

**Literature and Thought
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
(1) Reading/Fluency. Students read grade-level text with fluency and comprehension. Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 68.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 63-64.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 58.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 64-65.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 71.	Anthology contains texts of varying levels of complexity. Suggestions for additional reading, challenging, average, and easy, are on p 66.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:	SB: 16, 88, 114 TG: 17, 20, 23, 26, 29, 32, 33, 35, 36-37, 38, 41, 44, 45, 48-49, 50, 54, 59, 60	SB: 14, 78 TG: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SB: 14 TG: 15, 16, 17, 18, 19, 20, 24, 27,30, 33, 36, 39, 46, 50, 55, 56	SB: 46 TG: 15-16, 17, 18, 19, 20, 22-23, 24, 27, 33, 36, 37, 41, 45, 50	SB: 10, 44, 120 TG: 17, 21, 23-24, 25, 28, 32, 33, 36, 39, 40, 45-46, 47, 51, 52, 55, 56	SB: 14 TG: 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63	SB: 14, 50 TG: 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(B) 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;	SB: 16, 88, 114 TG: 17, 20, 23, 26, 29, 32, 33, 35, 36-37, 38, 41, 44, 45, 48-49, 50, 54, 59, 60	SB: 14, 78 TG: 15-16, 17, 20, 25, 28, 29, 30, 33-34, 35, 38, 40, 45, 49, 50, 55, 56	SB: 14 TG: 15, 16, 17, 18, 19, 20, 24, 27, 30, 33, 36, 39, 46, 50, 55, 56	SB: 46 TG: 15-16, 17, 18, 19, 20, 22-23, 24, 27, 33, 36, 37, 41, 45, 50	SB: 10, 44, 120 TG: 17, 21, 23-24, 25, 28, 32, 33, 36, 39, 40, 45-46, 47, 51, 52, 55, 56	SB: 14 TG: 17, 18, 20, 22, 26, 29, 35, 38, 41, 52, 56, 62, 63	SB: 14, 50 TG: 17, 23-24, 25, 28, 30, 35, 39, 42, 43, 46, 49, 53, 58
(3) Reading/Comprehension of Literary text/Theme and Genre. Students analyze, make inferences and draw conclusions about theme and genre in different cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to:	TG: 15-16, 18, 19, 22, 30, 31, 34	SB: 20, 46, 74, 78, 135 TG: 23-24, 26-27, 32, 33-34, 36-37, 40-42, 47-48, 50, 52, 54, 55	TG: 25-26, 30, 37-38, 48-49, 55	TG: 20, 34-35	SB: 120 TG: 15-16, 37-38, 43, 44, 45-46, 49-50, 52	TG: 23, 35, 44, 54-55	TG: 15-16, 20, 21, 26-27, 43, 51-52, 54, 55, 61

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(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and	TG: 27-28	SB: 20, 36, 74, 90, 135 TG: 19, 22, 41, 55			SB: 142 TG: 55	SB: 24, 28, 42, 84, 86 TG: 19, 20, 23, 43, 44	
(C) compare and contrast the historical and cultural settings of two literary works.	TG: 27-28, 52, 53	SB: 36, 90 TG: 22, 41	TG: 48-49, 58, 59		SB: 82 TG: 34-35, 49-50	TG: 49	
(4) Reading/Comprehension of Literary Text/Poetry Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.	SB: 65, 70, 82, 99, 131 TG: 33, 35, 44, 47, 58	SB: 26, 88, 142 TG: 20, 23, 40, 54, 57	SB: 26-31, 49 TG: 19, 30	SB: 40 TG: 21-22	SB: 36, 71, 104, 133 TG: 21, 23, 32, 43, 45, 46, 53, 57	SB: 28, 42, 77, 84, 105, 142 TG: 20, 23, 24, 35, 43, 48, 54, 62	SB: 94, 112, 122 TG: 13, 15, 44, 46, 55
(5) Reading/Comprehension of Literary Text/Drama. Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding. Students are expected to explain the similarities and differences in the setting, character's, and plot of a play and those in a film based upon the same story line.				SB: 78 TG: 37			SB: 27, 114 TG: 20, 46
(6) Reading/Comprehension of Literary Text/Fiction. Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding. Students are expected to:	TG: 18, 21, 24-25, 27-28, 34, 43, 44, 45, 46, 55, 59	TG: 15-16, 26-27, 29, 32, 36-37, 41, 42, 47-48, 56	SB: 42, 104 TG: 18, 19, 22-23, 25-26, 41, 44-45, 54, 56, 58	SB: 12, 24, 49, 56, 95, 110, 120, 124, 137 TG: 18, 19, 28, 29, 38, 46, 47, 48, 49	SB: 12, 22, 36, 38, 46, 72, 84, 96, 106 TG: 18, 19, 21, 22, 29, 33, 40, 42, 44	SB: 16, 34, 46, 64, 86, 106, 124 TG: 18, 22, 30, 34, 44, 49, 60	SB: 16, 20, 32, 62, 76, 94, 100 TG: 18, 19, 21, 31, 33, 43, 44
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	SB: 114 TG: 23, 44, 47, 48-49, 58	TG: 26-27, 36-37, 51	SB: 66 TG: 25-26, 33, 34-35	TG: 22	TG: 18, 54	TG: 20, 23, 43, 48, 49	SB: 124 TG: 48, 56

