



Texas Standards Alignment - Grade 6

Texas Essential Knowledge and Skills: 110.22. English Language Arts and Reading

TEKS: ENGLISH LANGUAGE ARTS AND READING

Strand 1: Developing and Sustaining Foundational Language Skills

Listening, speaking, reading, writing, and thinking—vocabulary. The student uses newly acquired vocabulary expressively.	
110.22 (2)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) use print or digital resources to determine meaning, syllabication, pronunciation, word origin, and part of speech.	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections and assess students’ abilities to use print or digital resources to determine meaning, syllabication, pronunciation, word origin, and part of speech. ● customize challenge activities to assess students’ abilities to use print or digital resources to determine meaning, syllabication, pronunciation, word origin, and part of speech.
(B) use context such as definition, analogy, and examples to clarify the meaning of words.	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to assess students’ abilities to use context such as definition, analogy, and examples to clarify the meaning of words. ● customize challenge activities to assess students’ abilities to use context such as definition, analogy, and examples to clarify the meaning of words.
(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.	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to assess students’ abilities to determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots. ● customize challenge activities to assess students’ abilities to determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots.

Listening, speaking, reading, writing, and thinking—fluency. The student reads grade-level text with fluency and comprehension.	
110.22 (3)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) adjust fluency when reading grade-level text based on the reading purpose.	<ul style="list-style-type: none"> • listen as a student reads their independent reading book aloud to assess student fluency and then review the appropriateness of text levels in their reading log. • modify challenge activities to include links to differentiated content. • assign and link to a specific book or books and customize read-aloud activities within a reading list challenge.
Listening, speaking, reading, writing, and thinking—self-sustained reading. The student reads grade-appropriate texts independently.	
110.22 (4)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) self-select text and read independently for a sustained period of time.	<ul style="list-style-type: none"> • provide integrated reading content and link to library materials for students to self-select and read independently. • track students' reading logs with various reports and insights that assess reading habits, which correlate to grade-level reading proficiency and comprehension. • create compelling reading challenges, badges, and rewards to motivate students to read independently for a sustained period of time. • run reading competitions and encourage students to build reading streaks by logging daily reading sessions.

Strand 2: Comprehension

Listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts.

110.22 (5)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) establish purpose for reading assigned and self-selected texts.	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to instruct students to establish a purpose for reading assigned and self-selected texts. ● customize challenge activities to assess students’ abilities to establish a purpose for reading assigned and self-selected texts.
(B) generate questions about text before, during, and after reading to deepen understanding and gain information.	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to generate questions about a text before, during, and after reading to deepen understanding and gain information. ● customize challenge activities to assess students’ abilities to generate questions about a text before, during, and after reading to deepen understanding and gain information.
(C) make and correct or confirm predictions using text features, characteristics of genre, and structures.	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to make and correct or confirm predictions using text features, characteristics of the genre, and structures. ● customize challenge activities to assess students’ abilities to make and correct or confirm predictions using text features, characteristics of the genre, and structures.
(D) create mental images to deepen understanding.	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to create mental images to deepen their understanding of a text. ● customize challenge activities to assess students’ abilities to create mental images to deepen their understanding of a text.

<p>(E) make connections to personal experiences, ideas in other texts, and society.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to make connections to personal experiences, ideas in other texts, and society. ● use the Beanstack book review feature for students to make connections to personal experiences, ideas in other texts, and society. ● customize challenge activities to assess students’ abilities to make connections to personal experiences, ideas in other texts, and society.
<p>(F) make inferences and use evidence to support understanding.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to make inferences and use evidence to support understanding. ● customize challenge activities to assess students’ abilities to make inferences and use evidence to support understanding.
<p>(G) evaluate details read to determine key ideas.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to ask students to evaluate the details they read and determine key ideas. ● customize challenge activities to assess students’ abilities to evaluate details read to determine key ideas. ● assign and track students’ abilities to answer questions by evaluating details read to determine key ideas, using reading validation challenges.
<p>(H) synthesize information to create new understanding.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to ask students to synthesize information to create new understanding. ● assign and track students’ responses as they answer questions by synthesizing information to create new understanding, using reading validation challenges. ● use the Beanstack book review feature for students to synthesize information to create new understanding. ● customize challenge activities to assess students’ abilities to synthesize information to create new understanding.
<p>(I) monitor comprehension and make</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to

