

A Correlation of  
**Savvas**  
**iLit**  
**inspireLiteracy**  
©2013



To the  
**Texas**  
**Essential Knowledge and Skills**  
**for English Language Arts**  
**and Reading**  
**Grade 6**

## **Introduction**

This document demonstrates how ***Savvas iLit @2013*** meets the objectives of the Texas Essential Knowledge and Skills for English Language Arts. Correlation references are cited by feature and unit and lesson number.

Savvas' iLit is a comprehensive literacy solution designed to produce two or more years of reading growth in a single year. iLit is based on a proven instructional model that has produced successful results for students in districts across the country for more than a decade. iLit has been carefully crafted to meet the rigors of the Common Core State Standards and prepare students for success on the new assessments. Individual, small group, and whole-class instruction is personalized based on a constant stream of data from a wide range of embedded assessments, including text-based performance tasks.

iLit engages students like no other reading program through its vast e-library of high-interest texts, instant coaching and feedback for scaffolded support, engaging activities, and built-in reward systems that motivate students and track their progress.

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

**Table of Contents**

<b>Reading/Fluency .....</b>	<b>4</b>
<b>Reading/Vocabulary Development .....</b>	<b>4</b>
<b>Reading/Comprehension of Literary Text.....</b>	<b>6</b>
<b>Reading/Comprehension of Informational Text .....</b>	<b>11</b>
<b>Reading/Media Literacy .....</b>	<b>16</b>
<b>Writing .....</b>	<b>19</b>
<b>Oral and Written Conventions .....</b>	<b>23</b>
<b>Research .....</b>	<b>27</b>
<b>Listening and Speaking .....</b>	<b>29</b>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
<b>Reading/Fluency</b>	
<p>6.1 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.</p>	<p>Teachers model fluent reading daily as students read grade-level text during Read Aloud, Think Aloud. There is direct instruction on fluency during Whole Group Instruction and practice during Work Time.</p> <p><u>Fluency: Read with Expression</u>            Whole Group 3.10            Work Time 3.10</p> <p><u>Practice Fluent Reading</u>            Whole Group 2.19            Work Time 2.19</p> <p><u>Fluency: Read with Accuracy</u>            Whole Group 4.15            Work Time 4.15</p> <p><u>Fluency—Read with Phrasing</u>            Whole Group 1.5</p> <p>Read Fluently with Appropriate Rate and Emphasis            Whole Group 5.5            Work Time 5.5</p> <p><u>Read Aloud Opportunities</u>            Read Aloud, Think Aloud, 1.1–1.25, 2.1–2.25, 3.1–3.25, 4.1–4.25, 5.1–5.25</p>
<b>Reading/Vocabulary Development</b>	
<p>6.2 Reading/Vocabulary Development. Students understand new vocabulary and use it when reading and writing. Students are expected to:</p>	<p>Students learn new vocabulary every day during Vocabulary; review the words daily in context in Read Aloud, Think Aloud; and write daily using the vocabulary words.</p> <p>Daily Whole Class instruction includes vocabulary skills instruction, including word origins, context clues, denotations and connotations, and analogies.</p> <p>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Every lesson—Vocabulary; Whole Group (Vocabulary Pause)</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.2.A determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;	<p><u>Affixes</u>  Vocabulary 3.8, 3.23, 3.24, 4.4, 4.24, 5.4, 5.16  Whole Group 5.17  Work Time Vocabulary Study Plan 4.6–4.10</p> <p><u>Word Parts: Prefixes and Suffixes</u>  Work Time Vocabulary Study Plan 1.11-1.15, 2.11-2.15, 3.11–3.15, 4.11–4.15</p> <p><u>Word Parts</u>  Vocabulary 3.2, 3.3, 3.4, 3.5, 3.11  Whole Group 3.4, 4.17</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><u>Use Word Parts and Context Clues</u>  Whole Group 3.4, 4.7  Work Time 4.7  Vocabulary Study Plan, 1.11-1.16, 2.11-2.16, 3.11-3.16, 4.11-4.15, 5.11-5.15</p> <p><u>Use Context to Verify Word Meaning</u>  Whole Group 4.17  Work Time 4.17</p> <p><u>Using Context Clues</u>  Vocabulary 1.1, 1.2, 1.3, 1.4, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 2.1, 2.2, 2.3, 2.4, 2.6, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14, 2.16, 2.17, 2.18, 2.19, 2.21, 2.22, 2.23, 2.24, 3.1, 3.2, 3.3, 3.4, 3.6, 3.7, 3.8, 3.9, 3.11, 3.12, 3.13, 3.14, 3.16, 3.17, 3.18, 3.19, 3.21, 3.22, 3.23, 3.24, 4.1, 4.2, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14, 4.16, 4.17, 4.18, 4.19, 4.21, 4.22, 4.23, 4.24, 5.1, 5.2, 5.3, 5.4, 5.6, 5.7, 5.8, 5.9, 5.11, 5.12, 5.13, 5.14, 5.16, 5.17, 5.18, 5.19, 5.21, 5.22, 5.23, 5.24</p>
6.2.C complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);	<p><u>Work Time Vocabulary Study Plan</u>  Unit 1: Analogies, Word Associations  Unit 2: Analogies, Word Associations  Unit 3: Analogies, Word Associations  Unit 4: Analogies, Word Associations</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.2.D explain the meaning of foreign words and phrases commonly used in written English (e.g., RSVP, que sera sera); and	<p>Teachers can use the following material to illustrate this objective:</p> <p><u>Foreign Words</u> Vocabulary 3.19</p> <p><u>Word Origin</u> Vocabulary 1.1, 1.4, 1.6, 1.7, 1.8, 1.9, 1.11, 1.12, 1.13, 1.14, 1.16, 1.17, 1.18, 1.19, 1.21, 1.22, 1.23, 1.24, 2.1, 2.4, 2.7, 2.8, 2.9, 2.11, 2.12, 2.13, 2.14, 2.16, 2.17, 2.21, 2.23, 2.24, 3.1, 3.4, 3.6, 3.11, 3.12, 3.13, 3.14, 3.16, 3.18, 3.21, 3.22, 3.23, 3.24, 4.3, 4.4, 4.6, 4.7, 4.8, 4.9, 4.11, 4.12, 4.13, 4.14, 4.16, 4.19, 4.22, 4.23, 5.1, 5.4, 5.7, 5.8, 5.9, 5.17, 5.19, 5.23</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>During daily Independent Reading, students use a built-in dictionary to determine and confirm meanings of words and phrases</p> <p>Independent Reading—Every lesson</p>
<b>Reading/Comprehension of Literary Text</b>	
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>Every day during Read Aloud, Think Aloud, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and nonfiction literary texts, and shorter texts from a variety of genres.</p> <p>Adapted classics in the Independent Reading library provide struggling readers with extensive exposure to the writers and traditions that have shaped today's literature.</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.3.A infer the implicit theme of a work of fiction, distinguishing theme from the topic;</p>	<p><u>Reading Strategy: Analyze a Theme</u>  Read Aloud, Think Aloud 1.11, 2.14, 2.24  Whole Group 1.10, 3.18  Work Time 1.10, 1.11, 2.11, 2.14, 2.24, 3.18</p> <p><u>Reading Strategy: Determine a Story's Theme</u>  Work Time 1.23</p> <p><u>Reading Strategy: Analyze the Development of Theme</u>  Whole Group 2.10, 5.19</p> <p><u>Analyze Theme or Central Idea</u>  Read Aloud, Think Aloud 3.10  Whole Group 2.23, 3.9  Work Time 3.10</p> <p><u>Connect Story Elements</u>  Whole Group 1.15</p>
<p>6.3.B analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and</p>	<p>Opportunities to understand this objective may be found with the following:</p> <p><u>Genre: Fiction: Reader's Theater – <i>Prometheus</i></u>  Read Aloud, Think Aloud 5.17</p>
<p>6.3.C compare and contrast the historical and cultural settings of two literary works.</p>	<p>Opportunities to understand this objective may be found with the following:</p> <p><u>Genre: Fiction: Reader's Theater – <i>Prometheus</i></u>  Read Aloud, Think Aloud 5.17</p> <p><u>Genre: Historical Novel - <i>Zora and Me</i></u>  Read Aloud, Think Aloud 4.1–4.20</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.4 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.</p>	<p>Poems are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p><u>Genre: Poem</u>  Read Aloud, Think Aloud 1.25, 2.23, 3.21, 5.16, 5.25</p> <p><u>Reading Strategy: Compare and Contrast</u>  Read Aloud, Think Aloud 1.25</p> <p><u>Reading Strategy: Preview Text</u>  Read Aloud, Think Aloud 2.23</p> <p><u>Reading Strategy: Synthesize</u>  Read Aloud, Think Aloud 3.21</p> <p><u>Reading Strategy: Ask Questions</u>  Read Aloud, Think Aloud 5.16</p> <p><u>Reading Strategy: Paraphrase</u>  Read Aloud, Think Aloud 5.25</p>
<p>6.5 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.</p>	<p>Students in iLit read one of two adapted versions of Romeo and Juliet; both are written in dialogue in verse form but at a more accessible reading level and contain background and a summary of the play. iLit also includes an original version of the play to provide teachers with the opportunity to expose struggling readers to the original verse.</p> <p>Genre Study: Drama focused on Romeo and Juliet—Teacher Resources; Independent Reading: other adapted dramas include A Midsummer Night’s Dream, Othello, Hamlet, Macbeth, A Doll’s House</p> <p><u>Recall; Genre: Fiction: Reader’s Theater - <i>Prometheus</i></u>  Read Aloud, Think Aloud 5.17</p>



