



# Correlation of *Get Ready! 6-8* by Vista



to

# Texas Essential Knowledge and Skills (TEKS) Grade 6



**Correlation of  
Get Ready! 6-8  
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.	<b>SB:</b> Txxxi,vi, viii, x, xii, xiv, 12, 14, 15, 29, 41, 42, 46, 47, 48–49, 60, 81, 82, 84–85, 96, 118, 120–121, 122, 132, 150, 154, 155, 157–159, 167, 170, 188, 191, 192, 195, 196, 199, 208, 209, 226, 230, 234, 264, 268, 272, 274, 275, 284, 306, 310, 322, 343, 344, 346–347, 348, 350, 351, 360, 378 <b>TE:</b> 3-6, 9,10, 11,12, 43B, 43C, 44, 45, 47, 48, 52, 53, 83, 85, 87, 89, 90-95, 114-116, 120-125, 130-131, 152-154, 158,159, 162, 192-196
B	follow and give oral instructions that include multiple action steps.	<b>SB:</b> 15, 19, 24, 25, 28–31, 39, 41–43, 46, 47, 60–63, 67, 69, 72–74, 77, 81, 82, 85, 91, 93, 108, 111, 113, 114, 118, 119, 122, 128, 130, 131, 133, 140, 143, 144, 147, 149, 150, 153, 154, 157, 165, 167–169, 171, 177–179, 184, 185, 188, 192, 196, 197, 199, 203, 209, 212–217, 222, 223, 226, 234, 235, 241, 243, 249, 250, 252– 257, 259, 263, 264, 268, 269, 272, 279–283, 289–292, 306, 310, 311, 313, 318, 320–322, 324–331, 336, 337, 340, 343, 344, 345, 355–360, 363, 364, 368, 369, 374, 375, 377, 378 <b>TE:</b> Txxiv, Txvii, Txxvii, Txxix, Txxxi, 3,4 6, 11, 12, 14,18, 40,41, 43, 48, 49, 50, 78
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.	<b>SB:</b> 28, 39, 41, 42, 45–47, 50, 69, 73, 74, 77, 81, 82, 85, 93, 102, 108, 111, 114, 117–119, 122, 130–133, 144, 146, 147, 149, 150, 153, 154, 165, 167–169, 179, 188, 191, 192, 196, 204, 209, 213, 216, 219, 226, 254, 257, 259, 263, 264, 268, 269, 272, 279, 280, 290, 291, 293, 295, 299, 302, 305, 306, 313, 322, 324–331, 336, 338– 340, 343–345, 355, 363, 364, 366, 368, 369, 374, 375, 377, 378

		<b>TE:</b> Txxiv, Txvii, Txxvii, Txxix, Txxxi, 3,4 6, 11, 12, 14, 18, 40,41, 43, 48, 49, 50, 78
D	participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement.	<b>SB:</b> 9, 11, 15, 17, 19–21, 25, 38, 41, 42, 45–47, 50, 51, 56, 57, 65, 67– 69, 73–75, 81, 82, 91, 93, 94, 96, 101, 102, 104, 108, 110, 111, 113, 117–119, 122, 123, 125, 127–133, 137, 144, 146, 147, 150, 153, 154, 159–161, 165, 167–169, 171, 172, 174–179, 182–185, 187, 188, 191, 192, 196, 198, 199, 203, 204, 212, 213, 215, 217, 221–223, 225, 226, 234, 236, 237, 241, 243–245, 254, 255, 263, 264, 268, 269, 272, 279, 282–284, 288–290, 292, 293, 299, 301, 302, 307, 313, 317, 318, 320, 321, 324, 325, 327, 329–331, 336, 338, 340, 343–345, 351, 355–360, 364, 365, 368, 369, 374, 375, 378 <b>TE:</b> 18, 23, 40, 41, 51, 55, 77, 84, 85, 113, 123, 149, 155, 157, 164-166, 187, 225, 242, 263, 266, 301, 361
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: Tv, Txii, Txxviii,Txxix, Txxxvi, 1, 8, 40, 79F, 152, 161, 266, 267, 275, 308, 309
B	use context such as definition, analogy, and examples to clarify the meaning of words; and	TE/SB: Tix, Txiv, Txx, Txii,Txxiv, 161-163, 230, 239, 240, 317, 347
C	determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.	TE/SB: Txxxvii, Txlvii, 101, 145, 287, 325, 326
