

TEKS Connections

The routine in this module helps students to strengthen and deepen their understanding of vocabulary in all content areas. The most clearly stated connections are in the Mathematics TEKS, ELPS, and CCRS below.

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:

(A) make conjectures from patterns or sets of examples and nonexamples;

Grade 7:

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

(A) make conjectures from patterns or sets of examples and nonexamples;

Grade 8:

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

(A) make conjectures from patterns or sets of examples and nonexamples;

SOURCE: Texas Education Agency (TEA), 2006.

Science

Grade 6–7:

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:

(B) 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.

Grade 8:

(2) Scientific investigation and reasoning. The student uses scientific inquiry methods during laboratory and field investigations. The student is expected to:

(B) design and implement comparative and 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.

English Language Proficiency Standards (ELPS) Connections

Learning Strategies

The student is expected to:

1(C) use strategic learning techniques such as concept mapping, drawing, memorizing, comparing, contrasting, and reviewing to acquire basic and grade-level vocabulary.

1(E) internalize new basic and academic vocabulary by using and reusing it in meaningful ways in speaking and writing activities that build concept and language attainment.

4(D) use prereading supports such as graphic organizers, illustrations, and pretaught topic-related vocabulary and other prereading activities to enhance comprehension of written text.

SOURCE: TEA, 2007.

College and Career Readiness Standards (CCRS) Connections

II. Reading

B(1) Identify new words and concepts acquired through study of their relationships to other words and concepts.

Cross-Disciplinary Standards

II. Foundational Skills

A(2) Use a variety of strategies to understand the meanings of new words

SOURCE: TEA, 2008b.