**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.6 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:	Every day during Read Aloud, Think Aloud and Whole Group, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length fiction and short stories.
6.6.A summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;	<p><u>Reading Strategy: Analyze Plot Development</u> Read Aloud, Think Aloud 2.10 Work Time 2.10</p> <p><u>Reading Strategy: Analyze Character and Plot Development</u> Read Aloud, Think Aloud 2.13, 2.18 Whole Group 2.7 Work Time 2.13, 2.18</p> <p><u>Analyze Plot Development</u> Whole Group 3.23 Work Time 3.23</p> <p><u>Connect Story Elements</u> Whole Group 1.15 Work Time 1.15</p>
6.6.B recognize dialect and conversational voice and explain how authors use dialect to convey character; and	<p><u>Using Figurative Language: Dialect</u> Read Aloud, Think Aloud 4.2, 4.5</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.6.C describe different forms of point-of-view, including first- and third-person.</p>	<p>Students can examine point of view as they complete the following activities:</p> <p><u>Analyze Characters</u>  Read Aloud, Think Aloud 2.8, 2.13, 2.18  Whole Group 1.14, 2.7, 4.4, 4.10, 4.16  Work Time 2.7, 2.8, 2.13, 2.18, 4.4, 4.16, 4.18</p> <p><u>Make Connections: Character</u>  Whole Group 1.6  Work Time 1.15</p> <p><u>Reading Strategy: Compare and Contrast Characters</u>  Read Aloud, Think Aloud 1.8, 2.1, 4.4, 4.9, 4.19  Work Time 1.8, 4.9, 4.19</p> <p><u>Connecting Characters and Places</u>  Whole Group 2.1  Work Time 2.1</p>
<p>6.7 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.</p>	<p>Every day during Read Aloud, Think Aloud, teachers model good reading practice and teach reading strategies and literary elements using a whole-class anchor text. Anchor texts include full-length nonfiction literary texts and shorter pieces of nonfiction.</p> <p><u>Kids on Strike!</u>  For related material see: Read Aloud, Think Aloud 3.1–3.19</p>
<p>6.8 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.</p>	<p>Whole-class and small-group instruction in sensory language is provided during Whole Group, Read Aloud Think Aloud, and Work Time</p> <p><u>Figurative Language</u>  Read Aloud, Think Aloud 4.2  Whole Group 4.1, 4.11, 4.12, 4.20  Work Time 4.1, 4.2, 4.11</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
<b>Reading/Comprehension of Informational Text</b>	
<p>6.9 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.</p>	<p>Informational texts focusing on culture and history are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day. Opportunities to understand this objective may be found with the following:</p> <p><u>"Gabriel Angelo: A 12-Year-Old and His Trumpet"</u> Read Aloud, Think Aloud 2.22</p> <p><u>"The Arts Are in My Soul: An Interview with Jajube Mandiela"</u> Read Aloud, Think Aloud 2.25</p> <p><u><i>Kids on Strike!</i></u> Read Aloud, Think Aloud 3.1–3.19</p> <p><u>"Eleanor Roosevelt Takes a Stand" &amp; "Marian Anderson"</u> Read Aloud, Think Aloud 3.21</p> <p><u>"Showing the Way"</u> Read Aloud, Think Aloud 3.24</p> <p><u><i>Heroes of the Environment</i></u> Read Aloud, Think Aloud 5.1–5.14</p> <p><u>"How Have Computers Changed Our Lives?" &amp; "Computer Unlocks Autistic Teen's Exceptional Voice"</u> Read Aloud, Think Aloud 5.15, 5.18</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.10 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:</p>	<p>Informational and expository texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.</p> <p>Students read informational texts each week during independent Work Time. Students respond to Reading Checkpoints that call on them to make inferences and draw conclusions. They then write a summary of what they have just read and receive personalized instruction and feedback in summary writing.</p>
<p>6.10.A summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;</p>	<p><u>Reading Strategy: Summarize Text</u>  Read Aloud, Think Aloud 3.13, 3.15, 4.25, 5.8  Whole Group 3.7, 5.8  Work Time 3.7, 3.13, 3.15, 5.8</p> <p><u>Main Idea</u>  Read Aloud, Think Aloud 3.22  Whole Group 3.20, 3.24, 5.4, 5.24  Work Time 3.20</p> <p><u>Interactive Readings Summary Writing</u>  Work Time, 1.2, 1.3, 1.7, 1.8, 1.12, 1.13, 1.17, 1.18, 1.22, 1.23, 2.2, 2.3, 2.7, 2.8, 2.12, 2.13, 2.17, 2.18, 2.22, 2.23, 3.2, 3.3, 3.7, 3.8, 3.12, 3.13, 3.17, 3.18, 3.22, 3.23, 4.2, 4.3, 4.7, 4.8, 4.12, 4.13, 4.17, 4.18, 4.22, 4.23, 5.2, 5.3, 5.7, 5.8, 5.12, 5.13, 5.17, 5.18, 5.22, 5.23</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.10.B explain whether facts included in an argument are used for or against an issue;	<p>Opportunities to address this objective may be found with the following:</p> <p><u>Genre: Speech - "We Choose to Go to the Moon"</u>  Read Aloud, Think Aloud 3.25</p> <p><u>"Human Impact"</u>  Read Aloud, Think Aloud 1.24</p> <p><u>"Eleanor Roosevelt Takes a Stand" &amp; "Marian Anderson"</u>  Read Aloud, Think Aloud 3.21</p> <p><u>"When Small Voices Unite"</u>  Read Aloud, Think Aloud 3.22</p> <p><u>Heroes of the Environment</u>  Read Aloud, Think Aloud 5.1–5.14</p>