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.	<b>SB:</b> 11, 13, 14, 18, 19, 28–31, 34, 35, 38, 40, 47–50, 55, 62–64, 70, 72, 83–87, 103, 106, 118, 121, 126, 133, 135, 138, 139, 141, 148, 156–157, 164, 165, 171, 180, 193, 195, 197–199, 200–202, 208, 209, 211, 216, 231, 232–233, 235, 239–240, 241, 244, 245, 249, 250, 256–258, 276–277, 294, 298, 304–305, 307, 309, 310, 314– 316, 318, 324, 327–336, 348, 349, 353–354, 355–359, 361, 363, 364, 366–368, 370–374, 378 <b>TE:</b> 49, 51, 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
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.	<b>SB:</b> 11, 13, 14, 18, 19, 23, 28–38, 40, 47–51, 55, 62–64, 67, 70–72, 78, 83–87, 98, 99, 100, 101, 103, 105, 106, 108, 109, 118, 119, 121, 126, 130, 131, 133–139, 141, 142, 144, 148, 156–157, 158, 164, 165, 171, 173–175, 179–183, 191–193, 195, 197–199, 200– 202, 205, 206, 209, 211, 216, 231, 232–233, 235, 239–240, 241, 244, 245, 249, 250, 253, 256–258, 276–277, 282, 287, 294, 298, 304–305, 307, 309, 310, 314–

		316, 318, 324, 327–336, 342, 344, 347–349, 353–354, 355–359, 361, 363–368, 370–374, 378 <b>TE:</b> 49, 51, 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
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.	<b>SB:</b> 18, 19, 23, 25, 27–33, 35–38, 47, 48–49, 50, 62, 63, 65, 66, 70, 71, 99, 101, 116, 134–136, 138, 158, 164, 173, 174, 180, 181, 191, 197–200, 211, 229, 241, 250, 253, 271, 276–277, 282, 283–284, 291, 298, 306, 307, 308–309, 310, 321, 324, 326, 327, 332–334, 336, 338, 342, 344, 347–349, 353–354, 360, 362, 363, 365, 367, 368, 370–372, 374 <b>TE:</b> 49, 51, 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
B	generate questions about text before, during, and after reading to deepen understanding and gain information.	<b>SB:</b> 13, 28, 30, 33, 39, 42, 46, 47, 48–49, 50, 62, 63, 65, 67, 69, 71, 72, 75, 78, 82, 83, 85, 86, 91, 99, 106–109, 114, 118, 119, 121, 122, 127, 136, 138–144, 148, 155, 157, 158, 164, 165, 177, 180, 182, 188, 193, 195, 202, 209, 211, 212, 214, 217–221, 226, 230, 231, 232–235, 249–251, 253, 254, 256–261, 264, 268, 269, 273, 276–277, 279, 281–283, 291, 294, 296, 297, 302, 307, 309, 317–319, 328, 329, 331, 334–336, 338, 340, 343–345, 347, 355, 363, 365, 368, 370–373, 376, 378 <b>TE:</b> 49, 51, 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
C	make and correct or confirm predictions using text features, characteristics of genre, and structures.	<b>TE/SB:</b> 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
D	create mental images to deepen understanding.	<b>TE/SB:</b> 14, 15, 18, 23, 25, 28, 33, 42, 45, 47, 60, 67, 82, 83, 87, 97, 113, 114 117, 127, 129–131, 146, 147, 148, 149, 150, 153, 158, 197, 198, 202, 203, 205, 209, 215, 221, 229, 248, 249, 264, 271, 289, 338-350, 355, 360, 363
E	make connections to personal experiences, ideas in other texts, and society.	<b>TE/SB:</b> 9, 11, 15, 17, 19–21, 25, 38, 41, 42, 45–47, 50, 51, 56, 57, 65, 67–69, 73–75, 81, 82, 91, 93, 94, 96, 101, 102, 104, 108, 110, 111, 113, 117–119, 122, 123, 125, 127–133, 137, 144, 146, 147, 150, 153, 154, 159–161, 165, 167–169, 171, 172, 174–179, 182–185, 187, 188, 191, 192, 196, 198, 199, 203, 204, 212, 213, 215, 217, 221–223, 225, 226, 234, 236, 237, 241, 243–245, 254, 255, 263, 264, 268, 269, 272, 279, 282–284, 288–290, 292, 293, 299, 301, 302, 307, 313, 317, 318, 320, 321, 324, 325, 327, 329–331, 336, 338, 340, 343–345, 351, 355–360, 364, 365, 368, 369, 374, 375, 378

