

## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	1
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	1
<b>Overview</b>			
The students will be getting to know each other and the teachers through discovery of their own and others character traits			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(4) Listening/speaking/culture. The student listens and speaks to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures. The student is expected to	6.4B Compare oral traditions across regions and cultures (4-8).	<p>such as:</p> <ul style="list-style-type: none"> <li>• Conduct research on oral traditions (e.g., family stories and legends)</li> <li>• Compare customs, culture, and cultural values as revealed through oral traditions with an emphasis on regions and cultures in the world outside the United States</li> </ul>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10L Represent text information in different ways such as including an outline, timeline, or graphic organizer (4-8).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Analyzing Characters</li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>• Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues</li> <li>• Web: Characteristics/Motivation of a Character (including how characters relate to other characters and why characters do what they do)</li> </ul> <p><b>NOTE: See sample TAKS test items from <i>Smart Teaching materials</i>.</b></p>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).	Tall tales and fables	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and	<p><b>Analyzing Traits of Characters</b></p> <ul style="list-style-type: none"> <li>• Physical Traits</li> <li>• Personal Traits (e.g., moral, ethical, evil, compassionate, loving,</li> </ul>	

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	<p>changes they undergo (4-8).</p>	<p>wealthy/poor)</p> <ul style="list-style-type: none"> <li>• Emotional Traits\</li> </ul> <p><b>Analyze Feelings/Emotions of Characters</b></p> <p><b>How the reader knows about the character</b></p> <ul style="list-style-type: none"> <li>• What the character says</li> <li>• What the character does or does not do</li> <li>• What other characters tell us about the character</li> <li>• What the author tells us about the character directly and indirectly (e.g. Explanatory words in quotations)</li> <li>• Other characters' reactions to the character</li> </ul>
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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	2
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	2
<b>Overview</b>			
The students will determine the main idea of a paragraph or sets of paragraphs and support it with evidence. The students will use and write commas in compound sentences with coordinating conjunctions.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10F Determine a text s main (or major) ideas and how those ideas are supported with details.	<ul style="list-style-type: none"> <li>Determine the Main Idea of a Single Narrative or Expository Paragraph or Set of Paragraphs</li> <li>Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning</li> </ul> <p style="color: red; font-style: italic;">TAKS Note: The vast majority of questions that give a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions <u>provide the main idea in the question</u> and then ask students to choose an answer that <u>supports</u> that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, "Why did this happen?"</p>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12B Recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8).	<p style="color: red;"><b>Including:</b></p> <ul style="list-style-type: none"> <li>Features of text (e.g., title of this article),</li> <li>Author’s Purpose (e.g., “Why does Roberto most likely write this journal entry?”), and</li> <li>Attributes of fiction and non-fiction (e.g. “The reader can tell that this story is make-believe because —“)</li> </ul>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).	<p style="color: red;"><b>Tall tales and fables</b></p>	

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<p>(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to</p>	<p>6.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).</p>	<ul style="list-style-type: none"> <li>• <b>Commas in compound sentences</b></li> </ul>
<p>(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</p>	<p>6.17B Write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6).</p>	<p><b>Compound sentences</b></p> <ul style="list-style-type: none"> <li>•</li> </ul>
<p>(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</p>	<p>6.17C Use conjunctions to connect ideas meaningfully (4-8).</p>	<p><b>Coordinating conjunctions (and, but, or, nor, for, so, yet.)</b></p>
<p>(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to</p>	<p>6.18A Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).</p>	<p><b>Including:</b> <b>Text Structure of Cause/Effect</b></p>

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<b>Subject Area</b> <b>Grade/Level</b>	English/Language Arts 6 <sup>th</sup> Grade	<b>Bundle #:</b> 3 <b>Weeks:</b> 3
<b>Overview</b>		
The student will determine the main idea of a passage/story and support it with evidence/reasoning. The student will recognize the literary form of a tall tale or fable. The student will understand that meaning of hyperbole.		
<b>TEKS - Texas Knowledge &amp; Skills</b>		
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10F Determine a text s main (or major) ideas and how those ideas are supported with details.	<ul style="list-style-type: none"> <li>• Determine the Main Idea of Entire Expository Passage (e.g., what the passage is mainly/mostly about?)</li> <li>• Identify the Text Support for A Given Main Idea Question, With an Emphasis on Cause/Effect Questions/Reasoning</li> </ul> <p><i>TAKS Note: The vast majority of questions that give a main idea in the question and then ask which statement support that main idea are in a cause/effect format, making them virtually identical to the inference/cause-effect questions in Objective 4. TAKS questions provide the main idea in the question and then ask students to choose an answer that supports that main idea. It is not obvious from the question that it is a main idea question, (e.g., Hanh says that the mandarin has never liked Gan because--.) Most of the questions that test supporting a main idea have been cause/effect questions. The question cites a significant event in the plot and then asks, "Why did this happen?"</i></p>
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading	6.9B Draw on experiences to bring meanings to words in context (This	Including: <ul style="list-style-type: none"> <li>• Hyperbole</li> </ul>

