


## Sixth Grade ELA Curriculum Bundle # 8

Title	9	Suggested Dates
Procedural/Informational Text Study		Feb. 1 – Feb. 19 (13 instructional days)

Big Idea/Enduring Understanding	Guiding Questions
Informed people form valid ideas and opinions through research.	How do researchers gather and critique information from different sources? How do researchers synthesize information to formulate their own thoughts in an essay? How does knowing how to gather reliable information help me understand the world? How can technology make conducting research more efficient? What rules help keep abbreviations, initials, acronyms, and titles consistent in written works?

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>		
<b>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</b> 6.2A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	<b>Prefix</b> <ul style="list-style-type: none"> <li>• Co-</li> </ul> <b>Suffix</b> <ul style="list-style-type: none"> <li>• -ship</li> </ul> <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	
<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;	<b>Commonly Confused words/usage</b> Bad / Badly Beside / Besides <b>Also:</b> <ul style="list-style-type: none"> <li>• Multiple-meaning Words</li> <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> <b>TAKS-6.9B</b> Draw on experiences to bring meanings to	<b>AVID: Write Path Student Guide</b> pp. 22-23 (online--intranet--resources follow this path: intranet/Curriculum & Instruction/AVID Resources) ; <b>Write Path Teacher Guide</b> pp. 32-33

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	<p>words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8).</p> <p><b>Note: TAKS 6.9F</b> Distinguish denotative and connotative meanings (6-8).</p> <p><b>TAKS Note:</b> Many questions on TAKS are asked, “Which words help the reader know the meaning of the word...”</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></p> <p>6.10B explain whether facts included in an argument are used for or against an issue;</p>	<p><b>TAKS-6.10H</b> Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p> <p><b>TAKS-6.11C</b> Support responses by referring to relevant aspects of text and his/her own experiences</p> <p><b>Note: TAKS-6.10J</b> Distinguish fact and opinion in various texts (3-8).</p>	<p><b>AVID: Write Path Student Guide</b> pp. 125-127 (online--intranet--resources follow this path: intranet/Curriculum &amp; Instruction/AVID Resources) ; <b>Write Path Teacher Guide</b> pp. 190-194</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></p> <p>6.10C explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and</p>	<p><b>TAKS-6.10H and TAKS-6.11C (see 6.10B)</b></p> <p><b>TAKS-6.10E</b> Use the text’s structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8).</p> <p><b>TAKS-6.12I</b> Analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8). The vast majority of <b>TAKS</b> reflect the cause/effect approach.</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>6.11B identify simply faulty reasoning used in persuasive texts.</p>	<p><b>TAKS-6.10H</b> Draw inferences such as conclusions or generalizations and support them with text evidence and experience.</p> <p><b>TAKS-6.11C</b> Support responses by referring to relevant aspects of text and his/her own experiences</p>	<p><b>AVID: Write Path Student Guide</b> pp. 125-127 (online--intranet--resources follow this path: intranet/Curriculum &amp; Instruction/AVID Resources) ; <b>Write Path Teacher Guide</b> pp. 190-194</p>
<b>Writing:</b>		
<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></p> <p>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> Apply to essay based on research from bundles 7-8.</p> <p><b>TAKS-7.15E</b> Select and use voice and style appropriate to audience and purpose (6-8).</p> <p><b>TAKS-7.18C</b> Revise selected drafts by adding, elaborating, deleting, combining, and rearranging text.</p> <p><b>TAKS-7.18D</b> Revise drafts for coherence, progression, and logical support of ideas (4-8).</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></p> <p>6.14D edit drafts for grammar, mechanics, and spelling; and</p>	<p><b>Teacher Note:</b> Apply to essay based on research from bundles 7-8.</p> <p><b>TAKS-7.15F</b> Spell accurately in final drafts (4-8).</p> <p><b>TAKS-7.18E</b> Edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8).</p>	

