

North Carolina Tutorials are designed specifically for the Common Core State Standards for English language arts, the North Carolina Standard Course of Study for Math, and the North Carolina Essential Standards, to prepare students for the READY End-of-Course 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. 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; 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 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 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 to support analysis of what the text says explicitly as well as inferences drawn from the text.

3. LANGUAGE USAGE

- **FIGURATIVE LANGUAGE**

- **RL.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.
- **L.6.5.a** Interpret figures of speech in context based on grade 6 reading and content.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.

- **CONNOTATION AND DENOTATION**

- **L.6.5.b** Distinguish among the connotations of words with similar denotations.
- **RL.6.4** Determine the meaning of words and phrases as they are used in a text; 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; analyze the impact of a specific word choice on meaning.

4. TEXTUAL ANALYSIS

- **LITERARY CONTEXT**

- **RL.6.9** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics.
- **RL.6.10** By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.

- **COMPARING NARRATIVES**

- **RL.6.10** By the end of grade 6, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **RI.6.4** Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning.
- **RI.6.10** By the end of grade 6, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.
- **RI.6.9** Compare and contrast one author's presentation of events with that of another.
- **RI.6.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

- **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.

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 and contrast one author's presentation of events with that of another.

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

- **MAKING INFERENCES**

- **RL.6.1** Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **RI.6.1** Cite textual evidence 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.

6. TEXTUAL ORGANIZATION

● 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.
- **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. GRAPHICS AND MEDIA

● USING GRAPHICS

- **RI.6.7** Integrate information presented in different media or formats, including visually and quantitatively, as well as in words to develop a coherent understanding of a topic or issue.
- **W.6.2.b** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.
- **SL.6.5** Include multimedia components and visual displays in presentations to clarify information.

● WRITING AND TECHNOLOGY

- **W.6.4** Use digital tools and resources to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient word processing skills.
- **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, including visually and 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 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** Organize information and ideas around a topic to plan and prepare to write.
- **W.6.1.b** Introduce claim(s) and organize the reasons and evidence clearly.
- **W.6.1.g** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- **W.6.2.a** Organize information and ideas around a topic to plan and prepare to write.
- **W.6.2.h** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- **W.6.3.g** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- **W.6.2.b** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.

- **REVISING AND EDITING AN ESSAY**

- **W.6.1.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.*
- **W.6.2.h** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.*
- **W.6.3.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.*
- **L.6.2.h** *Consistently apply conventional rules to spell words correctly*
- **L.6.2.i** *Continue to consult reference materials as needed to check and correct spellings*

- **ESTABLISHING A FORMAL STYLE**

- **W.6.1.e** *Establish and maintain a formal style.*
- **W.6.2.f** *Establish and maintain a formal style.*
- **L.6.6** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- **L.6.3.b** *Maintain consistency in style and tone.*
- **L.6.1.v** *Recognize variations from standard English in their own and others' writing and speaking*
- **L.6.1.w** *Identify and use strategies to improve expression in conventional language*
- **W.6.2.e** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*

9. WRITING SKILLS 2

- **INTRODUCTIONS**

- **W.6.1.b** *Introduce claim(s) and organize the reasons and evidence clearly.*
- **W.6.2.b** *Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.*

- **CONCLUSIONS**

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

- **TRANSITIONS**

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

10. TYPES OF WRITING

- **ARGUMENTATIVE ESSAYS**

- **W.6.1.a** *Organize information and ideas around a topic to plan and prepare to write.*
- **W.6.1.b** *Introduce claim(s) and organize the reasons and evidence clearly.*
- **W.6.1.c** *Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.*

- **EXPOSITORY ESSAYS**

- **W.6.2.a** *Organize information and ideas around a topic to plan and prepare to write.*
- **W.6.2.c** *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
- **W.6.2.g** *Provide a concluding statement or section that follows from the information or explanation presented.*
- **W.6.2.b** *Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics, and multimedia when useful to aiding comprehension.*

11. NARRATIVE WRITING

● SHORT NARRATIVES

- **W.6.3.f** Provide a conclusion that follows from the narrated experiences or events.
- **W.6.3.d** 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.b** 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.c** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **W.6.3.e** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **W.6.3.a** Organize information and ideas around a topic to plan and prepare to write.