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; and	<p><u>Analyze Text Structure</u>  Whole Group 1.24, 4.11</p> <p><u>Main Idea</u>  Read Aloud, Think Aloud 3.22  Whole Group 3.20, 3.24, 5.4, 5.24  Work Time 3.20</p> <p><u>Reading Strategy: Recognize Author's Purpose</u>  Read Aloud, Think Aloud 1.20, 3.20, 4.24, 5.18  Work Time 1.20, 4.24, 5.15</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.10.D synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.	<p><u>Reading Strategy: Synthesize Information and Ideas</u>  Read Aloud, Think Aloud 3.21, 5.24  Whole Group 3.19  Work Time 3.21, 5.24</p> <p><u>"Eleanor Roosevelt Takes a Stand" &amp; "Marian Anderson"</u>  Read Aloud, Think Aloud 3.21</p> <p><u>"How Have Computers Changed Our Lives?" &amp; "Computer Unlocks Autistic Teen's Exceptional Voice"</u>  Read Aloud, Think Aloud 5.15, 5.18</p>
6.11 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:	Persuasive texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.
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; and	<p>Opportunities to address this objective may be found with the following:</p> <p><u>Genre: Speech - "We Choose to Go to the Moon"</u>  Read Aloud, Think Aloud 3.25</p> <p><u>"Human Impact"</u>  Read Aloud, Think Aloud 1.24</p> <p><u>"Eleanor Roosevelt Takes a Stand" &amp; "Marian Anderson"</u>  Read Aloud, Think Aloud 3.21</p> <p><u>"When Small Voices Unite"</u>  Read Aloud, Think Aloud 3.22</p> <p><u>Heroes of the Environment</u>  Read Aloud, Think Aloud 5.1–5.14</p> <p><u>"How Have Computers Changed Our Lives?" &amp; "Computer Unlocks Autistic Teen's Exceptional Voice"</u>  Read Aloud, Think Aloud 5.15, 5.18</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.11.B identify simply faulty reasoning used in persuasive texts.	<p>Opportunities to address this objective may be found with the following:</p> <p><u>Genre: Speech - "We Choose to Go to the Moon"</u>  Read Aloud, Think Aloud 3.25</p> <p><u>"Human Impact"</u>  Read Aloud, Think Aloud 1.24</p> <p><u>"Eleanor Roosevelt Takes a Stand" &amp; "Marian Anderson"</u>  Read Aloud, Think Aloud 3.21</p> <p><u>"When Small Voices Unite"</u>  Read Aloud, Think Aloud 3.22</p> <p><u>Heroes of the Environment</u>  Read Aloud, Think Aloud 5.1–5.14</p> <p><u>"How Have Computers Changed Our Lives?" &amp; "Computer Unlocks Autistic Teen's Exceptional Voice"</u>  Read Aloud, Think Aloud 5.15, 5.18</p>
6.12 Reading/Comprehension of Informational Text/Procedural Texts. Students understand how to glean and use information in procedural texts and documents. Students are expected to:	Procedural texts are included among the anchor texts that the whole class reads and analyzes during Read Aloud, Think Aloud each day.
6.12.A follow multi-tasked instructions to complete a task, solve a problem, or perform procedures; and	<p>For related material see:</p> <p><u>"Showing the Way"</u>  Read Aloud, Think Aloud 3.24</p> <p><u>"How to Make and Keep a Friend"</u>  Read Aloud, Think Aloud 4.25</p> <p><u>"Tech Inventions"</u>  Read Aloud, Think Aloud 5.21</p> <p><u>"What Is Technology?"</u>  Read Aloud, Think Aloud 5.23, 5.24</p> <p>Teacher Resources: Genre Study:  Procedural Texts</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.12.B interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.</p>	<p>For related material see:</p> <p><u>Prepare a Multimedia Component</u> Work Time 2.20</p> <p><u>"Showing the Way"</u> Read Aloud, Think Aloud 3.24</p> <p><u>"How to Make and Keep a Friend"</u> Read Aloud, Think Aloud 4.25</p> <p><u>"Tech Inventions"</u> Read Aloud, Think Aloud 5.21</p> <p><u>"What Is Technology?"</u> Read Aloud, Think Aloud 5.23, 5.24</p> <p>Teacher Resources: Genre Study: Procedural Texts</p>
<p><b>Reading/Media Literacy</b></p>	
<p>6.13 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:</p>	<p>iLit includes an extensive number of visual texts from Dorling Kindersly and other sources. Instruction in analyzing these texts is provided during the Read Aloud, Think Aloud and Whole Group.</p> <p>In addition, an extensive amount of rich media is included in iLit and serves as the basis for developing media literacy skills.</p>



