Kentucky Tutorials are designed specifically for the Kentucky Academic Standards to prepare students for the K-PREP, EOC exams, ACT, and ACT Plan.

English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

Unit 1: Elements of Literature 1

- **CHARACTERIZATION**
  - RL.6.3: Describe how a particular storys or dramas plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.
  - RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
  - RL.6.6: Explain how an author develops the perspective of the narrator or speaker in a text.
- **PLOT**
  - RL.6.2: Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.

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- RL.6.3: Describe how a particular storys or dramas plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.
- RL.6.3: Describe how a particular storys or dramas plot unfolds in a series of episodes and determine how the characters respond or change as the plot moves toward a resolution.
- RL.6.5: Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

Unit 2: Elements of Literature 2

- **POINT OF VIEW**
  - RL.6.6: Explain how an author develops the perspective of the narrator or speaker in a text.
  - RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **THEME**
  - RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.6.2: Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.
  - RL.6.5: Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

Unit 3: Language Usage

- **POETRY**
  - RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
  - L.6.5a: Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. Interpret figurative language, including but not limited to personification, in context.
  - RL.6.5: Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
- **FIGURATIVE LANGUAGE**
  - RL.6.2: Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.
  - RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
  - RL.6.5: Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.
  - L.6.5a: Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. Interpret figurative language, including but not limited to personification, in context.

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- RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.

- **CONNOTATION AND DENOTATION**
  - RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
  - RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - L.6.5c: Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. Distinguish among the connotations of words with similar denotations.
  - RL.6.5: Analyze how a particular sentence, paragraph, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting or plot.

Unit 4: Analyzing Literature

- **LITERARY CONTEXT**
  - RL.6.9: Compare/contrast how various forms or genres of texts approach a similar theme or topic.
  - RL.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

- **COMPARING NARRATIVES**
  - RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
  - RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - RL.6.9: Compare/contrast how various forms or genres of texts approach a similar theme or topic.
  - RL.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.
  - RI.6.9: Compare/contrast how two or more authors present similar events.
  - RI.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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- RI.6.3: Analyze in detail how an author develops a key individual, event or idea over the course of a text.

Unit 5: Reading Strategies

- **AUTHOR'S PURPOSE**
  - RI.6.6: Determine an authors perspective and purpose in a text, and explain how it is conveyed in a text.
  - RI.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
  - RI.6.6: Determine an authors perspective and purpose in a text, and explain how it is conveyed in a text.
  - RI.6.9: Compare/contrast how two or more authors present similar events.
- **CENTRAL IDEA AND SUMMARY**
  - RI.6.2: Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
  - RI.6.3: Analyze in detail how an author develops a key individual, event or idea over the course of a text.
  - RI.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
  - RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.6.2: Analyze how the theme is reflected in the text by citing particular details and/or providing an objective summary.
  - RL.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.
- **MAKING INFERENCES**
  - RL.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RL.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex literary texts independently and proficiently.

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- RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- RI.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.
- RI.6.3: Analyze in detail how an author develops a key individual, event or idea over the course of a text.

Unit 6: Analyzing Informational Texts 1

- **TEXT STRUCTURES**
  - RI.6.2: Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
  - RI.6.3: Analyze in detail how an author develops a key individual, event or idea over the course of a text.
  - RI.6.5: Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
  - RI.6.6: Determine an authors perspective and purpose in a text, and explain how it is conveyed in a text.
- **ORGANIZATIONAL PATTERNS**
  - RI.6.2: Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary.
  - RI.6.3: Analyze in detail how an author develops a key individual, event or idea over the course of a text.
  - RI.6.5: Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
  - RI.6.10: By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

Unit 7: Analyzing Informational Texts 2

- **USING GRAPHICS**
  - RI.6.7: Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.
  - C.6.2b: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as

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definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

- **MAKING AN ARGUMENT**
  - RI.6.1: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.6.8: Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.
  - RI.6.6: Determine an authors perspective and purpose in a text, and explain how it is conveyed in a text.
  - RI.6.6: Determine an authors perspective and purpose in a text, and explain how it is conveyed in a text.
- **UNDERSTANDING MEDIA**
  - RI.6.3: Analyze in detail how an author develops a key individual, event or idea over the course of a text.
  - RI.6.5: Analyze how a particular sentence, paragraph, chapter or section fits into the overall structure of a text and contributes to the development of the ideas.
  - RI.6.7: Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue.
  - RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - RI.6.8: Identify and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from unsupported claims.
  - RI.6.6: Determine an authors perspective and purpose in a text, and explain how it is conveyed in a text.

Unit 8: Writing 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - C.6.3g: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
  - C.6.1a: Compose arguments to support claims with clear reasons and relevant evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.6.1g: Compose arguments to support claims with clear reasons and relevant evidence. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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- C.6.2a: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- C.6.2h: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
- C.6.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- C.6.2b: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.

