PROJECT LEARNING TREE
6th grade Language Arts
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Language Arts Students are expected to:	Activity
6.3B analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various culture	18
6.4A explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem	5
6.6C describe different forms of point-of-view, including first- and third-person	90
6.7A identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.	91
6.10B explain whether facts included in an argument are used for or against an issue	33, 49, 59
6.12A follow multi-tasked instructions to complete a task, solve a problem, or perform procedures	51, 77
6.12B interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams	7, 9, 13, 35
6.13A explain messages conveyed in various forms of media	59, 60
6.13B recognize how various techniques influence viewers' emotions	59
6.13C critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages	60
6.13D analyze various digital media venues for levels of formality and informality	60
6.15A write imaginative stories	21, 24, 78, 79
6.15Ai write a imaginative story with a clearly defined focus, plot, and point of view	15, 18
6.15B write poems	5, 21
6.15Bi write poems using poetic techniques (e.g., alliteration, onomatopoeia)	91
6.15Bii write poems with figurative language (e.g., similes, metaphors)	44, 54, 91
6.15Biii write poems with graphic elements (e.g., capital letters, line length)	91
6.16A write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences	2, 76, 89
6.17Aii create multi-paragraph essays to convey information about a topic that guide and inform the reader's understanding of key ideas and evidence	17, 86
6.17Aiii create multi-paragraph essays to convey information about a topic that include specific facts, details, and examples in an appropriately organized structure	49, 86

6.17B write informal letters that convey ideas, include important information, demonstrate a sense of closure, and use appropriate conventions (e.g., date, salutation, closing)	7, 9, 20, 60
6.17D produce a multimedia presentation involving text and graphics using available technology	3, 11, 17, 33, 42, 45, 55, 56, 58, 86, 88, 95
6.22A brainstorm, consult with others, decide upon a topic, and formulate open-ended questions to address the major research topic	11
6.22B generate a research plan for gathering relevant information about the major research question	11, 17, 41
6.23A follow the research plan to collect data from a range of print and electronic resources (e.g., reference texts, periodicals, web pages, online sources) and data from experts	7, 17, 58
6.23C record data, utilizing available technology (e.g., word processors) in order to see the relationships between ideas, and convert graphic/visual data (e.g., charts, diagrams, timelines) into written notes	76, 93, 95
6.25B develops a topic sentence, summarizes findings, and uses evidence to support conclusions	17
6.26A listen to and interpret a speaker's messages (both verbal and nonverbal) and ask questions to clarify the speaker's purpose and perspective	5, 33, 56
6.26C paraphrase the major ideas and supporting evidence in formal and informal presentations	33, 49
6.27A give an organized presentation with a specific point of view, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively	35
6.28A participate in student-led discussions by eliciting and considering suggestions from other group members and by identifying points of agreement and disagreement	13, 35, 56, 69, 89, 92

PROJECT LEARNING TREE
6th grade Math
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Math Students are expected to:	Activity
6.2A model addition and subtraction situations involving fractions with objects, pictures, words, and numbers	66, 67
6.2B addition and subtraction to solve problems involving fractions and decimals	66, 67, 73, 84, 85
6.2C use multiplication and division of whole numbers to solve problems including situations involving equivalent ratios and rates	38, 84
6.8A estimate measurements (including circumference) and evaluate reasonableness of results	21, 67
6.8B select and use appropriate units, tools, or formulas to measure and to solve problems involving length (including perimeter), area, time, temperature, volume, and weight	4, 21, 41, 49, 66, 77
6.10A select and use an appropriate representation for presenting and displaying different graphical representations of the same data including line plot, line graph, bar graph, and stem and leaf plot	35, 37, 84
6.10D solve problems by collecting, organizing, displaying, and interpreting data	41, 48, 77
6.11A identify and apply mathematics to everyday experiences, to activities in and outside of school, with other disciplines, and with other mathematical topics	4, 12, 16, 27, 29, 38, 53, 85
6.11B use a problem-solving model that incorporates understanding the problem, making a plan, carrying out the plan, and evaluating the solution for reasonableness	53
6.11C select or develop an appropriate problem-solving strategy from a variety of different types, including drawing a picture, looking for a pattern, systematic guessing and checking, acting it out, making a table, working a simpler problem, or working backwards to solve a problem	53
6.11D select tools such as real objects, manipulatives, paper/pencil, and technology or techniques such as mental math, estimation, and number sense to solve problems	29, 53
6.12A communicate mathematical ideas using language, efficient tools, appropriate units, and graphical, numerical, physical, or algebraic mathematical models	16