**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.13.A explain messages conveyed in various forms of media;</p>	<p><u>Background Video</u>            Whole Group 1.2, 1.3, 1.5, 1.9, 1.11, 1.17, 1.23, 2.12, 2.15, 21.6, 2.19, 2.22, 3.5, 3.7, 3.10, 3,21</p> <p><u>Genre: Photo Essay - "Human Impact"</u>            Read Aloud, Think Aloud 1.24</p> <p><u>Genre: Interview - "The Arts Are in My Soul: An Interview with Jajube Mandiela"</u>            Read Aloud, Think Aloud 2.25</p> <p><u>Genre: Speech - "We Choose to Go to the Moon"</u>            Read Aloud, Think Aloud 3.25</p> <p><u>"Living with Weather and Climate"</u>            Read Aloud, Think Aloud 1.21</p> <p><u>"How Have Computers Changed Our Lives?"</u>            Read Aloud, Think Aloud 5.15</p> <p><u>"Computer Unlocks Autistic Teen's Exceptional Voice"</u>            Read Aloud, Think Aloud 5.18</p> <p><u>"Addicted to Facebook"</u>            Read Aloud, Think Aloud 5.19</p> <p><u>"New Media Site Lets Teens' Voices Be Heard"</u>            Read Aloud, Think Aloud 5.19</p> <p><u>Genre: Poem - "My Computer Ate My Homework"</u>            Read Aloud, Think Aloud 5.25</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.13.B recognize how various techniques influence viewers' emotions;</p>	<p><u>Background Video</u>            Whole Group 1.2, 1.3, 1.5, 1.9, 1.11, 1.17, 1.23, 2.12, 2.15, 21.6, 2.19, 2.22, 3.5, 3.7, 3.10, 3,21</p> <p><u>Genre: Photo Essay - "Human Impact"</u>            Read Aloud, Think Aloud 1.24</p> <p><u>Genre: Interview - "The Arts Are in My Soul: An Interview with Jajube Mandiela"</u>            Read Aloud, Think Aloud 2.25</p> <p><u>Genre: Speech - "We Choose to Go to the Moon"</u>            Read Aloud, Think Aloud 3.25</p> <p><u>"Living with Weather and Climate"</u>            Read Aloud, Think Aloud 1.21</p> <p><u>"How Have Computers Changed Our Lives?"</u>            Read Aloud, Think Aloud 5.15</p> <p><u>"Computer Unlocks Autistic Teen's Exceptional Voice"</u>            Read Aloud, Think Aloud 5.18</p> <p><u>"Addicted to Facebook"</u>            Read Aloud, Think Aloud 5.19</p> <p><u>"New Media Site Lets Teens' Voices Be Heard"</u>            Read Aloud, Think Aloud 5.19</p> <p><u>Genre: Poem - "My Computer Ate My Homework"</u>            Read Aloud, Think Aloud 5.25</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.13.C critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and	<p>Teacher Resources: Analyzing and Evaluating Media Coverage</p> <p><u>Genre: Speech - "We Choose to Go to the Moon"</u> Read Aloud, Think Aloud 3.25</p> <p><u>"How Have Computers Changed Our Lives?"</u> Read Aloud, Think Aloud 5.15</p> <p><u>"Addicted to Facebook"</u> Read Aloud, Think Aloud 5.19</p>
6.13.D analyze various digital media venues for levels of formality and informality.	<p><u>Plan and Organize a Multimedia Presentation</u> Whole Group 2.16–2.24, 4.19–4.24 Work Time 2.16–2.24, 4.19–4.24</p> <p>Teacher Resources: Analyzing and Evaluating Media Coverage</p>
<b>Writing</b>	
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>Students write every day in iLit. They are called on to write a response each day to what they have been reading during Independent Reading.</p> <p>In addition, during Work Time, they are given Daily Assignments that require writing; they write a summary on the weekly Interactive Reading; they write a Critical Response on the Interactive Writing; they complete a weekly paragraph writing activity focused on a specific mode of writing; and they work on extended essays over a period of weeks focused on the modes of writing. iLit provides instant personalized feedback to their writing that guides them in revision.</p> <p>In addition, the program includes extensive whole class instruction in writing process and the modes of writing.</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.14.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;	Students Plan, Write, and Revise a Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24
6.14.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;	Students Plan, Write, and Revise a Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24
6.14.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;	Students Plan, Write, and Revise a Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24
6.14.D edit drafts for grammar, mechanics, and spelling; and	Students Plan, Write, and Revise a Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24
6.14.E revise final draft in response to feedback from peers and teacher and publish written work for appropriate audiences.	Students Plan, Write, and Revise a Narrative Essay 1.16–1.24 Students Plan, Write, and Revise an Explanatory Essay, 3.16–3.24 Students Plan, Write, and Revise an Argumentative Essay, 5.16–5.24

