

Introduction: The English Language Arts and Reading Texas Essential Knowledge and Skills (TEKS) are cumulative - students will continue to address earlier standards as needed while they attend to standards for their grade. Students will engage in activities that build on their prior knowledge and skills in order to strengthen their reading, writing, and oral language skills. Students should read and write on a daily basis.

Figure 19	<p>Fig.19(D) make inferences about text and use textual evidence to support understanding</p> <p>Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p>Fig.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</p>
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TEKS	Genre	Literary Texts Knowledge and Skills Statement
6.6	Fiction	Students understand, make inferences and draw conclusions about the structure and elements of fiction and provide evidence from text to support their understanding.
6.4	Poetry	Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding.
6.5	Drama	Students understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding.
6.7	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.
6.13	Media Literacy (embedded)	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.

TEKS	Genre	Informational Texts Knowledge and Skills Statement
6.10	Expository	Students analyze, make inferences and draw conclusions about expository text and provide evidence from text to support their understanding.
6.11	Persuasive	Students analyze, make inferences and draw conclusions about persuasive text and provide evidence from text to support their analysis.
6.12	Procedural (embedded)	Students understand how to glean and use information in procedural texts and documents.
6.13	Media Literacy (embedded)	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.

Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19
1	10	Across Genres	<p>6.2(A) determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes</p> <p>6.2(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</p> <p>6.2(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</p>	<p>6.3(C) compare and contrast the historical and cultural settings of two literary works</p> <p>6.7(A) identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography</p> <p>6.9(A) compare and contrast the stated or implied purposes of different authors writing on the same topic</p> <p>6.11(A) compare and contrast the structure and viewpoints of two different authors writing for the same purpose, noting the stated claim and supporting evidence</p>	<p>6.19(F) [Fig.19(F)]</p>

Figure 19	<p>Fig.19(D) make inferences about text and use textual evidence to support understanding</p> <p>Fig.19(E) summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts</p> <p>Fig.19(F) make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence</p>
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Rptg Cat	STAAR	Genre	Readiness Standards	Supporting Standards	Figure 19		
2 Understanding and Analysis of Literary Texts	20	Fiction	6.6(A) summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction	6.3(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic 6.6(B) recognize dialect and conversational voice and explain how authors use dialect to convey character 6.6(C) describe different forms of point-of-view, including first- and third-person	6.6 Fig.19(D) 6.6 Fig.19(E)		
		Poetry		6.4(A) explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem	6.4 Fig.19(D) 6.4 Fig.19(E)		
		Drama		6.5(A) understand, make inferences and draw conclusions about the structure and elements of drama and provide evidence from text to support their understanding	6.5 Fig.19(D) 6.5 Fig.19(E)		
		Literary Nonfiction		<i>See 6.7(A) in Reporting Category 1</i>	6.7 Fig.19(D) 6.7 Fig.19(E)		
		Standards Assessed Across/Embedded Literary Genres					
					6.8(A) explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains	6.3(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures 6.13(A) explain messages conveyed in various forms of media 6.13(B) recognize how various techniques influence viewers' emotions	6.3 Fig.19(D) 6.8 Fig.19(D) 6.13 Fig.19(D)
3 Understanding and Analysis of Informational Texts	18	Expository	6.10(A) summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions 6.10(C) explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint 6.10(D) synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres	6.10(B) explain whether facts included in an argument are used for or against an issue	6.10 Fig.19(D) 6.10 Fig.19(E)		
		Persuasive		6.11(B) identify simply faulty reasoning used in persuasive texts	6.11 Fig.19(D) 6.11 Fig.19(E)		
		Standards Assessed Across/Embedded Informational Genres					
					6.12(B) interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams 6.13(A) explain messages conveyed in various forms of media 6.13(B) recognize how various techniques influence viewers' emotions	6.12 Fig.19(D) 6.13 Fig.19(D)	
STAAR	48		29-34 questions from Readiness Standards (Including Fig.19(D) and Fig.19(E) for Fiction Expository)	15-20 questions from Supporting Standards (Including Fig.19(D) and Fig.19(E) for associated genres and standards)			