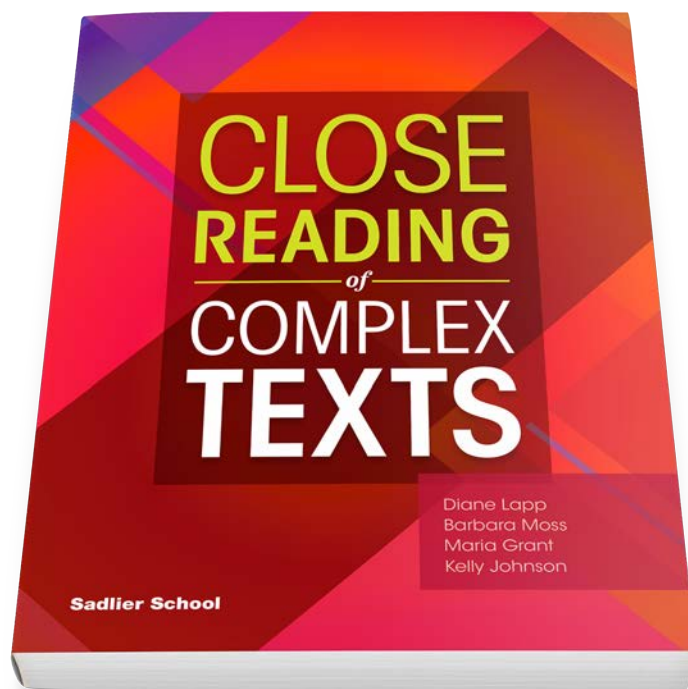


Close Reading of Complex Texts

Correlation to the Texas Essential Knowledge and Skills (TEKS)
for English Language Arts and Reading, Adopted 2017

Grade 6



§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

(1) Developing and sustaining foundational language skills—oral language. . . .	2
(2) Developing and sustaining foundational language skills—vocabulary.	3
(3) Developing and sustaining foundational language skills—fluency.	4
(4) Developing and sustaining foundational language skills—self-sustained reading.	5
(5) Comprehension skills.	5
(6) Response skills.	11
(7) Multiple genres—literary elements.	17
(8) Multiple genres—genres.	19
(9) Author's purpose and craft.	22
(10) Composition—writing process.	26
(11) Composition—genres.	28
(12) Inquiry and research.	29

§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
<p>(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:</p>	
<p>(A) listen actively to interpret a message, ask clarifying questions, and respond appropriately;</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Collaboration: Small Groups (develop listening and speaking skills), TE pp. 18–19, 180–181 • Annotations: Important or Surprising Information (practice listening and speaking skills), TE pp. 42–43 • Productive Conversation: Providing Appropriate Wait Time, TE pp. 44–45, 150–151 • Think-Aloud Modeling: Conversation (listening), TE pp. 50–51 • Productive Conversation: Clear Up Confusions (build listening and speaking skills), TE pp. 124–125, 160–161, 176–177 • Productive Conversation: Extending, TE pp. 126–127 • Productive Conversation: Reasoning, TE pp. 134–135 • Collaborate: Purposeful Partner Talk (further develop listening and speaking skills), TE pp. 144–145
<p>(B) follow and give oral instructions that include multiple action steps;</p>	<p>Students follow oral instructions for each lesson and activity.</p> <p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Intertextual Analysis: Incorporating Information from a Visual Text (students follow a process), TE pp. 158–159
<p>(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</p>	<p>TEACHER'S EDITION</p> <p>Differentiate and Extend</p> <ul style="list-style-type: none"> • Research (oral presentations), TE p. 119 • Make a Plan (develop a presentation), TE p. 119
<p>(D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p>	<p>TEACHER'S EDITION</p> <p>Partner Talk</p> <ul style="list-style-type: none"> • TE pp. 15, 16, 17, 21, 22, 23, 25, 26, 33, 34, 35, 39, 40, 41, 43, 44, 44, 51, 52, 53, 57, 58, 59, 61, 62, 69, 70, 71, 75, 76, 77, 79, 80, 87, 88, 89, 93, 94, 95, 97, 98, 105, 106, 107, 111, 112, 113, 115, 116, 123, 124, 125, 129, 130, 131, 133, 134, 141, 142, 143, 147, 148, 149, 151, 152, 159, 160, 161, 165, 166, 167, 169, 170, 177, 178, 179, 183, 184, 185, 187, 188 <p>Text 1: Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading: Collaborate (review and discuss) <p><i>continued</i></p>

§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>partners' summaries), TE pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Text (small group discussion), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Collaboration: Small Groups, TE pp. 18–19 Classroom Management: Discussions, TE pp. 20–21 Productive Conversation: Revoicing Students' Responses, TE pp. 24–25 Classroom Management: Partner Work, TE pp. 36–37 Productive Conversation: Providing Appropriate Wait Time, TE pp. 44–45 Think-Aloud Modeling: Conversation, TE pp. 50–51 Classroom Management: Peer Leadership in Small-Group Activities, TE pp. 56–57 Productive Conversation: Examples, TE pp. 60–61 Productive Conversation: Revoicing and Restating, TE pp. 70–71 Productive Conversation: Adding On, TE pp. 78–79 Collaboration: Whole Class, TE pp. 100–101 Collaboration: Working with Partners, TE pp. 108–109 Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 118–119 Productive Conversation: Clear Up Confusions, TE pp. 124–125, 160–161, 176–177 Productive Conversation: Extending, TE pp. 126–127 Productive Conversation: Reasoning, TE pp. 134–135 Collaborate: Purposeful Partner Talk, TE pp. 144–145 Productive Conversation: Providing Appropriate Wait Time, TE pp. 150–151 Collaboration: Small Group, TE pp. 180–181 Collaboration: Whole Class Collaboration, TE pp. 188–189
<p>(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:</p>	
<p>(A) use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations (use a dictionary), TE pp. 98–99
<p>(B) use context such as definition, analogy, and examples to clarify the meaning of words; and</p>	<p>TEACHER'S EDITION Vocabulary</p> <ul style="list-style-type: none"> Figurative Language, TE pp. 17, 33 <p style="text-align: right;"><i>continued</i></p>

