Alaska Tutorials are designed specifically for Alaska Standards and prepare students for the PEAKS exams in English and Mathematics.

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: Reading Literature Key Ideas and Details Describe how a particular storys or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.
  - RL.6.4: Reading Literature Craft and Structure 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.
- **PLOT**
  - RL.6.2: Reading Literature Key Ideas and Details Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.

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- RL.6.3: Reading Literature Key Ideas and Details Describe how a particular storys or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.
- RL.6.3: Reading Literature Key Ideas and Details Describe how a particular storys or dramas plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution or as the narrative advances.
- RL.6.5: Reading Literature Craft and Structure Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.

Unit 2: Elements of Literature 2

- **POINT OF VIEW**
  - RL.6.6: Reading Literature Craft and Structure Determine authors purpose and explain how an author develops the point of view of the narrator or speaker in a text.
- **THEME**
  - RL.6.2: Reading Literature Key Ideas and Details Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
  - RL.6.1: Reading Literature Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 3: Language Usage

- **POETRY**
  - L.6.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.
  - RL.6.4: Reading Literature Craft and Structure 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: Reading Literature Craft and Structure Analyze the overall structure of a text: how a particular sentence, chapter, scene, or stanza fits into the overall work and analyzing how it contributes to the development of the characters, theme, setting, or plot.
- **FIGURATIVE LANGUAGE**
  - RL.6.4: Reading Literature Craft and Structure 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: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

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- L.6.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret the intent or meaning of figures of speech (e.g., personification, metaphors, alliteration) as used in context.

- **CONNOTATION AND DENOTATION**
  - RL.6.4: Reading Literature Craft and Structure 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: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
  - L.6.5.c: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Unit 4: Analyzing Literature

- **LITERARY CONTEXT**
  - RL.6.9: Reading Literature Integration of Knowledge and Ideas Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
  - RL.6.10: Reading Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.

- **COMPARING NARRATIVES**
  - RI.6.9: Reading Informational Text Integration of Knowledge and Ideas Compare and contrast one authors presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
  - RL.6.9: Reading Literature Integration of Knowledge and Ideas Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
  - RL.6.10: Reading Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.
  - RI.6.9: Reading Informational Text Integration of Knowledge and Ideas Compare and contrast one authors presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
  - RI.6.10: Reading Informational Text Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 6 (from upper grade 5 to grade 7), with scaffolding as needed at the high end of the range.

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- W.6.9.a: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literature (e.g., Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.).

Unit 5: Reading Strategies

- **AUTHOR'S PURPOSE**
  - RI.6.6: Reading Informational Text Craft and Structure Determine an authors purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.
- **CENTRAL IDEA AND SUMMARY**
  - RL.6.2: Reading Literature Key Ideas and Details Determine a theme or central idea of a text and how it is conveyed through particular details; restate and summarize main ideas or events, in correct sequence, after reading a text.
  - RI.6.2: Reading Informational Text Key Ideas and Details Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
  - RI.6.3: Reading Informational Text Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
- **MAKING INFERENCES**
  - RL.6.1: Reading Literature Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.6.1: Reading Informational Text Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 6: Analyzing Informational Texts 1

- **TEXT STRUCTURES**
  - RI.6.5: Reading Informational Text Craft and Structure 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.
  - RL.6.1: Reading Literature Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.6.6: Reading Informational Text Craft and Structure Determine an authors purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and explain how it is conveyed in the text.
- **ORGANIZATIONAL PATTERNS**
  - RI.6.2: Reading Informational Text Key Ideas and Details Determine a central idea and subtopics of a text and how they are conveyed through particular details; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

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- RI.6.3: Reading Informational Text Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated on in a text (e.g., through examples or anecdotes).
- RI.6.5: Reading Informational Text Craft and Structure 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.