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<p>and systematic word study. The student is expected to:</p>	<p>TEKS continues in week six) such as interpreting idioms, multiple-meaning words, and analogies (6-8).</p>	
<p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p>	<p>6.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).</p>	<p style="text-align: center; color: red;">Tall tales and fables</p>
<p>(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:</p>	<p>6.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).</p>	<ul style="list-style-type: none"> <li>• Semi-colon in compound instead of coordinating conjunction</li> </ul>

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	4
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	4
<b>Overview</b>			
The students will use a graphic organizer to identify the main idea or cause/effect relationships. The students will identify the different types of author's purposes of writing. In the student's writing they will be incorporating transitional words.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	6.10L Represent text information in different ways <i>such as including an outline, timeline, or graphic organizer</i> (4-8).	<b>Including:</b> <ul style="list-style-type: none"> <li>• Identifying the Main Idea,</li> </ul> <b>Including:</b> <ul style="list-style-type: none"> <li>• Diagram/Chart: Main Idea (missing main idea or missing supporting detail) or Cause/Effect Relationships</li> </ul> <p><b>NOTE:</b> See sample TAKS test items from <i>Smart Teaching materials</i>.</p>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12A Identify the purposes of different types of texts identifying the author's purpose in writing: <i>such as including to inform, influence, express, or entertain</i> (4-8).	<b>Including:</b> <ul style="list-style-type: none"> <li>• To tell about/inform/explain/give information about</li> <li>• To tell a story</li> <li>• To describe</li> <li>• To entertain</li> <li>• To convince/persuade</li> </ul> <p><b>TAKS Note:</b> All of the released test items assess the writer's motive/intent for writing a text. The items available for analysis generally ask, "Why did the author write the passage?" The student is then expected to find text evidence of the writer's purpose.</p>	
(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:	6.16B Capitalize and punctuate correctly to clarify and enhance meaning <i>such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation</i> (6-8)	<b>Including</b> commas to set off transitional word or expression (nevertheless, moreover, however...) when a pause is needed for clarity or emphasis	

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<b>Subject Area</b>	English/Language Arts		<b>Bundle #:</b>	5
<b>Grade/Level</b>	6 <sup>th</sup> Grade		<b>Weeks:</b>	5
<b>Overview</b>				
The students will recognize the difference between limericks and poems. The students will identify figurative language and be able to use it. The student will recognize and identify the significance of symbolism.				
<b>TEKS - Texas Knowledge &amp; Skills</b>				
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>		
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	6.9B Draw on experiences to bring meanings to words in context (This TEKS continues in week six) such as interpreting idioms, multiple-meaning words, and analogies (6-8).	<p style="color: red;">Including:</p> <p style="color: red;">Recognizing the Meaning of Figurative Language</p> <ul style="list-style-type: none"> <li>• Similes</li> <li>• Metaphors</li> <li>• Idioms</li> <li>• Personification</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> </ul> <p style="color: red;">Recognizing context clues (synonym/antonym, definition, description, and example)</p> <p style="color: red;">TAKS Note: Idioms and analogies were not tested at any grade level in 2003 or 2004.</p> <p style="color: red;">(TAKS Note: An analysis of the words that are tested indicates that TAKS takes a very broad view of “figurative language.” Traditionally, figurative language has been defined as “language that is not literal; metaphorical language.” The figurative language that is tested appears to be language that is colorful or descriptive (e.g., slit, colossal, bogus, torrential).</p>		
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).	Limericks and poems		
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).	<p style="color: red;"><b>Recognize and identify the significance of Symbolism</b> as “... anything that signifies or stands for something else. In literature, a symbol is usually something concrete—an object, a place, a character, an action—that stands for or suggests something abstract.</p> <p style="color: red;"><b>Figurative language</b> (see 9B)</p> <p style="color: red;">TAKS Note: TAKS also tests figurative language, point of view, and other literary devices. The emphasis is on <u>why</u> the author uses the literary device—not on naming/labeling the device.</p>		