\$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<ul style="list-style-type: none"> • Multiple-Meaning Words (contextual meanings of familiar words and phrases), TE pp. 43, 53, 70, 87 95, 112, 125, 141, 147, 183 • Meaning from Context, TE p. 57 • Denotation and Connotation (contextual meanings of a familiar word), TE pp. 75, 76, 142 • Word Parts (contextual meanings of multi-syllabic words), TE p. 106 • Words in Context, TE pp. 129, 131
(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.	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Academic Language: ELL (Latin-based roots and word parts), TE pp. 90–91
<p>(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.</p>	<p>STUDENT EDITION</p> <p>Reading Selections</p> <ul style="list-style-type: none"> • Grade-level Text: Biography: A Brief Biography of Thomas Edison, pp. 15–20; Travel Narrative: Sailing Alone Around the World, pp. 21–24; Poem: The Things That Haven't Been Done Before, pp. 25–27; Narrative Nonfiction: The Olympic Games at Athens, pp. 33–38; Speech: Celebrating the 75th Anniversary of the 1932 Winter Olympic Games in Lake Placid, New York, pp. 39–42; Remarks: Secretary-General Welcomes First-Ever Refugee Team Initiative for Raising Awareness of Critical Issues, pp. 43–45; Explanatory Text: What Are Hurricanes?, pp. 51–56; Narrative Nonfiction: The Great Galveston Disaster, pp. 57–60; Web Article: The Link Between Climate Change and Extreme Weather, pp. 61–63; Journal Excerpt: Tutankhamun: Anatomy of an Excavation, pp. 69–74; Argumentative Essay: Protecting Archaeological Resources, pp. 75–78; Press Release: Evidence of One of the Oldest Human Occupations, pp. 79–81; Speech: Discourse on Woman, pp. 87–92; Profile: She Was a Computer When Computers Wore Skirts, pp. 93–96; Speech: Ain't I A Woman?, pp. 97–99; Explanatory Text: Why We Explore, pp. 105–110; Science Fiction Novel: The First Men in the Moon, pp. 111–114; Blog Post: The Apollo 11 Mission: 45 Years Later, pp. 115–117; Speech: The Evolution of the Conservation Movement, pp. 123–128; Essay: American Forests, pp. 129–132; Declaration: World Charter for Nature, pp. 133–135; Fact Sheet: The Bald Eagle, pp. 141–146; Explanatory Text: Symbols of the United States, pp. 147–150; Web Article: Bald Eagles Rescued, pp. 151–153; Web Article: Hip-Hop Music—An Outlet for Self-Expression, pp. 159–164; Web Article: Music Inspired Courage During Civil Rights Era, pp. 165–168; Blog: Remembering Mahalia Jackson, pp. 169–171; Narrative Nonfiction: How the Other Half Lives, pp. 177–182; Newspaper Article: Nellie Bly Among the Starving, pp. 183–186; Poem: When Dawn Comes to the City, pp. 187–189 <p style="text-align: right;"><i>continued</i></p>

§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>TEACHER'S EDITION</p> <p>Text Complexity</p> <ul style="list-style-type: none"> Quantitative (Lexile reader measures)/Qualitative (structure, language, knowledge demands, level of meaning), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (reading grade-level text), TE pp. 47, 65, 83, 173 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity, TE pp. 6–7 Text Complexity: Reader and Task Factors, TE pp. 38–39 Text Complexity: How to Manage Challenges, TE pp. 132–133 Text Complexity: High-Knowledge Demands, TE pp. 142–143 Text Complexity: Quantitative vs. Qualitative Features, TE pp. 170–171
<p>(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.</p>	<p>TEACHER'S EDITION</p> <p>Differentiate and Extend</p> <ul style="list-style-type: none"> Read Beyond (recommended independent reading), TE pp. 47, 65, 83, 173
<p>(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:</p>	
<p>(A) establish purpose for reading assigned and self-selected texts;</p>	<p>STUDENT EDITION</p> <p>Focus Question</p> <ul style="list-style-type: none"> Establish purpose (all texts in a unit relate to the unit Focus Question), pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 <p>TEACHER'S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187 <p>2nd Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 135, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose, TE pp. 17, 23, 35, 41, 53, 59, 71, 77, 89, 95, 107, 113, 125, 131, 143, 149, 161, 167, 179, 185, 189

§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
<p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p>	<p>STUDENT EDITION Getting Started: Annotating a Text <ul style="list-style-type: none">Use a question mark to identify questions about the text, p. 8 Getting Started: Self-Monitoring Strategies <ul style="list-style-type: none">Ask yourself questions (clarify understanding), p. 10 Text 1 Reading Selections <ul style="list-style-type: none">Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177 Return to the Text <ul style="list-style-type: none">Respond to Reading: Reflect (What questions did you ask yourself?), pp. 145, 181 TEACHER'S EDITION Think Aloud <ul style="list-style-type: none">I ask myself, TE pp. 71, 88, 151 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none">Annotations (annotate with question marks), TE pp. 8–9Self-Monitoring Strategies (asking questions), TE pp. 10–11, 178–179Annotations: Confusions (mark difficult text with question marks), TE pp. 52–53</p>
<p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p>	<p>TEACHER'S EDITION Genre Study <ul style="list-style-type: none">Format and features/characteristics of genre (literature and informational text), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 2nd Read <ul style="list-style-type: none">Set a Purpose (use text features), TE p. 41Annotation Notes (predict), TE p. 62 3rd Read <ul style="list-style-type: none">Annotation Notes (make predictions), TE p. 51Text-Dependent Questions (what will happen), TE p. 89 Return to the Text <ul style="list-style-type: none">Respond to Reading (use text features and text structure), TE p. 109 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none">Self-Monitoring Strategies: Drawing Conclusions (extend facts presented/make predictions), TE pp. 52–53</p>
<p>(D) create mental images to deepen understanding;</p>	<p>STUDENT EDITION Getting Started: Self-Monitoring Strategies <ul style="list-style-type: none">Visualize, p. 10 Text 1 Reading Selections <ul style="list-style-type: none">Self-Monitoring Strategies: Visualize, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177 <p style="text-align: right;"><i>continued</i></p> </p>

§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>TEACHER'S EDITION Think Aloud</p> <ul style="list-style-type: none"> Visualize to clarify, TE pp. 41, 58, 112, 124, 159, 178 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies (visualizing), TE pp. 10–11 Self-Monitoring Strategy: Visualize, TE pp. 92–93 Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 140–141, 152–153, 158–159
<p>(E) make connections to personal experiences, ideas in other texts, and society;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 3rd Read (How can I connect any of the ideas in the text to another text I've read or something I've learned?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 3rd Read (make connections), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (make connections), p. 19 Comprehension Check (make connections), p. 20 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question/Reflect (make connections), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION 3rd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (making connections), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Connect Texts (make connections), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations (establish a personal connection), TE pp. 8–9 Classroom Management: Discussions (connections), TE pp. 20–21 Intertextual Analysis: Making Thematic Connections, TE pp. 26–27 Text Complexity: Reader and Task Factors (connections), TE pp. 38–39 Differentiation: Graphic Organizers (connections), TE pp. 46–47 Self-Monitoring Strategies: Drawing Conclusions (connections), TE pp. 54–55 Intertextual Analysis: Comparing and Contrasting Big Ideas (make connections), TE pp. 62–63 <p style="text-align: right;"><i>continued</i></p>

