Washington Tutorials are designed specifically for the Washington State Learning Standards to prepare students for the Smarter Balanced Assessment Consortium (SBAC) exams and End-of-Course (EOC) exams.

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

- **POINT OF VIEW**
  - **CCSS.ELA-Literacy.RL.8.6** *Analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.*
  - **CCSS.ELA-Literacy.L.8.5a** *Interpret figures of speech (e.g. verbal irony, puns) in context.*

- **PLOT**
  - **CCSS.ELA-Literacy.RL.8.3** *Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.*

- **THEME**
  - **CCSS.ELA-Literacy.RL.8.2** *Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*

- **TRANSFORMING IDEAS**
  - **CCSS.ELA-Literacy.RL.8.2** *Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*
  - **CCSS.ELA-Literacy.RL.8.9** *Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.*
  - **CCSS.ELA-Literacy.W.8.9a** *Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").*

2. LITERARY ELEMENTS

- **STRUCTURE AND FORM**
  - **CCSS.ELA-Literacy.RL.8.5** *Compare and contrast the structure of two or more texts and analyze how the differing*

structure of each text contributes to its meaning and style.

- **CCSS.ELA-Literacy.RL.8.10** *By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.*

- **FIGURATIVE LANGUAGE**
  - **CCSS.ELA-Literacy.RL.8.4** *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 analogies or allusions to other texts.*
  - **CCSS.ELA-Literacy.L.8.5a** *Interpret figures of speech (e.g. verbal irony, puns) in context.*

- **CONNOTATION AND DENOTATION**
  - **CCSS.ELA-Literacy.RL.8.4** *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 analogies or allusions to other texts.*
  - **CCSS.ELA-Literacy.RI.8.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **CCSS.ELA-Literacy.L.8.5c** *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).*

- **DRAMATIC CONVENTIONS**
  - **CCSS.ELA-Literacy.RL.8.10** *By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.*

3. READING STRATEGIES

- **CENTRAL IDEA AND SUMMARY**
  - **CCSS.ELA-Literacy.RI.8.2** *Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.*
  - **CCSS.ELA-Literacy.RL.8.2** *Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.*

- **AUTHOR'S PURPOSE**
  - **CCSS.ELA-Literacy.RI.8.2** *Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.*
  - **CCSS.ELA-Literacy.RI.8.5** *Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*
  - **CCSS.ELA-Literacy.RI.8.6** *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*

- **TEXT AND VISUAL ELEMENTS**
  - **CCSS.ELA-Literacy.RI.8.7** *Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.*
  - **CCSS.ELA-Literacy.SL.8.2** *Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.*
  - **CCSS.ELA-Literacy.SL.8.5** *Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.*
  - **CCSS.ELA-Literacy.RI.8.10** *By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.*
  - **CCSS.ELA-Literacy.W.8.2a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*

- **MAKING INFERENCES**

- **CCSS.ELA-Literacy.RL.8.1** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
- **CCSS.ELA-Literacy.RI.8.1** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*

4. ANALYZING INFORMATIONAL TEXTS 1

- **WORD CHOICE**
  - **CCSS.ELA-Literacy.RI.8.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **CCSS.ELA-Literacy.L.8.5a** *Interpret figures of speech (e.g. verbal irony, puns) in context.*
  - **CCSS.ELA-Literacy.RL.8.4** *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 analogies or allusions to other texts.*
  - **CCSS.ELA-Literacy.RI.8.3** *Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).*

- **SYNTHESIZING INFORMATION**
  - **CCSS.ELA-Literacy.RI.8.6** *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*
  - **CCSS.ELA-Literacy.RI.8.9** *Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*
  - **CCSS.ELA-Literacy.RL.8.1** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
  - **CCSS.ELA-Literacy.RI.8.1** *Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*

- **TEXT STRUCTURES**
  - **CCSS.ELA-Literacy.RI.8.5** *Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*

5. ANALYZING INFORMATIONAL TEXTS 2

- **ANALYZING AN ARGUMENT**
  - **CCSS.ELA-Literacy.RI.8.8** *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*
  - **CCSS.ELA-Literacy.W.8.9b** *Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").*
  - **CCSS.ELA-Literacy.RI.8.10** *By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.*

- **ANALYZING CONFLICTING EVIDENCE**
  - **CCSS.ELA-Literacy.RI.8.6** *Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*
  - **CCSS.ELA-Literacy.RI.8.8** *Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.*
  - **CCSS.ELA-Literacy.RI.8.9** *Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*
  - **CCSS.ELA-Literacy.W.8.9b** *Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").*

6. WRITING 1

- **PLANNING AND ORGANIZING**

  - **CCSS.ELA-Literacy.W.8.5** *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, focusing on how well purpose and audience have been addressed.*
  - **CCSS.ELA-Literacy.W.8.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
  - **CCSS.ELA-Literacy.W.8.10** *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.*
  - **CCSS.ELA-Literacy.W.8.2a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*

