

Course: Pre-AP Language Arts 6			Designated Six Weeks: ALL		
TEKS	Guiding Questions/ Specificity	Assessment	Academic Vocabulary	Instructional Strategies	Resources/ Weblinks

Ongoing TEKS reinforced each six weeks

Figure: 19 TAC §110.17(b)
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 and increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

<p>**(A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;</p> <p><u>College Readiness Standard</u> (CRS): (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.b) Identify author’s purpose in a variety of texts, such as magazine articles.</p> <p>(B) ask literal, interpretive, evaluative, and universal questions of text;</p> <p><u>(CRS):</u> (Reading A.1) Use effective reading strategies to determine a written work’s purpose</p>	<p>How can students effectively use reading skills to comprehend text and become independent readers?</p> <p>Can students generate higher level thinking questions?</p> <p>How does textual evidence support understanding of what is read?</p> <p>-Student created questions -Discuss and write about literary elements using text evidence -Text dependent reading</p>	<p>(A)What is the purpose for reading this selection? *Was your purpose for reading this article accomplished in the actual reading of the article?</p> <p>(B) Literal: conforming or limited to the simplest, nonfigurative, or most obvious meaning of a word or words; avoiding exaggeration, metaphor, or embellishment. Interpretive: relating to or marked by interpretation; explanatory.</p>	<p>Background Knowledge Inference Paraphrase Sensory images Summary Synthesize</p> <p>Literal Interpretive Evaluative Universal</p>	<p>-Graphic organizers -Kilgo’s levels of questions -Socratic Circle</p>	<p>-Figure: 19 TAC §110.17(b) -AVID reading strategies -Holt Unit 1-3, pgs. 46-63, 468-483 -Independent reading books (library books) -Junior Great Books -LTF -MISD Approved reading list -Reading graphic organizers: http://freeology.com/graphicorgs/. -Target Reading</p>
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<p>and intended audience. (1.c) Reread to deepen understanding of a text’s literal and figurative meaning.</p> <p>**(C) monitor and adjust comprehension (e.g. using background knowledge; creating sensory images; rereading a portion aloud; generating questions);</p> <p>(CRS): (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.c) Reread to deepen understanding of a text’s literal and figurative meaning. (1.e) When appropriate, make connections between a text and current and historical events. (Reading A.6) Analyze imagery in literary texts. (6.a) Analyze how imagery reveals theme, sets tone, and creates meaning in literary texts.</p>		<p>Evaluative: to examine and judge carefully. Universal: knowledgeable about or constituting all or many subjects; comprehensively broad.</p> <p>*(C) What information did I not understand in this informative article? *Am I adding information to increase my understanding and therefore not reading text dependently? *What part of this story should I reread to gain a deeper understanding? *What images are created in my mind when I read paragraph __? *Am I drawing conclusions from the information in this article based on my personal experiences or based on clues and evidence in the text? *Am I reading creatively by adding information to the text based on my prior knowledge and experiences? *Am I reading text dependently and interpreting the text with only the information provided?</p>			

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<p>**(D) make inferences about text and use textual evidence to support understanding; (Readiness-Expository, fiction/ Supporting-Persuasive, literary nonfiction, poetry, drama)</p> <p>(CRS): (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (Reading A.5) 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. (5.a) Evaluate the logical effectiveness of arguments.</p>		<p>*What is a conclusion the reader can draw about ___? *Which sentence in this informative article (textual evidence) provides the proof for the inference ___? *What information in this story tells you that ___? *An important inference that the reader can make about __ is __ *What text evidence clearly proves that __ was planning to ___?</p>			

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<p>**<u>(E)</u> summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; (Readiness-Expository, fiction/Supporting-Literary nonfiction, persuasive, poetry, drama)</p> <p><u>(CRS)</u>: (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.a) Analyze connections between main ideas and supporting details. (Reading A.4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish facts from simple assertions and opinions. (4.b) Summarize key points in important historical documents.</p>		<p>*(E) What is this article mostly about? *What are the four most important facts in this information? (summary) *Which of the following is the best summary of this article? *A summary of this information is – *Which of the following summaries is an accurate paraphrase of the story? *Does the following summary of this story maintain logical order?</p>			