\$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<ul style="list-style-type: none"> • Intertextual Analysis: Analyzing vs. Summarizing (make connections), TE pp. 72-73 • Productive Conversation: Adding On, TE pp. 78-79 • Productive Conversation: Extending (make a connection), TE pp. 126-127 • Annotations: Connections, TE pp. 52-53, 182-183
(F) make inferences and use evidence to support understanding;	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> • 3rd Read (What inferences can I make from the text to help me understand what the author doesn't say explicitly?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> • 3rd Read (make inferences), pp. 15-17, 21-23, 25-26, 33-35, 39-41, 43-44, 51-53, 57-59, 61-62, 69-71, 75-77, 79-80, 87-89, 93-95, 97-98, 105-107, 111-113, 115-116, 123-125, 129-131, 133-135, 141-143, 147-149, 151-152, 159-161, 165-167, 169-170, 177-179, 183-185, 187-188 <p>Return to the Text</p> <ul style="list-style-type: none"> • Respond to Reading (make inferences), pp. 19, 37, 55, 73, 91, 109, 127, 145, 163, 181 • Comprehension Check (make inferences), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186 <p>TEACHER'S EDITION</p> <p>3rd Read</p> <ul style="list-style-type: none"> • Text-Dependent Questions (make inferences), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> • Differentiation: End-of-Unit Writing Assignment (make inferences), TE pp. 24-25 • Productive Conversation: Examples (make an inference), TE pp. 60-61 • Intertextual Analysis: Analyzing vs. Summarizing (make inferences), TE pp. 72-73 • Self-Monitoring Strategies: Draw Conclusions (make inferences), TE pp. 76-77 • Productive Conversation: Reasoning, (make inferences), TE pp. 132-134 • Teacher Observation: Scaffolding (inferences), TE pp. 164-165 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 166-167 • Academic Language: Language Frames (infer), TE pp. 74-75 • Self-Monitoring Strategies: Ask Yourself Questions (inferences), TE pp. 178-179 • Contrasting Authors' Perspectives, (inferences), TE pp. 184-185 • Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure (inferences), TE pp. 186-187 • Intertextual Analysis: Citing Evidence from Multiple Texts (inferences), TE pp. 190-191

§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
(G) evaluate details read to determine key ideas;	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Underline key ideas and major points, pp. 8–9 <p>Annotating the Text/Annotation Notes</p> <ul style="list-style-type: none"> 1st Read (note details that determine key ideas), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Respond to the Text</p> <ul style="list-style-type: none"> Respond to Reading, pp. 18–19, 36–37, 54–55, 72–73, 90–91, 108–109, 126–127, 144–145, 162–163, 180–181 Comprehension Check, pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (record details that help answer the Focus Question), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION</p> <p>1st Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (use details from the text), TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187
(H) synthesize information to create new understanding; and	<p>STUDENT EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (record details that help answer the Focus Question), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Reflect (new understanding), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Graphic Organizers (synthesizing information), TE pp. 46–47 Self-Monitoring Strategies: Drawing Conclusions (synthesizing), TE pp. 76–77 Productive Conversation: Extending (synthesizing), pp. 126–127

\$110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)

Close Reading of Complex Texts, Grade 6

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

STUDENT EDITION

Getting Started: Annotating a Text

- Use a question mark to identify questions about the text, p. 8

Getting Started: Self-Monitoring Strategies

- Ask yourself questions (clarify understanding), p. 10

Text 1 Reading Selections

- Self-Monitoring Strategies: Ask yourself questions/Reread to Clarify, pp. 15, 33, 51, 69, 87, 105, 123, 141, 159, 177

Annotating Text

- Reading selections: mark text, write notes/questions, use annotation symbols, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188

Annotation Notes

- 1st Read/2nd Read/3rd Read (make notes based on annotations to monitor comprehension), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188

Return to the Text

- Respond to Reading: Summary Chart, pp. 36, 54, 72, 90, 108, 126, 144, 162, 180
- Comprehension Check, pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189

Analyze and Synthesize Across Texts

- Return to the Focus Question (graphic organizer), pp. 28, 44, 60, 76, 92, 108, 124, 140

TEACHER'S EDITION

Think Aloud

- Ask yourself questions, TE pp. 71, 88, 151
- Reread to clarify, TE pp. 17, 22, 34, 52, 93, 106, 129, 141, 148, 167, 184

TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT

- Annotations, TE pp. 8–9
- Self-Monitoring Strategies, TE pp. 10–11
- Annotations: Key Words and Phrases, TE pp. 14–15
- Annotations: Important or Surprising Information, TE pp. 42–43
- Differentiation: Graphic Organizers, TE pp. 46–47
- Annotations: Confusions, TE pp. 52–53
- Self-Monitoring Strategies: Drawing Conclusions, TE pp. 54–55
- Annotations: Avoiding Over-Annotating, TE pp. 58–59

continued

§110.22. English Language Arts and Reading, Grade 6, Adopted 2017.

Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<ul style="list-style-type: none"> • Differentiation: Scaffolding with Graphic Organizers, TE pp. 68–69 • Self-Monitoring Strategies: Draw Conclusions, TE pp. 76–77 • Self-Monitoring Strategy: Visualize, TE pp. 92–93 • Annotations: Key Words or Phrases, TE pp. 94–95 • Teacher Observation: Guide to Note-Taking for Teachers, TE pp. 96–97 • Annotations, TE pp. 98–99 • Teacher Observation: Student Annotations, TE pp. 112–113 • Annotations: Avoiding Over-Annotating, TE pp. 114–115 • Self-Monitoring Strategies: Reread to Clarify, TE pp. 116–117 • Annotations: Annotation Notes, TE pp. 130–131 • Self-Monitoring Strategies: Reread to Clarify, TE pp. 148–149 • Differentiation: Multiple Graphic Organizers, TE pp. 154–155 • Annotations: Annotation Notes, TE pp. 162–163 • Think Aloud Modeling: Annotating, TE pp. 168–169 • Self-Monitoring Strategies: Ask Yourself Questions, TE pp. 178–179 • Annotations: Connections, TE pp. 182–183
<p>(6) Multiple genres: 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:</p>	
<p>(A) describe personal connections to a variety of sources, including self-selected texts;</p>	<p><u>STUDENT EDITION</u> Getting Started: Reading Closely <ul style="list-style-type: none"> • 3rd Read (How can I connect any of the ideas in the text to another text I've read or something I've learned?), p. 7 Annotation Notes <ul style="list-style-type: none"> • 3rd Read (make connections), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 Return to the Text <ul style="list-style-type: none"> • Respond to Reading (make connections), p. 19 • Comprehension Check (make connections), p. 20 Analyze and Synthesize Across Texts <ul style="list-style-type: none"> • Return to the Focus Question/Reflect (make connections), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <u>TEACHER'S EDITION</u> 3rd Read <ul style="list-style-type: none"> • Set a Purpose/Text-Dependent Questions (making connections), TE pp. 7, 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, <p style="text-align: right;"><i>continued</i></p> </p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Connect Texts (make connections), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations (establish a personal connection), TE pp. 8–9 Classroom Management: Discussions (connections), TE pp. 20–21 Intertextual Analysis: Making Thematic Connections, TE pp. 26–27 Text Complexity: Reader and Task Factors (connections), TE pp. 38–39 Differentiation: Graphic Organizers (connections), TE pp. 46–47 Self-Monitoring Strategies: Drawing Conclusions (connections), TE pp. 54–55 Intertextual Analysis: Comparing and Contrasting Big Ideas (make connections), TE pp. 62–63 Intertextual Analysis: Analyzing vs. Summarizing (make connections), TE pp. 72–73 Productive Conversation: Adding On, TE pp. 78–79 Productive Conversation: Extending (make a connection), TE pp. 126–127 Annotations: Connections, TE pp. 52–53, 182–183
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres;	<p>STUDENT EDITION/TEACHER'S EDITION</p> <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Text, pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Writing Rubric, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174
(C) use text evidence to support an appropriate response;	<p>STUDENT EDITION</p> <p>Annotation Notes</p> <ul style="list-style-type: none"> 1st Read/2nd Read/3rd Read, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (use text evidence to complete chart/write summary/answer questions), pp. 18–19, 36–37, 54–55, 72–73, 90–91, 108–109, 126–127, 144–145, 162–163, 180–181 Comprehension Check (use text evidence to support answers), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186, 189</p> <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION</p> <p>Summarizing</p> <ul style="list-style-type: none"> Use text evidence to support ideas, TE p. 11 <p>1st Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 15, 21, 25, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 111, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183, 187 <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions, TE pp. 17, 23, 26, 35, 41, 44, 53, 59, 62, 71, 77, 80, 89, 95, 98, 107, 113, 116, 125, 131, 134, 143, 149, 152, 161, 167, 170, 179, 185, 188
(D) paraphrase and summarize texts in ways that maintain meaning and logical order;	<p>STUDENT EDITION</p> <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart/Write a Summary, p. 11 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart/Write a Summary, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (graphic organizer), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION</p> <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Collaborate (review and discuss partners' summaries), pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question: Connect Texts (use annotations and summaries to support answers), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Analyzing vs. Summarizing (retell/summarize), TE pp. 72–73
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	<p>STUDENT EDITION</p> <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Annotations/Annotation Notes: The Life and Times of Frederick Douglass/Oliver Twist (read and annotate with <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>purpose/mark text and questions while you read/make notes/sample annotations), pp. 8–9</p> <p>Annotation Notes</p> <ul style="list-style-type: none"> 1st Read (Key Ideas and Details)/2nd Read (Language and Text Structure)/3rd Read (Connections and Inference), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Summary Chart/Write a Summary, pp. 18, 36, 54, 72, 90, 108, 126, 144, 162, 180 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Return to the Focus Question (graphic organizer), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations, pp. 8–9, 98–99 Annotations: Key Words and Phrases, pp. 14–15 Annotations: Important or Surprising Information, pp. 42–43 Differentiation: Graphic Organizers, pp. 46–47 Annotations: Confusions, pp. 52–53 Annotations: Avoiding Over-Annotating, pp. 58–59 Differentiation: Scaffolding with Graphic Organizers, pp. 68–69 Annotations: Key Words or Phrases, pp. 94–95 Teacher Observation: Student Annotations, pp. 112–113 Annotations: Avoiding Over-Annotating, pp. 114–115 Annotations: Annotation Notes, pp. 130–131 Differentiation: Multiple Graphic Organizers, pp. 154–155 Annotations: Annotation Notes, pp. 162–163 Think Aloud Modeling: Annotating, pp. 168–169 Annotations: Connections, pp. 182–183
(F) respond using newly acquired vocabulary as appropriate; and	<p>STUDENT EDITION</p> <p>Getting Started</p> <ul style="list-style-type: none"> Annotating a Text (mark unfamiliar words), p. 8 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read (analyze use of language/identify and define academic terms/gather vocabulary knowledge), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading: Reflect (discuss confusing words or phrases), pp. 55, 91, 109, 163 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (use of language/ identify and define academic terms/gather vocabulary knowledge), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>Vocabulary</p> <ul style="list-style-type: none"> TE pp. 17, 22, 33, 40, 42, 52, 57, 61, 70, 75, 76, 87, 89, 95, 97, 106, 112, 125, 129, 131, 141, 142, 147, 160, 161, 165, 169, 178, 182, 187 <p>Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> Connect Texts: Scaffolded Support (academic language), TE pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Academic Language: Conversation, TE pp. 16–17, 172–173 Productive Conversation: Revoicing Students' Responses (using academic language), TE pp. 24–25 Text Complexity: Reader and Task Factors (domain-specific language), TE pp. 38–39 Academic Language, TE pp. 40–41 Productive Conversation: Revoicing and Restating (using academic language), TE pp. 70–71 Academic Language: Language Frames, TE pp. 74–75 Academic Language: ELL, TE pp. 90–91 Text Complexity: High-Knowledge Demands (domain-specific language), TE pp. 142–143 Collaborate: Purposeful Partner Talk (use academic language), TE pp. 144–145
(G) discuss and write about the explicit or implicit meanings of text;	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 3rd Read (What inferences can I make from the text to help me understand what the author doesn't say explicitly?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 3rd Read (inferences), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (make inferences), pp. 19, 37, 55, 73, 91, 109, 127, 145, 163, 181 Comprehension Check (make inferences), pp. 20, 24, 27, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 114, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186 <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>TEACHER'S EDITION</p> <p>Return to the Text: Respond to Reading</p> <ul style="list-style-type: none"> Remind students that the answer won't be stated explicitly in the text, TE p. 19 <p>Vocabulary</p> <ul style="list-style-type: none"> Denotation and Connotation, TE pp. 75, 142, 160, 161, 169 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations: Key Words or Phrases (words or phrases that indicate but do not explicitly state major ideas), TE pp. 94–95 Self-Monitoring Strategies: Ask Yourself Questions (inferences), TE pp. 178–179
(H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	<p>STUDENT EDITION</p> <p>Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>Self-Assess and Reflect</p> <ul style="list-style-type: none"> Writing Rubric, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Think-Aloud Modeling: Conversation, TE pp. 50–51 Classroom Management: Peer Leadership in Small-Group Activities, TE pp. 56–57 Productive Conversation: Examples, TE pp. 60–61 Collaboration: Whole Class, TE pp. 100–101 Collaboration: Working with Partners, TE pp. 108–109 Collaborate: Purposeful Partner Talk, TE pp. 144–145
(I) reflect on and adjust responses as new evidence is presented.	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Productive Conversation: Examples, TE pp. 60–61 Productive Conversation: Revoicing and Restating (help students analyze their classmates' thinking for strengths and/or weaknesses), TE pp. 70–71 Productive Conversation: Adding On, TE pp. 78–79 Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 118–119 Productive Conversation: Clear Up Confusions, TE pp. 124–125, 160–161, 176–177 Productive Conversation: Extending, TE pp. 126–127 Productive Conversation: Reasoning, TE pp. 134–135

