

**Side-by-Side Comparison of the Texas Educational Knowledge and Skills (TEKS)  
and Louisiana Grade Level Expectations (GLEs)**

**ENGLISH LANGUAGE ARTS: Grade 6**

<b>TEKS</b>	<b>Comments</b>	<b>Louisiana GLE</b>
(6.1) Listening/Speaking/Purposes. The student listens actively and purposefully in a variety of settings.		
(6.1.A) determine the purposes for listening such as to gain information, to solve problems, or to enjoy and appreciate (4-8);	<i>Not Addressed (NA)</i>	
(6.1.B) eliminate barriers to effective listening (4-8);	<i>Implied</i>	35. Adjust volume and inflection to suit the audience and purpose of presentations (ELA 4 M3)
(6.1.C) understand the major ideas and supporting evidence in spoken messages (4-8);		37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>• viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> <li>• summarizing the main points of a speaker's message, including supporting details and their significance (ELA 4 M4)</li> </ul>
(6.1.D) listen to learn by taking notes, organizing, and summarizing spoken ideas (6-8).	<i>taking notes, organizing Not Specifically Addressed (NSA)</i>	33. Follow procedures (e.g., read, question, write a response, form groups) from detailed oral instructions (ELA 4 M2) summarizing 37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>• viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> <li>• summarizing the main points of a speaker's message, including supporting details and their significance (ELA 4 M4)</li> </ul>
(6.2) Listening/Speaking/Critical Listening. The student listens critically to analyze and evaluate a speaker's message(s).		
(6.2.A) interpret speakers' messages (both verbal and nonverbal), purposes, and perspectives (4-8);	<i>Implied</i>	37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>• viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> <li>• summarizing the main points of a speaker's message, including supporting details and their significance (ELA 4 M4)</li> </ul>

TEKS	Comments	Louisiana GLE
(6.2.B) identify and analyze a speaker's persuasive techniques such as selling, convincing, and using propaganda (6);	<i>Implied</i>	37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> <li>summarizing the main points of a speaker's message, including supporting details and their significance (ELA 4 M4)</li> </ul>
(6.2.C) distinguish between the speaker's opinion and verifiable fact (4-8);	<i>Implied</i>	37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> <li>summarizing the main points of a speaker's message, including supporting details and their significance (ELA 4 M4)</li> </ul> with media 39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>text structure</li> <li>images/sensory details</li> <li>support for main position</li> <li>background information</li> <li>opinions vs. facts</li> <li>sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.2.D) monitor his/her own understanding of the spoken message and seek clarification as needed (4-8);	<i>Implied</i>	37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> <li>summarizing the main points of a speaker's message, including supporting details and their significance (ELA 4 M4)</li> </ul>
(6.2.E) compare his/her own perception of a spoken message with the perception of others (6-8); and	<i>Implied</i>	37. Demonstrate active listening strategies for various purposes, including: <ul style="list-style-type: none"> <li>viewing a video to interpret the meaning of the story, to determine the speaker's/character's attitude using verbal and nonverbal cues, and to draw conclusions about the presentation</li> <li>summarizing the main points of a speaker's message, including supporting details and their significance (ELA 4 M4)</li> </ul>

TEKS	Comments	Louisiana GLE
		39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul> 40. Participate in group and panel discussions, including: <ul style="list-style-type: none"> <li>• explaining the effectiveness and dynamics of group process</li> <li>• applying agreed-upon rules for formal and informal discussions</li> <li>• assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA 4 M6)</li> </ul>
(6.2.F) evaluate a spoken message in terms of its content, credibility, and delivery (6-8).	<i>credibility (NSA); delivery (NA)</i>	content 39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.3) Listening/Speaking/Appreciation. The student listens to enjoy and appreciate spoken language.		
(6.3.A) listen to proficient, fluent models of oral reading, including selections from classic and contemporary works (4-8);	<i>NA</i>	
(6.3.B) analyze oral interpretations of literature for effects on the listener (6-8); and	<i>Implied</i>	39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.3.C) analyze the use of aesthetic language for its effects (6-8).	<i>Implied</i>	39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.4) Listening/Speaking/Culture. The student listens and speaks		