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(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and						SB: 16 TG: 18-24	
(C) describe different forms of point-of-view, including first- and third-person.	TG: 33	TG: 31, 32, 41	TG: 18, 30, 32, 41, 54	TG: 19, 47	TG: 21, 32, 42	TG: 48	TG: 19, 31, 45, 55
(7) Reading/Comprehension of Literary Text/Literary Nonfiction. Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.			SB: 88 TG: 42			SB: 24 TG: 19	SB: 52 TG: 29
(8) Reading/Comprehension of Literary Text/Sensory Language. Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.	SB: 114 TG: 56	SB: 74, 101, 138 TG: 32, 33, 42, 53	TG: 43	SB: 124 TG: 48	TG: 43, 53		TG: 46, 55
(9) Reading/Comprehension of Informational Text/Culture and History. Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.	TG: 27-28, 42, 56		SB: 104 TG: 21, 25-26, 28, 44-45, 51, 58		TG: 30, 41	TG: 30, 32, 57	

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(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:		TG: 15-16, 18, 39, 56	TG: 21, 25-26, 28, 44-45, 48, 49, 51, 56, 58	SB: 70 TG: 30, 34, 35	TG: 15-16, 30, 55	TG: 15-16, 27-28, 45, 47, 59	TG: 18, 22, 40, 51-52, 61
(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;		TG: 18, 56	TG: 25-26, 48-49, 56	TG: 30	TG: 15-16, 30, 55	SB: 78 TG: 31, 33, 36-37, 42, 54-55	TG: 32, 61
(B) explain whether facts included in an argument are used for or against an issue;					TG: 41	SB: 78 TG: 31, 33, 36-37, 42, 54-55	TG: 22
(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and		TG: 18	TG: 31, 51	TG: 21	TG: 30, 41	TG: 30, 32, 57	TG: 22
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.			TG: 58, 59	TG: 34, 35	SB: 82 TG: 34-35, 53	SB: 44 TG: 21, 24-25	TG: 18, 33, 61
(13) Reading/Media Literacy. Students use comprehension skills to analyze how words, images, graphics, and sounds work together in various forms to impact meaning. Students will continue to apply earlier standards with greater depth in increasingly more complex texts. Students are expected to:		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(A) explain messages conveyed in various forms of media;		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TE: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(B) recognize how various techniques influence viewers' emotions;		SB: 14, 20, 36, 80, 142 TG: 18, 19, 22, 39, 54	SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21

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(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and			SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(D) analyze various digital media venues for levels of formality and informality.			SB: 88, 110 TG: 42, 52, 56	TG: 30, 46	TG: 19, 20, 34, 53	TG: 34, 61, 64	SB: 16, 28 TG: 19, 21
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SG: 59, 60, 63-65
(A) plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(B) develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(C) 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;	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65

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(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 65	TG: 31, 56, 61	TG: 56, 60	TG: 48, 55	TG: 61	SB: 108 TG: 44, 50-51, 68	SB: 59, 60, 63-65
(15) Writing/Literary Texts. Students write literary texts to express their ideas and feelings about real or imagined people, events, and ideas. Students are expected to:	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(A) write imaginative stories that include:	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(i) a clearly defined focus, plot, and point of view;	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(ii) a specific, believable setting created through the use of sensory details; and	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60
(iii) dialogue that develops the story; and		TG: 57	TG: 43	TG: 51	TG: 43	TG: 44	SB: 112 TG: 46
(B) write poems using:	TG: 61	TG: 20, 57	TG: 56-57	TG: 52	TG: 50, 57, 58	TG: 48, 62, 65	TG: 59, 60, 63-65
(i) poetic techniques (e.g., alliteration, onomatopoeia);	TG: 61		TG: 56-57	TG: 52	TG: 43, 53	TG: 48, 62, 65	TG: 59, 60, 63-65
(ii) figurative language (e.g., similes, metaphors); and	TG: 61		TG: 56-57	TG: 20, 52	TG: 43, 53	TG: 48, 62, 65	TG: 59, 60, 63-65
(iii) graphic elements (e.g., capital letters, line length).	TG: 61		TG: 56-57	TG: 52	TG: 43	TG: 48, 62, 65	TG: 59, 60, 63-65
(16) Writing. Students writing about their own experiences. Students are expected to writing a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.	SB: 88, 114 TG: 21, 31, 36-37, 48-49	SB: 78 TG: 19, 32, 33-34, 53, 57-58	TG: 43, 57	TG: 48	TG: 43	SB: 108 TG: 18, 44, 50-51	SB: 120 TG: 18, 41, 47-48, 60

