

Texas English Language Arts Standards: Grades 6-8 BizWorld Curriculum

| Texas State ELA Standards | BizWorld Session Numbers | | | | | | | | | | | | |
|--|--------------------------|---|---|---|---|---|---|---|---|----|----|----|----|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | 13 |
| Listening/speaking/purposes: Understand the major ideas and supporting evidence in spoken messages | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Listening/speaking/critical listening: Evaluate a spoken message in terms of its content, credibility, and delivery | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Monitor his/her own understanding of the spoken message and seek clarification as needed | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Listening/speaking/culture: Connect his/her own experiences, information, insights, and ideas with the experiences of others through speaking and listening | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Listening/speaking/audiences: Demonstrate effective communication skills that reflect such demands as interviewing, reporting, requesting, and providing information | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Clarify and support spoken ideas with evidence, elaborations, and examples | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Reading/vocabulary development: Develop vocabulary by listening to selections read aloud | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Reading/Comprehension: Use his/her own knowledge and experience to comprehend | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Reading/inquiry/research: Use text organizers, including headings, graphic features, and tables of contents, to locate and organize information | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| Present organized statements, reports, and speeches using visuals or media to support meaning | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | |
| Writing/purposes: Write to express, discover, record, develop, reflect on ideas, and to problem solve | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | |
| Write to influence such as to persuade, argue, and request | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | |
| Write to inform such as to explain, describe, report, and narrate | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | |
| Writing/evaluation: Respond in constructive ways to others' writings | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | |
| Writing/connections: collaborate with other writers to compose, organize, and revise various types of texts, including letters, news, records, and forms | | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | | | ✓ | ✓ | ✓ | |

