



**Correlation of  
*Get Ready! Soar*  
Grade 6**



**to  
Texas Essential Knowledge and Skills (TEKS)  
English Language Arts and Reading  
Grade 6**



**Correlation of  
Get Ready! Sail, Grade 6  
by Vista  
to  
Texas Essential Knowledge and Skills (TEKS)  
English Language Arts and Reading  
Grade 6**

**Correlated to Teacher’s Edition (TE)\* and Student Book (SB)  
\*Roman Numerals and Pages with Letter References are in the TE only**

**Please Note: Get Ready! Soar is a program designed specifically for Newcomers, SLIFE, and Level 2s**

TEKS: English Language Arts and Reading	Get Ready! Soar Grade 6 Page References
1. Developing and sustaining foundational language skills: listening, speaking, discussion, and thinking--oral language. The student develops oral language through listening, speaking, and discussion. The student is expected to:	
A. listen actively to interpret a message, ask clarifying questions, and respond appropriately;	TE/SB: 8, 9, 11, 12, 18, 30, 31, 33, 34, 38, 40, 44, 45, 53, 60, 62, 64, 66, 74, 75, 78, 82, 87, 97, 100, 104, 106, 109, 118, 119, 122, 132, 141, 144, 148, 160, 164, 168, 175, 177, 178, 188, 192, 211, 212, 216, 221, 236, 240, 245, 260, 264, 269, 274
B. follow and give oral instructions that include multiple action steps;	TE/SB: 39, 82, 83, 126, 127, 135, 151, 175, 198, 222, 244, 257, 258, 270, 283, Txiv
C. give an organized presentation with a specific stance and position, employing eye contact, speaking rate, volume, enunciation, natural gestures, and conventions of language to communicate ideas effectively; and	TE/SB: 28, 47, 50, 61, 67, 69, 72, 89, 94, 95, 111, 113, 115, 116, 117, 123, 127, 133, 135, 138, 139, 143, 157, 159, 162, 163, 177, 179, 181, 185, 186, 187, 191, 201, 203, 205, 207, 209, 210, 222, 223, 225, 227, 229, 231, 234, 235, 247, 253, 255, 257, 259, 273, 277, 281, 282
D. participate in student-led discussions by eliciting and considering suggestions from other group members, taking notes, and identifying points of agreement and disagreement	TE/SB: 17, 24, 25, 29, 39, 54, 67, 68, 83, 87, 90, 95, 109, 110, 131, 134, 145, 150, 151, 157, 163, 167, 175, 178, 179, 193, 196, 198, 204, 212, 215, 220, 222, 227, 230, 231, 233, 238, 241, 246, 257, 259, 270, 271, 276, 277, 279, 281, 282
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	
A. use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;	TE/SB: Tv, Tvii, Tix, Txxi, Txiii, Txxxix, Tviii, Txxxvii, Txl, Txli, vi, viii, x, 10, 12, 16, 15, 36, 37, 52E, 55, 59, 76, 81, 94, 99, 103, 114, 121, 124, 138, 143, 167, 170, 171, 194, 195, 211, 218, 219, 242- 243, 247, 166, 267,
B. use context such as definition, analogy, and examples to clarify the meaning of words; and	TE/SB: 16, 18, 33, 52F, 60, 78, 79, 80, 84, 85, 67, 121, 136, 137, 138, 196, 198, 199, 149, 224, 247, Txvi, Tvii, Txiv, ix
C. determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus	TE/SB: Txlvii, Txxviii