<p>adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.</p>	<p>monitor their comprehension.</p> <ul style="list-style-type: none"> ● track student reading and monitor comprehension using challenges with reading validation questions. ● customize challenge activities to assess students' abilities to monitor their comprehension.
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Strand 3: Response

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.	
110.22 (6)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) describe personal connections to a variety of sources, including self-selected texts.	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to describe personal connections to the text. ● customize challenge activities to assess students' abilities to describe personal connections to a variety of sources, including self-selected texts.
(B) write responses that demonstrate understanding of texts, including comparing sources within and across genres.	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to instruct students to write responses that demonstrate an understanding of the included informational texts, including comparing sources within and across genres. ● customize challenge activities to assess students' abilities to write responses that demonstrate understanding of texts, including comparing sources within and across genres.
(C) use text evidence to support an	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to use

appropriate response.	<p>text evidence to support an appropriate response.</p> <ul style="list-style-type: none"> ● customize challenge activities to assess students' abilities to use text evidence to support an appropriate response.
(D) paraphrase and summarize texts in ways that maintain meaning and logical order.	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections and instruct students to paraphrase and summarize texts in ways that maintain meaning and logical order. ● customize challenge activities to include paraphrasing and summarizing texts in ways that maintain meaning and logical order. ● use the Beanstack book review feature for students to write a review paraphrasing and summarizing a text in ways that maintain meaning and logical order.
(E) interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating.	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to interact with sources in various meaningful ways. ● customize challenge activities to assess students' abilities to interact with texts in a variety of meaningful ways.
(F) respond using newly acquired vocabulary as appropriate.	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to respond to questions and writing prompts using newly acquired vocabulary. ● use the Beanstack book review feature for students to review a text and require students to respond using newly acquired vocabulary. ● customize challenge activities to include newly acquired vocabulary when answering questions and completing writing prompts.
(G) discuss and write about the explicit or implicit meanings of text.	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to discuss and write about the explicit or implicit meanings of a text. ● customize challenge activities to assess students' abilities to discuss and write about the explicit or implicit meanings of a text.
(H) respond orally or in writing with	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to

appropriate register, vocabulary, tone, and voice.	<p>respond orally or in writing with appropriate register, vocabulary, tone, and voice.</p> <ul style="list-style-type: none"> • use the Beanstack book review feature for students to review a text with the appropriate vocabulary, tone, and voice. • customize challenge activities to assess students' abilities to respond orally or in writing with appropriate register, vocabulary, tone, and voice.
(I) reflect on and adjust responses as new evidence is presented.	<ul style="list-style-type: none"> • assign Beanstack's curated ebook challenge collections to require students to reflect on and adjust responses as new evidence is presented. • customize challenge activities to assess students' abilities to reflect on and adjust responses as new evidence is presented.

Strand 4: 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.	
110.22 (7)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) infer multiple themes within and across texts using text evidence.	<ul style="list-style-type: none"> • customize challenge activities to assess students' abilities to infer multiple themes within and across texts using text evidence. • activate the Read the Classics (Middle School) reading list challenge to assign classic literary titles, which students can read directly in Beanstack, and assess students' abilities to infer multiple themes within and across texts using text evidence.

<p>(B) analyze how the characters' internal and external responses develop the plot.</p>	<ul style="list-style-type: none"> ● customize challenge activities to assess students' abilities to analyze how the characters' internal and external responses develop the plot. ● activate the Read the Classics (Middle School) reading list challenge to assign classic literary titles, which students can read directly in Beanstack, and assess students' abilities to analyze how the characters' internal and external responses develop the plot.
<p>(C) analyze plot elements, including the rising action, climax, falling action, resolution, and non-linear elements such as flashbacks.</p>	<ul style="list-style-type: none"> ● customize challenge activities to assess students' abilities to analyze plot elements, including the rising action, climax, falling action, resolution, and non-linear elements such as flashbacks. ● activate the Read the Classics (Middle School) reading list challenge to assign classic literary titles, which students can read directly in Beanstack, and assess students' abilities to analyze plot elements.
<p>(D) analyze how the setting, including historical and cultural settings, influences character and plot development.</p>	<ul style="list-style-type: none"> ● customize challenge activities to assess students' abilities to analyze how the setting, including historical and cultural settings, influences character and plot development. ● activate the Read the Classics (Middle School) reading list challenge to assign classic literary titles, which students can read directly in Beanstack, and assess students' abilities to analyze how the setting, including historical and cultural settings, influences character and plot development.
<p>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.</p>	
<p>110.22 (8)</p>	<p>Beanstack Alignment</p>
<p>The student is expected to:</p>	<p>Media specialists/teachers can:</p>

