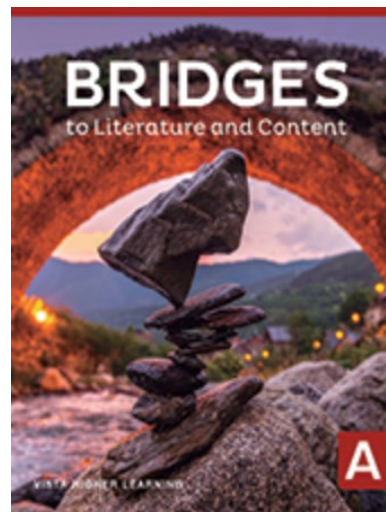




**Correlation of
Bridges to Literature and Content, Level A
by Vista**



to

**Texas Essential Knowledge and Skills (TEKS)
Grade 6**



**Correlation of
BRIDGES to LITERATURE and CONTENT, Level A
by Vista
to
Texas Essential Knowledge and Skills (TEKS)
Grade 6**

**Correlated to Teacher’s Edition (TE) and Student Book (SB)
(Please note any references to Roman Numeral pages are found only in the TE)**

| STRAND | TEXAS ESSENTIAL KNOWLEDGE and SKILLS | PAGE REFERENCES |
|--------|---|---|
| 1 | Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to: | |
| A | listen actively to interpret a message, ask clarifying questions, and respond appropriately. | TE/SB: 22, 112, 154, 194, 234, 278, 336, 408 |
| B | follow and give oral instructions that include multiple action steps. | TE/SB: Txxviii |
| C | give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. | TE/SB: 23,69,195,155,44, 45, 46, 63, 177 |
| D | participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. | TE/SB: Txxviii, 11, 28, 29, 65, 82, 83, 115, 134, 135, 167, 184, 185, 217, 232, 233, 265, 278, 279, 280, 281, 332, 333, 367, 384, 385, 421, 436, 437, 469, 486, 487 |
| 2 | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: | |
| A | use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech. | TE/SB: 22, 112, 154,194, 234, 278, 336, 408 |
| B | follow and give oral instructions that include multiple action steps. | TE/SB: Txxviii |
| C | give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively. | TE/SB: 23, 44, 45, 46, 63, 69,155, 177, 195 |
| D | participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement. | TE/SB: Txxviii, 11, 28, 29, 65, 82, 83, 115, 134, 135, 167, 184, 185, 217, 232, 233, 265, 278, 279, 280, 281, 332, 333, 367, 384, 385, 421, 436, 437, 469, 486, 487 |



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| 3 | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose. | TE/SB: Txx, 4-23, 38, 50-69, 136-155, 178-195, 218-235, 260-279, 304-323, 350-367, 390-409 |
| 4 | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time. | TE/SB: 4-23, 50-69, 86, 128, 136-155, 178-195, 218-235, 260-279, 304-323, 350-367, 390-409 |
| 5 | Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to: | |
| A | establish purpose for reading assigned and self-selected text. | TE/SB: 181, 188, 227, 272, 285 |
| B | generate questions about text before, during, and after reading to deepen understanding and gain information. | TE/SB: 29, 32, 56, 122, 124 |
| C | make and correct or confirm predictions using text features, characteristics of genre, and structures. | TE/SB: 5, 17, 32, 34, 321 |
| D | create mental images to deepen understanding. | TE/SB: 30, 32, 128, 133, 140, 328 |
| E | make connections to personal experiences, ideas in other texts, and society. | TE/SB: 2-7, 12, 14, 15, 30, 48-53, 90-95, 134-139, 176-181, 216-221, 258-263, 302-307, 348-363, 388-393 |
| F | make inferences and use evidence to support understanding. | TE/SB: 28, 81, 102, 145, 286 |
| G | evaluate details read to determine key ideas. | TE/SB: 9, 19, 61, 99, 109 |
| H | synthesize information to create new understanding. | |
| I | monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down. | TE/SB: 79, 80, 81, 129, 165 |
| 6 | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: | |
| A | describe personal connections to a variety of sources, including self-selected texts. | TE/SB: 2-7, 12, 14, 15, 30, 48-53, 86, 90-95, 128, 134-139, 176-181, 195, 216-221, 258-263, 302-307, 348-363, 388-393 |
| B | write responses that demonstrate understanding of texts, including comparing sources within and across genres. | TE/SB: 15, 19, 68, 69, 147 |
| C | use text evidence to support an appropriate response. | TE/SB: 10, 12, 20-21, 64, 66-67, 100, 110-111, 152-153, 192-193, 232, 233, 276-277, 320-321, 364-365, 406-407 |