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
<p>(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:</p>	
<p>(A) infer multiple themes within and across texts using text evidence;</p>	<p>STUDENT EDITION Getting Started: Reading Closely <ul style="list-style-type: none"> 3rd Read (What inferences can I make from the text to help me understand what the author doesn't say explicitly?), p. 7 Annotation Notes: Literature Selections <ul style="list-style-type: none"> 3rd Read (note inferences based on annotations)—Poem: The Things That Haven't Been Done Before, pp. 25–26; Science Fiction Novel: The First Men in the Moon, pp. 111–113; Poem: When Dawn Comes to the City, pp. 187–189 Return to the Text: Literature Selections <ul style="list-style-type: none"> Comprehension Check (make inferences/identify theme), pp. 27, 114, 189 TEACHER'S EDITION Getting Started: Reading Closely <ul style="list-style-type: none"> 3rd Read (students will make inferences during a Third Read), p. 7 Getting Started: Annotating a Text <ul style="list-style-type: none"> 3rd Read (look for meaning by making inferences), p. 9 Literature Selections: 3rd Read <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (make inferences from the text), TE pp. 25–26, 111–113, 187–188 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Intertextual Analysis: Making Thematic Connections, TE pp. 26–27 Intertextual Analysis: Comparing and Contrasting Big Ideas, TE pp. 62–63, 104–105 Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 128–129 </p>
<p>(B) analyze how the characters' internal and external responses develop the plot;</p>	<p>STUDENT EDITION Getting Started: Reading Closely <ul style="list-style-type: none"> 1st Read (Who are the characters?/What happens?), p. 6 Getting Started: Self-Monitoring Strategies <ul style="list-style-type: none"> Visualize (picture characters)/Draw Conclusions (based on what characters do or say), p. 10 Getting Started: Summarizing <ul style="list-style-type: none"> Summary Chart: Who?/How? (the characters/plot), p. 11 <p style="text-align: right;"><i>continued</i></p> </p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 3rd Read: Connections and Inferences (make notes based on annotations)—Science Fiction Novel: The First Men in the Moon, pp. 111–113 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Comprehension Check (characters), p. 114 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Annotations: Important or Surprising Information (identify important plot or character developments), TE pp. 60–61 Annotations: Connections (track characters, plot lines), TE pp. 116–117
<p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading Closely</p> <ul style="list-style-type: none"> Plot points, p. 6 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart: What? (conflict)/How? (plot/major events), p. 11 <p>Return to the Text: Literature Selection</p> <ul style="list-style-type: none"> Comprehension Check, p. 114 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategy: Visualize (complex action sequences), TE pp. 92–93 Productive Conversation: Clear Up Confusions (sequence events), TE pp. 124–125, 176–177
<p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development.</p>	<p>STUDENT EDITION</p> <p>Getting Started: Self-Monitoring Strategies</p> <ul style="list-style-type: none"> Visualize (places), p. 10 <p>Getting Started: Summarizing</p> <ul style="list-style-type: none"> Summary Chart: Where? (setting), p. 11 <p>Return to the Text: Literature Selections</p> <ul style="list-style-type: none"> Respond to Reading: Comprehension Check (setting), p. 114 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Text-Dependent Questions (setting), TE p. 187 <p>3rd Read</p> <ul style="list-style-type: none"> Partner Talk (contrast two settings), TE p. 188 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Self-Monitoring Strategies (visualize settings), TE pp. 10–11

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
<p>(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:</p>	
<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;</p>	<p>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> Poem: The Things That Haven't Been Done Before, pp. 25–27 Science Fiction Novel: The First Men in the Moon, pp. 111–114 Poem: When Dawn Comes to the City, pp. 187–189 <p>TEACHER'S EDITION Genre Study</p> <ul style="list-style-type: none"> Format and features/characteristics of genre (literature and informational text), TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175
<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;</p>	<p>Related content</p> <p>STUDENT EDITION Literature Selections</p> <ul style="list-style-type: none"> Poem: The Things That Haven't Been Done Before, pp. 25–27 Poem: When Dawn Comes to the City, pp. 187–189
<p>(C) analyze characteristics and structural elements of informational text, including:</p>	
<p>(i) the controlling idea or thesis with supporting evidence</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 1st Read: Key Ideas and Details, p. 6 <p>Getting Started: Annotating a Text</p> <ul style="list-style-type: none"> Underline key ideas and major points, p. 8 <p>Annotation Notes: Informational Text Selections</p> <ul style="list-style-type: none"> 1st Read (use annotations to make notes about central ideas and supporting details)—Biography: A Brief Biography of Thomas Edison, pp. 15–17; Travel Narrative: Sailing Alone Around the World, pp. 21–23; Narrative Nonfiction: The Olympic Games at Athens, pp. 33–35; Speech: Celebrating the 75th Anniversary of the 1932 Winter Olympic Games in Lake Placid, New York, pp. 39–41; Remarks: Secretary-General Welcomes First-Ever Refugee Team Initiative for Raising Awareness of Critical Issues, pp. 43–44; Explanatory Text: What Are Hurricanes?, pp. 51–53; Narrative Nonfiction: The Great Galveston Disaster, pp. 57–59; Web Article: The Link Between Climate Change and Extreme Weather, pp. 61–62; Journal Excerpt: Tutankhamun: Anatomy of an Excavation, <p style="text-align: right;"><i>continued</i></p>

