


## Sixth Grade ELA Curriculum Bundle # 7

<b>Title</b>		<b>Suggested Dates</b>
<i>Procedural and Informational Text Study</i>		Jan. 5 – Jan. 29 (16 instructional days)

<b>Big Idea/Enduring Understanding</b>	<b>Guiding Questions</b>
Prior knowledge and reading experience shape how readers read and respond to text.	When do good readers slow down and speed up while reading? How do readers’ cultural backgrounds help them connect to what they read? How do I know my sources are valid? How can I give proper credit to my sources?

The resources included here provide teaching examples and/or meaningful learning experiences to address the District Curriculum. In order to address the TEKS to the proper depth and complexity, teachers are encouraged to use resources to the degree that they are congruent with the TEKS and research-based best practices. Teaching using only the suggested resources does not guarantee student mastery of all standards. Teachers must use professional judgment to select among these and/or other resources to teach the district curriculum.

Knowledge & Skills with Student Expectations	Specificity & Examples	Suggested Resources (Read the note above)
<b>Reading:</b>		
<p><b>6.1 Reading/Fluency. Students read grade-level text with fluency and comprehension.</b>                      6.1 Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p><b>On-going reading process skill including:</b></p> <ul style="list-style-type: none"> <li>• Daily for at least 15 minutes</li> <li>• Reads fluidly with appropriate intonation and prosody in fiction and nonfiction texts</li> <li>• Utilizes punctuation as a cue for expression and pausing in appropriate places</li> <li>• Reads with expression appropriate to the piece, adjusting speed and tone of voice to build suspense or emphasize important information</li> <li>• Slows down when comprehension is at-risk</li> <li>• Reads aloud individually at school and at home</li> <li>• Reads with expression and diction that indicates understanding of meaning</li> <li>• Responds to basic and higher level “comprehension questions/prompts” from adults or peers after reading aloud (e.g., Why did a character behave in a certain way? Where did the story or an event in the story take place and what was the significance? Describe a character/event in the story.)</li> </ul>	
<p><b>6.2 Reading/Vocabulary Development. Students understand and use vocabulary when reading and writing. Students are to:</b> 6.2A determine the meaning of grade-level academic English derived from Latin, Greek, or other linguistic roots and affixes;</p>	<p><b>Prefix</b></p> <ul style="list-style-type: none"> <li>• Ex-</li> </ul> <p><b>Suffix</b></p> <ul style="list-style-type: none"> <li>• -dom</li> </ul>	

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	<p><b>TAKS-6.6D</b> Determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre-, un- (4-8).</p>	
<p><b>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 6.2B use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;</p>	<p><b>Commonly Confused words</b> Award / Reward Compare to / Compare with <b>Multiple-meaning Words</b></p> <ul style="list-style-type: none"> <li>• Uses background knowledge</li> <li>• Reads beyond the sentence level to gain context clues</li> <li>• Identifies familiar word parts</li> <li>• Substitutes words or phrases of similar meaning to ensure the message is maintained (all of the answer choices fit based upon part of speech, but students will need to consider the overall meaning of the passage at the sentence, paragraph, and passage level)</li> </ul> <p><b>Note: TAKS-6.9B</b> Draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8). <b>TAKS 6.9F</b> Distinguish denotative and connotative meanings (6-8). <b>TAKS Note:</b> Many questions on TAKS are asked, “Which words help the reader know the meaning of the word....”</p>	<p><b>AVID: Write Path Student Guide</b> pp. 22-23 (online--intranet--resources follow this path: intranet/Curriculum &amp; Instruction/AVID Resources) <b>Write Path Teacher Guide</b> pp. 32-33</p>
<p><b>6.10 Reading/ Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b> 6.10A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;</p>	<p><b>Note: TAKS-6.10F</b> Determine a text’s main (or major) ideas and how those ideas are supported with details. <b>TAKS-6.10G</b> Paraphrase and summarize text to recall, inform, and organize ideas. <b>Note: TAKS-6.10H and TAKS-6.11C (see 6.9)</b></p>	
<p><b>6.10 Reading/Comprehension of Informational Text/Expository Text. Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding. Students are expected to:</b> 6.10 D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.  <i>Teacher Note: Focus with procedural and informational texts.</i></p>	<p><b>Compare or contrast across texts such as:</b> <b>Compare Ideas:</b> "An idea present in both selections is —" "An idea present in both articles is —" <b>Compare themes across texts such as:</b> "Which of these is a theme in both selections?" "A theme found in both articles is —" and support the conclusions with text evidence [and/or personal experience] <b>Compare and contrast fiction and non-fiction text</b></p>	

