**TEKS—AP—CRS Standards Alignment**

**6h grade**

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| **Texas Essential Knowledge and Skills** | **Advanced Placement Goals and Objectives** | **College Readiness Standards** | **STAAR Reporting Categories**  | **Strategies and Activities** | **Sample STAAR Questions** |
| **Reading—the student is expected to…** |
| 1—**adjust** fluency when reading aloud grade-level text based on the reading purpose and the nature of the text (fluency) | 1. **Read** complex texts with understanding.
2. **Examine** a variety of writers to examine the wealth of approaches to subject and audience that such writers display.
3. **Become** acquainted with a wide variety of prose styles from many disciplines and historical periods and gain understanding of the connections between writing and interpretive skills in reading.
4. **Study**, intensively, representative works from various genres and periods, concentrating on works of recognized literary merit.
5. **Develop** a wide-ranging vocabulary used appropriately and effectively.
6. **Develop** a wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness.
7. **Read** to become aware of how stylistic effects are achieved by writers’ linguistic choices.
8. **Analyze** and interpret samples of good writing, identifying and explaining an author’s use of rhetorical strategies and techniques.
9. **Read** deliberately and thoroughly, taking time to understand a work’s complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form.
10. **Make** careful observations of textual detail.
11. **Draw** from connections a series of inferences leading to an interpretive conclusion about a piece of writing’s meaning and value.
12. **Gain** awareness of how writing style has changed dramatically through history, and its existence in many national and local varieties.
13. **Read** primary and secondary source material carefully, and synthesize material from these texts in student compositions.
14. **Accompany** reading with thoughtful discussion and writing about works in the company of one’s fellow students.
15. **Read** closely from the following perspectives:

• Experience of literature – the subjective dimension of reading and responding to literary works, including pre-critical impressions and emotional responses.• Interpretation of literature – analysis of literary works through close reading to arrive at an understanding of their multiple meanings.• Evaluation of literature – an assessment of the quality and artistic achievement of literary works and a consideration of their social and cultural values.1. **Establish** connections among observations.
2. **Use** graphics and visual images in texts published in print and electronic media and analyze how such images both relate to written texts and serve as alternative forms of texts themselves.
3. **Increase** ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.
4. **Underscore** the commonalities and distinctive elements of evocative literary language.
5. **Develop** awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.
6. **Analyze** images as text.
 | 1. **Locate** explicit textual information, draw complex inferences, and analyze and evaluate the information within and across text of varying lengths.
2. **Use** effective reading strategies to determine written work’s purpose and intended audience.
3. **Use** text features and graphics to forma an overview of informational texts and to determine where to locate information.
4. **Identify** explicit and implicit textual information including main ideas and author’s purpose.
5. **Draw** and **support** complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions.
6. **Analyze** the presentation of information and the strength and quality of evidence used by the author, and judge the coherence and logic of the presentation and the credibility of an argument.
7. **Analyze** imagery in literary texts.
8. **Evaluate** the use of both literal and figurative language to inform and shape the perceptions of readers.
9. **Compare** and **analyze** how generic features are used across texts.
10. **Identify** and **analyze** the audience, purpose and message of an informational or persuasive text.
11. **Identify** and **analyze** how an author’s use of language appeals to the senses, create imagery, and suggests mood.
12. **Identify**, **analyze**, and **evaluate** similarities and differences in how multiple texts present information, argue a position, or relate a theme.
13. **Understand** new vocabulary and concepts and use them accurately in reading, speaking, and writing.
14. **Identify** new words and concepts acquired through study of their relationships to other words and concepts.
15. **Apply** knowledge of roots and affixes to infer the meanings of new words.
16. **Use** reference guides to confirm the meanings of new words or concepts.
17. **Describe**, **analyze**, and **evaluate** information within and across literary and other texts from a variety of cultures and historical periods.
18. **Read** a wide variety of texts from American, European, and world literatures.
19. **Analyze** themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.
20. **Analyze** works of literature for what they suggest about the historical period and culture contexts in which they were written.
21. **Analyze** and **compare** the use of language in literary works from a variety of world cultures.
22. **Explain** how literary and other texts evoke personal experience and reveal character in particular historical circumstances.
23. **Describe** insights gained about oneself, others, or the world from reading specific texts.