F	make inferences and use evidence to support understanding.	<b>SB:</b> 55, 69, 76, 78, 85, 90, 97, 107, 114, 119, 122, 123, 127, 133, 137, 150, 154, 155, 164, 165, 167, 171, 173, 184, 188, 192, 196, 202, 205, 209, 211, 214, 215, 217, 221, 226, 238, 239–240, 241, 247, 250, 253, 263, 264, 268, 269, 278, 285, 295, 302, 306, 316, 323, 334, 335, 338, 340, 349, 361, 363, 373, 376–378 <b>TE:</b> 49, 51, 54, 55, 84, 87, 90, 91, 126, 127, 200-203, 314-317, 352-355
G	evaluate details read to determine key ideas.	<b>TE/SB:</b> 40, 41, 112, 113, 123, 148, 149, 186, 54, 55, 84, 87, 90, 91, 112, 113, 123, 126, 127, 148, 149, 186, 200-203, 314-317, 352-355
H	synthesize information to create new understanding.	<b>SB:</b> 55, 69, 76, 78, 85, 90, 97, 107, 114, 119, 122, 123, 127, 133, 137, 150, 154, 155, 164, 165, 167, 171, 173, 184, 188, 192, 196, 202, 205, 209, 211, 214, 215, 217, 221, 226, 238, 239–240, 241, 247, 250, 253, 263, 264, 268, 269, 278, 285, 295, 302, 306, 316, 323, 334, 335, 338, 340, 349, 361, 363, 373, 376–378 <b>TE:</b> Txiv, Txxi, 49, 51, 54, 55, 84, 87, 90, 91, 126, 127, 200-203, 314-317, 352-355
I	monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	<b>SB:</b> 9,15, 24, 46,47, 77, 82, 85, 91, 93, 108, 118, 122, 128, 154, 158, 167, 171, 179, 181, 184, 196, 215, 222,223. 226, 243, 263, 264, 272, 281, 282, 300, 318, 321, 322, 323, 343-345, 359,360, 374-376 <b>TE:</b> Txxi, Txxii, xi, xii, xiii, 54, 85, 86, 89, 119, 154, 155, 163, 185-187, 222, 223, 238-240, 279, 290, 315, 318, 347-350
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.	<b>TE/SB:</b> 9, 11, 15, 17, 19–21, 25, 38, 41, 42, 45–47, 50, 51, 56, 57, 65, 67– 69, 73–75, 81, 82, 91, 93, 94, 96, 101, 102, 104, 108, 110, 111, 113, 117–119, 122, 123, 125, 127–133, 137, 144, 146, 147, 150, 153, 154, 159–161, 165, 167–169, 171, 172, 174–179, 182–185, 187, 188, 191, 192, 196, 198, 199, 203, 204, 212, 213, 215, 217, 221–223, 225, 226, 234, 236, 237, 241, 243–245, 254, 255, 263, 264, 268, 269, 272, 279, 282–284, 288–290, 292, 293, 299, 301, 302, 307, 313, 317, 318, 320, 321, 324, 325, 327, 329–331, 336, 338, 340, 343–345, 351, 355–360, 364, 365, 368, 369, 374, 375, 378
B	write responses that demonstrate understanding of texts, including comparing sources within and across genres.	<b>SB:</b> 20,22, 23, 41, 112, 123, 127, 41, 55, 77, 112, 123, 127, 149, 187, 188, 207, 225, 226, 263, 280, 301, 338–340, 377 <b>TE:</b> 14, 15, 18, 23, 25, 28, 33, 42, 45, 47, 60, 67, 82, 83, 87, 97, 113, 114 117, 127, 129–131, 146, 147, 148, 149, 150,



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		153, 158, 197, 198, 202, 203, 205, 209, 215, 221, 229, 248, 249, 264, 271, 289, 338-350, 355, 360, 363