● NARRATIVE TECHNIQUES

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

12. SENTENCE STRUCTURE

● SENTENCE TYPES

- **L.6.3.a** Vary sentence patterns for meaning, reader/listener interest, and style.
- **L.6.3.b** Maintain consistency in style and tone.
- **L.6.1.a** Continue to ensure subject/verb agreement
- **L.6.1.j** Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences
- **L.6.1.k** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

● PRONOUNS

- **L.6.1.a** Continue to ensure subject/verb agreement
- **L.6.1.o** Recognize and correct vague pronouns
- **L.6.1.p** Continue to ensure pronoun-antecedent agreement
- **L.6.1.m** Use intensive pronouns
- **L.6.1.l** Ensure that pronouns are in the proper case (subjective, objective, possessive)
- **L.6.1.q** Recognize and apply the nominative case and objective case
- **L.6.1.n** Recognize and correct inappropriate shifts in pronoun number and person

● PHRASES

- **L.6.1.s** Explain the function of phrases and clauses in general and their function in specific sentences

13. PUNCTUATION

● PUNCTUATION

- **L.6.2.a** Use punctuation to set off nonrestrictive/parenthetical elements
- **W.6.1.g** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- **W.6.2.h** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.
- **W.6.3.g** With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, with consideration to task, purpose, and audience.

- **L.6.2.c** Use punctuation to indicate a pause or break
- **L.6.2.d** Use an ellipsis to indicate an omission
- **L.6.2.b** Use a comma to separate coordinate adjectives
- **L.6.2.e** Use a semicolon to link two or more closely related independent clauses
- **L.6.2.f** Use a colon to introduce a list or quotation
- **L.6.2.g** Apply hyphen conventions

- **COMMAS**

- **L.6.1.t** Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers
- **L.6.2.b** Use a comma to separate coordinate adjectives
- **L.6.2.c** Use punctuation to indicate a pause or break

14. VERBS

- **VERBALS**

- **L.6.1.b** Explain the function of verbals (such as gerunds or participles)

- **VERB TENSE AND VOICE**

- **L.6.1.c** Form and use verbs in active & passive voice
- **L.6.1.e** Recognize and correct inappropriate shifts in voice and mood
- **L.6.3.a** Vary sentence patterns for meaning, reader/listener interest, and style.
- **L.6.1.k** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas

- **VERB MOOD**

- **L.6.1.c** Form and use verbs in active & passive voice
- **L.6.1.d** Form and use indicative, imperative, interrogative, conditional moods
- **L.6.1.e** Recognize and correct inappropriate shifts in voice and mood

15. CONTEXT AND REFERENCE

- **USING CONTEXTUAL CLUES**

- **RL.6.4** Determine the meaning of words and phrases as they are used in a text; 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; analyze the impact of a specific word choice on meaning.
- **L.6.4** Determine and/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: context clues, word parts, word relationships, and reference materials.

- **USING REFERENCE MATERIALS**

- **L.6.4** Determine and/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: context clues, word parts, word relationships, and reference materials.
- **L.6.2.i** Continue to consult reference materials as needed to check and correct spellings

16. WORD USAGE

- **WORD ROOTS**

- **L.6.4** Determine and/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: context clues, word parts, word relationships, and reference materials.

- **WORD RELATIONSHIPS**

- **L.6.4** *Determine and/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: context clues, word parts, word relationships, and reference materials.*

- **COMMONLY CONFUSED WORDS**

- **L.6.2.h** *Consistently apply conventional rules to spell words correctly*
- **L.6.2.i** *Continue to consult reference materials as needed to check and correct spellings*
- **L.6.1.r** *Continue to correctly use frequently confused words*