

TEKS Breakdown: Sixth Grade ELA Sample

Recursive/Foundational TEKS	Skill Specific TEKS	Catch-All TEKS
<i>These TEKS often require students to work through multiple skills when answering a question or completing a task. This set of TEKS often require several different strategies based on the genre and content of the question being asked.</i>	<i>These TEKS focus in on a very specific skill. However, this skill may be tested in a variety of different ways (across texts, within a paragraph, within a section, within a whole text).</i>	<i>These TEKS are usually interpreted in a variety of different ways. Be sure that the way this TEK is assessed reflects what has actually been taught.</i>

Strand One- Developing and Sustaining Foundational Language Skills

TEKS	Recursive/ Foundational TEKS	Skill Specific TEKS	Catch- All TEKS
<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; (B) follow and give oral instructions that include multiple action steps; (C) give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and (D) participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.</p>			
<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; (B) use context such as definition, analogy, and examples to clarify the meaning of words; and</p>			

(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, scribe/script, and jur/jus.			
(3) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.			
(4) Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.			

Strand Two- Comprehension Skills

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<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 text;</p> <p>(B) generate questions about text before, during, and after reading to deepen understanding and gain information;</p> <p>(C) make and correct or confirm predictions using text features, characteristics of genre, and structures;</p> <p>(D) create mental images to deepen understanding;</p> <p>(E) make connections to personal experiences, ideas in other texts, and society;</p> <p>(F) make inferences and use evidence to support understanding;</p> <p>(G) evaluate details read to determine key ideas;</p> <p>(H) synthesize information to create new understanding; and</p> <p>(I) monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>			

Strand Three- Response Skills

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<p>(6) Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to:</p> <ul style="list-style-type: none"> (A) describe personal connections to a variety of sources, including self-selected texts; (B) write responses that demonstrate understanding of texts, including comparing sources within and across genres; (C) use text evidence to support an appropriate response; (D) paraphrase and summarize texts in ways that maintain meaning and logical order; (E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating; (F) respond using newly acquired vocabulary as appropriate; (G) discuss and write about the explicit or implicit meanings of text; (H) respond orally or in writing with appropriate register, vocabulary, tone, and voice; and (I) reflect on and adjust responses as new evidence is presented. 			

Strand Four- Multiple Genres

TEKS	Recursive/ Foundational TEKS	Skill Specific TEKS	Catch- All TEKS
<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>(B) analyze how the characters' internal and external responses develop the plot;</p> <p>(C) analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and</p> <p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development.</p>			
<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>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;</p> <p>(C) analyze how playwrights develop characters through dialogue and staging;</p> <p>(D) analyze characteristics and structural elements of informational text, including:</p> <ul style="list-style-type: none"> (i) the controlling idea or thesis with supporting evidence; (ii) features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and (iii) organizational patterns such as definition, classification, advantage, and disadvantage; <p>(E) analyze characteristics and structures of argumentative text by:</p> <ul style="list-style-type: none"> (i) identifying the claim; 			

(ii) explaining how the author uses various types of evidence to support the argument; and (iii) identifying the intended audience or reader; and (F) analyze characteristics of multimodal and digital texts.; and			
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Strand Five- Author's Craft

TEKS	Recursive/ Foundational TEKS	Skill Specific TEKS	Catch- All TEKS
<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; (B) analyze how the use of text structure contributes to the author's purpose; (C) analyze the author's use of print and graphic features to achieve specific purposes; (D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes; (E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose; (F) analyze how the author's use of language contributes to mood and voice; and (G) explain the differences between rhetorical devices and logical fallacies.</p>			

Strand Six- Composition

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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>(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>(ii) developing an engaging idea reflecting depth of thought with specific facts and details;</p> <p>(C) revise drafts for clarity, development, organization, style, word choice, and sentence variety;</p> <p>(D) edit drafts using standard English conventions, including:</p> <p>(i) complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;</p> <p>(ii) consistent, appropriate use of verb tenses;</p> <p>(iii) conjunctive adverbs;</p> <p>(iv) prepositions and prepositional phrases and their influence on subject-verb agreement;</p> <p>(v) pronouns, including relative;</p> <p>(vi) subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;</p> <p>(vii) capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;</p>			

<p>(viii) punctuation marks, including commas in complex sentences, transitions, and introductory elements; and</p> <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> <p>(E) publish written work for appropriate audiences.</p>			
<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 (Go back to Strand Five);</p> <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 (Go back to Strand Five);</p> <p>(C) compose multi-paragraph argumentative texts using genre characteristics and craft (Go back to Strand Five); and</p> <p>(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.</p>			

Strand Seven- Inquiry and Research

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<p>(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:</p> <ul style="list-style-type: none"> (A) generate student-selected and teacher-guided questions for formal and informal inquiry; (B) develop and revise a plan; (C) refine the major research question, if necessary, guided by the answers to a secondary set of questions; (D) identify and gather relevant information from a variety of sources; (E) differentiate between primary and secondary sources; (F) synthesize information from a variety of sources; (G) differentiate between paraphrasing and plagiarism when using source materials; (H) examine sources for: <ul style="list-style-type: none"> (i) reliability, credibility, and bias; and (ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype; (I) display academic citations and use source materials ethically; and (J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. 			