<p>(A) demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths.</p>	<ul style="list-style-type: none"> ● customize challenge activities to require students to demonstrate knowledge of literary genres. ● customize the Beanstack Genre Challenge to cover specific literary genres, titles, or topics. ● activate the Read the Classics (Middle School) reading list challenge to assign classic literary titles like “The Adventures of Tom Sawyer” and “Little Women,” which students can read directly in Beanstack.
<p>(B) analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.</p>	<ul style="list-style-type: none"> ● customize the Beanstack Poetry Challenge template to link to a variety of poems and poetry resources and assess students’ abilities to analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms.
<p>(C) analyze how playwrights develop characters through dialogue and staging.</p>	<ul style="list-style-type: none"> ● customize the Beanstack Genre Challenge to cover drama and assess students’ abilities to analyze how playwrights develop characters through dialogue and staging.
<p>(D) analyze characteristics and structural elements of informational text, including</p> <p>(i) the controlling idea or thesis with supporting evidence.</p> <p>(ii) features such as introduction, foreword, preface, references, or acknowledgments to gain background information.</p> <p>(iii) organizational patterns such as definition, classification, advantage, and disadvantage.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to ask students to analyze the controlling idea or thesis, text features, and organizational patterns of the included informational texts. ● customize challenge activities to include questions about analyzing text features, the controlling idea or thesis, and organizational patterns of informational texts. ● assign and track students’ answers to questions about characteristics and structures of informational texts, using reading validation challenges.
<p>(E) analyze characteristics and structures of</p>	<ul style="list-style-type: none"> ● customize the Beanstack Genre Challenge to cover argumentative texts and

<p>argumentative text by</p> <p>(i) identifying the claim.</p> <p>(ii) explaining how the author uses various types of evidence to support the argument.</p> <p>(iii) identifying the intended audience or reader.</p>	<p>require students to identify the claim, explain how the author uses various types of evidence to support the argument, and identify the intended audience or reader.</p>
<p>(F) analyze characteristics of multimodal and digital texts.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to analyze characteristics of multimodal and digital texts. ● customize challenge activities to include questions about analyzing the characteristics of multimodal and digital texts.

Strand 5: Author’s Purpose and Craft

<p>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 the author's craft purposefully in order to develop his or her own products and performances.</p>	
<p>110.22 (9)</p>	<p>Beanstack Alignment</p>
<p>The student is expected to:</p>	<p>Media specialists/teachers can:</p>
<p>(A) explain the author's purpose and message within a text.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to instruct students to explain the author’s purpose and message. ● customize challenge activities to assess students’ abilities to explain the author’s purpose and message within a text.
<p>(B) analyze how the use of text structure</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to ask students to analyze

<p>contributes to the author's purpose.</p>	<p>how the use of text structure contributes to the author's purpose.</p> <ul style="list-style-type: none"> ● customize challenge activities to assess students' abilities to analyze how the use of text structure contributes to the author's purpose.
<p>(C) analyze the author's use of print and graphic features to achieve specific purposes.</p>	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to instruct students to analyze the author's use of print and graphic features to achieve specific purposes. ● customize challenge activities to include questions about the author's use of print and graphic features to achieve specific purposes.
<p>(D) describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.</p>	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to describe how the author's use of figurative language such as metaphor and personification achieves specific purposes. ● customize challenge activities to require students to describe how the author's use of figurative language such as metaphor and personification achieves specific purposes.
<p>(E) identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose.</p>	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose. ● customize challenge activities to assess students' abilities to identify the use of literary devices, including omniscient and limited point of view, to achieve specific purposes.
<p>(F) analyze how the author's use of language contributes to mood and voice.</p>	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to analyze how the author's use of language contributes to mood and voice. ● customize challenge activities to assess students' abilities to analyze how the author's use of language contributes to mood and voice.
<p>(G) explain the differences between rhetorical devices and logical fallacies.</p>	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to instruct students to explain the differences between rhetorical devices and logical fallacies.

