### Texas Essential Knowledge and Skills (TEKS)
### Language Arts
Grade: **6** - Adopted: **2017**

| TEKS | TX.110.22. | English Language Arts and Reading, Grade 6, Adopted 2017 |
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| STUDENT EXPECTATION | 6.2. | Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--vocabulary. The student uses newly acquired vocabulary expressively. The student is expected to: |
| GRADE LEVEL EXPECTATION | 6.2.B. | Use context such as definition, analogy, and examples to clarify the meaning of words.<br><br>**Spelling Classroom**<br>**Scrambled Sentences**<br>Drag and drop the words to form a correct sentence before the time runs out.<br>**Sentence Completion**<br>Match words with their appropriate contextual sentence.<br>**Word Introduction**<br>Words are pronounced and introduced in a contextual setting.<br>**Word Jumble**<br>Move letters with cursor to form correctly spelled word. |
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| STUDENT EXPECTATION | 6.6. | Response skills: listening, speaking, reading, writing, and thinking using multiple texts. The student responds to an increasingly challenging variety of sources that are read, heard, or viewed. The student is expected to: |
| GRADE LEVEL EXPECTATION | 6.6.F. | Respond using newly acquired vocabulary as appropriate.<br><br>**Spelling Classroom**<br>**Definition Matching**<br>Definition matching exercise leveraging high level engagement with pronunciation reinforcement.<br>**Hang A Bot**<br>Select the appropriate letters to spell the word and mistakes cause your robot to start to collapse.<br>**Hear It Say It Write It**<br>Word pronunciation with student modeling along with word writing in print or cursive.<br>**Paragraph Writing**<br>Write a paragraph incorporating each word from the list.<br>**Scrambled Sentences**<br>Drag and drop the words to form a correct sentence before the time runs out.<br>**Sentence Completion**<br>Match words with their appropriate contextual sentence.<br>**Spelling Bee**<br>Hear the word used in a sentence and try to spell.<br>**Spelling Contest**<br>Spell the words as quickly as possible promoting word awareness and visual memory.<br>**Word Introduction**<br>Words are pronounced and introduced in a contextual setting.<br>**Word Jumble**<br>Move letters with cursor to form correctly spelled word.<br>**Word Ladder**<br>Sequence of words built upon the previous and advance down the ladder with each correct answer. |
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| STUDENT EXPECTATION | 6.9. | Author's purpose and craft: listening, speaking, reading, writing, and thinking using multiple texts. The student uses critical inquiry to analyze the authors' choices and how they influence and communicate meaning within a variety of texts. The student analyzes and applies author's craft purposefully in order to develop his or her own products and performances. The student is expected to: |

| GRADE LEVEL EXPECTATION | 6.9.G. | Explain the differences between rhetorical devices and logical fallacies.<br><br>**Spelling Classroom**<br>**Sentence Completion**<br>Match words with their appropriate contextual sentence. |
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| STUDENT EXPECTATION | 6.12. | Inquiry and research: listening, speaking, reading, writing, and thinking using multiple texts. The student engages in both short-term and sustained recursive inquiry processes for a variety of purposes. The student is expected to: |
| GRADE LEVEL EXPECTATION | 6.12.H. | Examine sources for: |
| INDICATOR | 6.12.H.ii. | Faulty reasoning such as hyperbole, emotional appeals, and stereotype.<br><br>**Spelling Classroom**<br>**Sentence Completion**<br>Match words with their appropriate contextual sentence. |