

**Main Criteria:** Tennessee Academic Standards

**Secondary Criteria:** Spelling Classroom

**Subject:** Language Arts

**Grade:** 6

**Correlation Options:** Show Correlated

**Tennessee Academic Standards**

**Language Arts**

Grade: 6 - Adopted: 2016

STRAND / STANDARD / COURSE	TN.L.	LANGUAGE STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	6.L.CSE.	Conventions of Standard English
GUIDING QUESTION / LEARNING EXPECTATION	L.CSE.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
LEARNING EXPECTATION	6.L.CSE.2.	<p>Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.</p> <p><u>Spelling Classroom</u> <u>Create Handwriting Worksheets</u> Create and print a PDF where students can practice handwriting each word on the list. <u>Crossword Puzzle</u> Click on a box and enter the word that best completes the sentence and fits into the puzzle. <u>Flash Cards</u> Words with definitions on the flip side. <u>Hang A Bot</u> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list. <u>Pen &amp; Paper Spelling Test</u> Program verbally presents each word and asks the student to write the word on a sheet of paper. <u>Snowman Challenge</u> Clues are provided and when words are spelled correctly, a snowman starts to take shape and build. <u>Spell &amp; Learn</u> Words are pronounced and introduced in a contextual setting <u>Spelling Bee</u> Hear the word used in a sentence and try to spell. <u>Spelling Contest</u> Spell the words as quickly as possible promoting word awareness and visual memory. <u>Spelling Quiz</u> Multiple choice environment with five different variations of each a word to select from. <u>Spelling Test</u> Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling. <u>Vocabulary Bee</u> Select a word or phrase that best describes each list word. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting. <u>Word Jumble</u> Move letters with cursor to form correctly spelled word. <u>Word Ladder</u> Sequence of words built upon the previous and advance down the ladder with each correct answer. <u>Word Search</u></p>

		Students are presented a word bank and they must find each word hidden in the puzzle. <b>Writing Sentences</b> Hear each word and then type in a sentence using the word in context.
<b>STRAND / STANDARD / COURSE</b>	<b>TN.L.</b>	<b>LANGUAGE STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>6.L.VAU.</b>	<b>Vocabulary Acquisition and Use</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>L.VAU.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
<b>LEARNING EXPECTATION</b>	<b>6.L.VAU.4.</b>	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies.
<b>INDICATOR</b>	<b>6.L.VAU.4.a.</b>	Use context as a clue to the meaning of a word or a phrase.  <u>Spelling Classroom</u> <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out. <u>Sentence Completion</u> Match words with their appropriate contextual sentence. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting. <u>Word Jumble</u> Move letters with cursor to form correctly spelled word.
<b>STRAND / STANDARD / COURSE</b>	<b>TN.L.</b>	<b>LANGUAGE STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>6.L.VAU.</b>	<b>Vocabulary Acquisition and Use</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>L.VAU.5.</b>	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
<b>LEARNING EXPECTATION</b>	<b>6.L.VAU.5.</b>	When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.  <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.
<b>STRAND / STANDARD / COURSE</b>	<b>TN.L.</b>	<b>LANGUAGE STANDARDS</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>6.L.VAU.</b>	<b>Vocabulary Acquisition and Use</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>L.VAU.6.</b>	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the post-secondary and workforce level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
<b>LEARNING EXPECTATION</b>	<b>6.L.VAU.6.</b>	Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.  <u>Spelling Classroom</u> <u>Alphabetize List</u> Place words in order based upon alphabetizing principles. <u>Crossword Puzzle</u> Click on a box and enter the word that best completes the sentence and fits into the puzzle. <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with

