North Carolina Tutorials are designed specifically for the Common Core State Standards for English language arts, the North Carolina Standard Course of Study for Math, and the North Carolina Essential Standards, to prepare students for the READY End-of-Course Assessments.

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 Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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.
  - RL.6.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
- **PLOT**
  - RL.6.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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.

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- RL.6.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RL.6.3: Reading Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. 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.
- RL.6.5: Reading Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. Analyze how a particular sentence, 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: Reading Literature Assess how point of view, perspective, or purpose shapes the content and style of a text. Explain how an author develops the point of view of the narrator or speaker in a text.
- **THEME**
  - RL.6.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - RL.6.1: Reading Literature Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 3: Language Usage

- **FIGURATIVE LANGUAGE**
  - RL.6.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
  - L.6.5.a: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Interpret figures of speech in context based on grade 6 reading and content.
  - RI.6.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.
- **CONNOTATION AND DENOTATION**
  - L.6.5.b: Language Demonstrate understanding of figurative language and nuances in word meanings. Demonstrate understanding of figurative language and nuances in word meanings. Distinguish

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among the connotations of words with similar denotations.

- RL.6.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
- RI.6.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.

Unit 4: Textual Analysis

- **LITERARY CONTEXT**
  - RL.6.9: Reading Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
  - RL.6.10: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **COMPARING NARRATIVES**
  - RL.6.10: Reading Literature Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
  - RI.6.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.
  - RI.6.10: Reading Informational Text Read and understand complex literary and informational texts independently and proficiently, connecting prior knowledge and experiences to text. By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
  - RI.6.9: Reading Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Compare and contrast one authors presentation of events with that of another.
  - RI.6.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
  - RI.6.9: Reading Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Compare and contrast one authors presentation of events with that of another.
- **MAKING AN ARGUMENT**

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- RI.6.8: Reading Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 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.

Unit 5: Reading Strategies

- **AUTHOR'S PURPOSE**
  - RI.6.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
  - RI.6.6: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
  - RI.6.9: Reading Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take. Compare and contrast one authors presentation of events with that of another.
- **CENTRAL IDEA AND SUMMARY**
  - RI.6.2: Reading Informational Text Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - RI.6.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
  - RL.6.2: Reading Literature Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **MAKING INFERENCES**
  - RL.6.1: Reading Literature Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 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 Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.6.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze in detail how a key individual, event, or idea is introduced,

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illustrated, and elaborated in a text.

Unit 6: Textual Organization

- **TEXT STRUCTURES**
  - RI.6.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 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: Reading Informational Text Assess how point of view, perspective, or purpose shapes the content and style of a text. Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
- **ORGANIZATIONAL PATTERNS**
  - RI.6.2: Reading Informational Text Determine central ideas (RI) or themes (RL) of a text and analyze their development; summarize the key supporting details and ideas. Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
  - RI.6.3: Reading Informational Text Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
  - RI.6.5: Reading Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole. 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: Graphics and Media

- **USING GRAPHICS**
  - RI.6.7: Reading Informational Text Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.
  - W.6.2.b: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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, graphics, and multimedia when useful to aiding comprehension.
  - SL.6.5: Speaking and Listening Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Include multimedia components and visual displays in presentations to clarify information.

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- **WRITING AND TECHNOLOGY**
  - W.6.4: Writing Use digital tools and resources to produce and publish writing and to interact and collaborate with others. Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.
  - RI.6.8: Reading Informational Text Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 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**
  - RI.6.7: Reading Informational Text Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.
  - SL.6.2: Speaking and Listening Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Interpret information presented in diverse media and formats and explain how it contributes to a topic, text, or issue under study.

Unit 8: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - W.6.1.a: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. Organize information and ideas around a topic to plan and prepare to write.
  - W.6.1.b: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
  - W.6.1.g: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
  - W.6.2.a: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Organize information and ideas around a topic to plan and prepare to write.
  - W.6.2.h: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. With some

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guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

- W.6.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- W.6.2.b: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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, graphics, and multimedia when useful to aiding comprehension.

- **REVISING AND EDITING AN ESSAY**
  - W.6.1.g: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
  - W.6.2.h: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
  - W.6.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
  - L.6.2.h: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Spelling Consistently apply conventional rules to spell words correctly
  - L.6.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band

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conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. References Continue to consult reference materials as needed to check and correct spellings

- **ESTABLISHING A FORMAL STYLE**
  - W.6.1.e: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
  - W.6.2.f: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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.6.6: Language Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in developing vocabulary knowledge when encountering an unknown term important to comprehension or expression. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - L.6.3.b: Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.
  - L.6.1.v: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Usage Recognize variations from standard English in their own and others writing and speaking
  - L.6.1.w: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Usage Identify and use strategies to improve expression in conventional language
  - W.6.2.e: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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 domain-specific vocabulary to inform about or explain the topic.