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to gain and share knowledge of his/her own culture, the culture of others, and the common elements of cultures.		
(6.4.A) connect his/her own experiences, information, insights, and ideas with experiences of others through speaking and listening (4-8);	NA	
(6.4.B) compare oral traditions across regions and cultures (4-8); and	NA	
(6.4.C) identify how language use such as labels and sayings reflects regions and cultures (4-8).	NA	
(6.5) Listening/Speaking/Audiences. The student speaks clearly and appropriately to different audiences for different purposes and occasions.		
(6.5.A) adapt spoken language such as word choice, diction, and usage to the audience, purpose, and occasion (4-8);		31. Adjust diction and enunciation to suit the purpose for speaking (ELA 4 M1)
(6.5.B) demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information (4-8);	<i>Implied</i>	38. Deliver oral presentations and responses, including: <ul style="list-style-type: none"> <li>• a research based presentation</li> <li>• formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4)</li> </ul>
(6.5.C) present dramatic interpretations of experiences, stories, poems, or plays to communicate (4-8);	NSA	38. Deliver oral presentations and responses, including: <ul style="list-style-type: none"> <li>• a research based presentation</li> <li>• formal and informal descriptive presentations that convey relevant information and descriptive details (ELA-4-M4)</li> </ul>
(6.5.D) generate criteria to evaluate his/her own oral presentations and the presentations of others (6-8);	NSA	39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.5.E) use effective rate, volume, pitch, and tone for the audience and setting (4-8); and		35. Adjust volume and inflection to suit the audience and purpose of presentations (ELA 4 M3)
(6.5.F) clarify and support spoken ideas with evidence, elaborations, and examples (4-8).	<i>Implied</i>	38. Deliver oral presentations and responses, including: <ul style="list-style-type: none"> <li>• a research based presentation</li> <li>• formal and informal descriptive presentations that convey relevant information and descriptive details (ELA 4 M4)</li> </ul>
(6.6) Reading/Word Identification. The student uses a variety of		

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word recognition strategies.		
(6.6.A) apply knowledge of letter-sound correspondences, language structure, and context to recognize words (4-8);	NSA	1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> <li>• using structural analysis (e.g., roots, affixes)</li> <li>• determining word origins (etymology)</li> <li>• using knowledge of idioms</li> <li>• explaining word analogies (ELA 1 M1)</li> </ul>
(6.6.B) use structural analysis to identify root words with prefixes such as dis-, non-, in-, and suffixes such as -ness, -tion, and -able (4-6); and		1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> <li>• using structural analysis (e.g., roots, affixes)</li> <li>• determining word origins (etymology)</li> <li>• using knowledge of idioms</li> <li>• explaining word analogies (ELA 1 M1)</li> </ul>
(6.6.C) locate the meanings, pronunciations, and derivations of unfamiliar words using dictionaries, glossaries, and other sources (4-8).	<i>Approximates</i>	for spelling only 42. Locate and integrate information from grade appropriate resources, including: <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., Web sites, databases)</li> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul>
(6.7) Reading/Fluency. The student reads with fluency and understanding in texts at appropriate difficulty levels.		
(6.7.A) read regularly in independent-level materials (texts in which no more than approximately 1 in 20 words is difficult for the reader) (6),	NA	
(6.7.B) read regularly in instructional-level materials that are challenging but manageable (texts in which no more than approximately 1 in 10 words is difficult for the reader) (6);	NA	
(6.7.C) demonstrate characteristics of fluent and effective readers (4-6);	NA	
(6.7.D) adjust reading rate based on purposes for reading (4-8);	NA	Benchmark ELA-1-M5; not in GLEs
(6.7.E) read aloud in selected texts in ways that both reflect	NA	

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understanding of the text and engage the listeners (4-8);		
(6.7.F) read silently with increasing ease for longer periods (4-8).	<i>NA</i>	
(6.8) Reading/Variety of texts. The student reads widely for different purposes in varied sources.		
(6.8.A) read classic and contemporary works (2-8);	<i>Implied</i>	9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA 6 M2)
(6.8.B) select varied sources such as plays, anthologies, novels, textbooks, poetry, newspapers, manuals, and electronic texts when reading for information or pleasure (6-8);		10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> <li>• fiction (e.g., myths, historical fiction)</li> <li>• nonfiction (e.g., newspaper articles, magazine articles)</li> <li>• poetry (e.g., lyric, narrative)</li> <li>• drama (e.g., short plays) (ELA 6 M3)</li> </ul>
(6.8.C) read for varied purposes such as to be informed, to be entertained, to appreciate the writer's craft, and to discover models for his/her own writing (4-8); and	<i>Implied</i>	14. Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA 7 M3)
(6.8.D) read to take action such as to complete forms, make informed recommendations, and write a response (6-8).	<i>Benchmark ELA-1-H3; GLE 6 Implied</i>	6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• comic strips</li> <li>• editorial cartoons</li> <li>• speeches (ELA 1 M3)</li> </ul>
(6.9) Reading/Vocabulary Development. The student acquires an extensive vocabulary through reading and systematic word study.		
(6.9.A) develop vocabulary by listening to selections read aloud (4-8);	<i>Implied</i>	1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> <li>• using structural analysis (e.g., roots, affixes)</li> <li>• determining word origins (etymology)</li> <li>• using knowledge of idioms</li> <li>• explaining word analogies (ELA 1 M1)</li> </ul>
(6.9.B) draw on experiences to bring meanings to words in context such as interpreting idioms, multiple-meaning words, and analogies (6-8);		2. Identify common abbreviations, symbols, acronyms, and multiple meaning words (ELA 1 M1)
(6.9.C) use multiple reference aids, including a thesaurus, a synonym finder, a dictionary, and software, to clarify meanings and usage (4-8);		42. Locate and integrate information from grade appropriate resources, including: <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library</li> </ul>