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3. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.	TE/SB: 8, 10, 11, 13, 18, 19, 20, 22, 23, 24, 25, 26, 30, 33, 40, 41, 42, 43, 44, 45, 46, 50, 52, 55, 56, 62, 63, 64, 66, 67, 68, 77, 78, 84, 86, 87, 88, 90, 91, 98, 99, 103, 104, 106, 108, 110, 112, 117, 118, 119, 121, 122, 128, 130, 131, 132, 134, 139, 142, 143, 152, 153, 154, 155, 156, 158, 166, 167, 176, 178, 180, 182, 183, 190, 191, 192, 200, 202, 204, 206, 212, 214, 215, 216, 224, 225, 226, 228, 230, 232, 236, 238, 239, 242, 243, 249, 250, 252, 254, 260, 262, 263, 264, 266, 272, 274, 276
4. Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.	TE/SB: 8, 10, 11, 13, 18, 19, 20, 22, 23, 24, 25, 26, 30, 33, 40, 41, 42, 43, 44, 45, 46, 50, 52, 55, 56, 62, 63, 64, 66, 67, 68, 77, 78, 84, 86, 87, 88, 90, 91, 98, 99, 103, 104, 106, 108, 110, 112, 117, 118, 119, 121, 122, 128, 130, 131, 132, 134, 139, 142, 143, 152, 153, 154, 155, 156, 158, 166, 167, 176, 178, 180, 182, 183, 190, 191, 192, 200, 202, 204, 206, 212, 214, 215, 216, 224, 225, 226, 228, 230, 232, 236, 238, 239, 242, 243, 249, 250, 252, 254, 260, 262, 263, 264, 266, 272, 274, 276
5. Comprehension skills: listening, speaking, reading, writing, and thinking using multiple texts. The student uses metacognitive skills to both develop and deepen comprehension of increasingly complex texts. The student is expected to:	
A. establish purpose for reading assigned and self-selected text;	TE/SB: 8, 18, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
B. generate questions about text before, during, and after reading to deepen understanding and gain information;	TE/SB: 17, 21, 24, 25, 26, 29, 32, 33, 39, 49, 52, 63, 67, 72, 89, 105, 106, 109, 111, 121, 123, 133, 138, 142, 150, 151, 155, 157, 161, 163, 166, 167, 172, 173, 178, 179, 181, 183, 186, 190, 191, 193, 198, 200, 201, 202, 205, 207, 209, 212, 213, 215, 220, 222, 225, 227, 229, 230, 231, 223, 238, 241, 246, 247, 248, 252, 253, 257, 259, 270, 271, 276, 277, 279, 281, 282
C. make and correct or confirm predictions using text features, characteristics of genre, and structures;	TE/SB: Txxii, Txxv, 73, 196, 197, 199, 211
D. create mental images to deepen understanding;	TE/SB: Txxii, Txxv, Txxvi, Txxvii, Txxviii, Txxix, 9, 11, 45, 84, 126, 128, 144, 150, 177, 180
E. make connections to personal experiences, ideas in other texts, and society;	TE/SB: 53, 78, 92, 93, 135, 137, 178, 179, 183, 205
F. make inferences and use evidence to support understanding;	TE/SB: x, 62, 220, 223
G. evaluate details read to determine key ideas;	TE/SB: 8, 18, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
H. synthesize information to create new understanding; and	TE/SB: 8, 18, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
I. monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.	TE/SB: 17, 21, 24, 25, 26, 29, 32, 33, 39, 49, 52, 63, 67, 72, 89, 105, 106, 109, 111, 121, 123, 133, 138, 142, 150, 151, 155, 157, 161, 163, 166, 167, 172, 173, 178, 179, 181, 183, 186, 190, 191, 193, 198, 200, 201, 202, 205, 207, 209, 212, 213, 215, 220, 222, 225, 227, 229, 230, 231, 223, 238, 241, 246, 247, 248, 252, 253, 257, 259, 270, 271, 276, 277, 279, 281, 282

