

Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady 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: Characters and Plot

• CHARACTERIZATION

- 6.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
- 6.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

• PLOT

- 6.RL.KID.3: Reading Key Ideas and Details Literature Analyze how and why individuals, events, and ideas develop and interact over the course of a text. Describe how the plot of a story or

drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.

- 6.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 6.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a 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: Point of View and Theme

• POINT OF VIEW

- 6.RL.CS.6: Reading Craft and Structure Literature Assess how point of view or purpose shapes the content and style of a text. Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

• THEME

- 6.RL.KID.2: Reading Key Ideas and Details Literature Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- 6.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a 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. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

Unit 3: Language Usage

• FIGURATIVE LANGUAGE

- 6.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- 6.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

• CONNOTATION AND DENOTATION

- 6.L.VAU.5: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- 6.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
- 6.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

Unit 4: Analyzing Literature

- **POETRY**

- 6.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
- 6.RL.CS.5: Reading Craft and Structure Literature Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a 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.

- **LITERARY CONTEXT**

- 6.RL.IKI.9: Reading Integration of Knowledge and Ideas Literature Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

- **COMPARING NARRATIVES**

- 6.RI.IKI.9: Reading Integration of Knowledge and Ideas Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Compare and contrast two or more authors presentation of the same topic or event.
- 6.RI.KID.3: Reading Key Ideas and Details 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 developed in a text.

- 6.RI.IKI.9: Reading Integration of Knowledge and Ideas Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Compare and contrast two or more authors presentation of the same topic or event.

Unit 5: Reading Strategies

• AUTHOR'S PURPOSE

- 6.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view 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 a text.
- 6.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view 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 a text.
- 6.RI.IKI.9: Reading Integration of Knowledge and Ideas Informational Text Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches an author takes. Compare and contrast two or more authors presentation of the same topic or event.

• CENTRAL IDEA AND SUMMARY

- 6.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes 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 details; provide an objective summary.
- 6.RI.KID.3: Reading Key Ideas and Details 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 developed in a text.

• MAKING INFERENCES

- 6.RL.KID.1: Reading Key Ideas and Details Literature Read closely to determine what a 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. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
- 6.RI.KID.1: Reading Key Ideas and Details Informational Text Read closely to determine what a 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. Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
- 6.RI.KID.3: Reading Key Ideas and Details 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 developed in a text.

Unit 6: Analyzing Informational Texts 1

• TEXT STRUCTURES

- 6.RI.CS.5: Reading Craft and Structure Informational Text Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of a 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.
- 6.RI.CS.6: Reading Craft and Structure Informational Text Assess how point of view 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 a text.
- **ORGANIZATIONAL PATTERNS**
 - 6.RI.KID.2: Reading Key Ideas and Details Informational Text Determine central ideas or themes 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 details; provide an objective summary.
 - 6.RI.KID.3: Reading Key Ideas and Details 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 developed in a text.

Unit 7: Analyzing Informational Texts 2

- **USING GRAPHICS**
 - 6.RI.IKI.7: Reading Integration of Knowledge and Ideas Informational Text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.
- **MAKING AN ARGUMENT**
 - 6.RI.IKI.8: Reading Integration of Knowledge and Ideas 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**
 - 6.RI.IKI.7: Reading Integration of Knowledge and Ideas Informational Text Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words. Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.

Unit 8: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**

- 6.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 13 up to and including grade 6.)
- 6.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- 6.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 13 up to and including grade 6.)
- 6.W.RW.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 tasks, purposes, and audiences. Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.
- **REVISING AND EDITING AN ESSAY**
 - 6.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.
 - 6.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 13 up to and including grade 6.)
 - 6.W.PDW.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
 - 6.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 13 up to and including grade 6.)

- **ESTABLISHING A FORMAL STYLE**

- 6.W.TTP.1.i: Writing Text Types and Protocol 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.
- 6.W.TTP.2.j: Writing Text Types and Protocol 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.
- 6.W.TTP.1.f: Writing Text Types and Protocol 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 precise language and content-specific vocabulary.
- 6.W.TTP.2.h: Writing Text Types and Protocol 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.

Unit 9: Writing Skills 2

- **WRITING AND TECHNOLOGY**

- 6.W.PDW.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
- 6.RI.IKI.8: Reading Integration of Knowledge and Ideas 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.

- **INTRODUCTIONS**

- 6.W.TTP.1.a: Writing Text Types and Protocol 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).
- 6.W.TTP.2.a: Writing Text Types and Protocol 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 clearly, using the introduction to prepare the reader for what is to follow.

Unit 10: Writing Skills 3

• CONCLUSIONS

- 6.W.TTP.1.e: Writing Text Types and Protocol 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. Craft an effective and relevant conclusion that supports the argument presented.
- 6.W.TTP.2.e: Writing Text Types and Protocol 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. Craft an effective and relevant conclusion.

• TRANSITIONS

- 6.W.TTP.1.g: Writing Text Types and Protocol 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 appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 6.W.TTP.2.g: Writing Text Types and Protocol 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 create cohesion and clarify the relationships among ideas and concepts.
- 6.W.TTP.3.e: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.

Unit 11: Types of Writing

• ARGUMENTATIVE ESSAYS

- 6.W.TTP.1.a: Writing Text Types and Protocol 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).

• EXPOSITORY ESSAYS

- 6.W.TTP.2.c: Writing Text Types and Protocol 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.

- 6.W.TTP.2.e: Writing Text Types and Protocol 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. Craft an effective and relevant conclusion.
- 6.W.TTP.2.d: Writing Text Types and Protocol 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. Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

Unit 12: Narrative Writing

• SHORT NARRATIVES

- 6.W.TTP.3.f: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
- 6.W.TTP.3.e: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
- 6.W.TTP.3.a: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.
- 6.W.TTP.3.d: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-

structured event sequences. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.

- 6.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

- **NARRATIVE TECHNIQUES**

- 6.W.TTP.3.d: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
- 6.W.TTP.3.g: Writing Text Types and Protocol Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. Write narratives (fiction and nonfiction) to develop real or imagined experiences or events using effective techniques, 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**

- 6.L.KL.3: Language Knowledge of 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. When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.
- 6.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 13 up to and including grade 6.)

- **PRONOUNS**

- 6.L.CSE.1.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. Demonstrate command of the conventions of standard English grammar and usage. When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.

- **PUNCTUATION**

- 6.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.
- 6.W.PDW.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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. (Editing for conventions should demonstrate command of Language standards 13 up to and including grade 6.)

Unit 14: Usage 1

• USING CONTEXTUAL CLUES

- 6.L.VAU.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. Use context as a clue to the meaning of a word or a phrase.
- 6.RL.CS.4: Reading Craft and Structure Literature Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
- 6.RI.CS.4: Reading Craft and Structure Informational Text Interpret words and phrases as they are used in a text, including technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

• COMMONLY CONFUSED WORDS

- 6.L.CSE.2: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.

• USING REFERENCE MATERIALS

- 6.L.VAU.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on 6th grade-level text by choosing flexibly from a range of strategies. Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

Unit 15: Usage 2

- **WORD ROOTS**
- **WORD RELATIONSHIPS**