	<ul style="list-style-type: none"> ● customize challenge activities to assess students' abilities to explain the differences between rhetorical devices and logical fallacies.
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Strand 6: 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.	
110.22 (11)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft.	<ul style="list-style-type: none"> ● customize challenge activities to include composing literary texts, using genre characteristics and craft, and linking resources to provide grade-appropriate examples. ● customize the Beanstack Poetry Challenge template to include links to various poems, questions about poems, and poetry writing prompts.
(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.	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to instruct students to compose informational texts, including multi-paragraph essays that convey information about a topic by using a clear controlling idea or thesis statement and genre characteristics and craft. ● customize challenge activities to include composing informational texts, including multi-paragraph essays that convey information about a topic by using a clear controlling idea or thesis statement and genre characteristics and craft.
(C) compose multi-paragraph argumentative texts using genre	<ul style="list-style-type: none"> ● assign Beanstack's curated ebook challenge collections to require students to compose multi-paragraph argumentative texts, using genre characteristics and

characteristics and craft.	<p>craft.</p> <ul style="list-style-type: none"> ● customize challenge activities to include composing multi-paragraph argumentative texts, using genre characteristics and craft, and linking grade-appropriate examples, including opinion essays.
(D) compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. ● customize challenge activities to assess students’ abilities to compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure. ● use the Beanstack book review feature for students to compose a review of a text that reflects their opinion in a business or friendly structure.

Strand 7: 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.	
110.22 (12)	Beanstack Alignment
The student is expected to:	Media specialists/teachers can:
(A) generate student-selected and teacher-guided questions for formal and informal inquiry.	<ul style="list-style-type: none"> ● launch a research project using Beanstack's curated ebook reading challenges and add challenge activities that ask students to generate student-selected and teacher-guided questions for formal and informal inquiry. ● customize challenge activities to require students to generate student-selected and teacher-guided questions for formal and informal inquiry.

<p>(B) develop and revise a plan.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook challenge collections to require students to develop and revise a plan for their research project. ● customize challenge activities to require students to develop and revise a plan.
<p>(C) refine the major research question, if necessary, guided by the answers to a secondary set of questions.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook reading challenges for students to refine their project’s major research question, if necessary, guided by the answers to a secondary set of questions. ● customize challenge activities to assess students’ abilities to refine the major research question of their project, if necessary, guided by answers to a secondary set of questions.
<p>(D) identify and gather relevant information from a variety of sources.</p>	<ul style="list-style-type: none"> ● assign Beanstack’s curated ebook reading challenges to assess students’ abilities to identify and gather relevant information from a variety of sources. ● customize and link resources within challenge activities to require students to identify and gather relevant information from a variety of sources.
<p>(E) differentiate between primary and secondary sources.</p>	<ul style="list-style-type: none"> ● assign and modify Beanstack’s curated ebook reading challenges to require students to differentiate between primary and secondary sources. ● customize and link resources within challenge activities to require students to differentiate between primary and secondary sources.
<p>(F) synthesize information from a variety of sources.</p>	<ul style="list-style-type: none"> ● customize and link resources within challenge activities to teach students to synthesize information from a variety of sources. ● assign Beanstack’s curated ebook reading challenges to assess students’ abilities to synthesize information from a variety of sources.
<p>(G) differentiate between paraphrasing and plagiarism when using source materials.</p>	<ul style="list-style-type: none"> ● customize and link resources within challenge activities to differentiate between paraphrasing and plagiarism when using source materials. ● assign Beanstack’s curated ebook reading challenges to assess students’ abilities to differentiate between paraphrasing and plagiarism when using source materials.

<p>(H) examine sources for</p> <p>(i) reliability, credibility, and bias.</p> <p>(ii) faulty reasoning such as hyperbole, emotional appeals, and stereotype.</p>	<ul style="list-style-type: none"> ● customize and link resources within challenge activities to assess students' abilities to examine sources for reliability, credibility, bias, and faulty reasoning.
<p>(I) display academic citations and use source materials ethically.</p>	<ul style="list-style-type: none"> ● customize and link resources within challenge activities to assess students' abilities to display academic citations and use source materials ethically.
<p>(J) use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.</p>	<ul style="list-style-type: none"> ● customize challenge activities to assess students' abilities to use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.