

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

English Tutorials offer targeted instruction, practice and review designed to build students' communication and reading comprehension skills. They automatically identify and address learning gaps down to elementary-level content, using adaptive remediation to bring students to grade-level no matter where they start. Students engage with the content in an interactive, feedback-rich environment as they progress through standards-aligned modules. Reading comprehension modules strengthen students' critical analysis skills as they study how nonfiction and literature can be used to share ideas. Writing modules combine free response exercises with drafting strategies and exemplars to help students communicate clearly and credibly in narrative, argumentative, and explanatory styles. To develop skills specific to public discourse, speaking and listening modules guide students as they evaluate clips and readings from speeches and discussions. In language modules, students build foundational grammar skills they need to articulate their ideas and understand challenging words.

In each module, the Learn It and Try It make complex ideas accessible through focused content, guided analysis, multi-modal representations, and personalized feedback as students reason through increasingly challenging problems. The Review It offers a high impact summary of key concepts and relates those concepts to students' lives. The Test It assesses students' mastery of the module's concepts, providing granular performance data to students and teachers after each attempt. To help students concentrate on the content most relevant to them, unit-level pretests and posttests can quickly identify where students are strong and where they're still learning.

1. CHARACTERS AND PLOT

• CHARACTERIZATION

- **6.RL.KID.3** Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
- **6.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

• PLOT

- **6.RL.KID.3** Describe how the plot of a story or drama unfolds, as well as how the characters respond or change as the plot moves toward a resolution.
- **6.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- **6.RL.CS.5** 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

- **6.RL.CS.6** Explain how an author establishes and conveys the point of view of the narrator or speaker in a text.

• THEME

- **6.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- **6.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.

3. LANGUAGE USAGE

- **FIGURATIVE LANGUAGE**

- **6.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- **6.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.

- **CONNOTATION AND DENOTATION**

- **6.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- **6.RL.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including allusions to other texts.
- **6.RI.CS.4** Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

4. ANALYZING LITERATURE

- **POETRY**

- **6.RL.CS.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 on meaning and tone, including allusions to other texts.
- **6.RL.CS.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.

- **LITERARY CONTEXT**

- **6.RL.IKI.9** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.

- **COMPARING NARRATIVES**

- **6.RI.IKI.9** Compare and contrast two or more authors' presentation of the same topic or event.
- **6.RI.KID.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

5. READING STRATEGIES

- **AUTHOR'S PURPOSE**

- **6.RI.CS.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.
- **6.RI.IKI.9** Compare and contrast two or more authors' presentation of the same topic or event.

- **CENTRAL IDEA AND SUMMARY**

- **6.RI.KID.2** Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
- **6.RI.KID.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

- **MAKING INFERENCES**

- **6.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
- **6.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; cite textual evidence to support conclusions.
- **6.RI.KID.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

6. ANALYZING INFORMATIONAL TEXTS 1

- **TEXT STRUCTURES**

- **6.RI.CS.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.
- **6.RI.CS.6** Determine an author's point of view or purpose in a text and explain how it is conveyed in a text.

- **ORGANIZATIONAL PATTERNS**

- **6.RI.KID.2** Determine a central idea of a text and how it is conveyed through details; provide an objective summary.
- **6.RI.KID.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and developed in a text.

7. ANALYZING INFORMATIONAL TEXTS 2

- **USING GRAPHICS**

- **6.RI.IKI.7** Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.

- **MAKING AN ARGUMENT**

- **6.RI.IKI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- **UNDERSTANDING MEDIA**

- **6.RI.IKI.7** Integrate information presented in different media or formats, such as in tables, images, diagrams, and words to develop a coherent understanding of a topic or issue.

8. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**

- **6.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- **6.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **6.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

- **REVISING AND EDITING AN ESSAY**

- **6.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.
- **6.W.PDW.5** With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)
- **6.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

- **ESTABLISHING A FORMAL STYLE**

- **6.W.TTP.1.i** Establish and maintain a formal style.
- **6.W.TTP.2.j** Establish and maintain a formal style.
- **6.W.TTP.1.f** Use precise language and content-specific vocabulary.
- **6.W.TTP.2.h** Use precise language and domain-specific vocabulary.

9. WRITING SKILLS 2

- **WRITING AND TECHNOLOGY**

- **6.W.PDW.6** Use technology, including the Internet, to produce and publish writing and to collaborate with others; type a complete product in a single sitting as defined in W.1-3.
- **6.RI.IKI.8** Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.

- **INTRODUCTIONS**

- **6.W.TTP.1.a** *Introduce claim(s).*
- **6.W.TTP.2.a** *Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.*

10. WRITING SKILLS 3

- **CONCLUSIONS**

- **6.W.TTP.1.e** *Craft an effective and relevant conclusion that supports the argument presented.*
- **6.W.TTP.2.e** *Craft an effective and relevant conclusion.*

- **TRANSITIONS**

- **6.W.TTP.1.g** *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
- **6.W.TTP.2.g** *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
- **6.W.TTP.3.e** *Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.*

11. TYPES OF WRITING

- **ARGUMENTATIVE ESSAYS**

- **6.W.TTP.1.a** *Introduce claim(s).*

- **EXPOSITORY ESSAYS**

- **6.W.TTP.2.c** *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
- **6.W.TTP.2.e** *Craft an effective and relevant conclusion.*
- **6.W.TTP.2.d** *Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.*

12. NARRATIVE WRITING

- **SHORT NARRATIVES**

- **6.W.TTP.3.f** *Craft an effective and relevant conclusion that reflects on the narrated experiences or events.*
- **6.W.TTP.3.e** *Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.*
- **6.W.TTP.3.a** *Engage and orient the reader by establishing a context and point of view and introducing a speaker/narrator and/or participants/characters.*
- **6.W.TTP.3.d** *Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.*
- **6.W.TTP.3.g** *Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.*

- **NARRATIVE TECHNIQUES**

- **6.W.TTP.3.d** *Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.*
- **6.W.TTP.3.g** *Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.*

13. SENTENCE STRUCTURE

- **SENTENCE TYPES**

- **6.L.KL.3** *When writing and speaking, vary sentence patterns for meaning, reader/listener interest, and style; maintain consistency in style and tone.*

- **6.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)*

- **PRONOUNS**

- **6.L.CSE.1.b** *When writing or speaking, use pronouns (case, intensive pronouns, pronoun antecedent agreement) effectively.*

- **PUNCTUATION**

- **6.L.CSE.2** *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the functions of commas, parentheses, and dashes to set off parenthetical elements and use them correctly to do so.*
- **6.W.PDW.5** *With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)*

14. USAGE 1

- **USING CONTEXTUAL CLUES**

- **6.L.VAU.4.a** *Use context as a clue to the meaning of a word or a phrase.*
- **6.RL.CS.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 on meaning and tone, including allusions to other texts.*
- **6.RI.CS.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.*

- **COMMONLY CONFUSED WORDS**

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

- **USING REFERENCE MATERIALS**

- **6.L.VAU.4.c** *Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.*

15. USAGE 2

- **WORD ROOTS**

- **WORD RELATIONSHIPS**