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Texas Essential Knowledge and Skills (TEKS)	Close Reading of Complex Texts, Grade 6
	<p>pp. 69–71; Argumentative Essay: Protecting Archaeological Resources, pp. 75–77; Press Release: Evidence of One of the Oldest Human Occupations, pp. 79–80; Speech: Discourse on Woman, pp. 87–89; Profile: She Was a Computer When Computers Wore Skirts, pp. 93–95; Speech: Ain't I A Woman?, pp. 97–98; Explanatory Text: Why We Explore, pp. 105–107; Blog Post: The Apollo 11 Mission: 45 Years Later, pp. 115–116; Speech: The Evolution of the Conservation Movement, pp. 123–125; Essay: American Forests, pp. 129–131; Declaration: World Charter for Nature, pp. 133–134; Fact Sheet: The Bald Eagle, pp. 141–143; Explanatory Text: Symbols of the United States, pp. 147–149; Web Article: Bald Eagles Rescued, pp. 151–152; Web Article: Hip-Hop Music—An Outlet for Self-Expression, pp. 159–161; Web Article: Music Inspired Courage During Civil Rights Era, pp. 165–167; Blog: Remembering Mahalia Jackson, pp. 169–170; Narrative Nonfiction: How the Other Half Lives, pp. 177–179; Newspaper Article: Nellie Bly Among the Starving, pp. 183–185</p> <p>Return to the Text: Informational Text Selections</p> <ul style="list-style-type: none"> Comprehension Check (identify central/key idea and supporting details), pp. 20, 24, 38, 42, 45, 56, 60, 63, 74, 78, 81, 92, 96, 99, 110, 117, 128, 132, 135, 146, 150, 153, 164, 168, 171, 182, 186 <p>TEACHER'S EDITION</p> <p>Getting Started</p> <ul style="list-style-type: none"> 1st Read (note key ideas and details), TE p. 9 <p>1st Read: Informational Text Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (What is this text about?), TE pp. 15, 21, 33, 39, 43, 51, 57, 61, 69, 75, 79, 87, 93, 97, 105, 115, 123, 129, 133, 141, 147, 151, 159, 165, 169, 177, 183
<p>(ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and</p>	<p>STUDENT EDITION</p> <p>Informational Text Selections</p> <ul style="list-style-type: none"> Narrative Nonfiction: The Great Galveston Disaster (Introduction), pp. 57–60 Web Article: Music Inspired Courage During Civil Rights Era (first three paragraphs serve as an introduction), pp. 165–168 Blog Post: The Apollo 11 Mission: 45 Years Later (timeline), pp. 115–117 <p>TEACHER'S EDITION</p> <p>Genre Study</p> <ul style="list-style-type: none"> Characteristics of explanatory text, TE pp. 13, 31, 49, 67, 85, 103, 121, 139, 157, 175 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Visual Text: Visual Learners (build background information), TE pp. 86–87 Text Complexity: How to Manage Challenges (research/build background information), TE pp. 132–133

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(iii) organizational patterns such as definition, classification, advantage, and disadvantage;	<p>STUDENT EDITION Getting Started: Reading Closely <ul style="list-style-type: none"> 2nd Read (How is the text organized?), p. 7 Annotation Notes: Informational Text Selections <ul style="list-style-type: none"> 2nd Read (how is the text organized)—pp. 15–17, 21–23, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185 Return to the Text <ul style="list-style-type: none"> Comprehension Check (How is information in this text organized), p. 153 TEACHER'S EDITION 2nd Read: Informational Text Selections <ul style="list-style-type: none"> Text-Dependent Questions (text organization), TE pp. 16, 22, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structures, TE pp. 166–167, 186–187 </p>
(D) analyze characteristics and structures of argumentative text by:	
(i) identifying the claim;	<p>STUDENT EDITION Informational Text Selection <ul style="list-style-type: none"> Argumentative Essay: Protecting Archaeological Resources, pp. 75–78 </p>
(ii) explaining how the author uses various types of evidence to support the argument; and	<p>STUDENT EDITION Informational Text Selection <ul style="list-style-type: none"> Argumentative Essay: Protecting Archaeological Resources, pp. 75–78 </p>
(iii) identifying the intended audience or reader; and	<p>Related content TEACHER'S EDITION 2nd Read: Informational Text Selections <ul style="list-style-type: none"> Text-Dependent Questions (audience), TE pp. 98 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic (audience), TE pp. 80–81 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure (intended audience), TE pp. 186–187 </p>
(E) analyze characteristics of multimodal and digital texts.; and	<p><i>Close Reading of Complex Texts</i> available as a Student Edition Worktext or digital Student Edition eBook. Go to www.SadlierSchool.com.</p>

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<p>(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:</p>	
<p>(A) explain the author's purpose and message within a text;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read (What is the author's purpose?/What message is the author communicating?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p>Return to the Text</p> <ul style="list-style-type: none"> Comprehension Check (author's purpose), pp. 45, 81, 132, 153, 186 <p>TEACHER'S EDITION 2nd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (Language and Text Structure), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>3rd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions/Partner Talk (author's purpose), TE pp. 71, 113
<p>(B) analyze how the use of text structure contributes to the author's purpose;</p>	<p>STUDENT EDITION Getting Started: Reading Closely</p> <ul style="list-style-type: none"> 2nd Read (How is the text organized? Chronologically? In a problem-and-solution structure? As cause and effect?/What is the author's purpose?/What message is the writer communicating through his or her choice of language or structure?), p. 7 <p>Annotation Notes</p> <ul style="list-style-type: none"> 2nd Read, pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–134, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 <p style="text-align: right;"><i>continued</i></p>