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<p><b>6.14 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>6.14E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p>	<p><b>Teacher Note:</b> Apply to essay based on research from bundles 7-8.</p> <p><b>TAKS-7.18H</b> Proofread his/her own writing and that of others (4-8).</p>	
<p><b>6.17 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>6.17A create multi-paragraph essays to convey information about a topic that:</b></p> <p>6.17A(i) present effective introductions and concluding paragraphs;</p>	<p><b>Teacher Note:</b> Continue to develop essay based on research from bundles 7-8.</p> <p><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></p> <p>6.17A(ii) guide and inform the reader's understanding of key ideas and evidence;</p>	<p><b>Teacher Note:</b> Continue to develop essay based on research from bundles 7-8.</p> <p><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></p> <p>6.17A(iii) include specific facts, details, and examples in an appropriately organized structure; and</p>	<p><b>Teacher Note:</b> Informational Essay continued from Bundle 7</p> <p><b>Note: TAKS7.15C (See 6.17A(i))</b></p>	
<p><b>6.17A ... create multi-paragraph essays to convey information about a topic that:</b></p> <p>6.17A(iv) use a variety of sentence structures and transitions to link paragraphs;</p>	<p><b>Teacher Note:</b> Continue to develop essay based on research from bundles 7-8.</p> <p><b>TAKS-7.15C (See 6.17A(i))</b></p>	
<p><b>Oral and Written Conventions:</b></p>		
<p><b>6.20 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>6.20A use capitalization for:</p> <p>6.20A(i) abbreviations;</p>	<p><b>Example: Ms.</b></p> <p><b>TAKS-7.16B</b> Capitalize and punctuate correctly</p> <p><b>TAKS-7.16B</b> Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).</p>	
<p><b>6.20 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>6.20A use capitalization for:</p> <p>6.20A(ii) initials and acronyms; and</p>	<p><b>Examples: U.S.; NATO</b></p> <p><b>TAKS-7.16B</b> Capitalize and punctuate correctly</p>	
<p><b>6.20 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>Example: Girl Scouts of America</b></p> <p><b>TAKS-7.16B</b> Capitalize and punctuate correctly</p>	

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<p>6.20A use capitalization for: 6.20A(iii) organizations;</p>		
<p><b>6.20 Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:</b> 6.20C use proper mechanics including italics and underlining for titles of books.</p>	<p><b>Example:</b> The article “Where Birds Go,” appeared in the June edition of <i>Nature</i>.</p> <p><b>TAKS 7.16B</b> Capitalize and punctuate correctly</p>	
<p><b>6.21 oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b> 6.21B use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and</p>	<p><b>TAKS-7.16E</b> Use resources to find correct spellings <b>TAKS-7.16C</b> Write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns <b>TAKS-6.16D</b> Write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able, or -less, and prefixes such as re- or un-(4-6).</p>	
<p><b>6.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</b> 6.21C know how to use the spell-check function in word processing while understanding its limitations.</p>		
<p><b>Research:</b></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> 6.23E Differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>		
<p><b>6.25 Research/ Organizing and Presenting Ideas. 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:</b> 6.25A compiles important information from multiple sources;</p>	<p><b>Including:</b> <b>Health 6.4 Health Information. The student comprehends ways of researching, accessing, and analyzing health information.</b> 6.4B use critical thinking to research and evaluate health information</p>	<p><a href="#">PISD Website, Library Services, Resources, Big Six</a></p>
<p><b>6.25 Research/ Organizing and Presenting Ideas. 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:</b> 6.25C presents the findings in a consistent format; and</p>	<p><b>TAKS-6.10L</b> Represent text information in different ways such as in outline, timeline, or graphic organizer.</p>	

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<p><b>6.25 Research/ Organizing and Presenting Ideas. 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:</b> 6.25D uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).</p>		
<p><b>Health 6.8 Influencing Factors. The student comprehends how media and technology influence individual and community health. The student is expected to:</b> 6.8A identify and analyze various media and technologies that influence individual and community health such as computer software and the World Wide Web.</p>		
<p><b>Technology TA 3 Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:</b> 3A discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods;</p>		
<p><b>Technology TA 3 Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:</b> 3C describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy, intentional virus setting, and invasion of privacy;</p>		
<p><b>Technology TA 4 Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:</b> 4A use strategies to locate and acquire desired information on LANs and WANs, including the Internet, intranet, and collaborative software</p>		
<p><b>Technology TA 7 Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:</b> 7A plan, create, and edit documents created with a word processor using readable fonts, alignment, page setup, tabs, and ruler settings;</p>	Optional if this was done in a previous bundle	
<p><b>Technology TA 11 Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:</b> 11A publish information in a variety of ways including, but not</p>	Optional if this was done in a previous bundle	

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limited to, printed copy, monitor display, Internet documents, and video;

**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.