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<p>** (F) make connections (e.g. thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence. (Readiness)</p> <p><u>(CRS)</u>: (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.d) Compare and contrast texts that have similar subjects and themes. (Reading A.3) Identify explicit and implicit textual information including main ideas and author’s purpose. (3.b) Identify author’s purpose in a variety of texts, such as magazine articles. (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.b) Describe and compare how authors use style to evoke specific</p>		<p>*(F) What is a theme found in both selections? *What is a theme found in these two different newspaper articles and a story on this topic? *How are the themes in these two selections alike/different? *How are the authors’ purposes similar in these two selections? *Provide text evidence to show how the author’s purpose in selection 1 is different from the author’s purpose in selection 2? *What do the implied purposes of the authors of these two selections have in common? *How are the authors’ purposes alike/different in these two selections?</p>			

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<p>cultures, social classes, geographical locations, and time periods. (Reading A.8) Compare and analyze how generic features are used across texts. (8.b) Analyze the use of persona in texts with diverse voices. (Reading C.4) Analyze and compare the use of language in literary works from a variety of world cultures. (4.b) Compare contemporary poems by writers from different nations and note similarities and differences in form, style, and theme.</p>					
(6.1) Reading/Fluency. Students read grade-level text with fluency and comprehension.					
<p>Students are expected to adjust fluency when reading aloud grade-level text based on the reading purpose and the nature of the text.</p>	<p>Do students comprehend information from text read aloud? What determines when students adjust their reading rate?</p>	<p>Balance fiction/literature with informative/expository text.</p>		<p>-Choral reading -Group reading -Partner reading -Sustained silent reading</p>	<p>-Holt pg. R27 -Reader's Theater</p>
(6.2) Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:					
<p>(A) determine the meaning of grade-level academic English words</p>	<p>Can students determine word meaning from context clues?</p>	<p>*In paragraph __ of this story, what does the word __ mean? *What is the root word for the</p>	<p>Affixes Roots</p>	<p>-Charades -Vocabulary Bingo -Vocabulary Foldables</p>	<p>-Dictionary -Holt pgs. R69-R73 -Kamico</p>

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<p>derived from Latin, Greek, or other linguistic roots and affixes; (Readiness)</p> <p><u>(CRS)</u>: (Reading B.2) Apply knowledge of roots and affixes to infer meanings of new words. (2.a) Identify word meanings based on their Greek or Latin roots.</p> <p>**(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; (Readiness)</p> <p><u>(CRS)</u>: (Reading B.1) Identify new words and concepts acquired through study of their relationships to other words. (1.a) Describe meanings of words read in texts based on context clues (e.g., definitions, examples, comparison, contrast, cause and effect, details</p>	<p>-Use vocabulary words in writing -Study vocabulary in context</p>	<p>word in paragraph __ that means __?</p> <p>*In paragraph __, what does the word __ mean? *What (or which) words in paragraph __ help the reader understand what __ means?</p>		<p>-Word stems</p>	<p>-Thesaurus -Vocabulary activities: http://www.webenglishteacher.com/vocab.html. -Word stems</p>

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provided in surrounding text).					
(6.3) 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:					
<p>(A) infer the implicit theme of a work of fiction, distinguishing theme from the topic; (Supporting)</p> <p><u>(CRS):</u> (Reading C.2) Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature.</p> <p>(B) analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; (Supporting)</p> <p><u>(CRS):</u> (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.c) Reread to deepen understanding of a text’s literal and figurative</p>	<p>How do theme and genre influence the students’ understanding of text?</p> <p>How does setting affect the theme in comparing across texts?</p> <p><u>Theme</u> -Moral -Implicit Theme -Theme vs. Topic</p> <p><u>Language and Style</u> -Magic Helper -Rule of Three -Hyperbole</p>	<p>*(A) What is the implied theme in this story? *What theme is inferred in this story? *What is the theme of this story? *How is the theme of this story different than the topic?</p> <p>*(B) What was the function of ___ in this myth? *How did the author use ___ in this story?</p>	<p>Antagonist Author’s style Character traits Compare/contrast Conflict Drawing conclusions External conflict Flashback Folklore Foreshadowing Genre Inference Internal conflict Mood Plot Protagonist Setting Theme Tone</p>	<p>-MISD Best Practices</p>	<p>-Historical fiction picture books -Holt pg. TX30 -LTF pgs. 458-463 -MISD approved reading list -Time magazine: http://www.time.com/time/.</p>

