

**Literature and Thought
Grade 6 TEKS Correlation**

	Historical Events and Eras						
	Dark Days: America's Great Depression	Free At Last: The Struggle for Civil Rights	From There to Here: The Immigrant Experience	Harlem Renaissance	A House Divided: America's Civil War	Times of Change: Vietnam and the 70s	Wide Open Spaces: American Frontiers
§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.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.	The short fiction and nonfiction selections in the student edition allow for ample read aloud opportunities.
(2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:							
(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	SB: footnote on 105			SB: See footnotes on pages 64, 69, 72, 73, 64, 69, 97			
(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;	TG: 53						
(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and			SB: footnotes pp. 30, 45, 56, 65, 68, 76, 95, 97, 105, 109, 112, 136	SB: See footnotes on pages 10, 21, 130	SB: footnote on page 23		
(E) use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.	SB: 12 TG: 17, 27, 40, 52	SB: 14 TG: 17, 30, 43, 58	SB: 12 TG: 14, 17, 29, 39, 49	17, 29, 43, 54	SB: 20 TG: 17, 30, 42, 54	SB: 14 TG: 17, 28, 41, 56	SB: 12 TG: 17, 27, 39, 51
(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:							
(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic;	TG: 27-27, 46-47, 54, 61	SB: 3-5, 9-13 TG: 6-9, 37	SB: 32, 122 TG: 21, 24-25, 33, 42, 51, 54, 55, 56-57, 67	SB: 4-14 TG: 12 All selections in the text reflect the theme of the effect of the Harlem Renaissance on black culture and black awareness.	SB: 3-5, 9-19 TG: 12-14, 19, 25-26, 48-49, 52-53, 58	TG: 15-16, 18, 19, 23, 24, 35, 39-40, 42, 57, 59, 67	TG: 37-38, 43, 55

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(C) compare and contrast the historical and cultural settings of two literary works.	All selections take place during the Depression era.		TG: 24, 34, 44, 56	All selections reflect the culture of Black Americans in New York during the Harlem Renaissance.	TG: 25, 38, 48	TG: 23-24, 36-37, 50-51	TG: 22, 34, 45
(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.	TG: 44; 53	TG: 18, 19, 20, 21, 37, 47, 51, 61	TG: 18, 22, 54, 67	TG: 22, 23, 32, 33, 47, 58	TG: 23, 24, 44, 59	TG: 19, 32, 34	TG: 20, 29, 32, 44, 53
(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: 15-16, 19, 21-22, 23-24, 31, 35-36, 38-39, 41		Note: There are two fiction selections in the text.				
(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	45, 58, 61	TG: 24-26, 47	TG: 42	TG: 20, 36, 45	TG: 32, 43, 44	TG: 22, 31, 61	TG: 19, 33, 43, 55
(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and	TG: 19, 31	TG: 48		TG: 19, 20	TG: 20, 43, 55	TG: 29	
(C) describe different forms of point-of-view, including first- and third-person.	TG: 19, 20, 45	TG: 20, 21, 48	TG: 55	TG: 30, 31	TG: 18, 34, 44		TG: 18, 19
(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.	TG: 18, 19, 21, 22, 29, 30, 32, 33, 34, 41, 43, 45, 65	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 18, 19, 21, 31, 33, 35, 36, 46, 47, 57, 58	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(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.	TG: 18, 19, 20, 31, 53, 54, 55	TG: 17, 19, 27, 30, 37, 40, 43, 47, 51, 54, 58, 64	TG: 17, 18, 23, 26, 29, 31, 32, 33, 36, 39, 40, 42, 46, 49, 55, 58, 62, 69	TG: 23, 24, 32, 37, 47, 58	TG: 17, 18, 20, 23, 24, 25-26, 27, 30, 32, 34, 39, 42, 43	TG: 17, 18, 19, 22, 25, 28, 52, 37-36, 38, 41, 42, 52, 56, 58, 59, 61, 63	TG: 32, 43, 44, 45, 53, 55

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(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: 23, 30, 33, 43, 45	TG: 22, 23, 32, 33, 34, 35, 36, 37, 44, 45, 46, 49, 50, 59, 60, 62, 63	TG: 19, 20, 21, 23, 29, 31, 32, 33, 40, 41, 42, 50, 51, 52, 53, 63, 64, 65, 66	TG: 18, 19, 21, 30, 31, 34, 35, 44, 46, 55, 56, 57	TG: 15-16, 19, 21, 25, 26, 28-29, 33, 36, 37-38, 45	TG: 20, 21, 30, 33, 35, 43, 44, 45, 46, 47, 48, 49	TG: 18, 21, 28, 30, 31, 40, 41, 42, 52, 54
(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:							
(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;	TG: 23, 26-27, 29, 35-36, 41, 45, 46, 50-51	TG: 25, 32, 41, 53, 56, 63	TG: 21, 24-25, 33, 42, 51, 54, 55, 56-57, 67	TG: 18	TG: 15-16, 19, 21, 25, 26, 28-29, 33, 36, 37-38, 45	TG: 15-16, 20, 21, 23-24, 35, 39-40, 47, 48, 57, 62, 76	
(B) explain whether facts included in an argument are used for or against an issue;	TG: 23	TG: 30, 32, 36, 44, 45, 46, 47, 50, 60, 64	TG: 19, 53, 64, 66, 68	TG: 31, 34, 56	TG: 21, 24, 31, 33, 37-38, 55	TG: 18, 20, 29, 42, 43, 46, 47, 57	TG: 30
(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: 21, 43				TG: 19, 25-26, 35		
(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	TG: 23, 35, 42, 46	TG: 25-26, 38-39, 52, 53, 68	TG: 24, 34, 44, 56	TG: 24, 38, 48, 54	TG: 25, 38, 48	TG: 23, 36, 50	TG: 19, 33, 43, 55
(11) Reading/Comprehension of Informational Text/Persuasive Text. Students analyze, make inferences and draw conclusions about persuasive Text and provide evidence from text to support their analysis. Students are expected to:							
(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence; and	TG: 23, 35, 42, 46	TG: 32, 25-26, 38-39, 41-42, 49, 52-53	TG: 24, 34, 44, 56	TG: 31, 34, 56	TG: 25, 38, 48	TG: 23, 36, 50	
(B) identify simply faulty reasoning used in persuasive texts.		TG: 44			TG: 21, 24, 31, 33, 37-38, 55	TG: 47	
(12) Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:							
(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.		SB: 10-11, 12-13 TG: 14	SB: 10-11 TG: 14	SB: 13	SB: 16-19 TG: 14	SB: 11-13	