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(17) Writing/Expository and Procedural Texts. Students writing expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(A) create multi-paragraph essays to convey information about a topic that:	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(i) present effective introductions and concluding paragraphs;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(ii) guide and inform the reader's understanding of key ideas and evidence;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(iii) include specific facts, details, and examples in an appropriately organized structure; and	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(iv) use a variety of sentence structures and transitions to link paragraphs;	SB: 46 TG: 24-25	SB: 46 TG: 21, 23-24, 57-58, 59	SB: 42, 104 TG: 22-23, 44-45	SB: 46, 76 TG: 22-23, 30, 31-32, 53, 54	TG: 59, 60	SB: 78 TG: 36-37	SB: 50, 82, 120 TG: 23-24, 34-35, 47-48, 59, 60, 62
(B) writing informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);					TG: 33		SB: 43 TG: 22
(C) writing responses to literary or expository texts and provide evidence from the Text to demonstrate understanding; and	SB: 46, 88, 114 TG: 24-25, 36-37, 48-49, 61, 62, 64	SB: 90 TG: 41, 43-44, 56, 59, 60, 61	TG: 56, 57	SB: 76 TG: 30, 31-32, 43-44, 53, 55	TG: 33		TG: 23-24, 34-35, 47-48, 59, 60, 62

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(D) produce a multimedia presentation involving text and graphics using available technology.		TG: 30, 56	TG: 56	TG: 52	TG: 20, 57	TG: 64, 65	TG: 61
(18) Writing/Persuasive Texts. Students writing persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to writing persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.	TG: 63, 64	SB: 114 TG: 22, 36-37, 43, 44, 60	SB: 66 TG: 34-35, 58, 59	TG: 51	SB: 44, 82 TG: 23-24, 34-35, 54	SB: 44 TG: 24-25, 47, 49, 66, 67	TG: 60
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56,57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56, 57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(B) generate a research plan for gathering relevant information about the major research question.	TG: 21, 61, 62	TG: 29, 56, 57-58	TG: 56, 57	TG: 51, 52	TG: 61	TG: 39-40, 54-55, 62, 64, 65	TG: 59, 60, 62, 63-65
(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:	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(A) follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts;	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(B) differentiate between primary and secondary sources;							

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(C) record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes;	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(D) identify the source of notes (e.g., author, title, page number) and record bibliographic information concerning those sources according to a standard format; and	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.	TG: 65	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	TG: 55, 57, 61	TG: 39-40, 68	TG: 59, 60, 62, 63-65
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	SB: 44, 82, 120, 143 TG: 20, 26-27, 49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25, 36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	SB: 44, 82, 120, 143 TG: 20, 26-27, 49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25, 36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(B) evaluate the relevance and reliability of sources for the research.	TG: 21, 61, 62	TG: 57-58, 61	TG: 40, 60	SB: 76 TG: 31-32, 55	SB: 44, 82, 120, 143 TG: 20, 26-27, 49-50, 55, 57, 58, 59, 60, 61	SB: 44, 78, 108 TG: 24-25, 36-37, 39-40, 50-51, 54-55, 66, 67, 68	TG: 59, 60, 62, 63-65
(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:	TG: 61, 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65

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(A) compiles important information from multiple sources;	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;	TG: 65	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(C) presents the findings in a consistent format; and	TG: 61	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	TG: 61	TG: 57-58, 61	TG: 40, 56, 57, 60	TG: 31-32, 48, 51, 52, 55	SB: 44, 82 TG: 23-24, 33, 34-35, 61	TG: 39-40, 62, 64, 68	TG: 59, 60, 62, 63-65
(26) Listening and Speaking/Listening. Students will use comprehension skills to listen attentively to others in formal and informal settings. Students will continue to apply earlier standards with greater complexity. Students are expected to:	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 46, 51, 52	TG: 44, 53, 57, 58	TG: 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	TG: 19, 22, 30, 46, 61, 62	TG: 19, 39, 53	TG: 29, 43, 56	TG: 46, 51, 52	TG: 44, 53, 57, 58	TG: 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(B) follow and give oral instructions that include multiple action steps; and		TG: 29, 43	TG: 29, 43	TG: 46	TG: 44, 53, 57, 58	TG: 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61
(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.	TG: 19, 22, 30, 46	TG: 29, 43	TG: 29, 43	TG: 51, 52	TG: 44, 53, 57, 58	TG: 19, 22, 64, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61

**Literature and Thought
Grade 6 TEKS Correlation**

	LITERARY GENRES						
	Echoes from Mt. Olympus	Flights of Fantasy	The Main Event	Mysterious Circumstances	The Sci-Fi Factor	What on Earth? An Ecology Reader	What's So Funny
§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.							
(27) Listening and Speaking/Speaking. Students speak clearly and to the point, using the conventions of language. Students will continue to apply earlier standards with greater complexity. Students are expected to give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively.	TG: 19, 22, 30, 46, 65	TG: 19	TG: 29, 51, 52, 53, 60	TG: 46, 48, 51, 52, 55	TG: 40, 43, 61	TG: 19, 22, 30, 57, 65	TG: 33, 59, 60, 61
(28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity. Students are expected to participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement.	TG: 19, 22, 30, 46	TG: 19	TG: 29, 43	TG: 46	TG: 53, 58	TG: 19, 65	TG: 19, 20, 31, 32, 33, 46, 56, 57, 59, 60, 61