

**ELA SpringBoard Curriculum Map**  
**Level 1, Unit 1: Changes in Me (continued)**  
**Level 1, Unit 2: Changes In My World**  
**SECOND SIX WEEKS**  
**October 9, 2012-November 16, 2012**

Unit Overview	Essential Question	Academic Vocabulary	AP College/Readiness
Unit 1 emphasizes the idea of “change” as the conceptual focus for the year. By reading, exploring, analyzing, and interpreting texts, you will examine the changes that often happen at this time in your life. You will also focus on how individual changes affect your life. Through your responses to texts, and by creating and presenting narrative and expository texts that focus on change, you will better understand that change is a normal, predictable, and often a joyous aspect of life.	1. What is the relationship between change and growth?  2. How do writers use different types of writing to express their ideas?	Fluency Characterization Narrative <ul style="list-style-type: none"> <li>• Sequence of events</li> <li>• Setting</li> <li>• Dialogue</li> </ul> Point of View Expository Writing Cause/Effect	<ul style="list-style-type: none"> <li>• Engage in close reading of a text to determine literary elements</li> <li>• Analyze literature using the language of literary analysis</li> <li>• Write with an attention to rhetorical purpose (exposition versus narration)</li> <li>• Vary and manipulate sentence structure for effect</li> </ul>
SpringBoard Activities	Learning Objectives Students will...	TX Readiness and Supporting Standards	Teacher to Teacher Notes:
1.15 Using Context Clues <b>Folk Tale:</b> “How Fire Came to the Six Nations” (Iroquois)	<ul style="list-style-type: none"> <li>• determine meanings of unfamiliar words from context</li> <li>• make predictions about a story</li> <li>• visualize when reading</li> <li>• summarize a passage</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2B</a>,</li> <li>• <a href="#">6A</a>,</li> <li>• <a href="#">9</a>,</li> <li>• <a href="#">10A</a>,</li> <li>• <a href="#">Fig. 19 E</a></li> </ul>	Review predictions, visualizations and summaries with students.  Consider this activity as an extension piece for expository mode.
1.16 Changes in Three Arrows	<ul style="list-style-type: none"> <li>• choose textual evidence to support quoted examples</li> <li>• write in an expository mode</li> <li>• transform a third-person narrative into a first-person expository paragraph</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">14A</a>,</li> <li>• <a href="#">14B</a>,</li> <li>• <a href="#">14C</a>,</li> <li>• <a href="#">17Ai, ii, iii, iv</a>,</li> <li>• <a href="#">17C</a>,</li> <li>• <a href="#">25B</a></li> </ul>	Make sure students provide meaningful text evidence.  Be prepared to model writing this paragraph with your students.
1.17 Reading “The Jacket” <b>Short Story:</b> “The Jacket,” by Gary Soto	<ul style="list-style-type: none"> <li>• analyze cause and effect</li> <li>• identify descriptive language</li> <li>• take notes on textual evidence</li> <li>• write opinion statements as topic sentences</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">1</a>,</li> <li>• <a href="#">7</a>,</li> <li>• <a href="#">8</a>,</li> <li>• <a href="#">10A</a>,</li> <li>• <a href="#">10C</a>,</li> <li>• <a href="#">19Aii</a>,</li> <li>• <a href="#">Fig. 19 D, E</a></li> </ul>	Extension Activity: Available reading assessment beginning on page 744 in Glencoe text.  <b>Do a mini-lesson on simile and metaphor.</b>  Incorporate the following <b>Writing Prompt</b> and model with your students: Write in the voice of Gary Soto and explain your attitude toward the jacket. Begin with a <i>topic sentence</i> about the jacket. Then use details to explain your attitude. Use your notes from the graphic organizer on page