C	use text evidence to support an appropriate response.	<b>SB</b> 0,22, 23, 41, 112, 123, 127, 41, 55, 77, 112, 123, 127, 149, 187, 188, 207, 225, 226, 263, 280, 301, 338-340, 377 <b>TE:</b> 1 8, 19, 76, 77, 84, 90, 123, 157, 162-165, 200-203, 238-241, 276-279
D	paraphrase and summarize texts in ways that maintain meaning and logical order.	<b>TE/SB:</b> 84, 123, 157, 170, 200, 203, 269, 271, 279, 351, 355
E	interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<b>TE/SB:</b> 11, 13, 14, 18, 19, 28-31, 34, 35, 38, 40, 47-50, 55, 62-64, 70, 72, 83-87, 103, 106, 118, 121, 126, 133, 135, 138, 139, 141, 148, 156-157, 164, 165, 171, 180, 193, 195, 197-199, 200-202, 208, 209, 211, 216, 231, 232-233, 235, 239-240, 241, 244, 245, 249, 250, 256-258, 276-277, 294, 298, 304-305, 307, 309, 310, 314- 316, 318, 324, 327-336, 348, 349, 353-354, 355-359, 361, 363, 364, 366-368, 370-374, 378
F	respond using newly acquired vocabulary as appropriate.	<b>SB:</b> 41, 55, 77, 127-129, 149, 187, 205-208, 225, 242-244, 259, 263, 279, 301, 318-321, 338-340, 377 <b>TE:</b> 18, 19, 776, 77, 84, 90, 123, 157, 162-165, 200-203, 238-241, 276-279
G	discuss and write about the explicit or implicit meanings of text.	<b>TE/SB:</b> 49, 51, 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
H	respond orally or in writing with appropriate register, vocabulary, tone, and voice.	<b>SB:</b> 41, 55, 77, 123, 150, 188, 225, 259, 280, 338, 339, 377 <b>TE:</b> Txxiv, Txvii, Txxvii, Txxix, Txxxi, 3,4 6, 11, 12, 14,18, 40, 41, 43, 48, 49, 50, 78
I	reflect on and adjust responses as new evidence is presented.	<b>TE/SB:</b> 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
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.	<b>TE/SB:</b> 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
B	analyze how the characters' internal and external responses develop the plot.	<b>TE/SB:</b> 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
C	analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback.	<b>TE/SB:</b> 40, 41, 112, 113, 123, 148, 149, 186, 376, 377
D	analyze how the setting, including historical and cultural settings, influences character and plot development.	<b>TE/SB:</b> 40, 41, 112, 113, 123, 148, 149, 186, 376, 377
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: 4, 6, 19, 55, 76, , 69-71, 114, 126, 127, 128, 148, 149, 200, 201, 202,
B	analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.	TE/SB: Txi, Txiv, 90, 91, 112, 113, 323
C	analyze how playwrights develop characters through dialogue and staging.	TE/SB: 13, 49, 285, 347, 353, 354, 355, 375
D	analyze characteristics and structural elements of informational text, including:	
i	the controlling idea or thesis with supporting evidence.	TE/SB: 42, 43, 76, 77, 122, 148, 149, 224, 225, 262, 263, 300, 301, 338, 339
ii	features such as introduction, foreword, preface, references, or acknowledgements to gain background information.	TE/SB: 4, 6, 40, 41, 112, 113, 123, 148, 149, 186, 376, 377
iii	organizational patterns such as definition, classification, advantage, and disadvantage	TE/SB: vi, 18, 19, 42, 43, 55, 69-71, 76, 77, 84, 90, 122, 123, 126, 132, 149, 78, 157, 162-165, 200-203, 238-241, 276-279