PROJECT LEARNING TREE
6th grade Science
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Science Students are expected to:	Activity
6.1B practice appropriate use and conservation of resources, including disposal, reuse, or recycling of materials	13-15, 36-38, 51, 52, 83, 89
6.2A plan and implement comparative and descriptive investigations by making observations, asking well-defined questions, and using appropriate equipment and technology	9
6.2B design and implement experimental investigations by making observations, asking well-defined questions, formulating testable hypotheses, and using appropriate equipment and technology	4, 41, 70, 77
6.2C collect and record data using the International System of Units (SI) and qualitative means such as labeled drawings, writing, and graphic organizers	9, 21 ,23, 24, 41, 48, 65-67, 70, 77
6.2D construct tables and graphs, using repeated trials and means, to organize data and identify patterns	9, 41, 65-67, 70, 77, 84
6.2E analyze data to formulate reasonable explanations, communicate valid conclusions supported by the data, and predict trends	70
6.3D relate the impact of research on scientific thought and society, including the history of science and contributions of scientists as related to the content	67
6.4A use appropriate tools to collect, record, and analyze information, including journals/notebooks, beakers, Petri dishes, meter sticks, graduated cylinders, hot plates, test tubes, triple beam balances, microscopes, thermometers, calculators, computers, timing devices, and other equipment as needed to teach the curriculum	21-24, 61, 66, 67, 72, 73, 76
6.4B use preventative safety equipment, including chemical splash goggles, aprons, and gloves, and be prepared to use emergency safety equipment, including an eye/face wash, a fire blanket, and a fire extinguisher	77, 78
6.7A research and debate the advantages and disadvantages of using coal, oil, natural gas, nuclear power, biomass, wind, hydropower, geothermal, and solar resources	39, 82
6.9C demonstrate energy transformations such as energy in a flashlight battery changes from chemical energy to electrical energy to light energy	73
6.12E describe biotic and abiotic parts of an ecosystem in which organisms interact	23, 26, 47, 48
6.12F diagram the levels of organization within an ecosystem, including organism, population, community, and ecosystem	8-11, 45

PROJECT LEARNING TREE
6th grade Social Studies
Correlation to the Texas Essential Knowledge and Skills

Correlation/TEKS Social Studies Students are expected to:	Activity
6.2B evaluate the social, political, economic, and cultural contributions of individuals and groups from various societies, past and present	40, 91
6.3A pose and answer geographic questions, including: Where is it located? Why is it there? What is significant about its location? How is its location related to the location of other people, place and environments?	49
6.3B pose and answer questions about geographic distributions and patterns for various world regions and countries shown on maps, graphs, charts, models, and databases	49
6.3C compare various world regions and countries using data from geographic tools, including maps, graphs, charts, databases, and models	49
6.3D create thematic maps, graphs, charts, models, and databases depicting aspects such as population, disease, and economic activities of various world regions and countries	49
6.6B identify the location of renewable and nonrenewable natural resources such as fresh water, fossil fuels, fertile soils, and timber	14, 39, 94
6.7A identify and analyze ways people have adapted to the physical environment in various places and regions	75
6.7B identify and analyze ways people have modified the physical environment such as mining, irrigation, and transportation infrastructure	40
6.7C describe ways in which technology influences human interactions with the environment such as humans building dams for flood control	40
6.8A describe ways in which the factors of production (natural resources, labor, capital, and entrepreneurs) influence the economies of various contemporary societies	14
6.8B identify problems and issues that may arise when one or more of the factors of production is in relatively short supply	14
6.8C explain the impact of relative scarcity of resources on international trade and economic interdependence among and within societies	14
6.14A identify and explain the duty of civic participation in societies with representative governments	54, 56, 57
6.14B explain relationships among rights, responsibilities, and duties in societies with representative governments	54, 56, 57
6.15A define culture and the common traits that unify a culture region	17
6.15B identify and describe common traits that define cultures	17
6.15F identify and explain examples of conflict and cooperation between and among cultures	17

6.19D explain the relationship among religious ideas, philosophical ideas, and cultures	19
6.20A give examples of scientific discoveries and technological innovations, including the roles of scientists and inventors, that have transcended the boundaries of societies and have shaped the world	53, 93
6.20C make predictions about future social, political, economic, cultural, and environmental impacts that may result from future scientific discoveries and technological innovations	36, 53
6.21B 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	12, 35
6.21C organize and interpret information from outlines, reports, databases, and visuals, including graphs, charts, timelines, and maps	9, 12, 31, 36-39, 44, 77, 81, 84, 95
6.21D identify different points of view about an issue or current topic	9, 33, 35-37, 49, 59, 73, 91
6.22C express ideas orally based on research and experiences	5, 9, 12, 21, 35, 36, 37, 40, 49, 60, 77, 81-83, 96
6.22D create written and visual material such as journal entries, reports, graphic organizers, outlines, and bibliographies based on research	12, 15, 22, 33, 36, 37-40, 55-58, 77, 81-85, 96
6.23A use a problem-solving process to identify a problem, gather information, list and consider options, consider advantages and disadvantages, choose and implement a solution, and evaluate the effectiveness of the solution	4, 37, 52, 54, 96
6.23B use a decision-making process to identify a situation that requires a decision, gather information, identify options, predict consequences, and take action to implement a decision	38