24. **Analyze** the influence of myths, folktales, fables, and classical literature from a variety of world cultures on later literature and film.
 | **Reporting Category 1:** Understanding across genres6.2ABE, 6.3C, 6.7A,6.9A, 6.11A, Fig. 19F | **Basic Reading Strategy-**Key word the questionsSet up the passageRead and annotateDouble check textual evidenceSelect Answer |  |
| 2A—**determine** the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes (vocabulary) (R) | **Reporting Category 2:** Comprehension and analysis of literary texts6.3AB, 7.4A, 7.5, 6.6ABC, 6.8A, 6.13AB, Fig. 19DE | **Frame and Name**-use PSRs to determine the meaning of unfamiliar words | What is the meaning of the word withstand in paragraph 3? |
| 2B—**use** context to determine or clarify the meaning of unfamiliar or ambiguous words (vocabulary) (R)  | **Reporting Category 3:** Comprehension and analysis of informational texts6.10ABCD, 6.11B, 6.12B, 6.13AB, Fig. 19DE | **Types of Context Clues-**DefinitionSynonymAntonymGist | What is the meaning of the word withstand in paragraph 3? |
| 2C—**complete** analogies that describe part to whole and whole to part (vocabulary) |  |  |  |
| 2D—**identify** the meaning of foreign words commonly used in written English with emphasis on Latin and Greek words (vocabulary) |  |  |
| 2E—**use** a dictionary, a glossary, or a thesaurus to determine the meanings, syllabication, pronunciation, alternate words choices, and parts of speech of words (vocabulary) (R) | **Dictionary Races** | Read the dictionary entry below.Bear(‘ber) v1-to make a product 2-to give a statement as a witness 3-to tolerate a burden 4-to possess a certain characteristicWhich definition best matches the meaning of bear as it is used in paragraph 19? |
| 3A—**infer** the implicit theme of a work of fiction, distinguishing theme from the topic (theme and genre) (S)  | **Powerful Reading Words****TPCASSSTT****DIDLS****SIFFTT** | The main theme of this selection is that— |
| 3B—**analyze** the function of stylistic elements in traditional and classical literature from various cultures (theme and genre) (S) | **Powerful Reading Words****TPCASSSTT****DIDLS****SIFFTT** | The main theme of this selection is that— |
| 3C—**compare** and **contrast** the historical and cultural settings of two literary works (theme and genre) (S) | **Powerful Reading Words****TPCASSSTT****DIDLS****SIFFTT** | The main theme of this selection is that— |
| 4—**explain** how figurative language contributes to the meaning of a poem (poetry) (S)  | **Powerful Reading Words****TPCASSSTT** | Which lines from the poem suggest that the tree deserves respect? |
| 5—**explain** similarities and differences in the setting, characters, and plot of a play and those in a film based upon the same story line (drama) (S) | **Powerful Reading Words****DRAMA****SIFFTT****DIDLS** |  |
| 6A—**summarize** the elements of plot development in various works of fiction (fiction) (R) | **SWBST (fiction)**SomebodyWantedButSo Then  | The end of the story reveals that Grandma—Which event contributes most to the narrator’s inner conflict in the story? |
| 6B—**recognize** dialect and conversational voice and explain how authors use dialect to convey character (fiction) (S) | **Powerful Reading Words****Basic Literary Terms to Know** | Which sentence from the folktale best shows that the brothers are stubborn? |
| 6C—**describe** different forms of point-of-view, including first and third person (fiction) (S)  | **Basic Literary Terms to Know** | The author’s use of the first-person point of view in this story enables the reader to— |
| 7—**identify** the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography (literary nonfiction) (S)  | **Basic Literary Terms to Know** | Paragraph 3 is important to the selection because it shows— |
| 8—**explain** how authors create meaning through stylistic elements and figurative emphasizing the use of personification, hyperbole, and refrains (sensory language) (R) | **Basic Literary Terms to Know****TPCASSSTT****SIFFTT****DIDLS** | The author includes the phrase “let our dream soar” in paragraph 7 to suggest that— |
| 9—**compare** and **contrast** the stated or implied purpose of different authors writing on the same topic (culture and history) (S)  | **Venn Diagram** | The author includes the information in paragraph 1 most likely to— |
| 10A—**summarize** the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions (expository text) (R) | **BME (nonfiction)**Beginning Middle End | What is paragraph 1 mainly about? |
| 10B—**explain** whether facts included in an argument are used for or against as issue (expository text) (S)  | **Basic Literary Terms to Know****TTRAPS****SMELL** | Read this sentence from paragraph 1. The author uses this sentence to— |
| 10C—**explain** how different organizational patterns develop the main idea and the author’s viewpoint (expository text) (R)  | **Basic Literary Terms to Know****TTRAPS****SMELL** | The organization of paragraph 2 focuses on the limitations of the buildings in the early nineteenth century show that— |
