

<p><b>Lexia Strategies for Older Students™ ©2005</b>          correlated to  <b>TX Texas Essential Knowledge and Skills for English Language Arts and Reading</b>  <b>Grade 6</b></p>	
<p><b>TX Texas Essential Knowledge and Skills for English Language Arts and Reading: Grade 6</b></p>	<p><b>Lexia Strategies for Older Students™ Activity</b></p>

<p><b>(6.1) Listening/speaking/purposes.</b> The student listens actively and purposefully in a variety of settings.</p>	
<p>(A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);</p>	
<p>(B) eliminate barriers to effective listening (4-8);</p>	
<p>(C) understand the major ideas and supporting evidence in spoken messages (4-8); and</p>	
<p>(D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).</p>	
<p><b>(6.2) Listening/speaking/critical listening.</b> The student listens critically to analyze and evaluate a speaker's message(s).</p>	
<p>(A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);</p>	
<p>(B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6);</p>	
<p>(C) distinguish between the speaker's opinion and verifiable fact (4-8);</p>	
<p>(D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);</p>	
<p>(E) compare his/her own perception of a spoken message with the perception of others (6-8); and</p>	
<p>(F) evaluate a spoken message in terms of its content, credibility, and delivery (6- 8).</p>	
<p><b>(6.3) Listening/speaking/appreciation.</b> The student listens to enjoy and appreciate spoken language.</p>	

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<p>(A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);</p>	
<p>(B) analyze oral interpretations of literature for effects on the listener (6-8); and</p>	
<p>(C) analyze the use of aesthetic language for its effects (6-8).</p>	
<p><b>(6.4) Listening/speaking/culture.</b> 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.</p>	
<p>(A) connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening (4-8);</p>	
<p>(B) compare oral traditions across regions and cultures (4-8); and</p>	
<p>(C) identify how language use such as labels and sayings reflects regions and cultures (4-8).</p>	
<p><b>(6.5) Listening/speaking/audiences.</b> The student speaks clearly and appropriately to different audiences for different purposes and occasions.</p>	
<p>(A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);</p>	
<p>(B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);</p>	
<p>(C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);</p>	
<p>(D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);</p>	

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(E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and	
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(F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	
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(6.6) <b>Reading/word identification.</b> The student uses a variety of word recognition strategies.
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<p>(A) apply knowledge of lettersound correspondences, language structure, and context to recognize words (4-8);</p>	<p><b>Level 1-</b>          Short Vowel Key          Consonant Blast          Master b, d, p          Short Vowel Trap          Short Vowel Spin</p> <p><b>Level 2-</b>          Letter Switch          E- Maze          Search &amp; Spell          Find &amp; Combine          Picture It</p> <p><b>Level 3-</b>          Sea Hunt          At the Mall          Add It          Quick Link          Trails West</p> <p><b>Level 4-</b>          Detect &amp; File          Success!          Syllable Puzzler          Winners Old &amp; New</p> <p><b>Level 5-</b>          Anglo-Saxon Affixes          Latin Affixes          Special Accent Patterns          Meaning Structures          Greek Combining Forms</p>
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<p>(B) use structural analysis to identify root words with prefixes such as <i>dis-</i>, <i>non-</i>, <i>in-</i>, and suffixes such as <i>-ness</i>, <i>-tion</i>, and <i>-able</i> (4-6); and</p>	<p><b>Level 5-</b>          Anglo-Saxon Affixes          Latin Affixes          Meaning Structures          Greek Combining Forms</p>
<p>(C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).</p>	<p><b>Level 5-</b>          Special Accent Patterns          Meaning Structures          Greek Combining Forms</p>
<p><b>(6.7) Reading/fluency.</b> The student reads with fluency and understanding in texts at appropriate difficulty levels.</p>	
<p>(A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6);</p>	
<p>(B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6);</p>	

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<p>(C) demonstrate characteristics of fluent and effective readers (4-6);</p>	<p><b>Level 1-</b> Short Vowel Spin</p> <p><b>Level 2-</b> Letter Switch Find &amp; Combine Picture It</p> <p><b>Level 3-</b> Sea Hunt At the Mall Add It</p> <p><b>Level 4-</b> Success! Winners Old &amp; New</p> <p><b>Level 5-</b> Anglo-Saxon Affixes Meaning Structures Greek Combining Forms</p>
<p>(D) adjust reading rate based on purposes for reading (4-8);</p>	
<p>(E) read aloud in selected texts in ways that both reflect understanding of the text and engage the listeners (4-8); and</p>	
<p>(F) read silently with increasing ease for longer periods (4- 8).</p>	
<p><b>(6.8) Reading/variety of texts.</b> The student reads widely for different purposes in varied sources.</p>	
<p>(A) read classic and contemporary works (2-8);</p>	
<p>(B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);</p>	