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		catalogs, specialized dictionaries, almanacs, technical encyclopedias) <ul style="list-style-type: none"> <li>• electronic sources (e.g., Web sites, databases)</li> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul>
(6.9.D) determine meanings of derivatives by applying knowledge of the meanings of root words such as like, pay or happy and affixes such as dis-, pre- or un- (4-8);		1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> <li>• using structural analysis (e.g., roots, affixes)</li> <li>• determining word origins (etymology)</li> <li>• using knowledge of idioms</li> <li>• explaining word analogies (ELA 1 M1)</li> </ul>
(6.9.E) study word meanings systematically such as across curricular content areas and through current events (4-8);		3. Develop specific vocabulary (e.g., scientific, content specific, current events) for various purposes (ELA 1 M1)
(6.9.F) distinguish denotative and connotative meanings (6-8); and	<i>Implied</i>	1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> <li>• using structural analysis (e.g., roots, affixes)</li> <li>• determining word origins (etymology)</li> <li>• using knowledge of idioms</li> <li>• explaining word analogies (ELA 1 M1)</li> </ul>
(6.9.G) use word origins as an aid to understanding historical influences on English word meanings (6-8).		1. Identify word meanings using a variety of strategies, including: <ul style="list-style-type: none"> <li>• using context clues (e.g., definition, restatement, example, contrast)</li> <li>• using structural analysis (e.g., roots, affixes)</li> <li>• determining word origins (etymology)</li> <li>• using knowledge of idioms</li> <li>• explaining word analogies (ELA 1 M1)</li> </ul>
(6.10) Reading/Comprehension. The student comprehends selections using a variety of strategies.		
(6.10.A) use his/her own knowledge and experience to comprehend (4-8);	<i>Implied</i>	6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• comic strips</li> <li>• editorial cartoons</li> <li>• speeches (ELA 1 M3)</li> </ul>

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(6.10.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);	<i>Implied</i>	<p>11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and supporting details</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul> <p>16. Analyze grade appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>
(6.10.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);	<i>Implied</i>	<p>16. Analyze grade appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>
(6.10.D) describe mental images that text descriptions evoke (4-8);	<i>NSA</i>	<p>6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including:</p> <ul style="list-style-type: none"> <li>• comic strips</li> <li>• editorial cartoons</li> <li>• speeches (ELA 1 M3)</li> </ul>
(6.10.E) use the text's structure or progression of ideas such as cause and effect or chronology to locate and recall information (4-8);	<i>Implied</i>	<p>11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and supporting details</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> </ul>

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		<ul style="list-style-type: none"> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(6.10.F) determine a text's main (or major ideas) and how those ideas are supported with details (4-8);		11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and supporting details</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(6.10.G) paraphrase and summarize text to recall, inform, or organize ideas (4-8);		11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and supporting details</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(6.10.H) draw inferences such as conclusions or generalizations and support them with text evidence and experience (4-8);		11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and supporting details</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(6.10.I) find similarities and differences across texts such as in treatment, scope, or organization (4-8);		11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and supporting details</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>

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(6.10.J) distinguish fact and opinion in various texts (4-8);		16. Analyze grade appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>
(6.10.K) answer different types and levels of questions such as open-ended, literal, and interpretative as well as test-like questions such as multiple choice, true-false, and short answer (4-8);		6. Answer literal and inferential questions in oral and written responses about ideas and information in grade-appropriate texts, including: <ul style="list-style-type: none"> <li>• comic strips</li> <li>• editorial cartoons</li> <li>• speeches (ELA 1 M3)</li> </ul> 48. Interpret information from a variety of graphic organizers , including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)
(6.10.L) represent text information in different ways such as in outline, timeline, or graphic organizer (4-8); and		45. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• bibliographies (ELA 5 M3)</li> </ul>
(6.10.M) use study strategies to learn and recall important ideas from texts such as preview, question, reread, and record (6-8).	<i>Implied</i>	16. Analyze grade appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>
(6.11) Reading/Literary Response. The student expresses and supports responses to various types of texts.		
(6.11.A) offer observations, make connections, react, speculate, interpret, and raise questions in response to texts (4-8);	<i>Approximates</i>	16. Analyze grade appropriate print and nonprint texts using various reasoning skills, including: <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> </ul>

