

TEKS Connections

English Language Arts

Grades 6–8

Reading/Comprehension Skills (Figure 19).

Students use a flexible range of metacognitive reading skills in both assigned and independent reading to understand an author’s message. Students will continue to apply earlier standards with greater depth in increasingly more complex texts as they become self-directed, critical readers. The student is expected to:

- (A) establish purposes for reading selected texts based upon own or others’ desired outcome to enhance comprehension;
- (D) make complex inferences about text and use textual evidence to support understanding

Grade 6

(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

Grades 7–8

(18) Writing/Persuasive Texts. Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write a persuasive essay to the appropriate audience that:

- (B) considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments

The thinking process used with the Anticipation-Reaction Guide will prepare students to recognize alternatives and counterarguments and use text evidence to respond to them.

SOURCE: Texas Education Agency (TEA), 2008a.

Social Studies

Grades 6–7:

(21) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

Grade 8:

(29) The student applies critical-thinking skills to organize and use information acquired through established research methodologies from a variety of valid sources, including electronic technology. The student is expected to:

- (B) analyze information by sequencing, categorizing, identifying cause-and-effect relationships, comparing, contrasting, finding the main idea, summarizing, making generalizations and predictions, and drawing inferences and conclusions.

The social studies standards emphasize making predictions and drawing inferences and conclusions. These skills often rely upon students' abilities to activate their background knowledge or to integrate new information with existing knowledge.

SOURCE: TEA, 2010.

Science

Grades 6–8

(2) Scientific investigation and reasoning.

- (B) The student is expected to design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology.

Asking questions and formulating hypotheses in science is similar to the type of instructional activity we introduce in this module. Anticipation-Reaction Guides stimulate students' thinking about the subject and encourage them to form hypotheses that will drive their focus while reading and prompt discussion and analysis after reading.

SOURCE: TEA, 2009.

Mathematics

Grade 6

(13) Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:

(B) validate his/her conclusions using mathematical properties and relationships.

Grade 7

(15) Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:

(B) validate his/her conclusions using mathematical properties and relationships.

Grade 8

(16) Underlying processes and mathematical tools. The student uses logical reasoning to make conjectures and verify conclusions. The student is expected to:

(B) validate his/her conclusions using mathematical properties and relationships.

The math standards emphasize making predictions and drawing inferences and conclusions. These skills rely on students' abilities to activate background knowledge or to integrate new information with existing knowledge.

This objective points out an important feature of comprehension instruction that is often overlooked. We need to return to initial conclusions or assertions to determine whether they were correct or need to be adjusted. The Anticipation-Reaction Guide in this module is a structure for doing that.

SOURCE: TEA, 2006.

English Language Proficiency Standards (ELPS) Connections

4(J) The student is expected to demonstrate English comprehension and expand reading skills by employing inferential skills such as predicting, making connections between ideas, drawing inferences and conclusions from text and graphic sources, and finding supporting text evidence commensurate with content area needs.

SOURCE: TEA, 2007.

College and Career Readiness Standards (CCRS) Connections

English/Language Arts

II. Reading

- (A)(4) Draw and support complex inferences from text to summarize, draw conclusions, and distinguish fact from simple assertions and opinions.

Cross-Disciplinary Standards

II. Foundational Skills

- (A)(5) Analyze textual information critically.

SOURCE: TEA, 2008b.