E	analyze characteristics and structures of argumentative text by:	
i	identifying the claim.	TE/SB: 76, 77, 84, 87, 90, 123, 157, 200-202
ii	explaining how the author uses various types of evidence to support the argument.	TE/SB: 6-78, 371, 376-377
iii	identifying the intended audience or reader.	TE/SB: 40, 41, 112, 113, 123, 148, 149, 186, 376, 377
F	analyze characteristics of multimodal and digital texts.	TE/SB: 40, 41, 176, 266, 375
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: 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
B	analyze how the use of text structure contributes to the author's purpose.	TE/SB: 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
C	analyze the author's use of print and graphic features to achieve specific purposes.	TE/SB: Txx, Txxi, Txxxix, 72, 79, 164-166, 185, 265E, 266, 267, 272, 348,
D	describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.	TE/SB: 209, 302, 322
E	identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.	TE/SB: 126
F	analyze how the author's use of language contributes to mood and voice.	TE/SB: 18, 19, 76, 77, 84, 90, 123, 157, 162-165, 200-203, 238-241, 276-279
G	explain the differences between rhetorical devices and logical fallacies.	TE/SB: 1 8, 23, 51, 81-85, 148, 163
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: 40, 41, 76, 77, 112, 113, 123, 148, 149, 186, 224, 225, 262, 263, 300, 301, 338, 339, 376, 377

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.	<b>TE/SB:</b> 40, 41, 112, 113, 123, 148, 149, 186, 376, 377
ii	developing an engaging idea reflecting depth of thought with specific facts and details.	<b>TE/SB:</b> 40, 41, 112, 113, 123, 148, 149, 186, 376, 377
C	revise drafts for clarity, development, organization, style, word choice, and sentence variety.	<b>TE/SB:</b> 76, 77, 148, 149, 224, 225, 262, 263, 300, 301, 338, 339
D	edit drafts using standard English conventions, including:	
i	complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments.	<b>SB:</b> 23, 41, 77, 113, 187, 225, 263, 301, 339, 377 <b>TE:</b> 1, 20-22, 57-59, 80-85, 152-154, 163, 170, 284
ii	consistent, appropriate use of verb tenses.	<b>SB:</b> 41, 113, 167, 187, 225, 263, 301, 339, 377 <b>TE:</b> 244, 262, 300, 319-322, 356-360
iii	conjunctive adverbs.	<b>TE/SB:</b> 22, 23, 40, 56, 57, 92, 94-97, 105, 128, 129, 148, 213, 245, 273, 274, 300
iv	prepositions and prepositional phrases and their influence on subject-verb agreement.	<b>SB:</b> Txliv, xii, 23, 41, 77, 113, 149, 169, 170, 172, 187, 225, 263, 282-284, 301, 302, 339, 377 <b>TE:</b> Txliii, Txliv, xii, 54, 149, 167, 168-170, 172, 282-284, 301, 302
v	pronouns, including relative.	<b>SB:</b> 41, 56-58, 61, 77, 187, 225, 263, 301, 339, 377 <b>TE:</b> Txliv, vi, 21, 43B, 47, 56, 59-61, 77, 78, 129
vi	subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor.	<b>TE/SB:</b> Txii, Txxi, Txxiii, Txxix, 20-25, 41, 82, 83, 85, 112, 123, 127, 149, 150, 152, 164, 165, 166, 168, 187, 188, 197, 207, 231, 232, 234, 236, 244-249, 301
