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.

1. CHARACTERS AND PLOT

- **CHARACTERIZATION**
  - **RL.6.3** *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** *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., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).*

- **PLOT**
  - **RL.6.3** *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** *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** *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. POINT OF VIEW AND THEME

- **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 a text distinct from personal opinions or judgments.*

3. GENRES

- **MYTHS AND EPICS**

- **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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).*
  - **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.*

4. LANGUAGE USAGE

- **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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).*
  - **RI.6.4** *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** *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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).*
  - **RI.6.4** *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** *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., stingy, scrimping, economical, unwasteful, thrifty).*

5. ANALYZING LITERATURE

- **LITERARY CONTEXT**
  - **RL.6.9** *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** *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** *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** *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.6.3** *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. 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 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** *Determine a text's 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** *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 a text distinct from personal opinions or judgments.*

- **MAKING INFERENCES**
  - ○ **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.6.1** *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** *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.*

7. ANALYZING INFORMATIONAL TEXTS 1

- **TEXT STRUCTURES**
  - ○ **RI.6.5** *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** *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 text's 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** *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, section, or text feature (e.g., heading) fits into the overall structure of a text and contributes to the development of the ideas.*

8. ANALYZING INFORMATIONAL TEXTS 2

- **USING GRAPHICS**
  - ○ **RI.6.7** *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** *Include multimedia components 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.*

- **UNDERSTANDING MEDIA**
  - ○ **RI.6.7** *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** *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.*

9. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - ○ **W.6.1.d** *Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).*
  - ○ **W.6.2.e** *Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).*
  - ○ **W.6.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

- **W.6.9** *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** *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** *Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.*
- **W.6.2.a** *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** *Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).*

- **REVISING AND EDITING AN ESSAY**
  - **W.6.5.a** *Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).*
  - **L.6.2.b** *Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).*
  - **W.6.4** *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** *Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).*
  - **W.6.2.e** *Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).*
  - **W.6.2.d** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - **L.6.3.b** *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** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.*

10. WRITING SKILLS 2

- **WRITING AND TECHNOLOGY**
  - **W.6.6** *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** *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 in paragraphs and sections.*
  - **W.6.2.a** *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.*

11. 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.*

12. TYPES OF WRITING 1

- **ARGUMENTATIVE ESSAYS**
  - **W.6.1.a** *Introduce claim(s) and organize the reasons and evidence clearly in paragraphs and sections.*
  - **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; 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** *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.*

13. 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 appropriate narrative sequence.*
  - **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, 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** *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, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events.*

14. SENTENCE STRUCTURE

- **SENTENCE TYPES**
  - **L.6.1.a** *Use simple, compound, complex, and compound-complex sentences to communicate ideas clearly and to add variety to writing.*
  - **W.6.5.a** *Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).*
  - **L.6.3.a** *Maintain appropriate consistency in style and tone while varying sentence patterns for meaning and audience interest.*
  - **L.6.3.b** *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** *Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*
  - **W.6.5.a** *Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 6).*

15. 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 specific word choices, including those that create repeated sounds and rhythms in poetry, on meaning, tone (i.e., author's attitude toward subject or audience), or mood (i.e., emotional atmosphere).*
  - **RI.6.4** *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** *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, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).*

- ## 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).*

16. USAGE 2

- ## WORD ROOTS
  - **W.6.5.b** *Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).*
  - **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
  - **W.6.5.b** *Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).*
  - **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.*