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<p>(C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and</p>	<p><b>Level 2-</b> Picture It</p> <p><b>Level 4-</b> Winners Old &amp; New</p>
<p>(D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).</p>	
<p><b>(6.9) Reading/vocabulary development.</b> The student acquires an extensive vocabulary through reading and systematic word study.</p>	
<p>(A) develop vocabulary by listening to selections read aloud (4-8);</p>	
<p>(B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);</p>	
<p>(C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);</p>	
<p>(D) determine meanings of derivatives by applying knowledge of the meanings of root words such as <i>like</i>, <i>pay</i> or <i>happy</i> and affixes such as <i>dis-</i>, <i>pre-</i> or <i>un-</i> (4- 8);</p>	<p><b>Level 5-</b>          Anglo-Saxon Affixes          Latin Affixes          Special Accent Patterns          Meaning Structures          Greek Combining Forms</p>
<p>(E) study word meanings systematically such as across curricular content areas and through current events (4-8);</p>	<p><b>Level 5-</b>          Meaning Structures          Greek Combining Forms</p>
<p>(F) distinguish denotative and connotative meanings (6-8); and</p>	

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<p>(G) use word origins as an aid to understanding historical influences on English word meanings (6-8).</p>	<p><b>Level 5-</b>          Anglo-Saxon Affixes          Latin Affixes          Meaning Structures          Greek Combining Forms</p>
<p><b>(6.10) Reading/comprehension.</b> The student comprehends selections using a variety of strategies.</p>	
<p>(A) use his/her own knowledge and experience to comprehend (4-8);</p>	
<p>(B) establish and adjust purposes for reading such as reading to find out, to understand, to interpret, to enjoy, and to solve problems (4-8);</p>	
<p>(C) monitor his/her own comprehension and make modifications when understanding breaks down such as by rereading a portion aloud, using reference aids, searching for clues, and asking questions (4-8);</p>	<p><b>Level 2-</b>          Picture It</p> <p><b>Level 4-</b>          Winners Old &amp; New</p>
<p>(D) describe mental images that text descriptions evoke (4- 8);</p>	
<p>(E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);</p>	
<p>(F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);</p>	
<p>(G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);</p>	
<p>(H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);</p>	

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(I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);	
(J) distinguish fact and opinion in various texts (4-8);	
(K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as testlike questions such as multiple choice, true-false, and short answer (4-8);	
(L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and	
(M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	
<b>(6.11) Reading/literary response.</b> The student expresses and supports responses to various types of texts.	
(A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	
(B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);	
(C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	
(D) connect, compare, and contrast ideas, themes, and issues across text (4-8).	
<b>(6.12) Reading/text structures/literary concepts.</b> The student analyzes the characteristics of various types of texts (genres).	

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<p>(A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);</p>	<p><b>Level 2-</b> Picture It</p> <p><b>Level 4-</b> Winners Old &amp; New</p>
<p>(B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);</p>	<p><b>Level 4-</b> Winners Old &amp; New</p>
<p>(C) 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>	
<p>(D) understand and identify literary terms such as playwright, theater, stage, act, dialogue, analogy, and scene across a variety of literary forms (texts) (6-7);</p>	
<p>(E) 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><b>Level 4-</b> Winners Old &amp; New</p>
<p>(F) analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo (4-8);</p>	
<p>(G) recognize and analyze story plot, setting, and problem resolution (4-8);</p>	
<p>(H) describe how the author's perspective or point of view affects the text (4-8);</p>	

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<p>(I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);</p>	
<p>(J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and</p>	
<p>(K) recognize how style, tone, and mood contribute to the effect of the text (6-8).</p>	
<p><b>(6.13) Reading/inquiry/research.</b> The student inquires and conducts research using a variety of sources.</p>	
<p>(A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);</p>	
<p>(B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);</p>	
<p>(C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);</p>	
<p>(D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);</p>	
<p>(E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);</p>	
<p>(F) produce research projects and reports in effective formats for various audiences (6-8);</p>	

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<p>(G) draw conclusions from information gathered from multiple sources (4-8);</p>	
<p>(H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and</p>	
<p>(I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8),</p>	
<p><b>(6.14) Reading/culture.</b> The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.</p>	
<p>(A) compare text events with his/her own and other readers' experiences (4-8);</p>	
<p>(B) determine distinctive and common characteristics of cultures through wide reading (4-8); and</p>	
<p>(C) articulate and discuss themes and connections that cross cultures (4-8).</p>	
<p><b>(6.15) Writing/purposes.</b> The student writes for a variety of audiences and purposes and in a variety of forms.</p>	
<p>(A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);</p>	
<p>(B) write to influence such as to persuade, argue, and request (4-8);</p>	
<p>(C) write to inform such as to explain, describe, report, and narrate (4-8);</p>	
<p>(D) write to entertain such as to compose humorous poems or short stories (4-8);</p>	
<p>(E) select and use voice and style appropriate to audience and purpose (6-8);</p>	

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<p>(F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6);</p>	
<p>(G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and</p>	
<p>(H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).</p>	
<p><b>(6.16) Writing/penmanship/capitalization/punctuation/spelling.</b> The student composes original texts, applying the conventions of written language such as capitalization, punctuation, penmanship, and spelling to communicate clearly.</p>	
<p>(A) write legibly by selecting cursive or manuscript as appropriate (4-8);</p>	
<p>(B) capitalize and punctuate correctly to clarify and enhance meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);</p>	

