

# Key Ideas from the ELAR TEKS for Grades 6–8

## WRITING STRAND

Writing Process	Literary Texts
<b>Plan</b> <ul style="list-style-type: none"> <li>• Genre</li> <li>• Intended meaning</li> <li>• Audience</li> <li>• Topic(s)</li> <li>• Thesis or controlling idea</li> </ul>	<b>Imaginative stories</b> <ul style="list-style-type: none"> <li>• Clearly defined focus, plot, and point of view</li> <li>• Reader interest</li> <li>• Well-paced action</li> <li>• Engaging story line</li> <li>• Specific and believable setting through sensory details</li> <li>• Dialogue</li> <li>• Interesting characters</li> <li>• Range of literary strategies/devices</li> <li>• Style and tone</li> </ul>
<b>Draft</b> <ul style="list-style-type: none"> <li>• Appropriate organizational strategy</li> <li>• Building on ideas (focused, organized, coherent)</li> </ul>	
<b>Revise to clarify and enhance</b> <ul style="list-style-type: none"> <li>• Meaning</li> <li>• Style</li> <li>• Precise word choice and vivid images</li> <li>• Consistent point of view</li> <li>• Simple, compound, and complex sentences</li> <li>• Transitions</li> <li>• Internal and external coherence</li> <li>• Rethinking</li> </ul>	<b>Poems</b> <ul style="list-style-type: none"> <li>• Poetic techniques (alliteration; meter)</li> <li>• Figurative language (similes; idioms)</li> <li>• Graphic elements (line length; word position)</li> </ul>
<b>Edit</b> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Mechanics</li> <li>• Spelling</li> </ul>	
<b>Revise</b> <ul style="list-style-type: none"> <li>• Peer and teacher feedback</li> </ul>	
<b>Publish</b> <ul style="list-style-type: none"> <li>• Appropriate audiences</li> </ul>	

## WRITING STRAND (cont.)

<b>Personal (Own Experiences)</b>	<b>Persuasive Texts</b>
<b>Personal narrative</b> <ul style="list-style-type: none"> <li>Clearly defined focus</li> <li>Communicate reasons for actions and consequences</li> <li>Include reflections on decisions, actions, and consequences</li> </ul>	<ul style="list-style-type: none"> <li>Written for the appropriate audience</li> <li>Clear position or thesis</li> <li>Sound reasoning</li> <li>Detailed and relevant evidence</li> <li>Consider/anticipate/respond to alternatives, other views, concerns, and counterarguments</li> <li>Logical, organized evidence to support viewpoint</li> <li>Differentiate between fact and opinion</li> </ul>
<b>Expository/Procedural Texts</b>	
<b>Letters</b> <ul style="list-style-type: none"> <li>Include important information</li> <li>Closure</li> <li>Date, salutation, closing</li> </ul>	
<b>Literary response</b> <ul style="list-style-type: none"> <li>Incorporate multiparagraph skills</li> <li>Evidence from text</li> <li>Use of quotations</li> </ul>	
<b>Multimedia</b> <ul style="list-style-type: none"> <li>Text and graphics</li> <li>Images and sound</li> <li>Using technology</li> </ul>	
<b>Multiparagraph essay</b> <ul style="list-style-type: none"> <li>Effective introduction and conclusion</li> <li>Guide and inform readers' understanding</li> <li>Clear purpose/controlling idea</li> <li>Include specific facts, details, and examples</li> <li>Logically organized with facts and details</li> <li>No extraneous information or inconsistencies</li> <li>Variety of sentence structures, rhetorical devices, and transitions</li> <li>Synthesizes ideas from several sources</li> </ul>	

## ORAL AND WRITTEN CONVENTIONS STRAND

Conventions	Handwriting/Capitalization/ Punctuation
<b>Parts of speech in context</b> <ul style="list-style-type: none"> <li>Verbs               <ul style="list-style-type: none"> <li>Irregular</li> <li>Active and passive voice</li> <li>Perfect and progressive tense</li> <li>Participles</li> </ul> </li> <li>Nouns               <ul style="list-style-type: none"> <li>Singular and plural</li> <li>Common and proper</li> <li>Collective</li> <li>Noncount</li> </ul> </li> <li>Adjectives               <ul style="list-style-type: none"> <li>Descriptive</li> <li>Predicate</li> <li>Comparative and superlative forms</li> </ul> </li> <li>Adverbs: Conjunctive</li> <li>Prepositions and prepositional phrases               <ul style="list-style-type: none"> <li>Convey location, time, direction</li> <li>Provide details</li> <li>Influence subject–verb agreement</li> </ul> </li> <li>Pronouns               <ul style="list-style-type: none"> <li>Indefinite</li> <li>Relative</li> </ul> </li> <li>Conjunctions: Subordinating</li> <li>Transitional words and phrases               <ul style="list-style-type: none"> <li>Sentence to sentence</li> <li>Paragraph coherence</li> </ul> </li> </ul>	<b>Capitalization</b> <ul style="list-style-type: none"> <li>Abbreviations</li> <li>Initials and acronyms</li> <li>Organizations</li> </ul>
	<b>Punctuation</b> <ul style="list-style-type: none"> <li>Commas               <ul style="list-style-type: none"> <li>In compound sentences</li> <li>After introductory words, phrases, and clauses</li> <li>After introductory structures and dependent adverbial clauses</li> <li>Complex sentences</li> </ul> </li> <li>Quotations</li> <li>Parentheses, brackets, and ellipses</li> <li>Semicolons, colons, hyphens</li> </ul>
	<b>Proper mechanics</b> <ul style="list-style-type: none"> <li>Italics</li> <li>Underlining for titles of books</li> </ul>
	Spelling
	<b>Correct spelling</b> <ul style="list-style-type: none"> <li>Commonly confused terms (its/it's)</li> <li>Use spelling patterns and rules; use print and electronic resources to determine and check correct spellings</li> <li>Know how to use spell-check function while understanding limitations</li> </ul>
<b>Active and passive voice</b> <ul style="list-style-type: none"> <li>Differentiate and know how to use</li> </ul>	
<b>Complex sentences</b> <ul style="list-style-type: none"> <li>Differentiate between main and subordinate clauses</li> </ul>	
<b>Variety of complete simple, compound, and complex sentences</b> <ul style="list-style-type: none"> <li>Correct subject–verb agreement</li> <li>Correct use of modifiers, antecedents, parallel structures, and consistent tenses</li> </ul>	