- **REVISING AND EDITING AN ESSAY**
  - C.6.1g: Compose arguments to support claims with clear reasons and relevant evidence. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
  - C.6.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
  - L.6.1c: In both written and oral expression: Recognize variations from standard English and implement strategies to improve expression in conventional language.
  - L.6.2a: When writing: Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - L.6.2b: When writing: Demonstrate appropriate use of strategies to identify and correct spelling errors.
  - C.6.1a: Compose arguments to support claims with clear reasons and relevant evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.6.2a: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
  - C.6.2h: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

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- C.6.3g: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

Unit 9: Writing 2

- **INTRODUCTIONS**
  - C.6.1b: Compose arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
  - C.6.2a: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
  - C.6.2b: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- **CONCLUSIONS**
  - C.6.1f: Compose arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
  - C.6.2g: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
  - C.6.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **TRANSITIONS**
  - C.6.1d: Compose arguments to support claims with clear reasons and relevant evidence. Use words, phrase and clauses to clarify the relationships among claim(s) and reasons.
  - C.6.2d: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - C.6.3d: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
  - C.6.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Unit 10: Writing 3

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- **WRITING AND TECHNOLOGY**
  - C.6.4: Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
- **ESTABLISHING A FORMAL STYLE**
  - C.6.1e: Compose arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
  - C.6.2f: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
  - L.6.1c: In both written and oral expression: Recognize variations from standard English and implement strategies to improve expression in conventional language.
  - L.6.3b: Use knowledge of language and its conventions when writing, speaking, reading or listening. Maintain consistency in style and tone.
  - L.6.4d: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - C.6.7: Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
  - C.6.2e: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.

Unit 11: Types of Writing 1

- **ARGUMENTATIVE ESSAYS**
  - C.6.1a: Compose arguments to support claims with clear reasons and relevant evidence. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.6.1b: Compose arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
  - C.6.1c: Compose arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources, acknowledging opposing claims, and demonstrating an understanding of the topic or text.
  - C.6.1f: Compose arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
- **EXPOSITORY ESSAYS**

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- C.6.2a: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience.
- C.6.2c: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples.
- C.6.2g: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
- C.6.2b: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension.
- C.6.2h: Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

Unit 12: Types of Writing 2

- **SHORT NARRATIVES**
  - C.6.3f: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
  - C.6.3d: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Use a variety of transition words to convey sequence and signal shifts from one time frame or setting to another.
  - C.6.3a: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.6.3b: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - C.6.3c: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Use

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narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.

- C.6.3e: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.
- C.6.3g: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

- **NARRATIVE TECHNIQUES**
  - C.6.3a: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
  - C.6.3b: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Engage the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - C.6.3c: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events and/or characters.
  - C.6.3e: Compose narratives to develop real or imagined experiences or multiple events, memories or ideas, using effective technique, relevant descriptive details and well-structured event sequences. Use precise words and phrases, relevant descriptive details and sensory language to convey experiences and events.

Unit 13: Sentence Structure

- **SENTENCE TYPES**
  - L.6.3a: Use knowledge of language and its conventions when writing, speaking, reading or listening. Vary sentence patterns for meaning, reader/listener interest and style.
  - L.6.1c: In both written and oral expression: Recognize variations from standard English and implement strategies to improve expression in conventional language.
- **PRONOUNS**
  - L.6.1a: In both written and oral expression: Recognize vague pronouns and correct pronoun errors, including but not limited to subjective, objective, possessive and intensive pronouns.
  - L.6.1c: In both written and oral expression: Recognize variations from standard English and implement strategies to improve expression in conventional language.

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- L.6.1b: In both written and oral expression: Recognize and correct inappropriate shifts in pronoun number and person.

- **PUNCTUATION**
  - L.6.2a: When writing: Demonstrate appropriate use of punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - L.6.1c: In both written and oral expression: Recognize variations from standard English and implement strategies to improve expression in conventional language.

Unit 14: Usage 1

- **USING CONTEXTUAL CLUES**
  - RL.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
  - RI.6.4: Determine the meaning of words and phrases as they are used in a text, including figurative, connotative and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - L.6.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.6.4a: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

- **COMMONLY CONFUSED WORDS**
  - L.6.2b: When writing: Demonstrate appropriate use of strategies to identify and correct spelling errors.

- **USING REFERENCE MATERIALS**
  - L.6.4c: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.

Unit 15: Usage 2

- **WORD ROOTS**
  - L.6.4b: Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from an array of strategies. Use Greek and Latin affixes and roots as clues to the meaning of a word.

- **WORD RELATIONSHIPS**

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- L.6.5b: Demonstrate understanding of, figurative language, word relationships and nuances in word meanings. Use the relationship between particular words to better understand each of the words.

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