| 10D—**synthesize** and **make** logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence (expository text) (R) | **Basic Literary Terms to Know****Triple Venn Diagram****TPCASSSTT****SIFFTT****DIDLS****TTRAPS****SMELL** | Which idea is supported by information in the article? |
| 11A—**compare** and **contrast** the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence (persuasive text) (S)  | **Venn Diagram** |  |
| 11B—**identify** simply faulty reasoning used in persuasive texts (persuasive texts) (S)  | **Basic Literary Terms to Know****TTRAPS** |  |
| 12A—**follow** multi-tasked instructions to complete a task, solve a problem, or perform procedures (procedural texts) |  |  |
| 12B—**interpret** factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams (procedural texts) (S)  | **OPTIC** |  |
| 13A—**explain** messages conveyed in various forms of media (media literacy) (S)  | **OPTIC** | The photographs are included to support which idea? |
| 13B—**recognize** how various techniques influence viewers’ emotions (media literacy)(S)  | **OPTIC****Basic Literary Terms to Know** |  |
| 13C—**critique** persuasive techniques used in media messages (media literacy) |  |  |
| 13D—**analyze** various digital media venues for levels or formality and informality (media literacy) |  |  |
| Fig. 19A—**establish** purpose for reading selected texts to enhance comprehension (reading comprehension—RC) |  |  |
| Fig. 19B—**ask** literal, interpretive, evaluative, and universal questions (reading comprehension—RC) |  |  |
| Fig. 19C—**monitor** and **adjust** comprehension (eg., using background knowledge; creating sensory images; rereading a portion aloud; generating questions (reading comprehension—RC) |  |  |
| Fig. 19D—**make** inferences about text and use textual evidence to support understanding (reading comprehension—RC) (R) | **Power Words to Know****TPCASSSTT****SIFFTT****DIDLS****TTRAPS****SMELL** | From the information provided in the selection, the reader can conclude that— |
| Fig. 19E—**summarize**, **paraphrase**, and **synthesize** texts in ways that maintain meaning and logical order within a text and across texts (reading comprehension—RC) (R)  | **BME****SWBST** | What is the best summary of the selection? |
| Fig. 19F—**make** connections (e.g., thematic link, author analysis) between and across multiple texts of various genres, and provide textual evidence (reading comprehension—RC) (R)  | **Venn Diagram** | Which sentence from the folktale best represents the message of the folktale? |
| Writing—the student is expected to… |
| 14A—**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 and developing a thesis or controlling idea (writing process) | 1. **Formulate** varied, informed arguments.
2. **Consider** each source as a text that was itself written for a particular audience and purpose.
3. **Sort** through disparate interpretations to analyze, reflect upon, and write about a topic and through such activity enter into conversations with other writers and thinkers.
4. **Reflect** on the social and historical values a work reflects and embodies.
5. **Write** in several forms—narrative, exploratory, expository, argumentative—on many different subjects from personal experiences to public policies, from imaginative literature to popular culture.
6. **Move** beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.
7. **Write** in both formal and informal contexts to gain authority and learn to take risks in writing.
8. **Develop** an effective use of rhetoric, including controlling tone, establishing and maintaining voice, and achieving appropriate emphasis through diction and sentence structure.
9. **Write** for a variety of purposes.
10. **Write** thoughtfully and reflectively about composition process.
11. **Vary** writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.
12. **Develop** an effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis.
13. **Write** to understand through the use of response and reaction papers, annotation, free-writing, and reading journals.
14. **Write** to explain through the use of analysis/interpretation and brief focused analyses on aspects of language and structure.
15. **Write** to evaluate through the use of judgments about a work’s artistry, and explore a work’s underlying social and cultural values through analysis, interpretation, and argument.
16. **Write** to explore, discovering ideas through the process of writing about text.
17. **Write** effectively under time constraints.
18. **Create** and **sustain** arguments based on readings, research, and/or personal experience.
19. **Identify** and practice writers’ strategies.
 | 1. **Compose** a variety of texts that demonstrate clear focus, the logical development of ideas in well-organized paragraphs, and the use of appropriate language that advances the author’s purpose.
2. **Determine** effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience.
3. **Generate** ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources.
4. **Evaluate** relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated, and formulate a thesis.
5. **Recognize** the importance of revision as the key to effective writing. Each draft should refine key ideas and organize them more logically and fluidly, use language more precisely and effectively, and draw the reader to the author’s purpose.