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(6.11.B) interpret text ideas through such varied means as journal writing, discussion, enactment, and media (4-8);		<ul style="list-style-type: none"> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul> <p>7. Explain the connections between ideas and information in a variety of texts (e.g., journals, technical specifications, advertisements) and real life situations and other texts (ELA 1 M4)</p> <p>24. Write for various purposes, including:</p> <ul style="list-style-type: none"> <li>• business letters that include a heading, inside address, salutation, body, and signature</li> <li>• evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons</li> <li>• text supported interpretations of elements of novels, stories, poems, and plays (ELA 2 M6)</li> </ul> <p>38. Deliver oral presentations and responses, including:</p> <ul style="list-style-type: none"> <li>• a research based presentation</li> <li>• formal and informal descriptive presentations that convey relevant information and descriptive details (ELA 4 M4)</li> </ul> <p>39. Evaluate media for various purposes, including:</p> <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul> <p>40. Participate in group and panel discussions, including:</p> <ul style="list-style-type: none"> <li>• explaining the effectiveness and dynamics of group process</li> <li>• applying agreed-upon rules for formal and informal discussions</li> <li>• assuming a variety of roles (e.g., facilitator, recorder, leader, listener) (ELA 4 M6)</li> </ul>
(6.11.C) support responses by referring to relevant aspects of text and his/her own experiences (4-8); and	<i>Approximates</i>	12. Examine and explain the relationship between life experiences and texts to generate solutions to problems (ELA 7 M2)
(6.11.D) connect, compare, and contrast ideas, themes, and issues across text (4-8).		11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including:

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		<ul style="list-style-type: none"> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul>
(6.12) Reading/Text Structures/Literary Concepts. The student analyzes the characteristics of various types of texts (genres).		
(6.12.A) identify the purposes of different types of texts such as to inform, influence, express, or entertain (4-8);		14. Analyze an author's stated or implied purpose for writing (e.g., to explain, to entertain, to persuade, to inform, to express personal attitudes or beliefs) (ELA 7 M3)
(6.12.B) recognize the distinguishing features of genres, including biography, historical fiction, informational texts, and poetry (4-8);		10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> <li>• fiction (e.g., myths, historical fiction)</li> <li>• nonfiction (e.g., newspaper articles, magazine articles)</li> <li>• poetry (e.g., lyric, narrative)</li> <li>• drama (e.g., short plays) (ELA 6 M3)</li> </ul>
(6.12.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);	<i>Approximates</i>	11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including: <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and supporting details</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul> 39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.12.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);	<i>NA</i>	
(6.12.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);	<i>Approximates</i>	10. Use knowledge of the distinctive characteristics to classify and interpret elements of various genres, including: <ul style="list-style-type: none"> <li>• fiction (e.g., myths, historical fiction)</li> <li>• nonfiction (e.g., newspaper articles, magazine articles)</li> <li>• poetry (e.g., lyric, narrative)</li> </ul>

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		<ul style="list-style-type: none"> <li>• drama (e.g., short plays) (ELA 6 M3)</li> </ul>
(6.12.F) analyze characters, including their traits, motivations, conflicts, points of view, relationships and changes they undergo (4-8);		<p>4. Identify and explain story elements, including:</p> <ul style="list-style-type: none"> <li>• theme development</li> <li>• character development</li> <li>• relationship of word choice and mood</li> <li>• plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA 1 M2)</li> </ul> <p>9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA 6 M2)</p>
(6.12.G) recognize and analyze story plot, setting, and problem resolution (4-8);		<p>4. Identify and explain story elements, including:</p> <ul style="list-style-type: none"> <li>• theme development</li> <li>• character development</li> <li>• relationship of word choice and mood</li> <li>• plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA 1 M2)</li> </ul> <p>9. Compare and contrast elements (e.g., plot, setting, characters, theme) in a variety of genres (ELA 6 M2)</p>
(6.12.H) describe how the author's perspective or point of view affects the text (4-8);	<i>Approximates</i>	15. Identify persuasive techniques (e.g., unsupported inferences, faulty reasoning, generalizations) that reflect an author's viewpoint (perspective) in texts (ELA 7 M3)
(6.12.I) analyze ways authors organize and present ideas such as through cause/effect, compare/contrast, inductively, deductively, or chronologically (6-8);	<i>Approximates</i>	<p>11. Demonstrate understanding of information in grade appropriate texts using a variety of strategies, including:</p> <ul style="list-style-type: none"> <li>• sequencing events and steps in a process</li> <li>• summarizing and paraphrasing information</li> <li>• identifying stated or implied main ideas and supporting details</li> <li>• comparing and contrasting literary elements and ideas</li> <li>• making simple inferences and drawing conclusions</li> <li>• predicting the outcome of a story or situation</li> <li>• identifying literary devices (ELA 7 M1)</li> </ul> <p>16. Analyze grade appropriate print and nonprint texts using various reasoning skills, including:</p> <ul style="list-style-type: none"> <li>• identifying cause-effect relationships</li> <li>• raising questions</li> <li>• reasoning inductively and deductively</li> <li>• generating a theory or hypothesis</li> <li>• skimming/scanning</li> <li>• distinguishing facts from opinions and probability (ELA 7 M4)</li> </ul>