Unit 7: Analyzing Informational Texts 2

- **USING GRAPHICS**
  - RI.6.7: Reading Informational Text Integration of Knowledge and Ideas Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ datarelated) as well as in words to develop a coherent understanding of a topic or issue.
  - SL.6.2: Speaking and Listening Comprehension and Collaboration Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ datarelated, orally) and explain how it contributes to a topic, text, or issue under study.
  - RI.6.7: Reading Informational Text Integration of Knowledge and Ideas Integrate information presented in different media (e.g., may include, but not limited to podcasts) or formats (e.g., visually, quantitatively/ datarelated) as well as in words to develop a coherent understanding of a topic or issue.
  - SL.6.5: Speaking and Listening Presentation of Knowledge and Ideas Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **MAKING AN ARGUMENT**
  - RI.6.8: Reading Informational Text Integration of Knowledge and Ideas Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
  - W.6.9.b: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply grade 6 Reading standards to literary nonfiction (e.g., Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not).
- **UNDERSTANDING MEDIA**
  - SL.6.2: Speaking and Listening Comprehension and Collaboration Interpret information presented in diverse media (included but not limited to podcasts) and formats (e.g., visually, quantitatively/ datarelated, orally) and explain how it contributes to a topic, text, or issue under study.

Unit 8: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - W.6.5: Writing Production and Distribution of Writing With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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- W.6.1.a: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.10: Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of disciplinespecific tasks, purposes, and audiences.
- W.6.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- **REVISING AND EDITING AN ESSAY**
  - W.6.5: Writing Production and Distribution of Writing With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
  - L.6.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
  - W.6.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ESTABLISHING A FORMAL STYLE**
  - W.6.1.d: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
  - W.6.2.e: Writing Text Types and Purposes Write informative/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.6.1.e: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
  - L.6.3.b: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.
  - L.6.6: Language Vocabulary Acquisition and Use Acquire and accurately use gradeappropriate general academic and domainspecific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - W.6.2.d: Writing Text Types and Purposes Write informative/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 domainspecific vocabulary to inform about or explain the topic.

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Unit 9: Writing Skills 2

- **WRITING AND TECHNOLOGY**
  - W.6.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to create a piece of writing.
- **INTRODUCTIONS**
  - W.6.1.a: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
  - W.6.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Unit 10: Writing Skills 3

- **CONCLUSIONS**
  - W.6.1.e: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
  - W.6.2.f: Writing Text Types and Purposes Write informative/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.
- **TRANSITIONS**
  - W.6.1.c: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - W.6.2.c: Writing Text Types and Purposes Write informative/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.
  - W.6.3.c: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Unit 11: Types of Writing 1

- **ARGUMENTATIVE ESSAYS**
  - W.6.1.a: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.

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- W.6.1.b: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- W.6.1.e: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.

- **EXPOSITORY ESSAYS**
  - W.6.2.b: Writing Text Types and Purposes Write informative/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.
  - W.6.2.f: Writing Text Types and Purposes Write informative/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.
  - W.6.2.a: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Unit 12: Types of Writing 2

- **SHORT NARRATIVES**
  - W.6.3.e: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that follows from the narrated experiences or events.
  - W.6.3.c: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - W.6.3.a: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
  - W.6.3.b: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events 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.
- **NARRATIVE TECHNIQUES**

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- W.6.3.b: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events 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.
- W.6.3.d: Writing Text Types and Purposes Use narrative writing to develop real or imagined experiences or events 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.6.3.a: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
  - L.6.3.b: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.
  - W.6.5: Writing Production and Distribution of Writing With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **PRONOUNS**
  - L.6.1.d: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
  - L.6.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Use intensive pronouns (e.g., myself, ourselves).
  - L.6.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Ensure that pronouns are in the proper case (subjective, objective, possessive).
  - L.6.1.c: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Recognize and correct inappropriate shifts in pronoun number and person.
- **PUNCTUATION**
  - L.6.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - W.6.5: Writing Production and Distribution of Writing With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

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Unit 14: Usage 1

- **USING CONTEXTUAL CLUES**
  - RL.6.4: Reading Literature Craft and Structure 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: Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
  - L.6.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.6.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - L.6.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.6.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **COMMONLY CONFUSED WORDS**
  - L.6.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly.
- **USING REFERENCE MATERIALS**
  - L.6.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - L.6.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a

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range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- L.6.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Consult reference materials (e.g., dictionaries, glossaries, thesauruses and specialized reference materials), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
- L.6.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

Unit 15: Usage 2

- **WORD ROOTS**
  - L.6.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Determine meaning of unfamiliar words by using knowledge of word structure (root words, prefixes, suffixes, abbreviations) and language structure through reading words in text (word order, grammar), 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.6.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiplemeaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use common, gradeappropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- **WORD RELATIONSHIPS**
  - L.6.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

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