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	<p>Compare and contrast <b>multiple ideas, topics, themes, and issues</b></p> <p><b>TAKS Note:</b> On TAKS, a student is restricted to text evidence alone to support the conclusion.</p> <p><b>Note: TAKS-6.11D</b> Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p> <p><b>Note: TAKS-6.10H</b> Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p> <p><b>Note: TAKS-6.11C</b> Support responses by referring to relevant aspects of text and his/her own experiences</p>	
<p><b>6.11 Reading/ Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis. Students are expected to:</b></p> <p>6.11A 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>	<p><b>Note: TAKS-6.10H and TAKS-6.11C (see 6.10B)</b></p> <p><b>Note: TAKS-6.12H</b> Describe how the author’s perspective or point of view affects the text (4-8).</p> <p><b>Note: TAKS-6.11D</b> Connect, compare, and contrast ideas, themes, and issues across text (4-8).</p> <p><b>Including:</b></p> <p><b>Analyze what text structure</b> an author used (e.g., sequencing, chronological order, description, comparison/contrast, cause/effect, and problem/solution),</p> <p><b>Analyze why</b> the author chose a particular text structure, <b>Analyze why</b> the author chose to include information at the beginning and at the end of a selection. including an analysis of the text structure:</p> <ul style="list-style-type: none"> <li>• within an entire text (expository and narrative/literary text) and</li> <li>• an event or series of events within the text (narrative/literary or</li> <li>• expository text) and</li> </ul>	
<p><b>6.12 Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b></p> <p>6.12A follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and</p>		
<p><b>6.12 Reading/ Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:</b></p> <p>6.12B interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>		

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Writing:		
<p><b>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> 6.14A 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>Teacher Note:</b> Plan best strategy gathering and presenting information based on research.</p> <p><b>Note:</b> <b>TAKS-7.15F</b> Choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions</p>	
<p><b>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> 6.14B 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>Teacher Note:</b> Begin gathering and organizing information based on research.</p> <p><b>Note:</b> <b>TAKS-7.15H</b> Produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).</p>	
<p><b>6.14 Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:</b> 6.14C 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>Teacher Note:</b> Organize and revise information based on research.</p> <p><b>Note:</b> <b>TAKS-7.15E</b> Select and use voice and style appropriate to audience and purpose (6-8). <b>TAKS-7.18C</b> Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text. <b>TAKS-7.18D</b> Revise drafts for coherence, progression, and logical support of ideas (4-8).</p>	
<p><b>6.17 Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:</b> <b>6.17A create multi-paragraph essays to convey information about a topic that:</b> 6.17A(i) present effective introductions and concluding paragraphs;</p>	<p><b>Note:</b> <b>TAKS-7.15C</b> Students write to inform such as to explain, describe, report, and narrate. (4-8);</p>	
<p><b>6.17A ...create multi-paragraph essays to convey information about a topic that:</b> 6.17A create multi-paragraph essays to convey information about a topic that: 6.17A(ii) guide and inform the reader's understanding of key ideas and evidence;</p>	<p><b>Teacher Note:</b> Procedural and/or Informational Text</p> <p><b>Note:</b> <b>TAKS-7.15C</b> Students write to inform such as to explain, describe, report, and narrate. (4-8);</p>	
<p><b>6.17A ... create multi-paragraph essays to convey information about a topic that:</b> 6.17A(iii) include specific facts, details, and examples in an appropriately organized structure; and</p>	<p><b>Note:</b> <b>TAKS7.15C (See 6.17A(i))</b></p>	

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<p><b>6.17A ... create multi-paragraph essays to convey information about a topic that:</b> 6.17A(iv) use a variety of sentence structures and transitions to link paragraphs;</p>	<p><b>Note: TAKS-7.15C (See 6.17A(i))</b></p>	
<p><b>Research:</b></p>		
<p><b>6.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:</b> 6.22B generate a research plan for gathering relevant information about the major research question.</p>		<p><a href="#">The Big 6 model</a> <a href="#">Library Resources for Research</a></p>
<p><b>6.23 Research/Gathering Sources. 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:</b> 6.23A 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><a href="#">The Big 6 model</a> <a href="#">Library Resources for Research</a></p>
<p><b>6.23 Research/Gathering Sources. 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:</b> 6.23D 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><a href="#">The Big 6 model</a> <a href="#">Library Resources for Research</a></p>

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**Figure: 19 TAC §110.17(b)**  
**Sixth Grade (*§110.18 English Language Arts and Reading*)**

**Reading/Comprehension Skills.** Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author's message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon own or others' desired outcome to enhance comprehension;
- (B) ask literal, interpretive, evaluative, and universal questions of text;
- (C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);
- (D) make inferences about text and use textual evidence to support understanding;
- (E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
- (F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.