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(6.12.J) recognize and interpret literary devices such as flashback, foreshadowing, and symbolism (6-8); and		5. Identify and explain literary and sound devices, including: <ul style="list-style-type: none"> <li>• foreshadowing</li> <li>• flashback</li> <li>• imagery</li> <li>• onomatopoeia (ELA 1 M2)</li> </ul>
(6.12.K) recognize how style, tone, and mood contribute to the effect of the text (6-8).	<i>Approximates</i>	4. Identify and explain story elements, including: <ul style="list-style-type: none"> <li>• theme development</li> <li>• character development</li> <li>• relationship of word choice and mood</li> <li>• plot sequence (e.g., exposition, rising action, climax, falling action, resolution) (ELA 1 M2)</li> </ul>
(6.13) Reading/Inquiry/Research. The student inquires and conducts research using a variety of sources.		
(6.13.A) form and revise questions for investigations, including questions arising from readings, assignments, and units of study (6-8);	<i>Implied</i>	44. Locate, gather, and select information using data gathering strategies, including: <ul style="list-style-type: none"> <li>• surveying</li> <li>• interviewing</li> <li>• paraphrasing (ELA 5 M3)</li> </ul>
(6.13.B) use text organizers, including headings, graphic features, and tables of contents, to locate and organize information (4-8);		41. Locate and select information using organizational features of grade appropriate resources, including: <ul style="list-style-type: none"> <li>• complex reference sources (e.g., almanacs, atlases, newspapers, magazines, brochures, map legends, prefaces, appendices)</li> <li>• electronic storage devices (e.g., CD ROMs, diskettes, software, drives)</li> <li>• frequently accessed and bookmarked Web addresses</li> <li>• organizational features of electronic texts (e.g., bulletin boards, databases, keyword searches, e mail addresses) (ELA 5 M1)</li> </ul> 45. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• bibliographies (ELA 5 M3)</li> </ul>
(6.13.C) use multiple sources, including electronic texts, experts, and print resources, to locate information relevant to research questions (4-8);		42. Locate and integrate information from grade appropriate resources, including: <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> </ul>

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		<ul style="list-style-type: none"> <li>• electronic sources (e.g., Web sites, databases)</li> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul> <p>46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA 5 M4)</p>
(6.13.D) interpret and use graphic sources of information such as maps, graphs, timelines, or tables to address research questions (4-8);		48. Interpret information from a variety of graphic organizers , including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)
(6.13.E) summarize and organize information from multiple sources by taking notes, outlining ideas, and making charts (4-8);	<i>Implied</i>	<p>42. Locate and integrate information from grade appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., Web sites, databases)</li> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul> <p>45. Generate grade appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• bibliographies (ELA 5 M3)</li> </ul>
(6.13.F) produce research projects and reports in effective formats for various audiences (6-8);		<p>45. Generate grade appropriate research reports that include information presented in a variety of forms, including:</p> <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• bibliographies (ELA 5 M3)</li> </ul> <p>46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA 5 M4)</p>
(6.13.G) draw conclusions from information gathered from multiple sources (4-8);		<p>42. Locate and integrate information from grade appropriate resources, including:</p> <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., Web sites, databases)</li> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul>

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(6.13.H) use compiled information and knowledge to raise additional, unanswered questions (3-8); and		42. Locate and integrate information from grade appropriate resources, including: <ul style="list-style-type: none"> <li>• multiple printed texts (e.g., encyclopedias, atlases, library catalogs, specialized dictionaries, almanacs, technical encyclopedias)</li> <li>• electronic sources (e.g., Web sites, databases)</li> <li>• other media sources (e.g., audio and video tapes, films, documentaries, television, radio) (ELA 5 M2)</li> </ul> 43. Identify sources as primary and secondary to determine credibility of information (ELA 5 M2)
(6.13.I) present organized statements, reports, and speeches using visuals or media to support meaning, as appropriate (6-8),		45. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• bibliographies (ELA 5 M3)</li> </ul>
(6.14) Reading/Culture. The student reads to increase knowledge of his/her own culture, the culture of others, and the common elements of cultures.		
(6.14.A) compare text events with his/her own and other readers' experiences (4-8);		8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA 6 M1)
(6.14.B) determine distinctive and common characteristics of cultures through wide reading (4-8); and		8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA 6 M1)
(6.14.C) articulate and discuss themes and connections that cross cultures (4-8).		8. Compare and contrast cultural characteristics (e.g., customs, traditions, viewpoints) found in national, world, and multicultural literature (ELA 6 M1)
(6.15) Writing/Purposes. The student writes for a variety of audiences and purposes and in a variety of forms.		
(6.15.A) write to express, discover, record, develop, reflect on ideas, and to problem solve (4-8);	<i>Implied</i>	24. Write for various purposes, including: <ul style="list-style-type: none"> <li>• business letters that include a heading, inside address, salutation, body, and signature</li> <li>• evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons</li> <li>• text supported interpretations of elements of novels, stories, poems, and plays (ELA 2 M6)</li> </ul>
(6.15.B) write to influence such as to persuade, argue, and		21. Develop grade appropriate paragraphs and multiparagraph

