Arkansas Tutorials are designed specifically for the Arkansas Standards found in the Curriculum Framework documents to prepare students in English, reading, writing, math and science 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: Elements of Literature 1

- **CHARACTERIZATION**
  - RL.6.3: Reading Reading Standards for Literature Key Ideas and Details Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.
  - RL.6.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.
- **PLOT**
  - RL.6.3: Reading Reading Standards for Literature Key Ideas and Details Describe how a story's or drama's plot unfolds in a series of events as well as how the characters respond or change as the plot moves toward a resolution.

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- RL.6.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and how it is conveyed through particular details.
- RL.6.5: Reading Reading Standards for 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: Elements of Literature 2

- **POINT OF VIEW**
  - RL.6.6: Reading Reading Standards for Literature Craft and Structure Explain how an author develops the point of view and/or perspective of the narrator or speaker in a text.
- **THEME**
  - RL.6.2: Reading Reading Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and how it is conveyed through particular details.
  - RL.6.1: Reading Reading Standards for Literature Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Unit 3: Language Usage

- **POETRY**
  - L.6.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., extended metaphor, personification) in context.
  - RL.6.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.
  - RL.6.5: Reading Reading Standards for 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.
- **FIGURATIVE LANGUAGE**
  - RL.6.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.
  - RI.6.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
  - L.6.5.A: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Interpret figures of speech (e.g., extended metaphor, personification) in context.

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- **CONNOTATION AND DENOTATION**
  - RL.6.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.
  - RI.6.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
  - L.6.5.C: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Distinguish among the connotations, associations, of words with similar denotations, definitions, (e.g., stingy, scrimping, economical, unwasteful, thrifty).

Unit 4: Analyzing Literature

- **LITERARY CONTEXT**
  - RL.6.9: Reading Reading Standards for Literature Integration of Knowledge and Ideas Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
  - RL.6.10: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
- **COMPARING NARRATIVES**
  - RL.6.9: Reading Reading Standards for Literature Integration of Knowledge and Ideas Compare and contrast texts in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.
  - RL.6.10: Reading Reading Standards for Literature Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - RI.6.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Compare and contrast one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
  - RI.6.10: Reading Reading Standards for Informational Text Range of Reading and Level of Text Complexity By the end of the year, read and comprehend literary nonfiction in the Grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
  - W.6.9.A: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, and research. Apply Grade 6 Reading standards to literature.
  - RI.6.3: Reading Reading Standards for 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).

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Unit 5: Reading Strategies

- **AUTHOR'S PURPOSE**
  - RI.6.6: Reading Reading Standards for Informational Text Craft and Structure Determine an authors point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.
  - RI.6.6: Reading Reading Standards for Informational Text Craft and Structure Determine an authors point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.
  - RI.6.9: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Compare and contrast one author's 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 Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary. Determine a central idea and how it is conveyed through particular details.
  - RI.6.3: Reading Reading Standards for 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 Standards for Literature Key Ideas and Details Examine a grade-appropriate literary text. Provide an objective summary. Determine a theme of a text and how it is conveyed through particular details.
- **MAKING INFERENCES**
  - RL.6.1: Reading Reading Standards for Literature Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.6.1: Reading Reading Standards for Informational Text Key Ideas and Details Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
  - RI.6.3: Reading Reading Standards for 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).

Unit 6: Analyzing Informational Texts 1

- **TEXT STRUCTURES**
  - RI.6.5: Reading Reading Standards for Informational Text Craft and Structure Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
  - RI.6.6: Reading Reading Standards for Informational Text Craft and Structure Determine an authors point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.
  - RI.6.6: Reading Reading Standards for Informational Text Craft and Structure Determine an authors point of view, perspective, and/or purpose in a text and explain how it is conveyed in the text.
- **ORGANIZATIONAL PATTERNS**

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- RI.6.2: Reading Reading Standards for Informational Text Key Ideas and Details Examine a grade-appropriate informational text. Provide an objective summary. Determine a central idea and how it is conveyed through particular details.
- RI.6.3: Reading Reading Standards for 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 Standards for Informational Text Craft and Structure Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.

Unit 7: Analyzing Informational Texts 2

- **USING GRAPHICS**
  - RI.6.7: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
  - SL.6.5: Speaking and Listening Presentation of Knowledge and Ideas Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- **MAKING AN ARGUMENT**
  - RI.6.8: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
  - W.6.9.B: Writing Research to Build and Present Knowledge Draw evidence from literary and/or informational texts to support analysis, reflection, and research. Apply Grade 6 Reading standards to informational texts.
- **UNDERSTANDING MEDIA**
  - RI.6.7: Reading Reading Standards for Informational Text Integration of Knowledge and Ideas Integrate information presented in different media or formats (e.g., visually, quantitatively) 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 that is gained by means other than reading (e.g., texts read aloud; oral presentations of charts, graphs, or diagrams; speeches) and explain how it contributes to a topic, text, or issue under study.