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<b>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</b>	
A. describe personal connections to a variety of sources, including self-selected texts;	TE/SB: 53, 78, 92, 93, 135, 137, 178, 179, 183, 205
B. write responses that demonstrate understanding of texts, including comparing sources within and across genres;	TE/SB: 26, 48, 55, 70, 91, 92, 109, 111, 113, 114, 135, 136, 150, 151, 160, 174, 179, 184, 198, 199, 208, 232, 256, 280, 283
C. use text evidence to support an appropriate response;	TE/SB: 22, 48, 92, 114, 136, 160, 184, 232, 256, 280
D. paraphrase and summarize texts in ways that maintain meaning and logical order;	TE/SB: 24, 38, 39, 82, 83, 126, 127, 151, 175, 198, 222, 244, 257, 258, 270, 283
E. interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;	TE/SB: Txxxiii, 2, 3, 22, 28, 35, 40, 60, 50, 62, 63, 75, 82, 88, 89, 91, 110, 154, 200, 204, 205, 237, 256, 272
F. respond using newly acquired vocabulary as appropriate;	TE/SB: Txxxiii, 2, 3, 22, 28, 35, 40, 60, 50, 62, 63, 75, 82, 88, 89, 91, 110, 154, 200, 204, 205, 237, 256, 272
G. discuss and write about the explicit or implicit meanings of text;	TE/SB: 8, 10, 11, 13, 18, 19, 20, 22, 23, 24, 25, 26, 30, 33, 40, 41, 42, 43, 44, 45, 46, 50, 52, 55, 56, 62, 63, 64, 66, 67, 68, 77, 78, 84, 86, 87, 88, 90, 91, 98, 99, 103, 104, 106, 108, 110, 112, 117, 118, 119, 121, 122, 128, 130, 131, 132, 134, 139, 142, 143, 152, 153, 154, 155, 156, 158, 166, 167, 176, 178, 180, 182, 183, 190, 191, 192, 200, 202, 204, 206, 212, 214, 215, 216, 224, 225, 226, 228, 230, 232, 236, 238, 239, 242, 243, 249, 250, 252, 254, 260, 262, 263, 264, 266, 272, 274, 276
H. respond orally or in writing with appropriate register, vocabulary, tone, and voice; and	TE/SB: Txxxiii, 2, 3, 22, 28, 35, 40, 60, 50, 62, 63, 75, 82, 88, 89, 91, 110, 154, 200, 204, 205, 237, 256, 272
I. reflect on and adjust responses as new evidence is presented.	TE/SB: Txxxv, 16, 17, 48, 70, 71, 92, 93, 104, 105, 114, 115, 244, 245
<b>7. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--literary elements. The student recognizes and analyzes literary elements within and across increasingly complex traditional, contemporary, classical, and diverse literary texts. The student is expected to:</b>	
A. infer multiple themes within and across texts using text evidence;	TE/SB: 8, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 83, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
B. analyze how the characters' internal and external responses develop the plot;	TE/SB: 35-36, 57, 79-80, 101-102, 123, 126-127, 145, 162, 168-169, 192-193
C. analyze plot elements, including rising action, climax, falling action, resolution, and non-linear elements such as flashback; and	TE/SB: 26-27, 48-49, 114, 136-137, 160-161, 184-185, 209, 232-233, 256, 270, 280
D. analyze how the setting, including historical and cultural settings, influences character and plot development.	TE/SB: 13, 75, 83, 95, 121, 135, 142, 143, 160, 161, 163, 174, 175, 198, 199
<b>8. Multiple genres: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student recognizes and analyzes genre-specific characteristics, structures, and purposes within and across increasingly complex traditional, contemporary, classical, and diverse texts. The student is expected to</b>	
A. demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;	TE/SB: 16-17, 38-39, 60-61, 82-83

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B. analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;	TE/SB: 60, 61, 70, 71, 82, 83, 119, 126, 127, 250, 251,
C. analyze how playwrights develop characters through dialogue and staging;	TE/SB: 12, 32, 35, 57, 76, 79, 101, 222,
D. analyze characteristics and structural elements of informational text, including:	TE/SB: 17-17-92-93-104-105, 114-115, 244-245
i. the controlling idea or thesis with supporting evidence;	TE/SB: 8, 23, 27, 28, 30, 31, 40, 52, 53, 74, 75, 80, 83, 96, 97, 98, 118, 119, 140, 141, 164, 165, 188, 189, 212, 213, 236, 237, 260, 261, 283
ii. features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and	TE/SB: 16- 17, 92, 93, 143,
iii. organizational patterns such as definition, classification, advantage, and disadvantage;	TE/SB: 22, 23, 24, 25, 26, 28, 29, 40, 41, 43, 47, 48, 50, 62, 63, 65, 69, 70, 72, 83, 84, 85, 87, 89, 91, 92, 94, 106, 107, 111, 113, 114, 116, 117, 128, 129, 135, 137, 138, 139, 151, 152, 153, 155, 157, 159, 160, 162, 174, 175, 176, 177, 179, 184, 186, 187, 198, 199, 200, 201, 208, 210
E. analyze characteristics and structures of argumentative text by:	
i. identifying the claim;	TE/SB: 101, 198, 199, 208, 209, 223, 279
ii. explaining how the author uses various types of evidence to support the argument; and	TE/SB: 23, 68, 100, 199, 208, 209, 223, 225
iii. identifying the intended audience or reader; and	TE/SB: 26, 28, 41, 43, 47, 50, 61, 65, 69, 72, 83, 87, 89, 91, 94, 95, 103, 105, 111, 114, 115, 116, 117, 136, 138, 139, 159, 162, 163, 174, 175, 179, 186, 187, 198, 199, 210
F. analyze characteristics of multimodal and digital texts.	TE/SB: Txxvi, (all texts are provided digitally and include digital text functionalities which students will practice using)
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:	
A. explain the author's purpose and message within a text;	TE/SB: Tix, Txiv, Txxx, 16, 114-115
B. analyze how the use of text structure contributes to the author's purpose;	TE/SB: Tix, Txiv, Txxx, 16, 114-115
C. analyze the author's use of print and graphic features to achieve specific purposes;	TE/SB: Txxv, 148, 184, 200, 220
D. describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;	TE/SB: 9, 11, 12, 13, 16, 17, 21, 27, 29, 31, 32, 34, 35, 38, 39, 46, 47, 49, 51, 53, 56, 57, 60, 61, 69, 71, 78, 79, 82, 83, 84, 87, 88, 91, 93, 95, 97, 100, 101, 104, 105, 109, 112, 115, 117, 120, 121, 122, 123, 126, 127, 137, 142, 143, 144, 145, 148, 151, 154, 155, 156, 157, 161, 166, 167, 172, 173, 179, 185, 187, 192, 193, 196, 197, 209, 211
E. identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;	TTE/SB: Txxvii, Txxlv, 151, 196, 197, 198, 199, 220, 221
F. analyze how the author's use of language contributes to mood and voice; and	TTE/SB: Txxvii, Txxlv, 151, 196, 197, 198, 199, 220, 221