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	6
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	6
<b>Overview</b>			
The students will identify figurative language and be able to use it. The students will recognize the setting of the text.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(9) Reading/vocabulary development. The student acquires an extensive vocabulary through reading and systematic word study. The student is expected to:	6.9B Draw on experiences to bring meanings to words in context (continuation from week #5) <b>such as interpreting idioms, multiple-meaning words, and analogies</b> (6-8).	<p style="color: red; margin: 0;"><b>Including:</b></p> <p style="color: red; margin: 0;"><b>Recognizing the Meaning of Figurative Language</b></p> <ul style="list-style-type: none"> <li>• Similes</li> <li>• Metaphors</li> <li>• Idioms</li> <li>• Personification</li> <li>• Alliteration</li> <li>• Onomatopoeia</li> </ul> <p style="color: red; margin: 0;"><b>Recognizing context clues (synonym/antonym, definition, description, and example)</b></p> <p style="color: red; margin: 0;"><b>TAKS Note: Idioms and analogies were not tested at any grade level in 2003 or 2004.</b></p> <p style="color: red; margin: 0;"><b>(TAKS Note: An analysis of the words that are tested indicates that TAKS takes a very broad view of “figurative language.” Traditionally, figurative language has been defined as “language that is not literal; metaphorical language.” The figurative language that is tested appears to be language that is colorful or descriptive (e.g., slit, colossal, bogus, torrential).</b></p>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12G Recognize and analyze story plot, setting, and problem resolution (4-8).	<p style="color: red; margin: 0;"><b>Setting</b></p> <p style="color: red; margin: 0;"><b>Recognize Setting of a Text or Portion of a Text</b></p> <ul style="list-style-type: none"> <li>• Time <ul style="list-style-type: none"> <li>○ historical time/period</li> <li>○ calendar/clock time</li> </ul> </li> <li>• Place <ul style="list-style-type: none"> <li>○ real</li> <li>○ imaginary</li> </ul> </li> </ul> <p style="color: red; margin: 0;"><b>Recognize the Purpose/Significance of Setting</b></p> <ul style="list-style-type: none"> <li>• to establish or develop a unique plot line</li> <li>• to establish or develop unique traits/characteristics/belief of characters</li> <li>• to establish or develop unique conflicts and/or resolution of conflicts</li> <li>• to influence the reader’s perceptions/reactions of events/characters</li> <li>• to establish symbols or evoke an emotional response from reader.</li> <li>• to establish the mood, tone, or atmosphere of a text</li> </ul> <p style="color: red; margin: 0;"><b>TAKS NOTE: TAKS questions typically ask some variation of the question, “Why is the setting important/significant?”</b></p>	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	7
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	7
<b>Overview</b>			
The student will locate and recall information using chronological order and cause/effect. The student will identify compare and contrast as a text structure. The student will recognize and distinguish the difference between biography and autobiography texts. The student will identify and use irregular plural verbs.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10E Use the text s structure or progression of ideas <del>such as</del> including cause and effect or chronology to locate and recall information (4-8).	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• recognize what text structure an author used for the entire text (e.g., compare/contrast, cause/effect, and chronological ordering).</li> <li>• Recognize how an author organized a <u>portion</u> of the text, e.g., a <u>single significant event in the plot</u> and understand why the event happened.</li> </ul> <p><b>TAKS Note:</b> The rationale for recognizing how the author organized a <u>portion</u> of the text/a <u>single significant event in the plot</u> is that the plot of narrative text generally progresses through a series of cause-and-effect relationships. Many of these cause/effect questions are identical to questions that assess motivation of characters—why a character did something? The vast majority of TAKS questions reflect this approach: the questions are cause/effect questions.</p>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12E Understand literary forms by recognizing and distinguishing among such types of text as stories, poems, myths, fables, tall tales, limericks, plays, biographies, and autobiographies (3-7).	<ul style="list-style-type: none"> <li>• Biography</li> <li>• Autobiography</li> </ul>	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	6.17A Use regular and irregular plurals correctly (4-6).	Irregular plural verbs (eat, write, sing, drive, go, see, grow, bring, buy)	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	8
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	8
<b>Overview</b>			
The students will draw inferences and conclusions using varies text organizers. The students will use verb tenses appropriately and consistently.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience.	<p><b>Including</b></p> <ul style="list-style-type: none"> <li>• <b>Draw and Support Conclusions With and Without Text Evidence:</b> A statement about an <b>individual</b> person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> <li>○ a statement about an <b>individual</b> person, place, thing, or event;</li> <li>○ a statement/conclusion about the future = prediction; and</li> <li>○ a statement/conclusion about why something happened = cause/effect</li> </ul> </li> <li>• <b>Deductive process:</b> validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text)</li> <li>• <b>Inductive process:</b> draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text</li> </ul> <p><b>TAKS Note:</b> Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT</p>	