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<p>(C) write with accurate spelling of syllable constructions, including closed, open, consonant before <i>-le</i>, and syllable boundary patterns (3-6);</p>	<p><b>Level 2-</b> Find &amp; Combine</p> <p><b>Level 3-</b> Sea Hunt At the Mall Quick Link Trails West</p> <p><b>Level 4-</b> Detect &amp; File Syllable Puzzler</p> <p><b>Level 5-</b> Anglo-Saxon Affixes Latin Affixes Special Accent Patterns Meaning Structures Greek Combining Forms</p>
<p>(D) write with accurate spelling of roots such as <i>drink, speak, read,</i> or <i>happy</i>, inflections such as those that change tense or number, suffixes such as <i>-able</i> or <i>-less</i>, and prefixes such as <i>reor un-</i> (4-6);</p>	<p><b>Level 3-</b> Add It Trails West</p> <p><b>Level 5-</b> Anglo-Saxon Affixes Latin Affixes Meaning Structures Greek Combining Forms</p>
<p>(E) use resources to find correct spellings (4-8);</p>	
<p>(F) spell accurately in final drafts (4-8); and</p>	
<p>(G) understand the influence of other languages and cultures on the spelling of English words (6-8).</p>	<p><b>Level 5-</b> Anglo-Saxon Affixes Latin Affixes Meaning Structures Greek Combining Forms</p>

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<p><b>(6.17) Writing/grammar/usage.</b> The student applies standard grammar and usage to communicate clearly and effectively in writing.</p>	
<p>(A) use regular and irregular plurals correctly (4-6);</p>	
<p>(B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);</p>	
<p>(C) use conjunctions to connect ideas meaningfully (4-8);</p>	
<p>(D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);</p>	
<p>(E) use prepositional phrases to elaborate written ideas (4- 8);</p>	
<p>(F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);</p>	
<p>(G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);</p>	
<p>(H) write with increasing accuracy when using apostrophes in contractions such as <i>doesn't</i> and possessives such as <i>Maria's</i> (4-8); and</p>	
<p>(I) write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8).</p>	
<p><b>(6.18) Writing/writing process.</b> The student selects and uses writing processes for self-initiated and assigned writing.</p>	
<p>(A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);</p>	

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(B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);	
(C) revise selected drafts by adding, elaborating, deleting, combining, and rearranging text (4-8);	
(D) revise drafts for coherence, progression, and logical support of ideas (4-8);	
(E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4- 8);	
(F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);	
(G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);	
(H) proofread his/her own writing and that of others (4- 8); and	
(I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).	
<b>(6.19) Writing/evaluation.</b> The student evaluates his/her own writing and the writings of others.	
(A) apply criteria to evaluate writing (4-8);	
(B) respond in constructive ways to others' writings (4- 8);	
(C) evaluate how well his/her own writing achieves its purposes (4-8);	
(D) analyze published examples as models for writing (4-8); and	

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<p>(E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).</p>	
<p><b>(6.20) Writing/inquiry/research.</b> The student uses writing as a tool for learning and research.</p>	
<p>(A) frame questions to direct research (4-8);</p>	
<p>(B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);</p>	
<p>(C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);</p>	
<p>(D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);</p>	
<p>(E) present information in various forms using available technology (4-8);</p>	
<p>(F) evaluate his/her own research and raise new questions for further investigation (4-8); and</p>	
<p>(G) follow accepted formats for writing research, including documenting sources (6-8).</p>	
<p><b>(6.21) Writing/connections.</b> The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.</p>	
<p>(A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and</p>	
<p>(B) correspond with peers or others via e-mail or conventional mail (4-8).</p>	

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<p><b>(6.22) Viewing/representing/interpretation.</b> The student understands and interprets visual images, messages, and meanings.</p>	
<p>(A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);</p>	
<p>(B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4- 8); and</p>	
<p>(C) use media to compare ideas and points of view (4-8).</p>	
<p><b>(6.23) Viewing/representing/analysis.</b> The student analyzes and critiques the significance of visual images, messages, and meanings.</p>	
<p>(A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);</p>	
<p>(B) compare and contrast print, visual, and electronic media such as film with written story (4-8);</p>	
<p>(C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6- 8); and</p>	
<p>(D) evaluate how different media forms influence and inform (6-8).</p>	
<p><b>(6.24) Viewing/representing/production.</b> The student produces visual images, messages, and meanings that communicate with others.</p>	
<p>(A) select, organize, or produce visuals to complement and extend meanings (4-8);</p>	
<p>(B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4- 8); and</p>	

<p><b>Lexia Strategies for Older Students™ ©2005</b>          correlated to  <b>TX Texas Essential Knowledge and Skills for English Language Arts and Reading</b>  <b>Grade 6</b></p>	
<p><b>TX Texas Essential Knowledge and Skills for English Language Arts and Reading: Grade 6</b></p>	<p><b>Lexia Strategies for Older Students™ Activity</b></p>
<p>(C) assess how language, medium, and presentation contribute to the message (6-8).</p>	