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| D | paraphrase and summarize texts in ways that maintain meaning and logical order. | TE/SB: 20, 22, 28, 39, 259 |
| E | interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating. | TE/SB: Txxvi, 48, 64, 66, 90, 152, 154, 212, 298, 302, 307, 308 |
| F | respond using newly acquired vocabulary as appropriate. | TE/SB: 4-7, 50-53, 92-95, 136-139, 178-181, 218-221, 260-263, 304-307, 350-353, 390-393 |
| G | discuss and write about the explicit or implicit meanings of text. | TE/SB: 4-23, 50-69, 86-88, 136-155, 178-195, 218-235, 260-279, 304-323, 350-367, 390-409 |
| H | respond orally or in writing with appropriate register, vocabulary, tone, and voice. | TE/SB: 22, 23, 68, 69, 112, 113, 154, 155, 194, 195, 234, 235, 278, 279, 322, 323, 366, 367, 408, 409 |
| I | reflect on and adjust responses as new evidence is presented. | TE/SB: 4-23, 50-69, 136-155, 178-195, 218-235, 260-279, 304-323, 350-367, 390-409 |
| 7 | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to: | |
| A | infer multiple themes within and across texts using text evidence. | TE/SB: 9, 17, 20, 22, 28, 39, 52, 65, 96, 259 |
| B | analyze how the characters' internal and external responses develop the plot. | TE/SB: 20, 21, 31, 110, 210 |
| C | analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback. | TE/SB: 9, 17, 52, 65, 96 |
| D | analyze how the setting, including historical and cultural settings, influences character and plot development. | TE/SB: 20, 44, 52, 55, 65, 147 |
| 8 | Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to: | |
| A | demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths. | TE/SB: 8, 54, 94, 118, 140, 152, 182, 222, 240, 264, 308, 394 |
| B | analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms. | TE/SB: 160, 200, 354 |
| C | analyze how playwrights develop characters through dialogue and staging. | TE/SB: 210, 211, 306, 320, 321 |
| D | analyze characteristics and structural elements of informational text, including: | |
| i | the controlling idea or thesis with supporting evidence. | TE/SB: Txxvi, 36, 38, 46, 50-67, 206, 218-233, 260-277 |

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| | ii | features such as introduction, foreword, preface, references, or acknowledgements to gain background information. | TE/SB: 4-19, 50-65, 92-109, 136-151, 178-191, 218-231, 260-275, 304-319, 350-363, 390-405 |
| | iii | organizational patterns such as definition, classification, advantage, and disadvantage | TE/SB: 86-88, 212-214, 254-256, 344-346 |
| E | | analyze characteristics and structures of argumentative text by: | |
| | i | identifying the claim. | TE/SB: 86-88, 373 |
| | ii | explaining how the author uses various types of evidence to support the argument. | TE/SB: 86-88, 373 |
| | iii | identifying the intended audience or reader. | TE/SB: 86-88, 287 |
| F | | analyze characteristics of multimodal and digital texts. | See Digital Student Editions for all selections which include various digital characteristic not found in in a print text. |
| 9 | | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: | |
| | A | explain the author's purpose and message within a text. | TE/SB: 6, 7, 14, 15, 16, 54, 74, 92, 98, 287 |
| | B | analyze how the use of text structure contributes to the author's purpose. | TE/SB: 181, 188, 227, 272, 285, 287 |
| | C | analyze the author's use of print and graphic features to achieve specific purposes. | TE/SB: 5, 35, 73, 121, 375 |
| | D | describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. | TE/SB: 33, 119,161, 201 |
| | E | identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose. | TE/SB: 14, 96, 106, 107, 166, 182, 186, 262, 264 |
| | F | analyze how the author's use of language contributes to mood and voice. | TE/SB: 225, 241, 264, 265, 400 |
| | G | explain the differences between rhetorical devices and logical fallacies. | TE/SB: 272 |
| 10 | | Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to: | |
| | A | plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests. | TE/SB: 86, 87, 88, 212, 213, 214, 254, 255, 256, 344, 345, 346 |
| | B | develop drafts into a focused, structured, and coherent piece of writing by: | |
| | i | organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion. | TE/SB: 172, 45, 93, 94, 95, 97, 324, 495 |