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		<p>by using prior experience or prior learning.  <b>TAKS Note:</b> Open-ended questions on TAKS in grades 9-11 are inductive thinking</p>
<p>(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:</p>	<p>6.10L Represent text information in different ways <del>such as</del> including an outline, timeline, or graphic organizer (4-8).</p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Drawing Conclusions,</li> <li>• Sequencing of Events, and</li> </ul> <p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Diagram/Chart--Sequence of Events or Chronology of Events</li> <li>• Diagram/Chart: Characteristics/Subsets of an "Activity/Event" or Classification of Events</li> <li>• Diagram/Chart: Obtaining Information</li> <li>• Outline: Process steps/chronology (single capital letter plus numbers 1-4)</li> <li>• Map: setting (with key or legend) or plot</li> </ul> <p><b>NOTE:</b> See sample TAKS test items from <i>Smart Teaching materials</i>.</p>
<p>(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</p>	<p>6.17G Use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8).</p>	<ul style="list-style-type: none"> <li>• Present perfect (He hasn't found the book yet.)</li> <li>• Past perfect (He hadn't found the book when the librarian ask for it.)</li> <li>• Future perfect (He will have realized that his decision was a mistake.)</li> </ul> <p><b>Emphasis on usage in writing NOT naming</b>  <b>Consistency of tense within a paragraph</b></p>

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	9
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	9
<b>Overview</b>			
The students will use study strategies to learn and recall important ideas form the text. Students will understand motivation of characters. Students will write using the text structure of advantages and disadvantages.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10M Use study strategies to learn and recall important ideas from texts <del>such as</del> including preview, question, reread, and record (6-8).	And other strategies such as: <ul style="list-style-type: none"> <li>• Note taking</li> <li>• Outlining</li> </ul> <b>Highlighting important information</b>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12F Analyze characters, including their traits, motivations, conflicts, points of view, relationships, and changes they undergo (4-8).	Including: <b>Analyzing Motivation of Characters (for decisions, actions, and changes)—why characters do what they do</b> <ul style="list-style-type: none"> <li>• Intellectual Motivation</li> <li>• Emotional Motivation</li> <li>• Physical Motivation</li> </ul>	
(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	6.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).	Including: Text Structure of Classificatory: Advantages and Disadvantages	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	10
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	10
<b>Overview</b>			
The student will recognize the characteristics of an anthology. Students will analyze the plot elements. Students will develop a plan for their informational writing using cohesive and meaningful sentences.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12G Recognize and analyze story plot, setting, and problem resolution (4-8).	<b>PLOT</b>	
		<p>Recognizes Plot as the “careful arrangement by an author of incidents in a narrative to achieve a desired effect. Plot is more than simply the arrangement of happenings.... It is the result of the writer’s deliberate selection of interrelated actions... and the choice of arrangement in presenting and resolving a conflict. ... Most plots involve conflict, a struggle between two opposing forces.”</p> <p>Analyze Plot Elements (when they are used and for what purpose)</p> <ul style="list-style-type: none"> <li>• Exposition (introduction of characters, setting, background information, etc., includes narrator and point of view)</li> <li>• Narrative Hook (inciting incident; introduction of the conflict or the story problem)</li> <li>• Rising Action (events leading up to climax)</li> <li>• Climax (highest point of interest or the turning point)</li> <li>• Falling Action (leading down to the resolution of the story problem/line)</li> <li>• Resolution (conclusion or end)</li> </ul> <p>Analyzing text in order to determine:</p> <ul style="list-style-type: none"> <li>• how the author builds suspense</li> <li>• the story problem</li> </ul>	