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request (4-8);		compositions using the various modes of writing (e.g., description, narration, exposition, persuasion),
(6.15.C) write to inform such as to explain, describe, report, and narrate (4-8);		24. Write for various purposes, including: <ul style="list-style-type: none"> <li>• business letters that include a heading, inside address, salutation, body, and signature</li> <li>• evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons</li> <li>• text supported interpretations of elements of novels, stories, poems, and plays (ELA 2 M6)</li> </ul>
(6.15.D) write to entertain such as to compose humorous poems or short stories (4-8);	<i>Implied</i>	24. Write for various purposes, including: <ul style="list-style-type: none"> <li>• business letters that include a heading, inside address, salutation, body, and signature</li> <li>• evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons</li> <li>• text supported interpretations of elements of novels, stories, poems, and plays (ELA 2 M6)</li> </ul>
(6.15.E) select and use voice and style appropriate to audience and purpose (6-8);		19. Develop grade appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality)</li> <li>• variety in sentence structure (ELA 2 M2)</li> </ul>
(6.15.F) choose the appropriate form for his/her own purpose for writing, including journals, letters, editorials, reviews, poems, presentations, narratives, reports, and instructions (6);	<i>Implied</i>	20. Develop grade appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul> 22. Use the various modes to write compositions, including: <ul style="list-style-type: none"> <li>• comparison/contrast</li> <li>• essays based on a stated opinion (ELA 2 M4)</li> </ul>

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		24. Write for various purposes, including: <ul style="list-style-type: none"> <li>• business letters that include a heading, inside address, salutation, body, and signature</li> <li>• evaluations, supported with facts and opinions, of newspaper/magazine articles and editorial cartoons</li> <li>• text supported interpretations of elements of novels, stories, poems, and plays (ELA 2 M6)</li> </ul>
(6.15.G) use literary devices effectively such as suspense, dialogue, and figurative language (5-8); and		23. Develop writing using a variety of literary devices, including foreshadowing, flashback, and imagery (ELA 2 M5)
(6.15.H) produce cohesive and coherent written texts by organizing ideas, using effective transitions, and choosing precise wording (6-8).		17. Write multiparagraph compositions on student- or teacher-selected topics organized with the following: <ul style="list-style-type: none"> <li>• an established central idea</li> <li>• organizational patterns (e.g., comparison/contrast, order of importance, chronological order) appropriate to the topic</li> <li>• elaboration (e.g., fact, examples, and/or specific details)</li> <li>• transitional words and phrases that unify ideas and points</li> <li>• an overall structure including an introduction, a body/middle, and a concluding paragraph that summarizes important ideas (ELA 2 M1)</li> </ul> 18. Organize individual paragraphs with topic sentences, relevant elaboration, and concluding sentences (ELA 2 M1)
(6.16) 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.	NA	
(6.16.A) write legibly by selecting cursive or manuscript as appropriate (4-8);		NA
(6.16.B) capitalize and punctuate correctly to clarify and enhance		25. Use standard English punctuation, including:

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meaning such as capitalizing titles, using hyphens, semicolons, colons, possessives, and sentence punctuation (6-8);		<ul style="list-style-type: none"> <li>• hyphens to separate syllables of words and compound adjectives</li> <li>• commas and coordinating conjunctions to separate independent clauses in compound sentences</li> <li>• colons after salutation in business letters (ELA 3 M2)</li> </ul> <p>26. Capitalize names of companies, buildings, monuments, and geographical names (ELA 3 M2)</p>
(6.16.C) write with accurate spelling of syllable constructions, including closed, open, consonant before -le, and syllable boundary patterns (3-6);	<i>Implied</i>	29. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA 3 M5)
(6.16.D) write with accurate spelling of roots such as drink, speak, read, or happy, inflections such as those that change tense or number, suffixes such as -able or -less, and prefixes such as re- or un- (4-6);		29. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA 3 M5)
(6.16.E) use resources to find correct spellings (4-8);		30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA 3 M5)
(6.16.F) spell accurately in final drafts (4-8); and	<i>Implied</i>	<p>20. Develop grade appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul> <p>29. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA 3 M5)</p> <p>30. Use a variety of resources (e.g., glossaries, dictionaries, thesauruses, spell check) to find correct spellings (ELA 3 M5)</p>
(6.16.G) understand the influence of other languages and cultures on the spelling of English words (6-8).	<i>Implied</i>	29. Spell high frequency, commonly confused, frequently misspelled words and derivatives (e.g., roots and affixes) correctly (ELA 3 M5)
(6.17) Writing/Grammar/Usage. The student applies standard grammar and usage to communicate clearly and effectively in		

