Georgia Tutorials are designed specifically for the Georgia Standards of Excellence and the Georgia Performance Standards to prepare students for the Georgia Milestones.

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**
  - 6.T.T.1.a: Describe how narrative techniques are used across the text to develop plot, characters, and setting.
  - 6.T.T.1.c: Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.
- **PLOT**
  - 6.T.T.1.a: Describe how narrative techniques are used across the text to develop plot, characters, and setting.
  - 6.T.T.1.b: Analyze how setting, events, conflict, and characterization influence plot pacing.
  - 6.T.T.1.c: Identify multiple themes and describe how the relationships and interactions between characters influence and shape themes.

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Unit 2: Elements of Literature 2

- **POINT OF VIEW**
  - 6.P.ST.1.c: Explore how context shapes the author's decisions and the audiences responses during the interpretation and construction of texts.
  - 6.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
  - 6.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
- **THEME**
  - 6.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.

Unit 3: Language Usage

- **FIGURATIVE LANGUAGE**
  - 6.T.SS.2.a: Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.
  - 6.T.SS.2.b: Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.
- **CONNOTATION AND DENOTATION**
  - 6.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
  - 6.L.GC.2.a: Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.
  - 6.L.V.3.c: Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).

Unit 4: Structure and Form

- **POETRY**
  - 6.T.SS.2.a: Determine how figurative and connotative language choices contribute to meaning, mood, or tone in a wide variety of texts.
  - 6.T.SS.2.b: Use figurative language or literary devices for intentional effects when creating texts to achieve specific purposes or appeal to the target audience.
  - 6.T.T.4.a: Recognize and describe poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
  - 6.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
- **DRAMATIC CONVENTIONS**

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- 6.T.C.1.c: Construct multimodal texts and/or presentations for a specific purpose and audience.

- **STRUCTURE AND FORM**
  - 6.P.CP.2.e: Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.

Unit 5: Analyzing Literature

- **LITERARY CONTEXT**
  - 6.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
  - 6.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
  - 6.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
  - 6.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
  - 6.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.
  - 6.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
  - 6.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
- **LITERARY GENRES**
  - 6.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
  - 6.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
  - 6.P.AC.3.d: Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.
- **COMPARING FICTION AND NONFICTION**
  - 6.T.PM.1.b: Read and comprehend one genre of literature from a particular time period.
- **MYTHOLOGY**
  - 6.T.PM.1.a: Read and comprehend myths and stories (fictional or historical) that modern writers have adapted into their own works.

Unit 6: Reading Strategies 1

- **AUTHOR'S PURPOSE**
  - 6.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.

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- 6.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.
- 6.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.
- 6.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
- 6.T.C.2.b: Explain how the author's choice of evidence reveals the author's perspective and impacts credibility.

- **CENTRAL IDEA AND SUMMARY**
  - 6.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.
  - 6.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.
  - 6.T.RA.2.a: Locate evidence in print and digital sources to support a central idea or question, recording basic bibliographic information, such as author, title, and page number.
- **MAKING INFERENCES**
  - 6.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
  - 6.P.EICC.1.f: Develop independence and autonomy as a reader and writer.
  - 6.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
  - 6.P.EICC.3.e: Make and track predictions about the events and information likely to come next.
  - 6.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.

Unit 7: Reading Strategies 2

- **INDEPENDENT READING**
  - 6.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
- **USING EVIDENCE**
  - 6.T.C.2.a: Describe and analyze the development and interaction of two or more perspectives conveyed by a single text.
  - 6.T.C.2.b: Explain how the author's choice of evidence reveals the author's perspective and impacts credibility.
  - 6.T.C.2.d: Use credible sources to research the answers to questions on academic and individual topics of interest.
  - 6.T.RA.1.c: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.

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- 6.T.RA.2.b: Analyze print and digital texts to identify features of credible, relevant sources and to determine indicators that might signal unreliable sources.

- **SYNTHESIZING INFORMATION**
  - 6.T.RA.1.b: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
  - 6.T.RA.1.c: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics.

Unit 8: Analyzing Informational Texts

- **TEXT STRUCTURES**
  - 6.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.
  - 6.P.AC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.
  - 6.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
  - 6.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
- **ORGANIZATIONAL PATTERNS**
  - 6.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
  - 6.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.
  - 6.T.SS.1.a: Explain how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes.
- **MAKING AN ARGUMENT**
  - 6.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.
  - 6.T.C.2.c: Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.
  - 6.T.T.3.a: Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.
  - 6.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.

Unit 9: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**

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- 6.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- 6.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
- 6.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
- 6.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
- 6.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
- 6.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
- 6.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.
- 6.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
- 6.P.AC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
- 6.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.
- 6.T.C.1.c: Construct multimodal texts and/or presentations for a specific purpose and audience.
- 6.T.C.2.c: Identify and analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development.

- **REVISING AND EDITING AN ESSAY**
  - 6.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
  - 6.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
  - 6.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
  - 6.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.
  - 6.L.GC.2.d: Build and enrich ideas and information in texts, using modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.

