

New Jersey Tutorials are designed specifically for the New Jersey Core Curriculum Content Standards to prepare students for the PARCC assessments, the New Jersey Biology Competency Test (NJBCT).

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.

1. ELEMENTS OF LITERATURE 1

• CHARACTERIZATION

- **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RL.6.4** 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 tone.

• PLOT

- **RL.6.3** Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
- **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.5** 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.

2. ELEMENTS OF LITERATURE 2

• POINT OF VIEW

- **RL.6.6** Explain how an author develops the point of view of the narrator or speaker in a text.

• THEME

- **RL.6.2** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RL.6.1** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. LANGUAGE USAGE

- **POETRY**

- **L.6.5.A** Interpret figures of speech (e.g., personification) in context.
- **RL.6.4** 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 tone.
- **RL.6.5** 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** 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 tone.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **L.6.5.A** Interpret figures of speech (e.g., personification) in context.

- **CONNOTATION AND DENOTATION**

- **RL.6.4** 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 tone.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **L.6.5.C** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, un wasteful, thrifty).

4. ANALYZING LITERATURE

- **LITERARY CONTEXT**

- **RL.6.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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** By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.
- **RI.6.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).

- **COMPARING NARRATIVES**

- **RI.6.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) one author's presentation of events with that of another (e.g., a memoir written by and a biography on the same person).
- **RL.6.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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** By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity (See Appendix A) or above, scaffolding as needed.
- **RI.6.3** 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.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **RI.6.10** By the end of the year read and comprehend literary nonfiction (see Appendix A) at grade level text-complexity (see Appendix A) or above, with scaffolding as needed.
- **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

5. READING STRATEGIES

- **AUTHOR'S PURPOSE**

- **RI.6.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **RI.6.9** Compare, contrast and reflect on (e.g. practical knowledge, historical/cultural context, and background knowledge) 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** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3** 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** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **W.6.9** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **MAKING INFERENCES**

- **RL.6.1** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.1** Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

6. ANALYZING INFORMATIONAL TEXTS 1

- **TEXT STRUCTURES**

- **RI.6.5** 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** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.

- **ORGANIZATIONAL PATTERNS**

- **RI.6.2** Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **RI.6.3** 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** 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.

7. ANALYZING INFORMATIONAL TEXTS 2

- **USING GRAPHICS**

- **RI.6.7** 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** Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- **MAKING AN ARGUMENT**

- **RI.6.8** 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** Draw evidence from literary or informational texts to support analysis, reflection, and research.

- **UNDERSTANDING MEDIA**

- **RI.6.7** 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** 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.

8. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**

- **W.6.1.A** Introduce claim(s) and organize the reasons and evidence clearly.
- **W.6.5** 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.
- **W.6.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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.6.2.A** Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

- **REVISING AND EDITING AN ESSAY**

- **W.6.5** 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.
- **W.6.10** Write routinely over extended time frames (time for research, reflection, metacognition/self correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **L.6.2.B** Spell correctly.
- **W.6.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

- **ESTABLISHING A FORMAL STYLE**

- **W.6.1.D** Establish and maintain a formal/academic style, approach, and form.
- **W.6.2.E** Establish and maintain a formal/academic style, approach, and form.
- **W.6.4** Produce clear and coherent writing in which the development, organization, voice and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
- **L.6.1.E** 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.6.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **L.6.3.B** Maintain consistency in style and tone.
- **W.6.2.D** Use precise language and domain-specific vocabulary to inform about or explain the topic.

9. WRITING SKILLS 2

- **WRITING AND TECHNOLOGY**

- **W.6.6** 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 type a minimum of three pages in a single sitting.
- **RI.6.8** 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** Introduce claim(s) and organize the reasons and evidence clearly.
- **W.6.2.A** Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

10. WRITING SKILLS 3

- **CONCLUSIONS**

- **W.6.1.E** Provide a concluding statement or section that follows from the argument presented.
- **W.6.2.F** Provide a concluding statement or section that follows from the information or explanation presented.

- **TRANSITIONS**

- **W.6.1.C** Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.
- **W.6.2.C** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **W.6.3.C** Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

11. TYPES OF WRITING 1

● ARGUMENTATIVE ESSAYS

- **W.6.1.A** Introduce claim(s) and organize the reasons and evidence clearly.
- **W.6.1.B** 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** Provide a concluding statement or section that follows from the argument presented.

● EXPOSITORY ESSAYS

- **W.6.2.B** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **W.6.2.F** Provide a concluding statement or section that follows from the information or explanation presented.
- **W.6.2.A** Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.

12. TYPES OF WRITING 2

● SHORT NARRATIVES

- **W.6.3.E** Provide a conclusion that follows from the narrated experiences or events.
- **W.6.3.C** 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** 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** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **W.6.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

● NARRATIVE TECHNIQUES

- **W.6.3.B** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **W.6.3.D** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

13. SENTENCE STRUCTURE

● SENTENCE TYPES

- **L.6.3.A** Vary sentence patterns for meaning (syntax), reader/listener interest, and style/voice.
- **W.6.5** 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.
- **L.6.3.B** Maintain consistency in style and tone.

● PRONOUNS

- **L.6.1.D** Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- **L.6.1.B** Use intensive pronouns (e.g., myself, ourselves).
- **L.6.1.A** Ensure that pronouns are in the proper case (subjective, objective, possessive).
- **L.6.1.C** Recognize and correct inappropriate shifts in pronoun number and person.

- **PUNCTUATION**

- **L.6.2.A** Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **W.6.5** 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.

14. USAGE 1

- **USING CONTEXTUAL CLUES**

- **RL.6.4** 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 tone.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.
- **L.6.4.A** 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** 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.B** Spell correctly.

- **USING REFERENCE MATERIALS**

- **L.6.4.C** 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** 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).

15. USAGE 2

- **WORD ROOTS**

- **L.6.4.B** 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**

- **L.6.5.B** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.