



DIGITAL LITERACY AND CITIZENSHIP IN A CONNECTED CULTURE - Alignment Chart

GRADE 6 Common Core State Standards Initiative – English Language Arts <input type="checkbox"/> Unit 1 <input type="checkbox"/> Unit 2 <input checked="" type="checkbox"/> Unit 3				Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
College and Career Readiness Anchor Standards for Reading																		
Key Ideas and Details																		
<input type="checkbox"/>	A.R.1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.					.			.								.
<input type="checkbox"/>	A.R.3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.					.			.								.
Craft and Structure																		
<input type="checkbox"/>	A.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.		.	.								.	.	.	.
<input type="checkbox"/>	A.R.5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.																
<input type="checkbox"/>	A.R.6	Assess how point of view or purpose shapes the content and style of a text.																
Integration of Knowledge and Ideas																		
<input type="checkbox"/>	A.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	.				.	.	.	.			.	.	.	.	.	.
<input type="checkbox"/>	A.R.8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.					.	.		.			.					.
<input type="checkbox"/>	A.R.9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.																
Range and Level of Text Complexity																		
<input type="checkbox"/>	A.R.10	Read and comprehend complex literary and informational texts independently and proficiently.	.	.	.	.	.	.	.	.			.	.	.	.	.	.
Reading Standards for Literature																		
Key Ideas and Details																		
<input type="checkbox"/>	RL.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.																

GRADE 6

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3

		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	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.														
<input type="checkbox"/>	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.														
Craft and Structure																
<input type="checkbox"/>	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.														
<input type="checkbox"/>	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.														
<input type="checkbox"/>	RL.6.6	Explain how an author develops the point of view of the narrator or speaker in a text.														
Integration of Knowledge and Ideas																
<input type="checkbox"/>	RL.6.7	Compare and contrast the experience of reading a story, drama, or poem to listening to or viewing an audio, video, or live version of the text, including contrasting what they "see" and "hear" when reading the text to what they perceive when they listen or watch.														
	RL.6.8	(Not applicable to literature)														
<input type="checkbox"/>	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.														
Range and Level of Text Complexity																
<input type="checkbox"/>	RL.6.10	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.														
Reading Standards for Informational Text																
Key Ideas and Details																
<input type="checkbox"/>	RI.6.1	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.				•	•									
<input type="checkbox"/>	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.						•		•			•			•
<input type="checkbox"/>	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).						•		•			•			•

GRADE 6

Common Core State Standards Initiative – English Language Arts



Unit 1
 Unit 2
 Unit 3

Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
------------------	---------------------	-----------------	------------------------------	--------------------	----------	------------------------------	------------------	-----------------------	---------------------------	---------------------------	--------------------------------	--------------------------	----------------------------------	----------------------

Craft and Structure		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.		•	•							•	•		•		
<input type="checkbox"/>	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.															
<input type="checkbox"/>	RI.6.6 Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.															
Integration of Knowledge and Ideas																
<input type="checkbox"/>	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.		•			•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	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.					•		•	•	•	•		•			•
<input type="checkbox"/>	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).															
Range and Level of Text Complexity																
<input type="checkbox"/>	RI.6.10 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.	•	•	•	•	•	•	•				•	•	•	•	•
College and Career Readiness Anchor Standards for Writing																
Text Types and Purposes																
<input type="checkbox"/>	A.W.1 Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.															
<input type="checkbox"/>	A.W.2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.							•	•	•			•			
<input type="checkbox"/>	A.W.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details and well-structured event sequences.												•			
Production and Distribution of Writing																
<input type="checkbox"/>	A.W.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•		•	•	•				•	•		•	

GRADE 6

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3

		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	A.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.														
<input type="checkbox"/>	A.W.6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.														
Research to Build Knowledge																
<input type="checkbox"/>	A.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.														
<input type="checkbox"/>	A.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.														
<input type="checkbox"/>	A.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
Range of Writing																
<input type="checkbox"/>	A.W.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 tasks, purposes, and audiences.														
Writing Standards																
Text Types and Purposes																
<input type="checkbox"/>	W.6.1	Write arguments to support claims with clear reasons and relevant evidence.														
<input type="checkbox"/>	W.6.1a	Introduce claim(s) and organize the reasons and evidence clearly.														
<input type="checkbox"/>	W.6.1b	Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.														
<input type="checkbox"/>	W.6.1c	Use words, phrases, and clauses to clarify the relationships among claim(s) and reasons.														
<input type="checkbox"/>	W.6.1d	Establish and maintain a formal style.														
<input type="checkbox"/>	W.6.1e	Provide a concluding statement or section that follows from the argument presented.														
<input type="checkbox"/>	W.6.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.														
<input type="checkbox"/>	W.6.2a	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.														