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		<ul style="list-style-type: none"> <li>• when the story problem begins</li> <li>• how the author develops (the plot) of the passage</li> <li>• how the point of view influences the reader’s understanding of a character</li> <li>• the cause of the conflict(s)</li> </ul>
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12E Understand literary forms by recognizing and distinguishing among such types of text as stories	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:1	6.17E Use prepositional phrases to elaborate written ideas (4-8).	Object of a preposition (No orders were received from them this week.)

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	11
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	11
<b>Overview</b>			
The student will recognize and write to inform using introductory, prepositional phrases with correct punctuation. The students will paraphrase and summarize text to recall and organize idea and information.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(15) Writing/purposes. The student writes for a variety of audiences and purposes and in a variety of forms. The student is expected to:	6.15C Write to inform <b>such as to explain, describe, report, and narrate</b> (4-8).		
(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:	6.16B Capitalize and punctuate correctly to clarify and enhance meaning <b>such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation</b> (6-8).	<b>Including:</b> When to comma after introductory, prepositional phrases, (In regard to your request for an extension, it is likely that it will be granted. During the last twenty years the company's profits have tripled.)	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to	6.10G Paraphrase and summarize text to recall, inform, and organize ideas.	<b>Including:</b> Write and identify best summary that includes all of the following: <ul style="list-style-type: none"> <li>• 2-4 sentences</li> <li>• the main idea of the passage,</li> <li>• multiple, accurate details that support the main idea, and</li> </ul> details that come from the beginning, middle, and end of the passage (note: the details in a TAKS answer choice are not necessarily in the same order as they appear in the passage)	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	6.17F Employ standard English usage in writing for audiences, <b>including subject-verb agreement, pronoun referents, and parts of speech</b> (4-8).	<b>Including:</b> When prepositional phrase and/or other words are placed between subject and verb (The list of addresses was prepared by the secretary.)	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	12
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	12
<b>Overview</b>			
The student will recognize how to infer and use deductive and inductive processes.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10H Draw inferences such as conclusions or generalizations and support them with text evidence and experience	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• <b>Infer:</b> take specific information (from text and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.]</li> <li>• <b>Deductive process:</b> validate/support conclusions and generalizations with text evidence (primarily direct quotations from the text)</li> <li>• <b>Inductive process:</b> draw conclusions and then validate/support it with text evidence, primarily direct quotations from the text</li> </ul> <p><b>TAKS Note:</b> Answering multiple choice questions, as on TAKS, is a deductive process. TAKS correct answers must be supported with text evidence, NOT by using prior experience or prior learning.</p> <p><b>TAKS Note:</b> Open-ended questions on TAKS in grades 9-11 are inductive thinking.</p>	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	13
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	13
<b>Overview</b>			
<p>The student will begin reading the novel <i>Maniac Magee</i> by Jerry Spinelli. The student will recognize and identify flashback, foreshadowing, style/diction. The student will model organizing information with a graphic organizer. The student will use commas with introductory dependent clauses.</p>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p>	<p>6.12J Recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8).</p>	<p><b>Recognize and identify the significance of</b></p> <ul style="list-style-type: none"> <li>• Flashback as "... a way of presenting scenes or incidents that took place before the opening scene. The flashback can be introduced in a number of ways. A character may tell another character about past events, have a dream about them, or simply think back to the events.... The advantage of using a flashback is that the story can start in the middle or near the end, get the reader involved, and then fill in what led up to that point.</li> <li>• Foreshadowing as "...giving hints or clues that suggest or prepare for events that occur later in the work. ... Foreshadowing creates suspense, prepares the reader for what happens next, and makes</li> </ul>	