			54 to incorporate details from the text.
<p>1.18 The Mermaid Speaks</p> <p><b>Poetry:</b> “...And Although the Little Mermaid Sacrificed Everything to Win the Love of the Prince, the Prince (Alas) Decided to Wed Another,” by Judith Viorst</p> <p><b>Expository Essay:</b> “He Might Have Liked Me Better with My Tail,” by Ima Mermaid</p>	<ul style="list-style-type: none"> <li>compare and contrast an expository text based on a narrative text</li> <li>identify the elements of an expository essay</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">4</a>,</li> <li><a href="#">7</a>,</li> <li><a href="#">8</a></li> <li><a href="#">10A</a>,</li> <li><a href="#">10C</a>,</li> <li><a href="#">19Aiv, viii</a>,</li> <li><a href="#">Fig. 19 D, E</a></li> </ul>	<p>This is a power activity as it models elements of the expository essay.</p> <p>Pay attention to the “Differentiating Instruction” note on page 59.</p> <p><b>Grammar and Usage Extension on page 60: punctuation and interjections mini lesson.</b></p> <p><b>Grammar and Usage Extension on page 61: semicolons, transitions, and conjunctive adverb mini lesson.</b></p>
<p><b>Level 1 Writing Workshop 6: Expository Mode</b></p> <p>Writing a class-constructed Expository Essay</p> <p>Writing an independent Expository Essay</p>	<ul style="list-style-type: none"> <li>write an expository essay explaining how a change in your life has affected your life today</li> <li>take the essay through all the stages of the writing process</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">12A</a>,</li> <li><a href="#">14A</a>,</li> <li><a href="#">14B</a>,</li> <li><a href="#">14C</a>,</li> <li><a href="#">17Ai, ii, iii, iv</a>,</li> <li><a href="#">19Ai, ii, iii, iv, viii</a>,</li> <li><a href="#">19B</a>,</li> <li><a href="#">19C</a>,</li> <li><a href="#">20Ai, ii, iii</a>,</li> <li><a href="#">20Bi, ii, iii</a>,</li> <li><a href="#">20C</a>,</li> <li><a href="#">21A</a>,</li> <li><a href="#">21B</a>,</li> <li><a href="#">21C</a>,</li> <li><a href="#">25B</a></li> </ul>	<p>Complete Activities 1 and 2 with your students in which you will review the elements of a multi-paragraph expository essay through the mentor text “Fun and Feisty” and create a class constructed essay utilizing the given writing prompt.</p> <p>Complete Activity 4, individual essay next.</p> <p>For extension, consider allowing students to complete Activity 3, writing an essay with peers.</p> <p>Consider allowing students 5-7 days to complete Writing Workshop 6 Expository Mode</p>
<b>Unit Reflection</b>	<ul style="list-style-type: none"> <li>monitor comprehension and growth through a reflective process</li> <li>synthesize understanding of individual reading and writing processes and strategies</li> <li>self-assess mastery of key concepts and terms</li> </ul>		<p>Complete Unit Reflection on page 68 in Interactive Notebook. It is important for students to reflect on their writing. This activity prepares students for Unit 4, Revision and Reflection.</p> <p>Consider modeling an appropriate and thoughtful reflection.</p>
<b>SpringBoard Online Unit One Assessment</b>			
<b>Assessment and Performance Opportunities</b>	<b>Additional Resources</b>	<b>Teacher Reflection</b>	
<p>SpringBoard Online Writing Workshop 6: Expository Writing</p> <p>SpringBoard Portfolio</p>	<p><i>SpringBoard Grammar and Usage Handbook</i></p> <p><b>SpringBoard Literature Circles: Independent Reading</b>—Focus: Autobiographical writing (personal narratives, memoirs, true accounts) and readings in</p>		