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<p>meaning. (Reading A.7) Evaluate the use of both literal and figurative language to inform and shape the perception of readers. (7.b) Describe and compare how authors use style to evoke specific cultures, social classes, geographical locations, and time periods.</p> <p>**(C) compare and contrast the historical and cultural settings of two literary works. (Supporting)</p> <p>(CRS): (Reading A.1) Use effective reading strategies to determine a written work’s purpose and intended audience. (1.d) Compare and contrast texts that have similar subjects and themes. (Reading C.2) Analyze themes, structures, and elements of myths, traditional narratives, and classical and contemporary literature. (2.b) Analyze</p>		<p>*(C) In comparing __ and __, what was the difference in the cultural settings? *How were the historical settings different in __ and __? *What do the historical settings in __ and __ have in common?</p>			

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historical and social influences on literary works from various countries.					
(6.14) Writing/Writing Process. Students use elements of the writing process (planning, drafting, revising, editing, and publishing) to compose text. Students are expected to:					
<p>** (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;</p> <p><u>(CRS)</u>: (Writing A.1) Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. (1.a) Prepare a topic proposal that specifies and justifies the topic, audience, and purpose. (1.b) Identify the types of writing (e.g., informational, analytical, polemical) and forms of</p>	<p>How does revision clarify meaning in the final draft?</p> <p>-Writing check points -Teacher/student writing conference -Mini lessons for each stage of writing</p>		<p>Draft Edit Publish Revision Thesis Transitions</p>	<p>-Group writing -Teacher modeling of writing, editing, and revision</p>	<p>-Holt pgs. R28-R34 -Writing rubrics: http://www.rubrician.com/writing.htm. -Student writing models: http://www.thewritesource.com/studentmodels/.</p>

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<p>writing (e.g., letter, editorial, essay) that are appropriate for the writer’s particular purpose and audience. (1.c) Recognize rhetorical techniques appropriate to the purposes, audience, and form of a particular composition.</p> <p>**(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;</p> <p><u>(CRS)</u>: (Writing A.2) Generate ideas and gather information relevant to the topic and purpose, keeping careful records of outside sources. (2.a) Utilize effective prewriting strategies: outline and prioritize ideas, anticipate questions that might be raised by readers, and identify appropriate</p>					

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<p>primary and secondary source material. (Writing A.3) Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated and formulate a thesis. (3.a) Craft a thesis statement that articulates a position and logically organize relevant evidence and examples that support the thesis statement. (Writing A.4) 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. (4.a) Produce drafts that are logically organized in relation to the writer’s purpose, audience, and chosen form. (4.b) Produce drafts that create tone and style appropriate to topic, audience, and task,</p>					

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<p>including non-standard English when appropriate. (4.c) Produce drafts that use precise and engaging vocabulary appropriate to audience, purpose, and task, using sentences that are well-crafted and varied in structure. (4.d) Strengthen thesis statements, supported by relevant evidence and examples, cogent reasoning, anecdotes, and illustrations.</p> <p>**<u>(C)</u> 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;</p> <p><u>(CRS)</u>: (Writing A.3) Evaluate relevance, quality, sufficiency, and</p>					

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<p>depth of preliminary ideas and information, organize material generated and formulate a thesis. (Writing A.4) 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. (4.a) Produce drafts that are logically organized in relation to the writer’s purpose, audience, and chosen form. (4.e) Revise drafts of functional texts (e.g., application, resume, operations manual) so that they demonstrate clear language and effective organization and formatting. (4.f) Produce texts that present technical information accurately in accessible language and utilize appropriate formatting structures (e.g., headings, graphics, white</p>					