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writing.		
(6.17.A) use regular and irregular plurals correctly (4-6);		27. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• possessive forms of singular and plural nouns and pronouns</li> <li>• regular and irregular verb tenses</li> <li>• homophones (ELA 3 M3)</li> </ul>
(6.17.B) write in complete sentences, varying the types such as compound and complex, and use of appropriately punctuated dependent clauses (6);		19. Develop grade appropriate compositions on student- or teacher-selected topics that include the following: <ul style="list-style-type: none"> <li>• word choices (diction) appropriate to the identified audience and/or purpose</li> <li>• vocabulary selected to clarify meaning, create images, and set a tone</li> <li>• information/ideas selected to engage the interest of the reader</li> <li>• clear voice (individual personality)</li> <li>• variety in sentence structure (ELA 2 M2)</li> </ul> 27. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• possessive forms of singular and plural nouns and pronouns</li> <li>• regular and irregular verb tenses</li> <li>• homophones (ELA 3 M3)</li> </ul>
(6.17.C) use conjunctions to connect ideas meaningfully (4-8);		28. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>• prepositional phrases</li> <li>• interjections for emphasis</li> <li>• conjunctions and transitions to connect ideas (ELA 3 M4)</li> </ul>
(6.17.D) use adjectives (comparative and superlative forms) and adverbs appropriately to make writing vivid or precise (4-8);	<i>Implied</i>	28. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>• prepositional phrases</li> <li>• interjections for emphasis</li> <li>• conjunctions and transitions to connect ideas (ELA 3 M4)</li> </ul>
(6.17.E) use prepositional phrases to elaborate written ideas (4-8);		28. Apply knowledge of parts of speech in writing, including: <ul style="list-style-type: none"> <li>• prepositional phrases</li> <li>• interjections for emphasis</li> <li>• conjunctions and transitions to connect ideas (ELA 3 M4)</li> </ul>
(6.17.F) employ standard English usage in writing for audiences, including subject-verb agreement, pronoun referents, and parts of speech (4-8);		27. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• possessive forms of singular and plural nouns and pronouns</li> <li>• regular and irregular verb tenses</li> <li>• homophones (ELA 3 M3)</li> </ul>

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(6.17.G) use verb tenses appropriately and consistently such as present, past, future, perfect, and progressive (6-8);		27. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• possessive forms of singular and plural nouns and pronouns</li> <li>• regular and irregular verb tenses</li> <li>• homophones (ELA 3 M3)</li> </ul>
(6.17.H) write with increasing accuracy when using apostrophes in contractions such as doesn't and possessives such as Maria's (4-8); and		27. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• possessive forms of singular and plural nouns and pronouns</li> <li>• regular and irregular verb tenses</li> <li>• homophones (ELA 3 M3)</li> </ul>
(6.17.I) write with increasing accuracy when using pronoun case such as "He and they joined him." (6-8).	<i>Implied</i>	27. Write paragraphs and compositions following standard English structure and usage, including: <ul style="list-style-type: none"> <li>• possessive forms of singular and plural nouns and pronouns</li> <li>• regular and irregular verb tenses</li> <li>• homophones (ELA 3 M3)</li> </ul>
(6.18) Writing/Writing Process. The student selects and uses writing processes for self-initiated and assigned writing.		
(6.18.A) generate ideas and plans for writing by using prewriting strategies such as brainstorming, graphic organizers, notes, and logs (4-8);		20. Develop grade appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.18.B) develop drafts by categorizing ideas, organizing them into paragraphs, and blending paragraphs within larger units of text (4-8);		20. Develop grade appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.18.C) revise selected drafts by adding, elaborating, deleting,		20. Develop grade appropriate compositions applying writing

TEKS	Comments	Louisiana GLE
combining, and rearranging text (4-8);		processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.18.D) revise drafts for coherence, progression, and logical support of ideas (4-8);		20. Develop grade appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.18.E) edit drafts for specific purposes such as to ensure standard usage, varied sentence structure, and appropriate word choice (4-8);		20. Develop grade appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>

TEKS	Comments	Louisiana GLE
(6.18.F) use available technology to support aspects of creating, revising, editing, and publishing texts (4-8);		<p>20. Develop grade appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul> <p>46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA 5 M4)</p>
(6.18.G) refine selected pieces frequently to "publish" for general and specific audiences (4-8);		<p>20. Develop grade appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.18.H) proofread his/her own writing and that of others (4-8); and		<p>20. Develop grade appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.18.I) select and use reference materials and resources as needed for writing, revising, and editing final drafts (4-8).		<p>20. Develop grade appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> </ul>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.19) Writing/Evaluation. The student evaluates his/her own writing and the writings of others.		
(6.19.A) apply criteria to evaluate writing (4-8);		<p>20. Develop grade appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.19.B) respond in constructive ways to others' writings (4-8);		<p>20. Develop grade appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.19.C) evaluate how well his/her own writing achieves its purposes (4-8);	<i>Implied</i>	<p>20. Develop grade appropriate compositions applying writing processes such as the following:</p> <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>