6. **Edit** writing for proper voice, tense, and syntax, assuring that it conforms to standard English, when appropriate.
 | **Reporting Category 1:** Composition7.14BCD, 7.16A, 7.17Ai-v |  |  |
| 14B—**develop** drafts by choosing an appropriate organizational strategy and building on ideas to create a focused, organized, and coherent piece of writing (writing process) | **Reporting Category 2:** Revision7.14C, 7.17Ai-v, 7.18AC |  |  |
| 14C—**revise** drafts to ensure precise word choice and vivid image; consistent point of view; use of simple, compound , and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed (writing process) | **Reporting Category 3:** Editing 7.14D, 7.19Ai-viiBC, 7.20ABi-ii, 7.21A |  |  |
| 14D—**edit** drafts for grammar, mechanics, and spelling (writing process) |  |  |
| 14E—**revise** final draft in response to feedback from peers and teacher and publish written work for appropriate audiences (writing process) |  |  |
| 15Ai-iii—**write** an imaginative story that has a clearly defined focus, plot, and point of view, a specific, believable setting created through the use of sensory details, and dialogue that develops the story (literary texts) |  |  |
| 15Bi-iii—**write** a poem using poetic techniques, figurative language, and graphic elements (literary texts) |  |  |
| 16—**write** a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences (writing) |  |  |
| 17Ai-iv—**write** multi-paragraph essay to convey information about a topic presents effective introductions and concluding paragraphs, guide and inform the reader’s understanding of key ideas and evidence, include specific facts, details, and examples in an appropriately organized structure, and use a variety of sentence structures and transitions to link paragraphs (expository and procedural texts) |  |  |
| 17B—**write** informal letters that convey ideas, include important information demonstrate a sense of closure, and use appropriate conventions (expository and procedural texts) |  |  |
| 17C—**write** responses to literary or expository texts and provide evidence from the text to demonstrate understanding (expository and procedural texts) |  |  |
| 17D—**produce** a multimedia presentation involving texts and graphics using available technology (expository and procedural texts) |  |  |
| 18—**write** persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives (persuasive texts) |  |  |
| Oral and Written Conventions—the student is expected to… |
| 19Ai-viii—**identify**, **use**, and **understand** the function of the following parts of speech in the context of reading, writing, and speaking, verbs (irregular verbs and active and passive voice), non-count nouns, predicate adjectives and their comparative and superlative forms, conjunctive adverbs, prepositions and prepositional phrases to convey location, time, direction, or to provide details, indefinite pronouns, subordinating conjunctions, and transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (conventions) | 1. **Reflect** on the link between grammar and style.
2. **Enhance** ability to use grammatical conventions appropriately and develop stylistic maturity in writing.
3. **Identify** and **practice** writers’ strategies.
4. **Produce** imitation exercises, journals, collaborative writing, and in-class responses.
5. **Apply** effective writing strategies and techniques.
6. **Construct** essays with logical organization, enhanced by specific techniques to increase coherence, such as repetition, transitions, and emphasis.
7. **Increase** ability to explain clearly, cogently, even elegantly, understanding and interpretation of literary works.
8. **Incorporate** subordinate and coordinate constructions in a variety of sentence structures.
9. **Compose** essays with a variety of sentence structures, including appropriate use of subordination and coordination.
10. **Demonstrate** understanding and mastery of standard written English as well as stylistic maturity.
11. **Write** essays that proceed through several stages or drafts, with revision aided by teacher and peers.
12. **Develop** and **organize** ideas in clear, coherent, and persuasive language.
13. **Write** thoughtfully and reflectively about composition process.
 | This area is not addressed in the College Readiness Standards for English/Language Arts. | **Reporting Category 2:** Revising7.14C, 7.17Ai-v, 7.18AC |  |  |
| 19B—**differentiate** between active and passive voice and know how to use them both (conventions) | **Reporting Category 3:** Editing7.14D, 7.19Ai-viiBC, 7.20ABi-ii, 7.21A |  |  |
| 19C—**use** complete simple and compound sentences with correct subject-verb agreement (conventions) |  |  |
| 20Ai-iii—**use** conventions of capitalization for abbreviations, initials and acronyms, and organizations (conventions) |  |  |
| 20Bi-iii—**use** commas in compound sentences, proper punctuation and spacing for quotations, and parentheses, brackets and ellipses (conventions) |  |  |
| 20C—**use** proper mechanics including italics and underlining for titles of books (conventions) |  |  |
| 21A—**differentiate** between commonly confused terms (spelling conventions) |  |  |
| 21B—**use** spelling patterns and rules and print and electronic resources to determine and check correct spellings (spelling conventions) |  |  |
| 21C—**know** how to **use** the spell-check function in word processing while understanding its limitations (spelling conventions) |  |  |
| Research—The student is expected to… |
| 22A—**brainstorm**, **consult** with others, **decide** upon a topic, and **formulate** a major research question to address the major research topic (research plan) | 1. **Conduct** informed research and **synthesize** varied sources (to evaluate, cite, and utilize source materials).