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	<p>Return to the Text</p> <ul style="list-style-type: none"> Respond to Reading (how text structure supports the author's purpose), pp. 37, 150 <p>TEACHER'S EDITION</p> <p>2nd Read</p> <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (Language and Text Structure), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 134, 142, 148, 152, 160, 166, 170, 178, 184, 188 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Text Complexity (text structure), TE pp. 6–7 Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structure, TE pp. 186–187
<p>(C) analyze the author's use of print and graphic features to achieve specific purposes;</p>	<p>STUDENT EDITION</p> <p>Getting Started: Reading a Visual Text</p> <ul style="list-style-type: none"> Visual Text, p. 12 <p>Visual Texts</p> <ul style="list-style-type: none"> Photograph: Disabled Teen Girl Bike Racing, p. 14; Photograph: Opening Ceremonies, p. 32; Weather Map: Long-Range Forecast for Spring, 2016, p. 50; Photograph: Archaeological dig in Greece, p. 68; Photograph: Cincinnati—Suffragists, p. 86; Photograph: Man Stargazing in Desert, p. 104; Photograph: Northwest Clear-Cut, p. 122; Photograph: The Great Seal of the United States of America, p. 140; Photograph: Brass Band, p. 158; Wood Engraving: Homes of the Poor, p. 176 <p>Text Selections</p> <ul style="list-style-type: none"> Biography: A Brief Biography of Thomas Edison (illustration), pp. 15–17; Travel Narrative: Sailing Alone Around the World (photo), pp. 21–23; Narrative Nonfiction: The Olympic Games at Athens (image), pp. 33–35; Speech: Celebrating the 75th Anniversary of the 1932 Winter Olympic Games in Lake Placid, New York (poster/photo), pp. 39–41; Explanatory Text: What Are Hurricanes? (diagram/subheadings/bullets), pp. 51–53; Narrative Nonfiction: The Great Galveston Disaster (photos/introduction), pp. 57–59; Web Article: The Link Between Climate Change and Extreme Weather (diagram/subheadings), pp. 61–62; Journal Excerpt: Tutankhamun: Anatomy of an Excavation (photo), pp. 69–71; Argumentative Essay: Protecting Archaeological Resources (photos/subheadings), pp. 75–77; Press Release: Evidence of One of the Oldest Human Occupations (photo), pp. 79–80; Speech: Discourse on Woman (image), pp. 87–89; Profile: She Was a Computer When Computers Wore Skirts (photos), pp. 93–95; Speech: Ain't I A Woman? (photo), pp. 97–98; Explanatory Text: Why We Explore (photo/subheadings), pp. 105–107; Blog Post: The Apollo 11 Mission: 45 Years Later <p style="text-align: right;"><i>continued</i></p>

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	<p>(direct quotes/timeline), pp. 115–116; Speech: The Evolution of the Conservation Movement (photo), pp. 123–125; Essay: American Forests (photos/map), pp. 129–131; Explanatory Text: Symbols of the United States (photos), pp. 147–149; Web Article: Bald Eagles Rescued (photo/subheadings), pp. 151–152; Web Article: Hip-Hop Music—An Outlet for Self-Expression (photo), pp. 159–161; Web Article: Music Inspired Courage During Civil Rights Era (photos/subheadings), pp. 165–167; Blog: Remembering Mahalia Jackson (photos), pp. 169–170; Narrative Nonfiction: How the Other Half Lives (photo), pp. 177–179; Newspaper Article: Nellie Bly Among the Starving (photos), pp. 183–185</p> <p>TEACHER'S EDITION Visual Text</p> <ul style="list-style-type: none"> Set a Purpose/Visual Text Analysis, TE pp. 14, 32, 50, 68, 86, 104, 122, 140, 158, 176 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Visual Text (visual elements), TE p. 12 Intertextual Analysis: Incorporating Information from a Visual Text, TE pp. 140–141, 152–153, 158–159
<p>(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;</p>	<p>STUDENT EDITION Annotation Notes: Literature Selections</p> <ul style="list-style-type: none"> 2nd Read: Language and Text Structure, pp. 9, 25, 26, 111, 112, 113, 187, 188 <p>TEACHER'S EDITION 2nd Read: Literature Selections</p> <ul style="list-style-type: none"> Text-Dependent Questions/Partner Talk (author's word choices/descriptive language), TE pp. 26, 112, 188 <p>Vocabulary</p> <ul style="list-style-type: none"> Figurative Language, TE pp. 17, 22, 40, 76, (metaphor) 178, 187 Multiple-Meaning Words, TE pp. 33, 43, 53, 70, 87, 95, 112, 125, 141, 147, 183 Meaning from Context, TE p. 57 Popular Speech, TE p. 61 Denotation and Connotation, TE pp. 75, 160, 161, 169 Colloquialisms, TE p. 89 Idioms, TE p. 97 Words in Context, TE pp. 129, 131 Related Words, TE p. 165 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Intertextual Analysis: Compare and Contrast Authors' Use of Language and Text Structures, TE pp. 166–167, 186–187 Annotations: Key Words and Phrases (figurative language/ tone), TE pp. 170–171 Self-Monitoring Strategies: Ask Yourself Questions (metaphor), TE pp. 178–179

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<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;</p>	<p>STUDENT EDITION Return to the Text: The First Men in the Moon <ul style="list-style-type: none"> Comprehension Check (narrator's point of view), p. 114 TEACHER'S EDITION 1st Read: The First Men in the Moon <ul style="list-style-type: none"> Text-Dependent Questions (narrator's point of view), TE p. 111 2nd Read: The First Men in the Moon <ul style="list-style-type: none"> Scaffolded Support (infer from narrator's descriptions), TE p. 112 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment (use a different point of view), TE pp. 28–29 Collaborate: Purposeful Partner Talk (different point of view), TE pp. 144–145 Intertextual Analysis: Comparing and Contrasting Authors' Perspectives, TE pp. 184–185 </p>
<p>(F) analyze how the author's use of language contributes to mood and voice; and</p>	<p>STUDENT EDITION Annotation Notes <ul style="list-style-type: none"> 2nd Read (note use of language/text structure), pp. 15–17, 21–23, 25–26, 33–35, 39–41, 43–44, 51–53, 57–59, 61–62, 69–71, 75–77, 79–80, 87–89, 93–95, 97–98, 105–107, 111–113, 115–116, 123–125, 129–131, 133–135, 141–143, 147–149, 151–152, 159–161, 165–167, 169–170, 177–179, 183–185, 187–188 Return to the Text <ul style="list-style-type: none"> Comprehension Check (text's mood and tone), p. 74 Comprehension Check (tone and effect on audience), p. 99 Comprehension Check (tone created by language), p. 146 Comprehension Check (use of language and mood), p. 189 TEACHER'S EDITION 2nd Read <ul style="list-style-type: none"> Set a Purpose/Text-Dependent Questions (author's word choices/use of language), TE pp. 16, 22, 26, 34, 40, 44, 52, 58, 62, 70, 76, 80, 88, 94, 98, 106, 112, 116, 124, 130, 135, 142, 148, 152, 160, 166, 170, 178, 184, 188 Return to the Text <ul style="list-style-type: none"> Comprehension Check (author's tone), TE pp. 37, 114, 135 TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Text Complexity (use of language/tone) TE pp. 6–7 Annotations: Key Words and Phrases (words or phrases that impact tone), TE pp. 14–15, 94–95 Annotations: Key Words and Phrases (figurative language/tone), TE pp. 170–171 </p>
<p>(G) explain the differences between rhetorical devices and logical fallacies.</p>	<p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Productive Conversation: Clear Up Confusions (identify rhetorical questions), TE pp. 124–125 </p>

