

Massachusetts Tutorials are designed specifically for the Learning Standards found in the Massachusetts Curriculum Frameworks to prepare students for the MCAS tests.

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

- RL.6.3: Reading Reading Literature Key Ideas and Details Describe how the plot of a particular story, poem, or drama 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 Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., authors attitude toward subject or audience), or mood (i.e., emotional atmosphere).

### • PLOT

- RL.6.3: Reading Reading Literature Key Ideas and Details Describe how the plot of a particular story, poem, or drama unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

- RL.6.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
- RL.6.5: Reading Reading Literature Craft and Structure 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

- RL.6.6: Reading Reading Literature Craft and Structure Explain how an author develops the point of view of the narrator or speaker in a text.

### • THEME

- RL.6.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.

## Unit 3: Genres

### • MYTHS AND EPICS

### • POETRY

- L.6.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.
- RL.6.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., authors attitude toward subject or audience), or mood (i.e., emotional atmosphere).
- RL.6.5: Reading Reading Literature Craft and Structure 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 4: Language Usage

### • FIGURATIVE LANGUAGE

- RL.6.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., authors attitude toward subject or audience), or mood (i.e., emotional atmosphere).
- RL.6.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in

poetry, on meaning, tone (i.e., authors attitude toward subject or audience), or mood (i.e., emotional atmosphere).

- RI.6.4: Reading Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone.
- L.6.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., personification) in context.

- **CONNOTATION AND DENOTATION**

- RL.6.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., authors attitude toward subject or audience), or mood (i.e., emotional atmosphere).
- RI.6.4: Reading Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone.
- L.6.5.c: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).
- RL.6.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., authors attitude toward subject or audience), or mood (i.e., emotional atmosphere).
- RL.6.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., authors attitude toward subject or audience), or mood (i.e., emotional atmosphere).

## Unit 5: Analyzing Literature

- **LITERARY CONTEXT**

- RL.6.9: Reading Reading Literature Integration of Knowledge and Ideas Compare and contrast texts in different forms or genres (e.g., stories and poems, historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- **COMPARING NARRATIVES**

- RI.6.4: Reading Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone.
- RI.6.10: Reading Reading Informational Text Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6.
- RI.6.9: Reading Reading Informational Text Integration of Knowledge and Ideas Compare and contrast one authors presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- RI.6.3: Reading Reading Informational Text Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.9: Reading Reading Informational Text Integration of Knowledge and Ideas Compare and contrast one authors presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

## Unit 6: Reading Strategies

### • AUTHOR'S PURPOSE

- RI.6.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and explain how it is conveyed in the text.
- RI.6.9: Reading Reading Informational Text Integration of Knowledge and Ideas Compare and contrast one authors presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

### • CENTRAL IDEA AND SUMMARY

- RI.6.2: Reading Reading Informational Text Key Ideas and Details Determine a texts central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
- RI.6.3: Reading Reading Informational Text Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RL.6.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of a text distinct from personal opinions or judgments.
- RI.6.2: Reading Reading Informational Text Key Ideas and Details Determine a texts central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.

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- **MAKING INFERENCES**

- RI.6.3: Reading Reading Informational Text Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RL.6.1: Reading Reading Literature Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
- RI.6.1: Reading Reading Informational Text Key Ideas and Details Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

### Unit 7: Analyzing Informational Texts 1

- **TEXT STRUCTURES**

- RI.6.5: Reading Reading Informational Text Craft and Structure Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.
- RI.6.6: Reading Reading Informational Text Craft and Structure 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 Reading Informational Text Key Ideas and Details Determine a texts central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.
- RI.6.3: Reading Reading Informational Text Key Ideas and Details Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- RI.6.5: Reading Reading Informational Text Craft and Structure Analyze how a particular sentence, paragraph, chapter, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.

### Unit 8: Analyzing Informational Texts 2

- **USING GRAPHICS**

- RI.6.7: Reading Reading Informational Text Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
- SL.6.5: Speaking and Listening Presentation of Knowledge and Ideas Include multimedia components and visual displays in presentations to clarify information.

- **MAKING AN ARGUMENT**

- RI.6.8: Reading Reading Informational Text Integration of Knowledge and Ideas Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported

by reasons and evidence from claims that are not.

- **UNDERSTANDING MEDIA**

- RI.6.7: Reading Reading Informational Text Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.
- SL.6.2: Speaking and Listening Comprehension and Collaboration Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

### Unit 9: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**

- W.6.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- W.6.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- W.6.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.6.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.
- W.6.10: Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- W.6.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.
- W.6.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- W.6.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 6).

- **REVISING AND EDITING AN ESSAY**

- W.6.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 6).
- L.6.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
- W.6.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

- **ESTABLISHING A FORMAL STYLE**

- W.6.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- W.6.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- W.6.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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.
- L.6.3.b: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
- L.6.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

## Unit 10: Writing Skills 2

- **WRITING AND TECHNOLOGY**

- W.6.6: Writing Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and

collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

- RI.6.8: Reading Reading Informational Text Integration of Knowledge and Ideas Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

### • INTRODUCTIONS

- W.6.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.
- W.6.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

## Unit 11: Writing Skills 3

### • CONCLUSIONS

- W.6.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
- W.6.2.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.

### • TRANSITIONS

- W.6.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- W.6.2.c: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.
- W.6.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured 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 12: Types of Writing 1



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- **ARGUMENTATIVE ESSAYS**

- W.6.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.
- W.6.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) 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.
- W.6.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.

- **EXPOSITORY ESSAYS**

- W.6.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- W.6.2.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from the information or explanation presented.
- W.6.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) 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 in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

### Unit 13: Types of Writing 2

- **SHORT NARRATIVES**

- W.6.3.e: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Provide a conclusion that follows from the narrated experiences or events.
- W.6.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

- W.6.3.a: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an appropriate narrative sequence.
  - W.6.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - W.6.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., the fog crept in) to convey experiences or events.
  - W.6.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., the fog crept in) to convey experiences or events.
- **NARRATIVE TECHNIQUES**
    - W.6.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
    - W.6.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., the fog crept in) to convey experiences or events.
    - W.6.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., the fog crept in) to convey experiences or events.

## Unit 14: Sentence Structure

- **SENTENCE TYPES**

- L.6.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.

- W.6.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 6).
- L.6.3.a: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.
- L.6.3.b: Language Knowledge of Language Use knowledge of language and its conventions when writing, speaking, reading, or listening. Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.

- **PRONOUNS**

- **PUNCTUATION**

- L.6.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- W.6.5.a: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 6).

## Unit 15: Usage 1

- **USING CONTEXTUAL CLUES**

- RL.6.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., authors attitude toward subject or audience), or mood (i.e., emotional atmosphere).
- RI.6.4: Reading Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone.
- L.6.4.a: Language Vocabulary Acquisition and Use Determine 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. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
- L.6.4.d: Language Vocabulary Acquisition and Use Determine 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. Verify the preliminary determination of the

meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

- L.6.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

- **COMMONLY CONFUSED WORDS**

- L.6.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

- **USING REFERENCE MATERIALS**

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

## Unit 16: Usage 2

- **WORD ROOTS**

- W.6.5.b: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate the ability to select accurate vocabulary (as described in Language Standards 46 up to and including grade 6).
- L.6.4.b: Language Vocabulary Acquisition and Use Determine 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. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- **WORD RELATIONSHIPS**

- W.6.5.b: Writing Production and Distribution of Writing Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Demonstrate the ability to select accurate vocabulary (as described in Language Standards 46 up to and including grade 6).

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- L.6.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.