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G. explain the differences between rhetorical devices and logical fallacies.	TE/SB: 180-181, 196-197
10. Composition: listening, speaking, reading, writing, and thinking using multiple texts--writing process. The student uses the writing process recursively to compose multiple texts that are legible and uses appropriate conventions. The student is expected to:	
A. (A) plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;	TE/SB: Txxx, 26-27, 48-49, 70-71, 92-93, 114-115, 136-137, 160-161, 184-185, 208-209, 232-233, 256-257, 280-281
B. develop drafts into a focused, structured, and coherent piece of writing by:	
i. organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and	TE/SB: 26, 28, 41, 43, 47, 50, 61, 65, 69, 72, 83, 87, 89, 91, 94, 95, 103, 105, 111, 114, 115, 116, 117, 136, 138, 139, 159, 162, 163, 174, 175, 179, 186, 187, 198, 199, 210
ii. developing an engaging idea reflecting depth of thought with specific facts and details;	TE/SB: 26-27, 48-49, 114, 136-137, 160-161, 184-185, 209, 232-233, 256, 270, 280
C. revise drafts for clarity, development, organization, style, word choice, and sentence variety;	TE/SB: 26-27, 48-49, 83, 95, 114, 117, 136-137, 139, 160-161, 175, 184-185, 209, 232-233, 256, 270, 280
D. edit drafts using standard English conventions, including:	
i. complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;	TE/SB: 15, 27, 32, 48, 49, 51, 70, 71, 72, 88, 92, 93, 105, 114, 125, 129, 159, 160, 161, 167, 171, 176, 184, 185, 198, 202, 225, 232, 233, 234, 235, 243, 256, 258, 259, 264, 270, 280, 281,
ii. consistent, appropriate use of verb tenses;	TE/SB: 18, 19, 40, 41, 62, 63, 67, 84, 85, 106, 107, 128, 129, 152, 153, 176, 177, 200, 201, 205, 224, 225, 248, 249
iii. conjunctive adverbs;	TE/SB: 18, 19, 40, 41, 62, 63, 67, 84, 85, 106, 107, 128, 129, 152, 148, 153, 176, 177, 200, 201, 205, 224, 225, 248, 249
iv. prepositions and prepositional phrases and their influence on subject-verb agreement;	TE/SB: 152, 153
v. pronouns, including relative;	TE/SB: 9, 31, 33, 68, 121, 140F, 148, 278, 279, Txliv, viii,
vi. subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor ;	TE/SB: 15, 18, 27, 40, 72, 81, 125, 129, 161, 167, 171, 198, 201, 224, 233, 243, 270, 272-273
vii. capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;	TE/SB: 6, 7, 18, 19, 40, 41, 62, 63, 67, 84, 85, 106, 107, 108, 128, 129, 152, 153, 176, 177, 200, 201, 205, 224, 225, 248, 249
viii. punctuation marks, including commas in complex sentences, transitions, and introductory elements ; and	TE/SB: 121, 272, 273
ix. correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and	TE/SB: Txxiv, 15, 37, 59, 103, 125, 140, 137, 152, 171, 177, 188, 219, 243, 249, 267
E. publish written work for appropriate audiences.	TE/SB: 26-28, 48- 50, 70-72, 92-94, 114-115, 136-138, 160-162, 184-186, 208-210, 232-234, 256-258, 280-282