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<p>(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:</p>	
<p>(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;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Use Evidence (writing prompt), pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>TEACHER'S EDITION Differentiate and Extend • Write Beyond (writing prompt), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Related content</p> <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT • Productive Conversation: Adding On (brainstorming), TE pp. 78–79 • Productive Conversation: Extending (brainstorming), TE pp. 126–127</p>
<p>(B) develop drafts into a focused, structured, and coherent piece of writing by:</p>	
<p>(i) organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Organization, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
<p>(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Text Evidence, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
<p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p>	<p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p> <p>Self-Assess and Reflect: Writing Rubric • Focus Question (refer to the Writing Rubric as you revise your work), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>TEACHER'S EDITION Writing About the Focus Questions • Monitor (review and revise), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191</p>
(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;	<p>Correct grammar and usage modeled in reading selections.</p> <p>STUDENT EDITION Write: Writing About the Focus Question • Writing Checklist, pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p> <p>Self-Assess and Reflect • Writing Rubric: Spelling and Conventions (correct grammar), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and	<p>Related content</p> <p>STUDENT EDITION Self-Assess and Reflect: Writing Rubric • Spelling and Conventions (correct punctuation), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
(ix) correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	<p>Related content</p> <p>STUDENT EDITION Self-Assess and Reflect: Writing Rubric • Spelling and Conventions (correct spelling), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p>
(E) publish written work for appropriate audiences.	<p>STUDENT EDITION Self-Assess and Reflect • Focus Question (write your final version), pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192</p> <p style="text-align: right;"><i>continued</i></p>

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	<p>TEACHER'S EDITION Self-Assess and Reflect</p> <ul style="list-style-type: none"> Teacher assesses final versions/records points/places in students' writing portfolios, TE pp. 30, 48, 66, 84, 102, 120, 138, 156, 174, 192
<p>(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:</p>	
<p>(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (imagined experiences/assumed roles/journal entries/letter/story), TE pp. 29, 47, 65, 83, 101, 119, 137, 155, 191 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment, TE pp. 28–29
<p>(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>STUDENT EDITION Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Write Beyond (describe how different kinds of music reflect historical eras), TE p. 173 <p>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</p> <ul style="list-style-type: none"> Differentiation: End-of-Unit Writing Assignment, TE pp. 28–29
<p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft; and</p>	<p>TEACHER'S EDITION Differentiate and Extend</p> <ul style="list-style-type: none"> Debate an Issue (create pro/con teams, evaluate arguments), TE pp. 119, 137, 155, 191 <p>Related content</p> <p>STUDENT EDITION Informational Text Selection</p> <ul style="list-style-type: none"> Argumentative Essay: Protecting Archaeological Resources, pp. 75–78 Speech: Discourse on Woman (argument for women's equality and rights), pp. 87–92 Speech: Ain't I A Woman?, pp. 97–99 Speech: The Evolution of the Conservation Movement (arguments for conservation), pp. 123–128

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(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	TEACHER'S EDITION Differentiate and Extend <ul style="list-style-type: none"> Write Beyond: Letter (to family member/federal government), TE pp. 47, 119
(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:	*Each unit of <i>Close Reading of Complex Texts</i> models an inquiry and research project. Students carefully read and re-read, annotate, take and organize notes, and summarize the contents of four source documents. After analyzing and synthesizing their information, they write a response.
(A) generate student-selected and teacher-guided questions for formal and informal inquiry;	TEACHER'S EDITION Differentiate and Extend <ul style="list-style-type: none"> Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173
(B) develop and revise a plan;	TEACHER'S EDITION Differentiate and Extend <ul style="list-style-type: none"> Make a Plan, TE p. 29 Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173
(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions;	Related content TEACHER'S EDITION Differentiate and Extend <ul style="list-style-type: none"> Research, TE pp. 29, 45, 47, 61, 83, 93, 101, 109, 119, 125, 137, 141, 173
(D) identify and gather relevant information from a variety of sources;	TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 80–81 Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 82–83 Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 136–137, 190–191
(E) differentiate between primary and secondary sources;	Related content TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT <ul style="list-style-type: none"> Intertextual Analysis: Making Thematic Connections (multiple texts), TE pp. 26–27 Intertextual Analysis: Analyzing Multiple Accounts of the Same Event or Topic, TE pp. 80–81 Intertextual Analysis: Citing Evidence from Multiple Sources, TE pp. 82–83 <p style="text-align: right;"><i>continued</i></p>

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	<ul style="list-style-type: none"> • Small-Group Discussion: Hearing Multiple Perspectives, TE pp. 118–119 • Intertextual Analysis: Comparing and Contrasting Themes, TE pp. 128–129 • Intertextual Analysis: Citing Evidence from Multiple Texts, TE pp. 136–137, 190–191 • Annotations: Connections (annotate multiple texts), TE pp. 182–183
(F) synthesize information from a variety of sources;	<p><u>STUDENT EDITION</u> Analyze and Synthesize Across Texts</p> <ul style="list-style-type: none"> • Return to the Focus Question (synthesize information from all unit texts), pp. 28, 46, 64, 82, 100, 118, 136, 154, 172, 190 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation: Graphic Organizers (analyzing/synthesizing information from multiple texts), TE pp. 46–47 • Productive Conversation: Extending (synthesizing), TE pp. 126–127
(G) differentiate between paraphrasing and plagiarism when using source materials;	<p>Related content</p> <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Intertextual Analysis: Citing Evidence from Multiple Texts (quoting directly, paraphrasing, summarizing), TE pp. 190–191
(H) examine sources for:	
(i) reliability, credibility, and bias; and	N/A
(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype;	N/A
(I) display academic citations and use source materials ethically; and	N/A
(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<p><u>STUDENT EDITION</u> Write: Writing About the Focus Question</p> <ul style="list-style-type: none"> • Use Evidence, pp. 29, 47, 65, 83, 101, 119, 137, 155, 173, 191 <p><u>TEACHER'S EDITION</u> Differentiate and Extend</p> <ul style="list-style-type: none"> • Create a Visual Text, TE pp. 47, 65, 83, 101, 155 <p><u>TEACHER'S EDITION—PROFESSIONAL DEVELOPMENT</u></p> <ul style="list-style-type: none"> • Differentiation (visual narrative/presentation), TE pp. 64–65