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(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:							
(A) explain messages conveyed in various forms of media;	TG: 44, 59-60	TG: 45, 46, 63, 65				TG: 19, 21, 29	TG: 19, 33, 43, 55
(B) recognize how various techniques influence viewers' emotions;				TG: 47			
(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and					TG: 21, 24, 31, 33, 37-38, 55		
(14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:							
(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: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53	TG: 25, 35, 45, 57, 75	TG: 24-25, 38-39, 48-49	TG: 48-49, 61, 62-63, 65, 66	TG: 23-24, 37-38, 50-51	TG: 34-35, 45-46
(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: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53	TG: 25, 35, 45, 57, 75	TG: 24-25, 38-39, 48-49	TG: 48-49, 61, 62-63, 65, 66	TG: 23-24, 37-38, 50-51	TG: 34-35, 45-46
(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: 63	TG: 25-26, 38-39, 52-53	TG: 75	TG: 24-25, 38-39, 48-49	TG: 66	TG: 23-24, 37-38, 50-51	TG: 61
(D) edit drafts for grammar, mechanics, and spelling; and	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	TG: 61
(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	TG: 63	TG: 70	TG: 75	TG: 64	TG: 66	TG: 69	
(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:							TG: 58
(A) write imaginative stories that include:	TG: 43	TG: 34	TG: 21, 23, 30, 34-35, 42, 44-45, 71-72	TG: 16, 18, 30, 61	TG: 18, 19, 21, 33, 38-39, 58		
(i) a clearly defined focus, plot, and point of view;					TG: 38-39		
(ii) a specific, believable setting created through the use of sensory details; and					TG: 38-39		
(iii) dialogue that develops the story; and					TG: 38-39		
(B) write poems using:			TG: 22, 67	48-49	TG: 22, 23, 44, 47, 57	23-24	TG: 44

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(i) poetic techniques (e.g., alliteration, onomatopoeia);				48-49		23-24	
(ii) figurative language (e.g., similes, metaphors); and				48-49		23-24	
(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.	TG: 43	TG: 60, 62	TG: 19, 23, 42, 63		TG: 43		
(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: 32 TG: 15-16, 24-24, 59-61, 70, 71-72				
(A) create multi-paragraph essays to convey information about a topic that:	TG: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53		TG: 38-39	TG: 21, 25-26, 48-49, 55, 61, 62-63	TG: 23-24, 37-38, 50-51	
(i) present effective introductions and concluding paragraphs;	TG: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53		TG: 38-39	TG: 21, 25-26, 48-49, 55, 61, 62-63	TG: 23-24, 37-38, 50-51	
(ii) guide and inform the reader's understanding of key ideas and evidence;	TG: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53		TG: 38-39	TG: 21, 25-26, 48-49, 55, 61, 62-63	TG: 23-24, 37-38, 50-51	
(iii) include specific facts, details, and examples in an appropriately organized structure; and	TG: 23-24, 35-36, 46-47	TG: 25-26, 38-39, 52-53		TG: 38-39	TG: 21, 25-26, 48-49, 55, 61, 62-63	TG: 23-24, 37-38, 50-51	
(iv) use a variety of sentence structures and transitions to link paragraphs;		TG: 25-26, 38-39, 52-53		TG: 64		TG: 23-24, 37-38, 50-51	
(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: 50-51	TG: 41
(C) writing responses to literary or expository texts and provide evidence from the Text to demonstrate understanding; and	TG: 58				TG: 21, 55, 61, 62		
(D) produce a multimedia presentation involving text and graphics using available technology.	TG: 60	TG: 67	TG: 72	TG: 61	TG: 63	TG: 66	TG: 58
(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: 56	TG: 38, 68, 69	TG: 51, 70, 73-74, 75		TG: 33, 65	TG: 23-24, 37-38, 50-51	
(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58

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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: 70				
(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:	TG: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
(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: 58- 59	TG: 65-66	TG: 70	TG: 61-62	TG: 61-62	TG: 64-65	TG: 41, 57, 58
(B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;			TG: 70				
(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: 21, 22, 34, 41, 44, 45, 56, 59–60, 61		TG: 70		TG: 25, 32, 36, 37, 46, 47, 48, 56, 57, 58, 61, 62-63, 64		
(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: 43, 45, 46, 47, 64, 65-66, 67	
(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: 59	TG: 40, 70-72	TG: 71	TG: 61	TG: 62	TG: 43, 45, 46, 47, 64, 65-66, 67	
(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: 21, 22, 34, 41, 44, 45, 56, 59–60, 61	TG: 22, 44, 63	TG: 24-25, 31, 33, 40, 52, 65, 70, 71-72, 73	TG: 20, 22, 31, 35, 44, 46, 56, 58	TG: 25, 32, 36, 37, 46, 47, 48, 56, 57, 58, 61, 62-63, 64	TG: 43, 45, 46, 47, 64, 65-66, 67	TG: 28, 31, 42