fiction and nonfiction narratives

ELA SpringBoard Curriculum Map  
Level 2, Unit 2: Changes in My World

Unit Overview	Essential Question	Academic Vocabulary	AP College/Readiness
<p>It has been said that the only constant in the world is change. In Unit 1 you explored how you have changed; in this unit, you will explore how the world around you changes. You will identify the challenges and choices that you have made in meeting these changes. Through fiction, nonfiction, print, and nonprint texts, you will see how others have dealt with the choices and the opportunities that change can present.</p>	<p>1. How are people influenced by changes in their worlds?</p> <p>2. How does a writer effectively craft a story?</p>	<p>Short Story</p> <ul style="list-style-type: none"><li>• character</li><li>• conflict</li><li>• setting</li></ul> <p>Figurative Language</p>	<ul style="list-style-type: none"><li>• Make linguistic choices in their writing in order to create specific effects</li><li>• Write in a variety of modes, with an emphasis on organization and coherence</li><li>• Identify and apply the language of literary analysis</li><li>• Read closely and use literary models for their own writing</li></ul>
SpringBoard Activities	Learning Objectives Students will...	TX Readiness and Supporting Standards	Teacher to Teacher Notes:
<p><b>Learning Focus:</b> Imagining Stories 2.1 Previewing the Unit</p>	<ul style="list-style-type: none"><li>• analyze the skills and knowledge necessary for success in this unit</li><li>• activate prior knowledge and preview the unit's essential questions and academic vocabulary</li></ul>	<ul style="list-style-type: none"><li>• <a href="#">2A</a>,</li><li>• <a href="#">2B</a>,</li><li>• <a href="#">2E</a>,</li><li>• <a href="#">10A</a>,</li><li>• <a href="#">28</a>,</li><li>• <a href="#">Fig. 19 A, E, F</a></li></ul>	<p>Unit 2 Suggested Pacing is on page 69c.</p> <p><b>Make sure you unpack the Embedded Assessment before starting the activities.</b></p> <p><b>Independent Reading:</b> include author's Christopher Pau Curtis, Wendelin van Draanen, Judith Viorst, and Elizabeth Montgomery. This should continue throughout the unit.</p> <p>During Unit 2 you may want to access Writing Workshop 2 (Short Story) to provide additional practice for Embedded Assessment 1, Creating a Short Story.</p> <p>Use teacher discretion when assigning each activity as a formative or summative</p>

			grade. Embedded assessments should be summative grades.
<p>2.2 A Toy's World</p> <p><b>*Film:</b> Clips from <i>Toy Story</i>, directed by John Lasseter</p>	<ul style="list-style-type: none"> <li>introduce the concept of "changes in my world"</li> <li>close read film as text</li> <li>identify words that describe feelings</li> <li>write in the voice of a character</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">2A</a>,</li> <li><a href="#">6A</a>,</li> <li><a href="#">13A</a>,</li> <li><a href="#">14A</a>,</li> <li><a href="#">14B</a>,</li> <li><a href="#">15Ai</a>,</li> <li><a href="#">16</a>,</li> <li><a href="#">Fig. 19 E</a></li> </ul>	<p>You will need clips from the movie <i>Toy Story</i>.</p> <p><b>**It is essential for students to keep their story starter writing prompts in their working folders to access when they begin the Embedded Assessment.</b></p> <p><b>**You might want to begin compiling a working list of the story starter writing prompts you encounter in Unit 2 activities to assist students with their own story starter selection in EA1.</b></p>
2.3 Changes in My World	<ul style="list-style-type: none"> <li>connect the idea of change to personal experiences</li> <li>recognize elements of conflict and resolution</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">2A</a>,</li> <li><a href="#">2B</a>,</li> <li><a href="#">6A</a>,</li> <li><a href="#">14A</a>,</li> <li><a href="#">16</a>,</li> <li><a href="#">28</a></li> </ul>	<p>You will need manila folders or construction paper.</p> <p>Review the term <i>conflict</i> with your students.</p>
<p>2.4 A Day of Change</p> <p><b>Short Story:</b> "Eleven," by Sandra Cisneros</p> <p>Pair with Maya Angelou's poem, "Life Doesn't Frighten Me" in Glencoe text on page 354</p> <p>Conduct class discussion with students about the ways in which each narrator handles challenges or intimidating situations.</p> <p>Review Elements of Poetry utilizing the box on page 358. This is essential as more poetry will be incorporated throughout this unit.</p>	<ul style="list-style-type: none"> <li>recognize dialogue and conflict as short story elements</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">2A</a>,</li> <li><a href="#">2B</a>,</li> <li><a href="#">6A</a>,</li> <li><a href="#">8A</a>,</li> <li><a href="#">14B</a>,</li> <li><a href="#">15Ai, ii, iii</a>,</li> <li><a href="#">16</a>,</li> <li><a href="#">19Avi</a>,</li> <li><a href="#">Fig. 19 E</a></li> </ul>	<p>Extension Activity: See discussion questions, vocabulary practice and Writing prompt in Glencoe text on page 316.</p> <p><b>Grammar and Usage Extension on page 82: indefinite pronouns mini lesson.</b></p> <p><b>Do a mini-lesson on dialogue.</b></p> <p>See bottom of page 355 &amp; 357 in Glencoe teacher edition for differentiation activities. Review and discuss genre web on page 359.</p>