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<p>space).</p> <p>**<u>(D)</u> edit drafts for grammar, mechanics, and spelling;</p> <p><u>(CRS)</u>: (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation. (5.b) Edit for subject-verb agreement. (5.c) Edit for pronoun reference and agreement. (5.d) Improve coherence by increasing logical connections within and between sentences. (5.e) Edit for correct sentence structure (e.g., subordination, coordination). (5.f) Consult reference guides for citation conventions, grammar, mechanics, and punctuation. (5.g) Use a variety of proofreading techniques to compensate for the limitations of</p>					

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<p>automated aids such as electronic spell and grammar checks.</p> <p>(E) revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.</p> <p><u>(CRS)</u>: (Writing A.4) 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. (4.g) submit multiple drafts that reflect judicious use of self, peer, and instructor assessment.</p>					
(6.16) 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.	<p>How do actions determine consequences?</p> <p>Author’s purpose</p>		<p>Transition words (e.g. first, next, then, however, also)</p>	<p>-Brainstorm -Diaries -Journaling -Mapping</p>	<p>-6 Traits -Empowering Writers: http://www.empoweringwriters.com/staticpage/slideshow.</p>

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<p>(CRS): (Writing A.1) Determine effective approaches, forms, and rhetorical techniques that demonstrate understanding of the writer’s purpose and audience. (1.b) Identify the types of writing (e.g., informational, analytical, polemical) and forms of writing (e.g., letter, editorial, essay) that are appropriate for the writer’s particular purpose and audience. (Writing A.3) Evaluate relevance, quality, sufficiency, and depth of preliminary ideas and information, organize material generated and formulate a thesis. (3.a) Craft a thesis statement that articulates a position and logically organize relevant evidence and examples that support the thesis statement.</p>					
<p>(6.21) Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:</p>					
** (B) use spelling patterns and rules and print and electronic resources to determine and check correct spellings;	Why is it important to spell correctly?	Writing assignments			-Commonly misspelled word list -Holt pg. R72 -Spelling activities: http://www.education

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(CRS): (Writing A.5) Edit writing for proper voice, tense, and syntax, assuring that is conforms to standard English, when appropriate. (5.a) Edit for correct spelling, capitalization, and punctuation.					world.com/a_special_spelling.shtml . -Word stems
(6.26) 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; (CRS): (Listening A.3) Use a variety of strategies t enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.a)	How do communication skills vary between formal and informal settings?		Paraphrase Perspective Speaker's purpose Supporting evidence	-Group collaboration	-Holt pgs. R76-R82 -Rubrics: http://www.teach-nology.com/web_tools/rubrics/listening/ .

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<p>Develop and ask questions related to the content for clarification and elaboration.</p> <p>(B) follow and give oral instructions that include multiple action steps;</p> <p><u>(CRS)</u>: (Listening A.3) Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.b) Follow complex verbal instructions that include technical vocabulary and processes.</p> <p>(C) paraphrase the major ideas and supporting evidence in formal and informal presentations.</p>					

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<p>(CRS): (Listening A.3) Use a variety of strategies to enhance listening comprehension (e.g., focus attention on message, monitor message for clarity and understanding, provide verbal and nonverbal feedback, note cues such as change of pace or particular words that indicate a new point is about to be made, select and organize key information). (3.c) Paraphrase or summarize information. (Listening B.2) Listen actively and effectively in one-on-one communication situations. (2.a) Accurately paraphrase what has been heard.</p>					
<p>(6.28) Listening and Speaking/Teamwork. Students work productively with others in teams. Students will continue to apply earlier standards with greater complexity.</p>					
<p>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</p>	<p>How does collaboration enhance the learning experience? -Student centered activities</p>		<p>Cooperative learning skills</p>	<p>-Group collaboration and decision making -Team problem solving</p>	<p>-Holt pgs. R76-R82</p>

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disagreement. <u>(CRS)</u> : (Speaking B.2) Participate actively and effectively in group discussions. (2.a) Cooperate with peers to organize a group discussion: establish roles, responsibilities, ground rules; complete assignments; evaluate the work of the group based on agreed-upon criteria. (2.b) Use discussion techniques to arrive at a consensus or complete a task.					

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