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.15 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:	Students write at least one short literary text in each unit. In addition, Unit 2 includes an extended narrative writing assignment with accompanying whole class, small group, and independent instruction.  <u>Plan, Write, and Revise a Narrative Essay</u> Whole Group, 1.16–1.24 Work Time, 1.16–1.24
6.15.A write imaginative stories that include: 6.15.A.i a clearly defined focus, plot, and point of view; 6.15.A.ii a specific, believable setting created through the use of sensory details; and 6.15.A.iii dialogue that develops the story; and	<u>Write a Narrative Paragraph</u> Whole Group, 1.13–1.14, 3.5, 4.3, 4.4 Work Time, 1.13–1.14, 2.4, 2.5, 3.4, 3.5, 4.3, 4.4, 5.3, 5.4  <u>Write a Narrative Essay</u> Whole Group, 1.16–1.24 Work Time, 1.16–1.24
6.15.B write poems using: 6.15.B.i poetic techniques (e.g., alliteration, onomatopoeia); 6.15.B.ii figurative language (e.g., similes, metaphors); and 6.15.B.iii graphic elements (e.g., capital letters, line length).	<u>Write for the Multimedia Project (Poem)</u> Work Time 4.20  <u>Genre: Poem</u> Read Aloud, Think Aloud 1.25, 2.23, 3.21, 5.16, 5.25
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.	<u>Genre: Informational Text: Personal Account</u> Read Aloud, Think Aloud 5.19  <u>Write a Narrative</u> Whole Group 1.16–1.24 Work Time 1.16–1.24
6.17 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:	Students write at least one short expository text in each unit. In addition, Unit 3 includes an extended expository writing assignment with accompanying whole class, small group, and independent instruction.