			<p>Consider adding elements of poetry terms to both word wall and vocabulary notebooks.</p> <p><b>**You might want to add the story starter to your working list of writing prompts.</b></p>
<p>2.5 Changes in Simba's World  <b>*Film:</b> <i>The Lion King</i>, directed by Roger Allers and Rob Minkoff, 1994</p>	<ul style="list-style-type: none"> <li>• explore the concepts of changes over time and the choices faced</li> <li>• understand character, conflict, and elements of plot</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2A</a>,</li> <li>• <a href="#">2B</a>,</li> <li>• <a href="#">6A</a>,</li> <li>• <a href="#">13A</a>,</li> <li>• <a href="#">13B</a>,</li> <li>• <a href="#">14A</a>,</li> <li>• <a href="#">14B</a>,</li> <li>• <a href="#">15A<i>j</i></a>,</li> <li>• <a href="#">16</a>,</li> <li>• <a href="#">Fig. 19 E, F</a></li> </ul>	<p>You will need clips from the movie <i>The Lion King</i> (looking at plot elements and how it deals with the idea of change in a young person's life).</p> <p>Students use a plot diagram to identify the elements of a story. You may want to copy the diagram on page 69d to model examples for students.</p> <p><b>Do a mini-lesson on plot. See attached example.</b></p> <p><b>**You might want to add the story starter to your working list of writing prompts.</b></p> <p>Consider allowing 2 days for this activity.</p>
<p>2.6 Play Ball: Part One  <b>Fiction:</b> "The Southpaw," by Judith Viorst</p>	<ul style="list-style-type: none"> <li>• analyze characters</li> <li>• understand the connection between conflict and resolution</li> <li>• write dialogue</li> <li>• use adjectives and adverbs effectively</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2E</a>,</li> <li>• <a href="#">6A</a>,</li> <li>• <a href="#">19A<i>iii</i></a>,</li> </ul>	<p>Extension Activity: See discussion questions, vocabulary practice and Writing prompt in Glencoe text on page 516.</p> <p>This activity has students moving through literacy circles. Pay attention to step 1 in Teacher Edition to prepare for each station.</p>
<p>2.7 Play Ball: Part Two</p>	<ul style="list-style-type: none"> <li>• analyze characters</li> <li>• understand the connection between conflict and resolution</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2A</a>,</li> <li>• <a href="#">2E</a>,</li> <li>• <a href="#">14A</a>,</li> <li>• <a href="#">14B</a>,</li> </ul>	<p><b>Grammar and Usage Extension on page 97: writing dialogue mini lesson.</b></p>

	<ul style="list-style-type: none"> <li>transform text</li> <li>write dialogue</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">15Ai, iij,</a></li> <li><a href="#">20Bii</a></li> </ul>	<p><b>**You might want to add the story starter to your working list of writing prompts.</b></p>
<p>2.8 Picturing Green Gables  <b>Novel:</b> Excerpt from “Morning at Green Gables,” by L.M. Montgomery</p>	<ul style="list-style-type: none"> <li>apply reading strategies: prediction and visualization</li> <li>access vocabulary from context</li> <li>analyze description of setting</li> <li>write using descriptive details</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">2A,</a></li> <li><a href="#">2B,</a></li> <li><a href="#">2E,</a></li> <li><a href="#">6A,</a></li> <li><a href="#">14A,</a></li> <li><a href="#">15Ai, ii,</a></li> <li><a href="#">16,</a></li> <li><a href="#">19Av,</a></li> <li><a href="#">Fig. 19 E</a></li> </ul>	<p><b>Grammar and Usage Extension on page 100: prepositional phrases mini lesson.</b></p> <p>Search for a picture of Green Gables to show your students to help them visualize the setting. Pages 102 (After Reading: Vocabulary) and 105 (Story Starter: Setting) are the power activities. Complete the other pages/steps as extension activities.</p>
<p>2.9 He Said, She Said  <b>Novel:</b> Excerpts from <i>Flipped</i>, by Wendelin Van Draanen</p>	<ul style="list-style-type: none"> <li>examine multiple perspectives in literature</li> <li>consider two sides of a personal story</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">2A,</a></li> <li><a href="#">6A,</a></li> <li><a href="#">6C,</a></li> <li><a href="#">14A,</a></li> <li><a href="#">14B,</a></li> <li><a href="#">15Ai, iij,</a></li> <li><a href="#">16,</a></li> <li><a href="#">19Ai,</a></li> <li><a href="#">28</a></li> </ul>	<p><b>Grammar and Usage Extension on page 106: connection between person and point of view mini lesson.</b></p> <p><b>Grammar and Usage Extension on page 108: regular and irregular verbs mini lesson.</b></p> <p><b>**You might want to add the story starter to your working list of writing prompts.</b></p> <p>Consider spending 2 days on this activity.</p>
<p>2.10 Character Changes  <b>Short Story:</b> “Thank You, Ma’am,” by Langston Hughes</p>	<ul style="list-style-type: none"> <li>understand methods of characterization</li> <li>examine dialogue</li> <li>practice oral fluency</li> <li>reinforce the elements of a short story</li> </ul>	<ul style="list-style-type: none"> <li><a href="#">1,</a></li> <li><a href="#">2A,</a></li> <li><a href="#">2B,</a></li> <li><a href="#">3A,</a></li> <li><a href="#">6A,</a></li> <li><a href="#">6B,</a></li> <li><a href="#">19Ai,</a></li> <li><a href="#">19Ac</a></li> </ul>	<p><b>Grammar and Usage Extension on page 115: sentence fragment mini lesson.</b></p> <p>Review the literary term <i>theme</i>.</p> <p>Students will be developing a plot diagram. Have them refer to the diagram they created for <i>The Lion King</i>.</p>