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- **ESTABLISHING A FORMAL STYLE**
  - 6.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
  - 6.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
  - 6.T.SS.1.a: Explain how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes.
  - 6.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience.
  - 6.T.SS.2.c: Compare and contrast characteristics of formal style (e.g., jargon, complete sentences) with those of informal style (e.g., contractions, slang, sentence fragments) and apply understandings to writing and speaking.

Unit 10: Writing Skills 2

- **WRITING AND TECHNOLOGY**
  - 6.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
  - 6.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
  - 6.P.EICC.1.f: Develop independence and autonomy as a reader and writer.
  - 6.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
- **AVOIDING PLAGIARISM**
  - 6.T.RA.2.c: Use basic parenthetical citations to credit authors when quoting or paraphrasing texts, ensuring each source is accompanied by a basic entry on a works cited page.
- **USING REFERENCE MATERIALS**
  - 6.L.V.3.d: Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases.

Unit 11: Writing Skills 3

- **INTRODUCTIONS**
  - 6.T.SS.1.d: Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.
- **TRANSITIONS**
  - 6.T.SS.1.c: Use concept repetition and connected terms to support transitions, clarify the relationship between ideas and information in texts, and increase text cohesion.

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- **CONCLUSIONS**
  - 6.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
  - 6.T.SS.1.d: Craft multi-paragraph texts using a coherent structure to organize ideas with an introduction; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

Unit 12: Types of Writing

- **ARGUMENTATIVE ESSAYS**
  - 6.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.
  - 6.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
  - 6.P.AC.2.a: Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
  - 6.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
  - 6.T.T.3.a: Recognize and explain argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.
  - 6.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.
- **EXPOSITORY ESSAYS**
  - 6.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
  - 6.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
  - 6.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.
  - 6.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
  - 6.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
  - 6.P.AC.2.a: Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
  - 6.T.T.2.a: Recognize and describe expository techniques used to present and design content, including main ideas, facts, key details, and a sense of closure.
  - 6.T.T.2.c: Apply expository techniques (e.g., main idea, facts, key details, sense of closure) to enhance writing and engage audiences.

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- **NARRATIVE TECHNIQUES**
  - 6.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
  - 6.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
  - 6.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
- **PERSUASIVE THESIS STATEMENTS**
  - 6.T.RA.1.a: Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas.

Unit 13: Literary Analysis/ Response to Literature

- **DISCUSSION GUIDELINES**
  - 6.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
  - 6.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
  - 6.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
  - 6.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.
- **ANALYZING AND DEVELOPING A SPEECH**
  - 6.P.CP.2.a: Communicate clearly to present ideas, information, and texts.
  - 6.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.
  - 6.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.
  - 6.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.

Unit 14: Sentence Structure 1

- **SENTENCE TYPES**
  - 6.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
  - 6.P.AC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
  - 6.L.GC.1.53: Grammar, Usage: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Introduce)
  - 6.L.GC.2.b: Use a variety of simple, compound, and complex sentences, and compound complex sentences to condense and combine ideas, maintaining consistent verb tense throughout the text.

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- 6.L.GC.2.c: Identify and use active voice in sentences, revising for subject-verb agreement.

- **PRONOUNS**
  - 6.L.GC.1.45: Usage: Recognize and correct vague pronoun references. (Master)
  - 6.L.GC.1.53: Grammar, Usage: Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Introduce)
- **PUNCTUATION**
  - 6.L.GC.1.47: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and attributions to indicate exact words and lines of dialogue. (Master)
  - 6.L.GC.1.48: Mechanics: Use semicolons to separate items in a series or list when at least one of the items already contains commas. (Master)
  - 6.L.GC.1.49: Mechanics: Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses. (Introduce)
  - 6.L.GC.1.50: Mechanics: Use ellipses appropriately. (Introduce)
  - 6.L.GC.1.51: Mechanics: Use hyphens with appropriate affixes and compound words. (Introduce)
  - 6.L.GC.1.52: Mechanics: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Introduce)
  - 6.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue)

Unit 15: Sentence Structure 2

- **VERB TENSE AND VOICE**
  - 6.L.GC.1.43: Grammar: Form and use the progressive, perfect, and perfect progressive verb aspects. (Master)
- **VERBALS**
  - 6.L.GC.1.44: Grammar: Form and use participles. (Master)

Unit 16: Contextual Clues

- **USING CONTEXTUAL CLUES**
  - 6.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
  - 6.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
  - 6.L.GC.2.a: Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.
  - 6.L.V.3.b: Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.

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- 6.L.V.3.e: Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing.

- **WORD ROOTS**
  - 6.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
  - 6.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts.
  - 6.L.V.2.b: Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.
  - 6.L.V.2.c: Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context.
  - 6.L.V.2.d: Use knowledge of parts of speech to determine precise words and phrases when constructing texts.
- **WORD RELATIONSHIPS**
  - 6.L.V.3.b: Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases.

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