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.17.A create multi-paragraph essays to convey information about a topic that:            6.17.A.i present effective introductions and concluding paragraphs;            6.17.A.ii guide and inform the reader's understanding of key ideas and evidence;            6.17.A.iii include specific facts, details, and examples in an appropriately organized structure; and            6.17.A.iv use a variety of sentence structures and transitions to link paragraphs;</p>	<p><u>Write an Explanatory Paragraph</u>            Whole Group 1.8, 2.9, 3.8            Work Time 1.8, 1.9, 2.9, 2.10, 3.8, 3.9, 5.7, 5.8</p> <p><u>Write an Explanatory Essay</u>            Whole Group 3.16–3.24            Work Time 3.16–3.24</p>
<p>6.17.B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing);</p>	<p>Teachers can adapt the following activities to meet this objective.</p> <p><u>Genre – Letter</u>            Read Aloud, Think Aloud 3.21</p> <p><u>Write an Argumentative Paragraph</u>            Work Time 2.13, 2.14, 3.14, 3.15, 4.13, 4.14, 5.13, 5.14</p>
<p>6.17.C write responses to literary or expository texts and provide evidence from the text to demonstrate understanding; and</p>	<p>Unit 1—5 weekly Work Time Interactive Reader Critical Responses            Unit 2—5 weekly Work Time Interactive Reader Critical Responses            Unit 3—5 weekly Work Time Interactive Reader Critical Responses            Unit 4—5 weekly Work Time Interactive Reader Critical Responses            Unit 5—5 weekly Work Time Interactive Reader Critical Responses</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.17.D produce a multimedia presentation involving text and graphics using available technology.</p>	<p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 4.19            Work Time 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 4.19, 4.20, 4.21, 4.22</p> <p><u>Evaluate Multimedia Presentation</u>            Whole Group 2.23            Work Time 2.23, 2.24</p> <p><u>Present a Multimedia Presentation</u>            Whole Group 2.20, 4.23, 4.24            Work Time 2.20, 4.23, 4.24</p>
<p>6.18 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.</p>	<p>Students write at least one short persuasive text in each unit. In addition, Unit 5 includes an extended persuasive writing assignment with accompanying whole class, small group, and independent instruction. Through whole class and independent instruction, students plan, draft, revise, edit, present, and evaluate their persuasive assignment.</p> <p><u>Write an Argumentative Essay</u>            Whole Group and Work Time 5.16–5.24</p> <p><u>Write an Argumentative Paragraph</u>            Whole Group 2.13, 3.14, 5.13,            Work Time 2.13, 2.14, 3.14, 3.15, 4.13, 4.14, 5.13, 5.14</p>
<p><b>Oral and Written Conventions</b></p>	
<p>6.19 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:</p>	<p>Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time. In addition, lessons are included that reinforce oral and written conventions.</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.19.A use and understand the function of the following parts of speech in the context of reading, writing, and speaking:	<p><u>Grammar Lessons</u></p> <p>1.1-1.5: Nouns; Regular Plural Nouns; Irregular Plural Nouns; Singular Possessive Nouns; Plural Possessive Nouns</p> <p>2.1-2.5: Verbs: Action and Linking; Verb Tenses; Using Helping Verbs; Using Verbs in Sentences; Subject-Verb Agreement</p> <p>3.1-3.5: Four Kinds of Sentence; Pronouns; Pronouns and Antecedents; Possessive Pronouns; Adjectives and Articles</p> <p>4.1-4.5: Comparative and Superlative Adjectives; Adverbs; Comparative and Superlative Adverbs; Conjunctions (with Compound Subjects, Predicates, and Sentences); Conjunctions and Complex Sentences</p> <p>5.1-5.5: Prepositions and Prepositional Phrases; Commas; Quotations and Quotation Marks; Correct Capitalization; Contractions</p>
6.19.A.i verbs (irregular verbs and active and passive voice);	<u>Verbs: Action and Linking; Verb Tenses; Using Helping Verbs; Using Verbs in Sentences; Subject-Verb Agreement</u> Grammar Study Plan, 2.1-2.5
6.19.A.ii non-count nouns (e.g., rice, paper);	<u>Nouns: Irregular Plural Nouns</u> Grammar Study Plan, 1.1-1.5
6.19.A.iii predicate adjectives (She is intelligent.) and their comparative and superlative forms (e.g., many, more, most);	<u>Adjectives and Articles</u> Grammar Study Plan, 2.1-2.5  <u>Comparative and Superlative Adjectives</u> Grammar Study Plan, 4.1-4.5
6.19.A.iv conjunctive adverbs (e.g., consequently, furthermore, indeed);	<u>Adverbs &amp; Comparative and Superlative Adverbs</u> Grammar Study Plan, 4.1-4.5
6.19.A.v prepositions and prepositional phrases to convey location, time, direction, or to provide details;	<u>Prepositions and Prepositional Phrases</u> Grammar Study Plan, 5.1-5.5