			<p>Pair this story with the Langston Hughes poem, "Mother to Son." See resource folder for pdf copy of this poem.</p> <p><b>**You might want to add the story starter to your working list of writing prompts.</b></p> <p>Consider spending 2 days on this activity.</p>
2.11 Writing About a Chance Encounter	<ul style="list-style-type: none"> <li>• invent characters</li> <li>• describe setting</li> <li>• write a conversation</li> <li>• practice beginning a story</li> </ul>	<ul style="list-style-type: none"> <li>• <a href="#">2A</a>,</li> <li>• <a href="#">14A</a>,</li> <li>• <a href="#">14B</a>,</li> <li>• <a href="#">15Ai, ii, iii</a>,</li> <li>• <a href="#">16</a></li> </ul>	<p>You will need pictures of people from magazines to use as story starters.</p> <p>This is a power activity that prepares students for EA1.</p> <p>Please note that the third six weeks begins with the EA 1, writing a short story.</p>
<b>Assessment and Performance Opportunities</b>	<b>Additional Resources</b>		<b>Teacher Reflection</b>
SpringBoard Online Writing Workshop 2: Short Story  SpringBoard Portfolio	<i>SpringBoard Grammar and Usage Handbook</i> SpringBoard Literature Circles: Independent Reading – Focus: Novels written by Christopher Paul Curtis, Wendelin van Draanen, Judith Viorst, or Elizabeth Montgomery		
Unit Assessment 2			

**§110.18. English Language Arts and Reading, Grade 6, Beginning with School Year 2009-2010.**

(b) Knowledge and skills.

(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.

(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;

(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;

(C) complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: \_\_\_\_ or pen:ink as book: \_\_\_\_);

(D) explain the meaning of foreign words and phrases commonly used in written English (e.g., *RSVP*, *que sera sera*); and

(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.

(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;

(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and

(C) compare and contrast the historical and cultural settings of two literary works.



(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.

(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, characters, and plot of a play and those in a film based upon the same story line.

(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:

(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;

(B) recognize dialect and conversational voice and explain how authors use dialect to convey character; and

(C) describe different forms of point-of-view, including first- and third-person.

(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.

(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.

(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.

(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;

(B) explain whether facts included in an argument are used for or against an issue;

(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and

(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

(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

(B) identify simply faulty reasoning used in persuasive texts.

(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:

(A) follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and

(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.

(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;

(B) recognize how various techniques influence viewers' emotions;

(C) critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and

(D) analyze various digital media venues for levels of formality and informality.

(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;
- (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;
- (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;
- (D) edit drafts for grammar, mechanics, and spelling; and
- (E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.