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		<p>final outcomes seem inevitable.</p> <ul style="list-style-type: none"> <li>• Style/diction as the writer used specific words, phrases, or allusions</li> <li>• Point of view (see 12H)</li> <li>• Figurative language (see 9B)</li> </ul> <p>TAKS Note: TAKS also tests figurative language, point of view, and other literary devices. The emphasis is on <u>why</u> the author uses the literary device—not on naming/labeling the device.</p>
<p>(16) Writing/penmanship/capitalization/punctuation/spelling. The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly. The student is expected to:</p>	<p>6.16B Capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8).</p>	<p>Including: When to use a comma with an introductory dependent clause (Before the sale is advertised, the store will open for regular customers. The store will open for regular customers before the sale is advertised. Before I began to teach school, I spent many years in school.)</p>
<p>(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:</p>	<p>6.20B Organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8).</p>	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	14
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	14
<b>Overview</b>			
The student will continue reading <i>Maniac Magee</i> . The student will analyze characters and types of conflict. The student will form and revise questions for investigations and direct research. The student will identify and use subordinate conjunctions.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10I Find similarities and differences across texts <del>such as</del> <b>including in treatment, scope, or organization</b> (4-8).	<p><b>Including comparing and contrasting:</b></p> <ul style="list-style-type: none"> <li>treatment (the author’s position/perspective on an issue or the author’s inclusion of certain issues)</li> <li>scope (the author’s development of a common idea, topic, or theme)</li> <li>organization of texts (see 12I—text structure)</li> </ul> <p><u>Examples</u></p> <p>Contrast/treatment of the same topics:</p> <ul style="list-style-type: none"> <li>Lisa’s report is different from the newspaper article because the report —</li> <li>One way these selections are alike is that both mention —</li> <li>What do the two stories have in common?</li> <li>Both of these stories describe —</li> </ul> <p>Contrast/treatment of characters or texts:</p> <ul style="list-style-type: none"> <li>What is one difference between the sultan and the king?</li> <li>What is one difference between the two selections?</li> </ul> <p>Support across text:</p> <ul style="list-style-type: none"> <li>How does information in the first selection (expository/narrative) help the reader understand the second selection (narrative/expository)?</li> </ul> <p><i>TAKS Note: All of the items available for analysis are “cross over item”—requiring students to compare/contrast elements in two different texts.</i></p>	

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<p>(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:</p>	<p>6.13A Form and revise questions for investigations, <b>including questions arising from readings, assignments, and units of study</b> (6-8).</p>	<p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• Asks and answers relevant questions for personal clarification and extension of ideas in group discussions and conduct formal and informal research</li> <li>• Analyzes questions to determine the best source of information to answer them (e.g., print, experts, technology)</li> <li>• Writes relevant questions before reading information on a given topic he or she would like to investigate and revises questions after gathering information</li> </ul>
<p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p>	<p>6.12F Analyze characters</p>	<p><b>1. Conflicts: Types,</b>  <b>External conflicts such as:</b></p> <ul style="list-style-type: none"> <li>• Man v. Man</li> <li>• Man v. Society</li> <li>• Man v. Nature</li> </ul> <p><b>Internal conflict such as</b></p> <ul style="list-style-type: none"> <li>• Man v. Self</li> </ul> <p><b>2. Conflicts: How they are addressed and resolved</b></p> <ul style="list-style-type: none"> <li>• Everybody wins</li> <li>• Flight/run away/avoid</li> <li>• Fight /resist</li> <li>• Death</li> <li>• Compromise</li> <li>• Someone wins; someone loses</li> <li>• Acceptance</li> <li>• Unresolved</li> </ul> <p><b>Including:</b></p> <ul style="list-style-type: none"> <li>• analyzing individual characters and</li> <li>• comparing/contrasting characters</li> </ul> <p><b>Analyzing Relationships</b></p> <ul style="list-style-type: none"> <li>• Between/among other characters</li> </ul>

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		<ul style="list-style-type: none"> <li>• With self</li> <li>• With society</li> <li>• With nature/ environment</li> </ul> <p>Analyzing Change</p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Physical</li> <li>• Change From beginning to end</li> <li>• Change before an event and after an event in the plot</li> </ul> <p>Analyzing Types of Characters</p> <ul style="list-style-type: none"> <li>• Dynamic</li> <li>• Static</li> <li>• Protagonist</li> <li>• Antagonist</li> </ul>
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	6.17C Use conjunctions to connect ideas meaningfully (4-8).	<p>Including</p> <p>Subordinate conjunctions (as, because, inasmuch as, now, that...)</p>
(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	6.20A Frame questions to direct research (4-8).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Differentiate between researchable and non-researchable questions</li> <li>• Frame clear, researchable questions</li> <li>• Revise questions to make them researchable</li> </ul>