**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.19.A.vi indefinite pronouns (e.g., all, both, nothing, anything);	<u>Pronouns &amp; Pronouns and Antecedents</u> Grammar Study Plan, 3.1-3.5
6.19.A.vii subordinating conjunctions (e.g., while, because, although, if); and	<u>Conjunctions (with Compound Subjects, Predicates, and Sentences) &amp; Conjunctions and Complex Sentences</u> Grammar Study Plan, 4.1-4.5
6.19.A.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);	<u>Introduce: Use Transitions</u> Whole Group 5.7
6.19.B differentiate between the active and passive voice and know how to use them both; and	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time. For related material see:  <u>Write Assignments - Revise and Edit</u> Whole Group 1.23, 3.22, 5.22
6.19.C use complete simple and compound sentences with correct subject-verb agreement.	<u>Using Verbs in Sentences &amp; Subject-Verb Agreement</u> Grammar Study Plan, 2.1-2.5  <u>Four Kinds of Sentence</u> Grammar Study Plan, 3.1-3.5
6.20 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:	Every unit in iLit features Study Plans--oral and written conventions instruction, practice, and assessment--that students complete during Work Time.
6.20.A use capitalization for: 6.20.A.i abbreviations; 6.20.A.ii initials and acronyms; and 6.20.A.iii organizations;	<u>Grammar Study Plan</u> 5.1-5.5: Correct Capitalization

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.20.B recognize and use punctuation marks including: 6.20.B.i commas in compound sentences; 6.20.B.ii proper punctuation and spacing for quotations; and 6.20.B.iii parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and 6.20.C use proper mechanics including italics and underlining for titles of books.	<u>Grammar Study Plan</u> 5.1-5.5: Commas; Quotations and Quotation Marks; Contractions
6.21 Oral and Written Conventions/Spelling. Students spell correctly. Students are expected to:	Every unit in iLit includes a personalized spelling Study Plan in which students receive assessment-driven instruction and practice on a wide range of spelling rules, skills, and strategies.
6.21.A differentiate between commonly confused terms (e.g., its, it's; affect, effect);	<u>Easily Confused Words</u> Spelling Study Plans 5.6-5.10
6.21.B use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and 6.21.C know how to use the spell-check function in word processing while understanding its limitations.	<u>Spelling Study Plans</u> 1.6-1.10: Consonant Sound Spellings; Three-Letter Blends; Silent Consonants; Words with <i>sh, ch, tch, and wh</i>  2.6-2.10: Short Vowel Sounds; Long Vowel Sounds; Special Vowel Sounds; R-Controlled Vowels; Especially Tricky Vowels  3.6-3.10: Getting Letters in the Correct Order; Using Just Enough Letters; Contractions; Abbreviations; Including All the Letters  4.6-4.10: Adding <i>-er</i> and <i>-est</i> ; Prefixes <i>dis-</i> , <i>in-</i> , <i>mis-</i> , <i>re-</i> ; Suffixes <i>-ful</i> , <i>-ly</i> , <i>-ion</i> ; Suffixes <i>-less</i> , <i>-ment</i> , <i>-ness</i> ; Possessives  5.6-5.10: Compound Words 1; Compound Words 2; Related Words; Homophones; Easily Confused Words

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
<b>Research</b>	
6.22 Research/Research Plan. Students ask open-ended research questions and develop a plan for answering them. Students are expected to:	Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.
6.22.A brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic; and 6.22.B generate a research plan for gathering relevant information about the major research question.	<u>Plan and Organize a Multimedia Presentation</u> Whole Group 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 Work Time 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24  <u>Research for a Presentation &amp; Research for Interviews</u> Whole Group 2.18
6.23 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:	Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.23.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;            6.23.B differentiate between primary and secondary sources;            6.23.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;            6.23.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            6.23.E differentiate between paraphrasing and plagiarism and identify the importance of citing valid and reliable sources.</p>	<p>Teacher’s Resources: Writing Resources—            Research Writing</p> <p><u>Research for a Presentation &amp; Research for Interviews</u>            Whole Group 2.18</p> <p>For related material see:  <u>Reading Strategy: Paraphrase</u>            Read Aloud, Think Aloud 1.10, 1.12, 1.17, 1.22, 3.12, 3.25, 5.5, 5.10            Whole Group 1.9, 1.21, 3.11            Work Time 1.9, 1.10, 1.12, 1.17, 1.22, 3.111, 3.12, 5.5, 5.10</p>
<p>6.24 Research/Synthesizing Information. Students clarify research questions and evaluate and synthesize collected information. Students are expected to:</p>	<p>Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher’s Resources.</p>
<p>6.24.A refine the major research question, if necessary, guided by the answers to a secondary set of questions; and            6.24.B evaluate the relevance and reliability of sources for the research.</p>	<p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24            Work Time 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24</p> <p><u>Research for a Presentation &amp; Research for Interviews</u>            Whole Group 2.18</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6	Savvas iLit, ©2013 Grade 6
6.25 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:	Each of the two Multimedia Projects that students complete in iLit involve extensive research activities and instruction. In addition, a Research Paper assignment with extensive associated instruction and practice is provided in the Teacher's Resources.
6.25.A compiles important information from multiple sources; 6.25.B develops a topic sentence, summarizes findings, and uses evidence to support conclusions; 6.25.C presents the findings in a consistent format; and 6.25.D uses quotations to support ideas and an appropriate form of documentation to acknowledge sources (e.g., bibliography, works cited).	<u>Plan and Organize a Multimedia Presentation</u> Whole Group 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24 Work Time 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 2.22, 2.23, 2.24, 4.19, 4.20, 4.21, 4.22, 4.23, 4.24  <u>Research for a Presentation &amp; Research for Interviews</u> Whole Group 2.18
<b>Listening and Speaking</b>	
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:	Students engage daily in listening during structured conversations on topics relating to the whole-class anchor texts during Classroom Conversation.
6.26.A listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective;	<u>Present a Multimedia Presentation</u> Whole Group 2.20, 4.23, 4.24 Work Time 2.20, 4.23, 4.24  <u>Evaluate Multimedia Presentation</u> Whole Group 2.23 Work Time 2.23, 2.24