(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:

- (A) write imaginative stories that include:
  - (i) a clearly defined focus, plot, and point of view;
  - (ii) a specific, believable setting created through the use of sensory details; and
  - (iii) dialogue that develops the story; and
- (B) write poems using:
  - (i) poetic techniques (e.g., alliteration, onomatopoeia);
  - (ii) figurative language (e.g., similes, metaphors); and
  - (iii) graphic elements (e.g., capital letters, line length).

(16) Writing. Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.

(17) Writing/Expository and Procedural Texts. Students write expository and procedural or work-related texts to communicate ideas and information to specific audiences for specific purposes. Students are expected to:

(A) create multi-paragraph essays to convey information about a topic that:

- (i) present effective introductions and concluding paragraphs;
- (ii) guide and inform the reader's understanding of key ideas and evidence;
- (iii) include specific facts, details, and examples in an appropriately organized structure; and
- (iv) use a variety of sentence structures and transitions to link paragraphs;

(B) write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);

(C) write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and

(D) produce a multimedia presentation involving text and graphics using available technology.

(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

(19) Oral and Written Conventions/Conventions. Students understand the function of and use the conventions of academic language when speaking and writing. Students will continue to apply earlier standards with greater complexity. Students are expected to:

(A) use and understand the function of the following parts of speech in the context of reading, writing, and speaking:

- (i) verbs (irregular verbs and active and passive voice);
- (ii) non-count nouns (e.g., rice, paper);

(iii) predicate adjectives (She is *intelligent*.) and their comparative and superlative forms (e.g., many, more, most);

(iv) conjunctive adverbs (e.g., consequently, furthermore, indeed);

(v) prepositions and prepositional phrases to convey location, time, direction, or to provide details;

(vi) indefinite pronouns (e.g., all, both, nothing, anything);

(vii) subordinating conjunctions (e.g., while, because, although, if); and

(viii) transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);

(B) differentiate between the active and passive voice and know how to use them both; and

(C) use complete simple and compound sentences with correct subject-verb agreement.

(20) Oral and Written Conventions/Handwriting, Capitalization, and Punctuation. Students write legibly and use appropriate capitalization and punctuation conventions in their compositions. Students are expected to:

(A) use capitalization for:

(i) abbreviations;

(ii) initials and acronyms; and

(iii) organizations;

(B) recognize and use punctuation marks including:

(i) commas in compound sentences;

(ii) proper punctuation and spacing for quotations; and

(iii) parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and

(C) use proper mechanics including italics and underlining for titles of books.

(21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:

- (A) differentiate between commonly confused terms (e.g., its, it's; affect, effect);
- (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and
- (C) know how to use the spell-check function in word processing while understanding its limitations.

(22) Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:

- (A) brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and
- (B) generate a research plan for gathering relevant information about the major research question.

(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:

- (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;
- (B) differentiate between primary and secondary sources;
- (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;
- (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
- (E) differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.

(24) Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:

- (A) refine the major research question, if necessary, guided by the answers to a secondary set of questions; and
- (B) evaluate the relevance and reliability of sources for the research.

(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:

- (A) compiles important information from multiple sources;
- (B) develops a topic sentence, summarizes findings, and uses evidence to support conclusions;
- (C) presents the findings in a consistent format; and
- (D) uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).

(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:

- (A) listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;
- (B) follow and give oral instructions that include multiple action steps; and
- (C) paraphrase the major ideas and supporting evidence in formal and informal presentations.

(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.

(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.

*Source: The provisions of this §110.18 adopted to be effective September 4, 2008, 33 TexReg 7162.*

<b>Sixth Grade</b> (§110.18 English Language Arts and Reading)	<b>Seventh Grade</b> (§110.19 English Language Arts and Reading)	<b>Eighth Grade</b> (§110.20 English Language Arts and Reading)
<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) monitor and adjust comprehension (e.g., using background knowledge; creating sensory images; rereading a portion aloud; generating questions);</p> <p>(D) make inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.</p>	<p>Reading/Comprehension Skills. Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:</p> <p>(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p>(C) reflect on understanding to monitor comprehension (e.g., summarizing and synthesizing; making textual, personal, and world connections; creating sensory images);</p> <p>(D) make complex inferences about text and use textual evidence to support understanding;</p> <p>(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and</p> <p>(F) make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.</p>