TEKS	Comments	Louisiana GLE
(6.19.D) analyze published examples as models for writing (4-8);	NA	
(6.19.E) review a collection of written works to determine its strengths and weaknesses and to set goals as a writer (4-8).	<i>Implied</i>	20. Develop grade appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.20) Writing/Inquiry/Research. The student uses writing as a tool for learning and research.		
(6.20.A) frame questions to direct research (4-8);	<i>Implied</i>	20. Develop grade appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.20.B) organize prior knowledge about a topic in a variety of ways such as by producing a graphic organizer (4-8);		20. Develop grade appropriate compositions applying writing processes such as the following: <ul style="list-style-type: none"> <li>• selecting topic and form</li> <li>• prewriting (e.g., brainstorming, researching, raising questions, generating graphic organizers)</li> <li>• drafting</li> <li>• conferencing (e.g., peer, teacher)</li> <li>• revising based on feedback and use of various tools (e.g., LEAP21 Writer's Checklist, rubrics)</li> <li>• proofreading/editing</li> <li>• publishing using technology (ELA 2 M3)</li> </ul>
(6.20.C) take notes from relevant and authoritative sources such as guest speakers, periodicals, and on-line searches (4-8);	<i>Implied</i>	44. Locate, gather, and select information using data gathering strategies, including: <ul style="list-style-type: none"> <li>• surveying</li> <li>• interviewing</li> </ul>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>paraphrasing (ELA 5 M3)</li> </ul>
(6.20.D) summarize and organize ideas gained from multiple sources in useful ways such as outlines, conceptual maps, learning logs, and timelines (4-8);	<i>Approximates</i>	43. Identify sources as primary and secondary to determine credibility of information (ELA 5 M2)  45. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>visual representations of data/information</li> <li>graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>bibliographies (ELA 5 M3)</li> </ul>
(6.20.E) present information in various forms using available technology (4-8);		45. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>visual representations of data/information</li> <li>graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>bibliographies (ELA 5 M3)</li> </ul> 46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA 5 M4)
(6.20.F) evaluate his/her own research and raise new questions for further investigation (4-8); and	<i>NA</i>	
(6.20.G) follow accepted formats for writing research, including documenting sources (6-8).		47. Give credit for borrowed information following acceptable-use policy, including: <ul style="list-style-type: none"> <li>integrating quotations and citations</li> <li>using endnotes</li> <li>creating bibliographies and/or works cited lists (ELA 5 M5)</li> </ul>
(6.21) Writing/Connections. The student interacts with writers inside and outside the classroom in ways that reflect the practical uses of writing.	<i>NA</i>	
(6.21.A) collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms (4-8); and	<i>NA</i>	
(6.21.B) correspond with peers or others via e-mail or conventional mail (4-8).	<i>NA</i>	
(6.22) Viewing/Representing/Interpretation. The student understands and interprets visual images, messages, and meanings.		
(6.22.A) describe how illustrators' choice of style, elements, and media help to represent or extend the text's meanings (4-8);	<i>Approximates</i>	39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>text structure</li> </ul>

TEKS	Comments	Louisiana GLE
		<ul style="list-style-type: none"> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.22.B) interpret important events and ideas gathered from maps, charts, graphics, video segments, or technology presentations (4-8); and		48. Interpret information from a variety of graphic organizers , including timelines, charts, schedules, tables, diagrams, and maps in grade appropriate sources (ELA 5 M6)
(6.22.C) use media to compare ideas and points of view (4-8).	<i>Implied</i>	39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.23) Viewing/Representing/Analysis. The student analyzes and critiques the significance of visual images, messages, and meanings.		
(6.23.A) interpret and evaluate the various ways visual image makers such as illustrators, documentary filmmakers, and political cartoonists represent meanings (6-8);		39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.23.B) compare and contrast print, visual, and electronic media such as film with written story (4-8);	<i>Implied</i>	39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.23.C) evaluate the purposes and effects of varying media such as film, print, and technology presentations (6-8); and		39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>

TEKS	Comments	Louisiana GLE
(6.23.D) evaluate how different media forms influence and inform (6-8).	<i>Implied</i>	39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>
(6.24) Viewing/Representing/Production. The student produces visual images, messages, and meanings that communicate with others.		
(6.24.A) select, organize, or produce visuals to complement and extend meanings (4-8);		45. Generate grade appropriate research reports that include information presented in a variety of forms, including: <ul style="list-style-type: none"> <li>• visual representations of data/information</li> <li>• graphic organizers (e.g., outlines, timelines, charts, webs)</li> <li>• bibliographies (ELA 5 M3)</li> </ul>
(6.24.B) produce communications using technology or appropriate media such as developing a class newspaper, multimedia reports, or video reports (4-8); and		46. Use word processing and/or other technology to draft, revise, and publish a variety of works, including compositions, investigative reports, and business letters (ELA 5 M4)
(6.24.C) assess how language, medium, and presentation contribute to the message (6-8).	<i>Implied</i>	39. Evaluate media for various purposes, including: <ul style="list-style-type: none"> <li>• text structure</li> <li>• images/sensory details</li> <li>• support for main position</li> <li>• background information</li> <li>• opinions vs. facts</li> <li>• sequence of ideas and organization (ELA-4-M5)</li> </ul>