 10E, 11C, 12A, 12C, 12D, 12E, 12F, 12G, 12Hi, 12Hii, 12I, 1A, 2B, 3, 4, 5A, 5B, 5D, 5F, 5I, 6B, 6C, 6D, 6E, 6G, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8Di, 8Dii, 9A, 9D,9F, 10Bi, 10Bii, 10C, 10Di, 10Dvi, 10Dviii, 10Dix, 10E |
| **Stage****One****Snap shot** | Enduring Understandings:* Claims must be defended with credible evidence
* Authors are intentional in their craft
* Readers respond to text to demonstrate comprehension
 |

## Second Semester

### Unit: Analyzing and Informing

| **Course** | **English 6 and English 6 Honors**  |
| --- | --- |
| **TEKS** | 2C, 8Diii, 11B, 2A, 2B, 3A, 3, 4, 5A, 5B, 5E, 5F, 5H, 5I, 6B, 6C, 6D, 6E, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8Di, 8Dii, 8E, 9A, 9B, 9D, 9E, 10A, 10B, 10C, 10D, 10Dv, 10vi, 10Dix, 10E, 11D |
| **Stage****One****Snap shot** | Enduring Understandings:* To grasp the full meaning of a text, you will need to think about how the text is crafted.
* Authors intentionally choose the mode of writing to fit the purpose.
* Responding to text in a variety of ways can deepen understanding.
 |

### Unit: Featuring Fiction

| **Course** | **English 6 and English 6 Honors**  |
| --- | --- |
| **TEKS** |  1A, 1B, 2A, 2B, 2C, 3, 4, 5A,5B, 5C, 5D, 5E,5G, 5H,5I, 6B, 6C, 6D, 6E, 7A, 7B, 7C, 7D, 8A, 8B, 8C, 8D, 8Di, 8E, 9B, 9D, 9E, 9F,10A, 10B, 10Bi, 10Bii, 10A, 10C, 10Di, 10Dii, 10Diii, 10Div, 10Dv, 10Dvi, 10Dvi, 10Dvii, 10Dviii, 10Dix, 10E, 11A, 11C, 12A, 12B |
| **Stage****One****Snap shot** | Enduring Understandings:* Authors use a variety of writing techniques to convey their messages.
* We read fiction in order to learn another perspective.
 |

# English Language Arts and Reading, Grade 6, Adopted 2017.

(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:

(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;

(B) follow and give oral instructions that include multiple action steps;

(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

(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.

(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:

(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

(B) use context such as definition, analogy, and examples to clarify the meaning of words; and

(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.

(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.

(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.

(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:

(A) establish purpose for reading assigned and self-selected text;

(B) generate questions about text before, during, and after reading to deepen understanding and gain information;

(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;

(D) create mental images to deepen understanding;

(E) make connections to personal experiences, ideas in other texts, and society;

(F) make inferences and use evidence to support understanding;

(G) evaluate details read to determine key ideas;

(H) synthesize information to create new understanding; and

(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

(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:

(A) describe personal connections to a variety of sources, including self-selected texts;

(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;

(C) use text evidence to support an appropriate response;

(D) paraphrase and summarize texts in ways that maintain meaning and logical order;

(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

(F) respond using newly acquired vocabulary as appropriate;

(G) discuss and write about the explicit or implicit meanings of text;

(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and

(I) reflect on and adjust responses as new evidence is presented.

(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:

(A) infer multiple themes within and across texts using text evidence;

(B) analyze how the characters' internal and external responses develop the plot;

(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and

(D) analyze how the setting, including historical and cultural settings, influences character and plot development.

(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:

(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;

(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;

(C) analyze how playwrights develop characters through dialogue and staging;

(D) analyze characteristics and structural elements of informational text, including:

(i) the controlling idea or thesis with supporting evidence;

(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and

(iii) organizational patterns such as definition, classification, advantage, and disadvantage;

(E) analyze characteristics and structures of argumentative text by:

(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

(F) analyze characteristics of multimodal and digital texts.; and

(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:

(A) explain the author's purpose and message within a text;

(B) analyze how the use of text structure contributes to the author's purpose;

(C) analyze the author's use of print and graphic features to achieve specific purposes;

(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;

(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;

(F) analyze how the author's use of language contributes to mood and voice; and

(G) explain the differences between rhetorical devices and logical fallacies.

(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:

(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;

(B) develop drafts into a focused, structured, and coherent piece of writing by:

(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

(ii) developing an engaging idea reflecting depth of thought with specific facts and details;

(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;

(D) edit drafts using standard English conventions, including:

(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;

(ii) consistent, appropriate use of verb tenses;

(iii) conjunctive adverbs;

(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;

(v) pronouns, including relative;

(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;

(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and

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

(E) publish written work for appropriate audiences.

(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:

(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

(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;

(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and

(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.

(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:

(A) generate student-selected and teacher-guided questions for formal and informal inquiry;

(B) develop and revise a plan;

(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;

(D) identify and gather relevant information from a variety of sources;

(E) differentiate between primary and secondary sources;

(F) synthesize information from a variety of sources;

(G) differentiate between paraphrasing and plagiarism when using source materials;

(H) examine sources for:

(i) reliability, credibility, and bias; and

(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;

(I) display academic citations and use source materials ethically; and

(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.