GRADE 6

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3

		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	W.6.2b	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.														
<input type="checkbox"/>	W.6.2c	Use appropriate transitions to clarify the relationships among ideas and concepts.														
<input type="checkbox"/>	W.6.2d	Use precise language and domain-specific vocabulary to inform about or explain the topic.														
<input type="checkbox"/>	W.6.2e	Establish and maintain a formal style.														
<input type="checkbox"/>	W.6.2f	Provide a concluding statement or section that follows from the information or explanation presented.														
<input type="checkbox"/>	W.6.3	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.														
<input type="checkbox"/>	W.6.3a	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.														
<input type="checkbox"/>	W.6.3b	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.														
<input type="checkbox"/>	W.6.3c	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.														
<input type="checkbox"/>	W.6.3d	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.														
<input type="checkbox"/>	W.6.3e	Provide a conclusion that follows from the narrated experiences or events.														
Production and Distribution of Writing																
<input type="checkbox"/>	W.6.4	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.)	•	•	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	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.														
<input type="checkbox"/>	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.	•				•	•	•							•

GRADE 6

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3

		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
Research to Build Knowledge																
<input type="checkbox"/>	W.6.7	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.		.	.										.	
<input type="checkbox"/>	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.														
<input type="checkbox"/>	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.														
<input type="checkbox"/>	W.6.9a	Apply <i>grade 6 Reading standards</i> to literature (e.g., “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”).														
<input type="checkbox"/>	W.6.9b	Apply <i>grade 6 Reading standards</i> to literary nonfiction (e.g., “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”).														
Range of Writing																
<input type="checkbox"/>	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.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
College and Career Readiness Anchor Standards for Speaking and Listening																
Comprehension and Collaboration																
<input type="checkbox"/>	A.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	.	.	.	.	.	.	.	.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	.		.	.	.	.		.	.	.	.	.	.	.
<input type="checkbox"/>	A.SL.3	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	.		.	.	.	.				.	.	.	.	.
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	A.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.		.	.						.			.

GRADE 6

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3

		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	A.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.														
<input type="checkbox"/>	A.SL.6	Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.														
Speaking and Listening Standards																
Comprehension and Collaboration																
<input type="checkbox"/>	SL.6.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.														
<input type="checkbox"/>	SL.6.1a	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.														
<input type="checkbox"/>	SL.6.1b	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.														
<input type="checkbox"/>	SL.6.1c	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.														
<input type="checkbox"/>	SL.6.1d	Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing.														
<input type="checkbox"/>	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.														
<input type="checkbox"/>	SL.6.3	Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.														
Presentation of Knowledge and Ideas																
<input type="checkbox"/>	SL.6.4	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.														
<input type="checkbox"/>	SL.6.5	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.														
<input type="checkbox"/>	SL.6.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.														

GRADE 6

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3

Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
------------------	---------------------	-----------------	------------------------------	--------------------	----------	------------------------------	------------------	-----------------------	---------------------------	---------------------------	--------------------------------	--------------------------	----------------------------------	----------------------

College and Career Readiness Anchor Standards for Language

Conventions of Standard English

<input type="checkbox"/>	A.L.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•
<input type="checkbox"/>	A.L.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												

Knowledge of Language

<input type="checkbox"/>	A.L.3	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.		•	•									
--------------------------	-------	--	--	---	---	--	--	--	--	--	--	--	--	--

Vocabulary Acquisition and Use

<input type="checkbox"/>	A.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.												
<input type="checkbox"/>	A.L.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.									•			
<input type="checkbox"/>	A.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.	•	•	•	•	•	•	•	•	•	•	•	•

Language Standards

Conventions of Standard English

<input type="checkbox"/>	L.6.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.												
<input type="checkbox"/>	L.6.1a	Ensure that pronouns are in the proper case (subjective, objective, possessive).												
<input type="checkbox"/>	L.6.1b	Use intensive pronouns (e.g., <i>myself</i> , <i>ourselves</i>).												
<input type="checkbox"/>	L.6.1c	Recognize and correct inappropriate shifts in pronoun number and person.*												
<input type="checkbox"/>	L.6.1d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).*												
<input type="checkbox"/>	L.6.1e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.*												
<input type="checkbox"/>	L.6.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.												

GRADE 6

Common Core State Standards Initiative – English Language Arts



Unit 1 Unit 2 Unit 3

		Digital Life 101	Strategic Searching	Scams & Schemes	Cyberbullying: Be Upstanding	A Creator's Rights	My Media	A Creator's Responsibilities	Safe Online Talk	Which Me Should I Be?	Gender Stereotypes Online	Trillion Dollar Footprint	Identifying High-Quality Sites	Reality of Digital Drama	Cyberbullying: Crossing the Line	Rework, Reuse, Remix
<input type="checkbox"/>	L.6.2a	Use punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.*														
<input type="checkbox"/>	L.6.2b	Spell correctly.														
Knowledge of Language																
<input type="checkbox"/>	L.6.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.														
<input type="checkbox"/>	L.6.3a	Vary sentence patterns for meaning, reader/listener interest, and style.*														
<input type="checkbox"/>	L.6.3b	Maintain consistency in style and tone.*														
Vocabulary Acquisition and Use																
<input type="checkbox"/>	L.6.4	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 strategies.														
<input type="checkbox"/>	L.6.4a	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.														
<input type="checkbox"/>	L.6.4b	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., <i>audience</i> , <i>auditory</i> , <i>audible</i>).														
<input type="checkbox"/>	L.6.4c	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.														
<input type="checkbox"/>	L.6.4d	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).														
<input type="checkbox"/>	L.6.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.														
<input type="checkbox"/>	L.6.5a	Interpret figures of speech (e.g., personification) in context.														
<input type="checkbox"/>	L.6.5b	Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.														
<input type="checkbox"/>	L.6.5c	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., <i>stingy</i> , <i>scrimping</i> , <i>economical</i> , <i>unwasteful</i> , <i>thrifty</i>).														
<input type="checkbox"/>	L.6.6	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•