Unit 9: Writing Skills 2

- **INTRODUCTIONS**

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- W.6.1.b: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.2.b: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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, graphics, and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**
  - W.6.1.f: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.g: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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.d: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. 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.d: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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.d: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives 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 10: Types of Writing

- **ARGUMENTATIVE ESSAYS**
  - W.6.1.a: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear

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reasons and relevant evidence. Organize information and ideas around a topic to plan and prepare to write.

- W.6.1.b: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
- W.6.1.c: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

- **EXPOSITORY ESSAYS**
  - W.6.2.a: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Organize information and ideas around a topic to plan and prepare to write.
  - W.6.2.c: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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.g: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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.b: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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, graphics, and multimedia when useful to aiding comprehension.

Unit 11: Narrative Writing

- **SHORT NARRATIVES**
  - W.6.3.f: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives 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.

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- W.6.3.d: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives 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.b: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives 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.c: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives 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.e: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives 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.
- W.6.3.a: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Organize information and ideas around a topic to plan and prepare to write.

- **NARRATIVE TECHNIQUES**
  - W.6.3.c: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives 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.e: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives 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 12: Sentence Structure

- **SENTENCE TYPES**
  - L.6.3.a: Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading

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or listening. 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 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain consistency in style and tone.
- L.6.1.a: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Subject/Verb Agreement Continue to ensure subject/verb agreement
- L.6.1.j: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Sentences Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
- L.6.1.k: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

- **PRONOUNS**
  - L.6.1.a: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Subject/Verb Agreement Continue to ensure subject/verb agreement
  - L.6.1.o: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Pronouns Recognize and correct vague pronouns
  - L.6.1.p: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Pronouns Continue to ensure pronoun-antecedent agreement

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- L.6.1.m: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Pronouns Use intensive pronouns
- L.6.1.l: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Pronouns Ensure that pronouns are in the proper case (subjective, objective, possessive)
- L.6.1.q: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Pronouns Recognize and apply the nominative case and objective case
- L.6.1.n: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Pronouns Recognize and correct inappropriate shifts in pronoun number and person

- **PHRASES**
  - L.6.1.s: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Phrases and Clauses Explain the function of phrases and clauses in general and their function in specific sentences

Unit 13: Punctuation

- **PUNCTUATION**
  - L.6.2.a: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use punctuation to set off nonrestrictive/parenthetical elements
  - W.6.1.g: Writing Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. Write arguments to support claims with clear reasons and relevant evidence. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
  - W.6.2.h: Writing Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of

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content. Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

- W.6.3.g: Writing Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- L.6.2.c: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use punctuation to indicate a pause or break
- L.6.2.d: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use an ellipsis to indicate an omission
- L.6.2.b: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use a comma to separate coordinate adjectives
- L.6.2.e: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use a semicolon to link two or more closely related independent clauses
- L.6.2.f: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use a colon to introduce a list or quotation
- L.6.2.g: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Apply hyphen conventions

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- **COMMAS**
  - L.6.1.t: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Phrases and Clauses Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers
  - L.6.2.b: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use a comma to separate coordinate adjectives
  - L.6.2.c: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Punctuation Use punctuation to indicate a pause or break

Unit 14: Verbs

- **VERBALS**
  - L.6.1.b: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Verbs Explain the function of verbals (such as gerunds or participles)
- **VERB TENSE AND VOICE**
  - L.6.1.c: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Verbs Form and use verbs in active & passive voice
  - L.6.1.e: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Verbs Recognize and correct inappropriate shifts in voice and mood
  - L.6.3.a: Language Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Use knowledge of language and its conventions when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.

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- L.6.1.k: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Sentences Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

- **VERB MOOD**
  - L.6.1.c: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Verbs Form and use verbs in active & passive voice
  - L.6.1.d: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Verbs Form and use indicative, imperative, interrogative, conditional moods
  - L.6.1.e: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Verbs Recognize and correct inappropriate shifts in voice and mood

Unit 15: Context and Reference

- **USING CONTEXTUAL CLUES**
  - RL.6.4: Reading Literature Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
  - RI.6.4: Reading Informational Text Interpret words and phrases as they are used in a text and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.
  - L.6.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

- **USING REFERENCE MATERIALS**
  - L.6.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting

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general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.

- L.6.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. References Continue to consult reference materials as needed to check and correct spellings

Unit 16: Word Usage

- **WORD ROOTS**
  - L.6.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- **WORD RELATIONSHIPS**
  - L.6.4: Language Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, word relationships, and consulting general and specialized reference materials, as appropriate. Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.
- **COMMONLY CONFUSED WORDS**
  - L.6.2.h: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. Spelling Consistently apply conventional rules to spell words correctly
  - L.6.2.i: Language Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the appropriate grade band conventions continuum. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing; demonstrate proficiency within the 6-8 conventions continuum. References Continue to consult reference materials as needed to check and correct spellings
  - L.6.1.r: Language Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; demonstrate proficiency within the appropriate grade band grammar continuum. Demonstrate command of the conventions of standard English grammar and usage when

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writing or speaking; demonstrate proficiency within the 6-8 grammar continuum. Commonly Confused Words Continue to correctly use frequently confused words

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