

Grade 6 TEKS and AP* Objectives in Sample Lesson

Texas Essential Knowledge and Skills	Advanced Placement Program* Goals and Expectations**
b 1 (D) listen to learn by taking notes, organizing, and summarizing spoken ideas	Read complex texts with understanding and write prose of sufficient richness and complexity to communicate effectively with mature readers.
b 2 (A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives	
b 2 (D) monitor his/her own understanding of the spoken message and seek clarification as needed	
b 2 (E) compare his/her own perception of a spoken message with the perception of others	
b 3 (A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works	Examine a variety of writers to examine the wealth of approaches to subject and audience that such writers display.
b 3 (C) analyze the use of aesthetic language for its effects	Develop a wide-ranging vocabulary used appropriately and effectively.
b 6 (A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words	Develop a wide-ranging vocabulary used appropriately and effectively.
b 7 (B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader)	
b 7 (F) read silently with increasing ease for longer periods	
b 8 (C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing	Read to become aware of how stylistic effects are achieved by writers' linguistic choices.
b 9 (A) develop vocabulary by listening to selections read aloud	Develop a wide-ranging vocabulary used appropriately and effectively.
b 10 (E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information	
b 10 (F) determine a text's main (or major) ideas and how those ideas are supported with details	Read closely from the following perspectives: <ul style="list-style-type: none"> • 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.

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b 10 (G) paraphrase and summarize text to recall, inform, or organize ideas	Read closely from the following perspectives: <ul style="list-style-type: none"> • 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.
b 10 (H) draw inferences such as conclusions or generalizations and support them with text evidence and experience	Read closely from the following perspectives: <ul style="list-style-type: none"> • 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.
b 10 (I) find similarities and differences across texts such as treatment, scope, or organization	
b 11 (B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media	Vary writing experiences for literary works depending upon the following purposes: writing to understand, writing to explain, and writing to evaluate.
b 11 (D) connect, compare, and contrast ideas, themes, and issues across text	Make careful observations of textual detail. Develop awareness of literary tradition and the complex ways in which imaginative literature builds upon the ideas, works, and authors of earlier times.
b 12 (F) analyze characters, including their traits, motivations, conflicts, point of view, relationships, and changes they undergo	Make careful observations of textual detail.
b 13 (B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information	
b 15 (F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions	Move beyond such programmatic responses as the five-paragraph essay and place emphasis on content, purpose, and audience.
b 21 (A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms	Write in both formal and informal contexts to gain authority and learn to take risks in writing.

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