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.26.B follow and give oral instructions that include multiple action steps; and</p>	<p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 4.19            Work Time 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 4.19, 4.20, 4.21, 4.22</p> <p><u>Practice Speaking and Listening</u>            Whole Group 2.22            Work Time 2.22</p> <p><u>Evaluate Multimedia Presentation</u>            Whole Group 2.23            Work Time 2.23, 2.24</p> <p><u>Present a Multimedia Presentation</u>            Whole Group 2.20, 4.23, 4.24            Work Time 2.20, 4.23, 4.24</p>
<p>6.26.C paraphrase the major ideas and supporting evidence in formal and informal presentations.</p>	<p><u>Reading Strategy: Paraphrase</u>            Read Aloud, Think Aloud 1.10, 1.12, 1.17, 1.22, 3.12, 3.25, 5.5, 5.10            Whole Group 1.9, 1.21, 3.11            Work Time 1.9, 1.10, 1.12, 1.17, 1.22, 3.111, 3.12, 5.5, 5.10</p> <p><u>Present a Multimedia Presentation</u>            Whole Group 2.20, 4.23, 4.24            Work Time 2.20, 4.23, 4.24</p> <p><u>Evaluate Multimedia Presentation</u>            Whole Group 2.23            Work Time 2.23, 2.24</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p>6.27 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.</p>	<p>Students are involved in daily structured speaking and listening activities during classroom conversation. In addition, students are expected to deliver and evaluate a formal Multimedia Presentation.</p> <p>All Lessons: Classroom Conversation</p> <p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 4.19            Work Time 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 4.19, 4.20, 4.21, 4.22</p> <p><u>Practice Speaking and Listening</u>            Whole Group 2.22            Work Time 2.22</p> <p><u>Evaluate Multimedia Presentation</u>            Whole Group 2.23            Work Time 2.23, 2.24</p> <p><u>Present a Multimedia Presentation</u>            Whole Group 2.20, 4.23, 4.24            Work Time 2.20, 4.23, 4.24</p>

**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></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. 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.</p>	<p>Students engage daily in speaking on topics relating to the whole-class anchor texts during Classroom Conversation. Frequently, the Classroom Conversation activities call on students to work productively in groups and to reach consensus on the topics.</p> <p><u>Conferencing with Individuals</u>            Work Time 1.1–1.25, 2.1–2.25, 3.1–3.25, 4.1–4.25, 5.1–5.25</p> <p><u>Small Group Conversation/Discussion</u>            Classroom Conversation 1.3, 1.4, 1.9, 1.10, 1.11, 1.23, 1.24, 2.2, 2.8, 2.16, 2.24, 3.3, 3.5, 3.6, 3.8, 3.11, 3.16, 2.30, 4.1, 4.5, 4.9, 4.10, 4.11, 4.13, 4.14, 4.16, 4.17, 4.24, 5.6</p> <p><u>Whole Group Conversation/Discussion</u>            Classroom Conversation 1.1, 1.7, 1.8, 1.12, 1.14, 1.16, 1.17, 1.19, 1.22, 2.6, 2.7, 2.12, 2.13, 2.14, 2.19, 3.2, 3.4, 3.9, 3.12, 3.1, 3.7, 3.12, 3.14, 3.15, 3.17, 3.19, 3.22, 3.24, 4.4, 4.7, 4.15, 4.18, 5.3, 5.4, 5.5, 5.7, 5.10, 5.18, 5.23</p> <p><u>Partner Conversation</u>            Classroom Conversation 1.5, 1.6, 1.13, 1.15, 1.20, 1.21, 2.1, 2.5, 2.11, 2.15, 2.20, 2.22, 3.10, 3.21, 3.23, 4.2, 4.8, 4.12, 4.17, 4.21, 4.23, 5.2, 5.8, 5.16, 5.17, 5.20</p> <p><u>Plan and Organize a Multimedia Presentation</u>            Whole Group 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 4.19            Work Time 2.16, 2.17, 2.18, 2.19, 2.20, 2.21, 4.19, 4.20, 4.21, 4.22</p> <p><u>Practice Speaking and Listening</u>            Whole Group 2.22            Work Time 2.22</p> <p><u>Evaluate Multimedia Presentation</u>            Whole Group 2.23            Work Time 2.23, 2.24</p>



**Savvas iLit, ©2013**  
**to the Texas Essential Knowledge and Skills for English Language Arts and Reading**  
**Grade 6**

<p style="text-align: center;"><b>Texas Essential Knowledge and Skills for English Language Arts and Reading Grade 6</b></p>	<p style="text-align: center;"><b>Savvas iLit, ©2013 Grade 6</b></p>
<p><b>(Continued)</b>            6.28 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.</p>	<p><b>(Continued)</b>  <u>Present a Multimedia Presentation</u>            Whole Group 2.20, 4.23, 4.24            Work Time 2.20, 4.23, 4.24</p>