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| | ii | developing an engaging idea reflecting depth of thought with specific facts and details. | TE/SB: 34, 35, 66, 68, 45, 93, 94, 95,44 |
| C | | revise drafts for clarity, development, organization, style, word choice, and sentence variety. | TE/SB: 44-45, 86-88, 130-132, 172-174, 212-214, 254-256, 298-300, 344-346, 384-386, 426, 428 |
| D | | edit drafts using standard English conventions, including: | |
| | i | complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments. | TE/SB: 202, 324 |
| | ii | consistent, appropriate use of verb tenses. | TE/SB: 24, 34, 116, 114 |
| | iii | conjunctive adverbs. | TE/SB: 370 |
| | iv | prepositions and prepositional phrases and their influence on subject-verb agreement. | TE/SB: 158, 324 |
| | v | pronouns, including relative. | TE/SB: 324, 410, 411, 412, 413, 427 |
| | vi | subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor. | TE/SB: 202 |
| | vii | capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations. | TE/SB: 244, 292 |
| | viii | punctuation marks, including commas in complex sentences, transitions, and introductory elements. | TE/SB: 16, 45, 120, 344 |
| | ix | correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too. | TE/SB: 26, 45, 72, 73, 131 |
| E | | publish written work for appropriate audiences. | TE/SB: Txxvi, 44-46, 86-88, 92, 130, 132, 174, 212, 214, 254-256, 297, 300, 386, 428 |
| 11 | | Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to: | |
| | A | compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft. | TE/SB: 172-174, 254-256 |
| | B | compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft. | TE/SB: 298-300 |
| | C | compose multi-paragraph argumentative texts using genre characteristics and craft. | TE/SB: 384-386 |
| | D | compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. | TE/SB: 44-45, 86-88, 130, 172-174, 212-214, 298-300, 344 |
| 12 | | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: | |
| | A | generate student-selected and teacher-guided questions for formal and informal inquiry. | TE/SB: 86, 130, 172, 212, 298, 344,44, 298 |



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| B | develop and revise a plan. | TE/SB: 86, 130, 172, 174, 212, 298, 344 |
| C | refine the major research question, if necessary, guided by the answers to a secondary set of questions. | TE/SB: 86, 121, 130, 172,174, 212-214, 298-300, 344 |
| D | identify and gather relevant information from a variety of sources. | TE/SB: 121,172, 174, 212-214, 298-300, 344-346 |
| E | differentiate between primary and secondary sources. | TE/SB: 121,172, 174, 212-214, 298-300, 344-346 |
| F | synthesize information from a variety of sources. | TE/SB: 121,172, 174, 212-214, 298-300, 344-346 |
| G | differentiate between paraphrasing and plagiarism when using source materials. | TE/SB: 79, 235, 279, 298-300, 344-346 |
| H | examine sources for: | |
| | i reliability, credibility, and bias. | TE/SB: 212-214, 298, 344-346 |
| | ii faulty reasoning such as hyperbole, emotional appeals, and stereotype. | TE/SB: 212-214, 298, 344-346 |
| I | display academic citations and use source materials ethically. | TE/SB: 121, 172, 174, 212-214, 298-300, 344-346 |
| J | use an appropriate mode of delivery, whether written, oral, or multimodal, to present results. | TE/SB: 23, 69, 130, 155, 172, 195, 212, 235, 254, 279, 298, 323, 335, 344, 367, 409 |