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<b>11. Composition: listening, speaking, reading, writing, and thinking using multiple texts--genres. The student uses genre characteristics and craft to compose multiple texts that are meaningful. The student is expected to:</b>	
A. compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;	TE/SB: 26, 48, 55, 70, 91, 92, 109, 111, 113, 114, 135, 136, 150, 151, 160, 174, 179, 184, 198, 199, 208, 232, 256, 280, 283
B. compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;	TE/SB: 28, 39, 41, 42, 45, 47, 50, 55, 61, 62, 66, 67, 69, 72, 75, 89, 92, 93, 94, 95, 111, 13, 114, 115, 116, 117, 127, 133, 135, 138, 139, 157, 159, 162, 163, 165, 166, 173, 177, 179, 181, 183, 186, 187, 201, 203, 205, 207, 210, 222, 223, 225, 227, 229, 234, 235, 253, 255, 259, 270, 273, 277, 282
C. compose multi-paragraph argumentative texts using genre characteristics and craft ; and	TE/SB: 26, 48, 55, 70, 91, 92, 109, 111, 113, 114, 135, 137, 150, 151, 160, 174, 179, 184, 198, 199, 208 SB: 26, 48, 70, 91, 92, 109, 111, 113, 114, 135, 137, 150, 151, 160, 174, 179, 184, 198, 199, 208
D. compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.	TE/SB: Txxiii, 26-27, 188-189, 208-209
<b>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:</b>	
A. generate student-selected and teacher-guided questions for formal and informal inquiry;	TE/SB: 17, 24, 25, 29, 39, 54, 67, 68, 83, 87, 90, 95, 109, 110, 131, 134, 145, 150, 151, 157, 163, 167, 175, 178, 179, 193, 196, 198, 204, 212, 215, 220, 222, 227, 230, 231, 233, 238, 241, 246, 257, 259, 270, 271, 276, 277, 279, 281, 282
B. develop and revise a plan;	TE/SB: 16, 18, 27, 73, 83, 92-93, 97, 104-105, 107, 109, 110, 113- 117, 139, 163, 187, 198, 199, 208, 244-245
C. refine the major research question, if necessary, guided by the answers to a secondary set of questions;	TE/SB: 16, 18, 27, 73, 83, 92-93, 97, 104-105, 107, 109, 110, 113- 117, 139, 163, 187, 198, 199, 208, 244-245
D. identify and gather relevant information from a variety of sources;	TE/SB: 27, 48, 70, 73, 83, 97, 107, 109, 110, 113, 116, 117, 139, 163, 187, 198, 199, 208
E. differentiate between primary and secondary sources;	TE/SB: 27, 48, 70, 73, 83, 97, 107, 109, 110, 113, 116, 117, 139, 163, 187, 198, 199, 208
F. synthesize information from a variety of sources;	TE/SB: 27, 48, 70, 73, 83, 97, 107, 109, 110, 113, 116, 117, 139, 163, 187, 198, 199, 208
G. differentiate between paraphrasing and plagiarism when using source materials;	TE/SB: 184, 185, 187, 188, 196
H. examine sources for:	
i. reliability, credibility, and bias; and	TE/SB: 27, 48, 70, 73, 83, 97, 107, 109, 110, 113, 116, 117, 139, 163, 187, 198, 199, 208
ii. faulty reasoning such as hyperbole, emotional appeals, and stereotype;	TE/SB: 27, 48, 70, 73, 83, 97, 107, 109, 110, 113, 116, 117, 139, 163, 187, 198, 199, 208
I. display academic citations and use source materials ethically; and	TE/SB: Txxii, Txxiii, 159, 184, 185



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J. use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.	TE/SB: 16-17, 22, 83, 92-93, 95, 101, 104-105, 114-115, 117, 139, 163, 173-175, 187, 198, 199, 208, 209, 211, 223, 235, 259, 279