Unit 8: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - W.6.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language).

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

- **REVISING AND EDITING AN ESSAY**
  - W.6.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language).
  - L.6.2.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing. Spell correctly.
  - W.6.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ESTABLISHING A FORMAL STYLE**
  - L.6.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic vocabulary and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
  - W.6.1.D: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Establish and maintain a formal style.
  - W.6.2.D: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
  - W.6.2.E: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a formal style.
  - L.6.3.B: Language Knowledge of Language Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening. Maintain consistency in style and tone.

Unit 9: Writing Skills 2

- **WRITING AND TECHNOLOGY**

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- W.6.6: Writing Production and Distribution of Writing Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to produce writing in a single sitting.
- RI.6.8: Reading Reading Standards for 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 to support claims with clear reasons and relevant evidence. Introduce claim(s) and organize the reasons and evidence clearly.
  - W.6.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Unit 10: Writing Skills 3

- **CONCLUSIONS**
  - W.6.1.E: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from the argument presented.
  - W.6.2.F: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that supports the information or explanation presented.
- **TRANSITIONS**
  - W.6.1.C: Writing Text Types and Purposes Write arguments to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
  - W.6.2.C: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to clarify the relationships among ideas and concepts.
  - W.6.3.C: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Unit 11: Types of Writing 1

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

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

- **EXPOSITORY ESSAYS**

- W.6.2.A: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- W.6.2.B: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, and/or other information and examples.
- W.6.2.F: Writing Text Types and Purposes Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that supports the information or explanation presented.

Unit 12: Types of Writing 2

- **SHORT NARRATIVES**

- W.6.3.E: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Provide a conclusion that reflects on the narrated experiences or events.
- W.6.3.C: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- W.6.3.A: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Engage and orient the reader by establishing a context and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
- W.6.3.B: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- W.6.3.D: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.

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Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

- **NARRATIVE TECHNIQUES**
  - W.6.3.B: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - W.6.3.D: Writing Text Types and Purposes Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences. Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Unit 13: Sentence Structure

- **SENTENCE TYPES**
  - L.6.1.F: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6. Produce complex sentences with a variety of dependent clauses using subordinating conjunctions.
  - L.6.1.H: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6. Produce compound complex sentences using dependent clauses, subordinating conjunctions, and coordinating conjunctions.
  - L.6.3.A: Language Knowledge of Language Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening. Vary sentence patterns for meaning, reader/listener interest, and style.
  - L.6.3.B: Language Knowledge of Language Use knowledge of language and its conventions for Grade 6 when writing, speaking, reading, or listening. Maintain consistency in style and tone.
  - W.6.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language).
- **PRONOUNS**
  - L.6.1.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6. Recognize and correct vague pronouns (e.g., ones with unclear or ambiguous antecedents), as well as inappropriate shifts in pronoun number and person.
  - L.6.1.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6. Use intensive pronouns (e.g., myself, ourselves) correctly.

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- L.6.1.A: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6. Ensure that pronouns are in the proper case (subjective, objective, possessive).
- L.6.1.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking as appropriate for Grade 6. Form and use the perfect verb tenses (e.g., I had walked; I have walked; I will have walked).

- **PUNCTUATION**
  - L.6.2.B: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing. Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - W.6.5: Writing Production and Distribution of Writing Develop and strengthen writing as needed with some guidance and support from peers and adults, by planning, revising, editing, rewriting, or trying a new approach (e.g. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language).
  - L.6.2.C: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing. Use commas to set off clauses.

Unit 14: Usage 1

- **USING CONTEXTUAL CLUES**
  - RL.6.4: Reading Reading Standards for Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and/or tone.
  - RI.6.4: Reading Reading Standards for Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
  - L.6.4.A: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 6 reading and content, choosing flexibly from a range of effective strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a word's 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 effective strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
- **COMMONLY CONFUSED WORDS**
  - L.6.2.D: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling as appropriate for Grade 6 when writing. Spell correctly.
- **USING REFERENCE MATERIALS**

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

Unit 15: Usage 2

- **WORD ROOTS**
  - L.6.4.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 effective strategies. Use common, Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).
- **WORD RELATIONSHIPS**
  - L.6.5.B: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings, as appropriate for the grade level. Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

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