2. **Produce** projects that call on evaluation of the legitimacy and purpose of sources used.
3. **Read** primary and secondary source material carefully, synthesize material from these texts in student compositions, and cite source material using conventions recommended by professional organizations such as the Modern Language Association, the American Psychological Association, and the Council of Science Editors (CSE).
4. **Produce** projects that call on evaluation of the legitimacy and purpose of sources used.
 | 1. **Formulate** topic and questions.
2. **Formulate** research questions.
3. **Explore** a research topic.
4. **Refine** research topic and devise a timeline for completing work.
5. **Select** information from a variety of sources.
6. **Gather** relevant sources.
7. **Evaluate** the validity and reliability of sources.
8. **Synthesize** and **organize** information effectively.
9. **Use** source material ethically.
10. **Produce** and **design** a document.
11. **Design** and **present** an effective product.
12. **Use** source material ethically.
 |  |  |  |
| 22B—**generate** a research plan for gathering relevant information about the major research question (research plan) |  |  |
| 23A—**follow** the research plan to collect data from a range of print and electronic resources (gathering sources) |  |  |
| 23B—**differentiate** between primary and secondary sources (gathering sources) |  |  |
| 23C—**record** data, utilizing available technology into written notes (gathering sources) |  |  |
| 23D—**identify** the source of notes and **record** bibliographic information concerning those sources according to a standard format (gathering sources) |  |  |
| 23E—**differentiate** between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources (gathering sources) |  |  |
| 24A—**refine** the major research question, if necessary, guided by the answers to a secondary set of questions (synthesizing information) |  |  |
| 24B—**evaluate** the relevance and reliability of sources for the research (synthesizing information) |  |  |
| 25A—**compiles** important information from multiple sources (organizing and presenting ideas) |  |  |
| 25B—**develops** a topic sentence, summarizes findings, and uses evidence to support conclusions (organizing and presenting ideas) |  |  |
| 25C—**presents** the findings in a consistent format (organizing and presenting ideas) |  |  |
| 25D—**uses** quotations to support ideas and an appropriate form of documentation to acknowledge sources (organizing and presenting ideas) |  |  |
| **Listening, Speaking, and Teamwork—the student is expected to…** |
| 26A—**listen** to and **interpret** a speaker’s messages (both verbal and nonverbal) and ask questions to clarify the speaker’s purpose and perspective (listening) | The AP English course description does not identify specific goals or expectations directly related to the listening or speaking or teamwork strands of the TEKS. | Speaking:1. **Understand** the elements of communication both in informal group discussions and formal presentations.
2. **Understand** how style and content of spoken language varies in different contexts and **influences** the listener’s understanding.
3. **Adjust** presentation to particular audiences and purposes.
4. **Develop** effective speaking styles for both group and one-on-one situations.
5. **Participate** actively and effectively in one-on-one communication situations.
6. **Participate** actively and effectively in group discussions.
7. **Plan** and **deliver** focused and coherent presentations that convey clear and distinct perspectives and demonstrate solid reasoning.

Listening:1. **Apply** listening skills as an individual and as a member of a group in a variety of settings.
2. **Analyze** and **evaluate** the effectiveness of a public presentation.
3. **Interpret** a speaker’s message; identify the position taken and the evidence in support of that position.
4. **Use** a variety of strategies to enhance listening comprehension.
5. **Listen** effectively in informal and formal situations.
6. **Listen** critically and **respond** appropriately to presentations.
7. **Listen** actively and effectively in one-on-one communication situations.
8. **Listen** actively and effectively in group discussions.
 |  |  |  |
| 26B—**follow** and **give** oral instructions that include multiple action steps (listening) |  |  |
| 26C—**paraphrase** the major ideas and supporting evidence in formal and informal presentations (listening) |  |  |
| 27—**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 (speaking) |  |  |
| 28—**participate** in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement (teamwork) |  |  |

Red=Readiness

Blue=Supporting