## Wylie ISD Curriculum

<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	15
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	15
<b>Overview</b>			
<p>The student will continue reading <i>Maniac Magee</i>. The student will analyze character focusing on their conflicts, relationships, and changes that occur in the text. The students will write in complex sentences. The students will use multiple resources to answer their research related questions.</p>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
<p>(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:</p>	<p>6.12F Analyze characters</p>	<p><b>2. Conflicts: How they are addressed and resolved</b></p> <ul style="list-style-type: none"> <li>• Everybody wins</li> <li>• Flight/run away/avoid</li> <li>• Fight /resist</li> <li>• Death</li> <li>• Compromise</li> <li>• Someone wins; someone loses</li> <li>• Acceptance</li> <li>• Unresolved</li> </ul> <p>Including:</p> <ul style="list-style-type: none"> <li>• analyzing individual characters and</li> <li>• comparing/contrasting characters</li> </ul> <p>Analyzing Relationships</p> <ul style="list-style-type: none"> <li>• Between/among other characters</li> <li>• With self</li> <li>• With society</li> <li>• With nature/ environment</li> </ul> <p>Analyzing Change</p> <ul style="list-style-type: none"> <li>• Emotional</li> <li>• Physical</li> <li>• Change From beginning to end</li> <li>• Change before an event and after an event in the plot</li> </ul>	

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<p>(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:</p>	<p>6.13C Use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8).</p>	<p><b>Including:</b> Uses print, and informal interviews to gather information in response to self-, peer-, and teacher generated questions.</p>
<p>(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:</p>	<p>6.13D Interpret and use graphic sources of information (4-8). such as maps, graphs, timelines, or tables to address research questions</p>	<p>(See TAKS test items samples for 6<sup>th</sup> grade <i>Smart Teaching</i> materials</p>
<p>(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:</p>	<p>6.17B Write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6).</p>	<ul style="list-style-type: none"> <li>• Complex Sentences</li> <li>• Predicate within a complex sentence</li> <li>• Subject within a complex sentence</li> </ul>
<p>(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:</p>	<p>6.20C Take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8).</p>	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	16
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	16
<b>Overview</b>			
<p>The students will continue reading <i>Maniac Magee</i>. The students will represent text in different ways while using graphic organizers. The students will organize ideas and draw conclusions for the information gathered. The students will summarize and organize information by taking notes, outlining ideas, and making diagram/charts. The students will use possessive nouns correctly.</p>			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(10) Reading/comprehension. The student comprehends selections using a variety of strategies. The student is expected to:	6.10L Represent text information in different ways (4-8). <del>such as</del> including an outline, timeline, or graphic organizer	<b>Including:</b> <ul style="list-style-type: none"> <li>• Identifying Similarities and Differences, Including: <ul style="list-style-type: none"> <li>• Venn Diagram: Comparison/Contrast of Traits/Characteristics of Two Characters or other text issues</li> <li>• Web: Characteristics/Motivation of a Character (including how characters relate to other characters and why characters do what they do)</li> </ul> </li> </ul>	
(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to	6.13G Draw conclusions from information gathered from multiple sources (4-8).	<b>Including:</b> <ul style="list-style-type: none"> <li>• Infer: take specific information (from multiple sources and/or prior experience/learning) in order to draw a conclusion or form a generalization; an inductive process; “reading between the lines.” [The writer implies; the reader infers.]</li> <li>• Draw and Support Conclusions With and Without Text Evidence: A statement about an individual person, place, thing, or event that is supported by accurate information [Note: On TAKS, that information must come from the text.] Conclusions are “some” or “sometimes” statements. There are many different kinds of conclusions, e.g.: <ul style="list-style-type: none"> <li>○ a statement about an individual person, place, thing, or event;</li> </ul> </li> </ul>	