		<p>pronunciation reinforcement.</p> <p><b>Flash Cards</b> Words with definitions on the flip side.</p> <p><b>Hang A Bot</b> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.</p> <p><b>Hear It Say It Write It</b> Word pronunciation with student modeling along with word writing in print or cursive.</p> <p><b>Paragraph Writing</b> Write a paragraph incorporating each word from the list.</p> <p><b>Pen &amp; Paper Spelling Test</b> Program verbally presents each word and asks the student to write the word on a sheet of paper.</p> <p><b>Scrambled Sentences</b> Drag and drop the words to form a correct sentence before the time runs out.</p> <p><b>Sentence Completion</b> Match words with their appropriate contextual sentence.</p> <p><b>Snowman Challenge</b> Clues are provided and when words are spelled correctly, a snowman starts to take shape and build.</p> <p><b>Spell &amp; Learn</b> Words are pronounced and introduced in a contextual setting</p> <p><b>Spelling Bee</b> Hear the word used in a sentence and try to spell.</p> <p><b>Spelling Contest</b> Spell the words as quickly as possible promoting word awareness and visual memory.</p> <p><b>Spelling Quiz</b> Multiple choice environment with five different variations of each a word to select from.</p> <p><b>Spelling Test</b> Words are pronounced and introduced in a contextual setting requiring students to key in the correct spelling.</p> <p><b>Vocabulary Bee</b> Select a word or phrase that best describes each list word.</p> <p><b>Vocabulary Test</b> Select the correct definition for each word in this multiple choice environment.</p> <p><b>Word Find Puzzle</b> Students find the words hidden in puzzles emphasizing pattern recognition and retention.</p> <p><b>Word Introduction</b> Words are pronounced and introduced in a contextual setting.</p> <p><b>Word Jumble</b> Move letters with cursor to form correctly spelled word.</p> <p><b>Word Ladder</b> Sequence of words built upon the previous and advance down the ladder with each correct answer.</p> <p><b>Word Search</b> Students are presented a word bank and they must find each word hidden in the puzzle.</p> <p><b>Writing Sentences</b> Hear each word and then type in a sentence using the word in context.</p>
<b>STRAND / STANDARD / COURSE</b>	<b>TN.RL.</b>	<b>READING STANDARDS - LITERATURE</b>
<b>CONCEPTUAL STRAND / GUIDING QUESTION</b>	<b>6.RL.CS.</b>	<b>Craft and Structure</b>
<b>GUIDING QUESTION / LEARNING EXPECTATION</b>	<b>R.CS.4.</b>	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
<b>LEARNING EXPECTATION</b>	<b>6.RL.CS.4.</b>	<p>Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.</p> <p><b>Spelling Classroom</b> <b>Definition Matching</b> Definition matching exercise leveraging high level engagement with pronunciation reinforcement.</p>
<b>STRAND / STANDARD / COURSE</b>	<b>TN.RI.</b>	<b>READING STANDARDS – INFORMATIONAL TEXT</b>

CONCEPTUAL STRAND / GUIDING QUESTION	6.RI.CS.	Craft and Structure
GUIDING QUESTION / LEARNING EXPECTATION	R.CS.4.	Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
LEARNING EXPECTATION	6.RI.CS.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.  <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out.
STRAND / STANDARD / COURSE	TN.SL.	SPEAKING AND LISTENING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	6.SL.PKI.	Presentation of Knowledge and Ideas
GUIDING QUESTION / LEARNING EXPECTATION	SL.PKI.4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning; the organization, development, and style are appropriate to task, purpose, and audience.
LEARNING EXPECTATION	6.SL.PKI.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  <u>Spelling Classroom</u> <u>Definition Matching</u> Definition matching exercise leveraging high level engagement with pronunciation reinforcement. <u>Hang A Bot</u> Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse. <u>Hear It Say It Write It</u> Word pronunciation with student modeling along with word writing in print or cursive. <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list. <u>Scrambled Sentences</u> Drag and drop the words to form a correct sentence before the time runs out. <u>Spell &amp; Learn</u> Words are pronounced and introduced in a contextual setting <u>Spelling Bee</u> Hear the word used in a sentence and try to spell. <u>Spelling Contest</u> Spell the words as quickly as possible promoting word awareness and visual memory. <u>Vocabulary Bee</u> Select a word or phrase that best describes each list word. <u>Word Introduction</u> Words are pronounced and introduced in a contextual setting. <u>Word Jumble</u> Move letters with cursor to form correctly spelled word. <u>Word Ladder</u> Sequence of words built upon the previous and advance down the ladder with each correct answer. <u>Writing Sentences</u> Hear each word and then type in a sentence using the word in context.
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	6.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING	W.TTP.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

EXPECTATION		
LEARNING EXPECTATION	6.W.TTP.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	6.W.TTP.2.h.	Use precise language and domain-specific vocabulary. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	6.W.TTP.	Text Types and Protocol
GUIDING QUESTION / LEARNING EXPECTATION	W.TTP.3.	Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.
LEARNING EXPECTATION	6.W.TTP.3.	Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences.
INDICATOR	6.W.TTP.3.g.	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.
STRAND / STANDARD / COURSE	TN.W.	WRITING STANDARDS
CONCEPTUAL STRAND / GUIDING QUESTION	6.W.PDW.	Production and Distribution of Writing
GUIDING QUESTION / LEARNING EXPECTATION	W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
LEARNING EXPECTATION	6.W.PDW.6.	Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3. <u>Spelling Classroom</u> <u>Paragraph Writing</u> Write a paragraph incorporating each word from the list.