vii	capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations.	<b>TE/SB:</b> vi, x, 7B, 20, 23, 41, 42, 59, 76, 112, 148, 151, 167, 186, 225, 226, 228, 229, 234, 242-244, 247, 259, 262, 263, 269, 280, 282, 300, 302, 311, 318-321, 338-340, 343, 344, 357-359, 373, 376, 377
viii	punctuation marks, including commas in complex sentences, transitions, and introductory elements.	<b>TE/SB:</b> Txii, Txiv, Txxi, Txxiii, Txxix, vi, 7B, 20-25, 41, 42, 76, 82, 83, 85, 112, 123, 127, 148, 149, 150, 152, 164, 165, 166, 168, 186, 187, 188, 197, 207, 231, 232, 234, 236, 244-249, 262, 300, 301, 338,
ix	correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too.	<b>SB:</b> 41, 55, 77, 112, 113, 129, 147, 149, 150, 186, 225, 263, 272, 275, 301, 307, 313, 318-320, 339, 350, 351, 356-358, 377 <b>TE:</b> Txiv, Txxv, Txxviii, 4, 5. 7E, 41, 42, 76, 112, 148, 186, 224, 262, 376
E	publish written work for appropriate audiences.	<b>TE/SB:</b> Txxix, 233, 338
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.	<b>TE/SB:</b> Txi, Txiv, 4, 6, 19, 55, 76, , 69-71, 90, 91, 112-114, 126, 127, 128, 148, 149, 200, 201, 202, 323
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.	<b>TE/SB:</b> 4,6, 40,41, 42, 43, 76, 77, 112, 113, 122, 123, 148, 149, 186, 224, 225, 262, 263, 300, 301, 338, 339, 376, 377
C	compose multi-paragraph argumentative texts using genre characteristics and craft.	<b>TE/SB:</b> 18, 23, 51, 55, 76, 77, 81-85, 87, 90, 123, 148, 157, 163, 200-202, 371, 376-377
D	compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	<b>TE/SB:</b> vi, Txxviii, Txxix, 18, 19, 42, 43, 55, 69-71, 76, 77, 84, 90, 122, 123, 126, 132, 149, 78, 157, 162-165, 200-203, 238-241, 276-279
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.	<b>TE/SB:</b> 54, 55, 84, 87, 90. 91, 126, 127, 200-203, 314-317, 352-355
B	develop and revise a plan.	<b>TE/SB:</b> Txiv, Txxix, Txxx, 41-43, 76, 112-114, 148, 186, 187, 262, 263, 264, 300, 338, 376
C	refine the major research question, if necessary, guided by the answers to a secondary set of questions.	<b>TE/SB:</b> 18, 55, 84, 162-166, 193, 242, 279, 308, 309, 347, 353
D	identify and gather relevant information from a variety of sources.	<b>TE/SB:</b> 14, 15, 18, 55, 84, 97, 162, 240, 242
E	differentiate between primary and secondary sources.	<b>TE/SB:</b> 18, 55, 84, 123, 157, 162, 165, 170, 200, 203, 242,269, 271, 275, 279, 351, 355
F	synthesize information from a variety of sources.	<b>TE/SB:</b> 77, 84, 123, 157, 170, 187, 188, 200, 203, 263,269, 271, 279, 355, 361
G	differentiate between paraphrasing and plagiarism when using source materials.	<b>TE/SB:</b> 226, 262
H	examine sources for:	
i	reliability, credibility, and bias.	<b>TE/SB:</b> 40, 41, 77, 49, 85, 90, 113, 123, 149, 155, 157,164, 187, 225, 301
ii	faulty reasoning such as hyperbole, emotional appeals, and stereotype.	<b>TE/SB:</b> 15, 49, 85, 90, 123, 155, 157,164
I	display academic citations and use source materials ethically.	<b>TE/SB:</b> 49, 76-78, 85, 90, 123, 155, 157, 164, 371, 376-377
J	use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	<b>TE/SB:</b> 76-78, 148, 149, 224, 225, 262, 263, 300, 301, 338, 339, 371, 376-377