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		<ul style="list-style-type: none"> <li>○ a statement/conclusion about the future = prediction; and</li> <li>○ a statement/conclusion about why something happened = cause/effect</li> </ul>
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	6.17H Write with increasing accuracy when using apostrophes in contractions (4-8) such as doesn't and possessives such as Maria's	(see grade-level choices from "universe of punctuation") possessive nouns
(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	6.13E Summarize and organize information from multiple sources by taking notes, outlining ideas, and making Diagram/Charts (4-8).	<p>Including:</p> <ul style="list-style-type: none"> <li>• Develops note-taking and test-taking strategies using multiple sources (e.g., text information, interviews, and Internet, etc.)</li> <li>• Records his or her own knowledge of a topic in a variety of ways (e.g., by making lists, constructing graphic organizers) and from multiple sources (e.g., text information, interviews, and Internet, etc.)</li> </ul>
(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	6.20D Summarize and organize ideas gained from multiple sources in useful ways (4-8). such as outlines, conceptual maps, learning logs, and timelines	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	17
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	17
<b>Overview</b>			
The students will continue reading <i>Maniac Magee</i> . The students will create evaluation criteria/rubrics for their research. The students will increase accuracy when using pronouns.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(5) Listening/speaking/audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions. The student is expected to:	6.5D Generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8).	Such as student created evaluation criteria and rubric.	
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:	6.17I Write with increasing accuracy when using pronoun case (6-8) such as "He and they joined him."	(see grade-level choices from "universe of grammar") <ul style="list-style-type: none"> <li>• possessive case reflexive pronouns (myself, yourself, himself, herself, itself, ourselves, yourselves, themselves) [Note: these are not in the nominative case and cannot be used as subject]</li> <li>• predicate complement (I think it was they who called)</li> <li>• pronoun reference (pronoun/antecedent agreement for gender and number)</li> <li>• objective case (me, you , her, him, it, us, them)                             <ul style="list-style-type: none"> <li>○ object of a verb (The supervisor trusted her to make out the payroll.)</li> <li>○ indirect object of a verb (Last year the company gave him a bonus.)</li> <li>○ compound object of a verb (The teacher gave Marge and me an extra assignment.)</li> </ul> </li> </ul>	
(18) Writing/writing process. The student selects and uses writing processes for self-initiated and assigned writing. The student is expected to:	6.18B Develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8).	Including: Text Structure of Enumeration (Reasons Why)	

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<b>Subject Area</b>	English/Language Arts	<b>Bundle #:</b>	18
<b>Grade/Level</b>	6 <sup>th</sup> Grade	<b>Weeks:</b>	18
<b>Overview</b>			
The students will finish reading <i>Maniac Magee</i> . The students will compare and contrast different communication forms related to <i>Maniac Magee</i> . The students will produce their research and present it in a variety of different forms.			
<b>TEKS - Texas Knowledge &amp; Skills</b>			
<b>Knowledge &amp; Skill Statement</b>	<b>Student Expectation</b>	<b>Student Learning Outcome Clarification</b>	
(12) Reading/text structures/literary concepts. The student analyzes the characteristics of various types of texts (genres). The student is expected to:	6.12C Compare communication in different forms such as [contrasting a dramatic performance with a print version of the same story or] comparing story variants (2-8)	<p style="color: red;">both within and across paired texts, typically a narrative text paired with an expository text</p> <p style="color: red;">Including answering questions to:</p> <ul style="list-style-type: none"> <li>• Connect ideas</li> <li>• Compare and contrast characters</li> <li>• Compare ideas</li> <li>• Compare themes</li> </ul> <p style="color: red;">Including recognizing theme as: the “central or dominating idea—the message implicit in a work. The theme is seldom stated directly. It is an abstract concept indirectly expressed through recurrent images, actions, characters, and symbols and must be inferred by the reader or spectator. Theme differs from subject in that theme is a comment, observation, or insight about the subject</p>	
(13) Reading/inquiry/research. The student inquires and conducts research using a variety of sources. The student is expected to:	6.13F Produce research projects and reports in effective formats for various audiences (6-8).		
(17) Writing/grammar/usage. The student applies standard grammar and usage to communicate clearly and effectively in writing. The student is expected to:1	6.17F Employ standard English usage in writing for audiences (4-8). including subject-verb agreement, pronoun referents, and parts of speech	(see grade-level choices from “universe of grammar”)	
(20) Writing/inquiry/research. The student uses writing as a tool for learning and research. The student is expected to:	6.20E Present information in various forms using available technology (4-8).	<p style="color: red;">such as:</p> <ul style="list-style-type: none"> <li>• PowerPoint</li> <li>• Newsletter</li> <li>• Brochure</li> <li>• Video</li> <li>• Webpage</li> <li>• Audio</li> </ul>	