- **ESTABLISHING A FORMAL STYLE**

  - **CCSS.ELA-Literacy.W.8.5** *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, focusing on how well purpose and audience have been addressed.*
  - **CCSS.ELA-Literacy.W.8.1d** *Establish and maintain a formal style.*
  - **CCSS.ELA-Literacy.W.8.2d** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - **CCSS.ELA-Literacy.W.8.2e** *Establish and maintain a formal style.*
  - **CCSS.ELA-Literacy.L.8.6** *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.*

- **REVISING AND EDITING**

  - **CCSS.ELA-Literacy.W.8.5** *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, focusing on how well purpose and audience have been addressed.*
  - **CCSS.ELA-Literacy.W.8.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*
  - **CCSS.ELA-Literacy.L.8.2c** *Spell correctly.*

- **WRITING AND TECHNOLOGY**

  - **CCSS.ELA-Literacy.W.8.6** *Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.*

7. WRITING 2

- **INTRODUCTIONS**

  - **CCSS.ELA-Literacy.W.8.1a** *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
  - **CCSS.ELA-Literacy.W.8.2a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*

- **CONCLUSIONS**

  - **CCSS.ELA-Literacy.W.8.1e** *Provide a concluding statement or section that follows from and supports the argument presented.*
  - **CCSS.ELA-Literacy.W.8.2f** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*

- **USING TRANSITIONS**

  - **CCSS.ELA-Literacy.W.8.1c** *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*

Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- **CCSS.ELA-Literacy.W.8.3c** *Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.*

8. WRITING 3

- ### DEVELOPING EXPOSITORY ESSAYS

  - **CCSS.ELA-Literacy.W.8.2a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
  - **CCSS.ELA-Literacy.W.8.2b** *Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.*
  - **CCSS.ELA-Literacy.W.8.2f** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*
  - **CCSS.ELA-Literacy.W.8.2d** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*

- ### DEVELOPING ARGUMENTATIVE ESSAYS

  - **CCSS.ELA-Literacy.W.8.1a** *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
  - **CCSS.ELA-Literacy.W.8.1b** *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*
  - **CCSS.ELA-Literacy.W.8.1e** *Provide a concluding statement or section that follows from and supports the argument presented.*
  - **CCSS.ELA-Literacy.W.8.1c** *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*

- ### IDENTIFYING ARGUMENTATIVE CLAIMS

  - **CCSS.ELA-Literacy.W.8.1a** *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
  - **CCSS.ELA-Literacy.W.8.1b** *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*

9. WRITING 4

- ### SHORT NARRATIVES

  - **CCSS.ELA-Literacy.W.8.3a** *Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.*
  - **CCSS.ELA-Literacy.W.8.3c** *Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.*
  - **CCSS.ELA-Literacy.W.8.3e** *Provide a conclusion that follows from and reflects on the narrated experiences or events.*
  - **CCSS.ELA-Literacy.W.8.3b** *Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.*

- ### NARRATIVE TECHNIQUES

  - **CCSS.ELA-Literacy.W.8.3b** *Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.*
  - **CCSS.ELA-Literacy.W.8.3c** *Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.*
  - **CCSS.ELA-Literacy.W.8.3a** *Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.*
  - **CCSS.ELA-Literacy.W.8.3d** *Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*

10. SENTENCE STRUCTURE

- **VERB TENSE AND VOICE**
  - **CCSS.ELA-Literacy.W.8.5** *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, focusing on how well purpose and audience have been addressed.*
  - **CCSS.ELA-Literacy.L.8.1b** *Form and use verbs in the active and passive voice.*
  - **CCSS.ELA-Literacy.L.8.1d** *Recognize and correct inappropriate shifts in verb voice and mood.*
  - **CCSS.ELA-Literacy.L.8.3a** *Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).*

- **VERB MOOD**
  - **CCSS.ELA-Literacy.L.8.1b** *Form and use verbs in the active and passive voice.*
  - **CCSS.ELA-Literacy.L.8.1d** *Recognize and correct inappropriate shifts in verb voice and mood.*
  - **CCSS.ELA-Literacy.L.8.3a** *Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).*
  - **CCSS.ELA-Literacy.L.8.1c** *Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.*

- **VERBALS**
  - **CCSS.ELA-Literacy.L.8.1a** *Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.*

11. WORD USAGE 1

- **CONTEXT CLUES**
  - **CCSS.ELA-Literacy.RL.8.4** *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 analogies or allusions to other texts.*
  - **CCSS.ELA-Literacy.RI.8.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **CCSS.ELA-Literacy.L.8.4a** *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.*
  - **CCSS.ELA-Literacy.L.8.4d** *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).*

- **WORD RELATIONSHIPS**
  - **CCSS.ELA-Literacy.L.8.5b** *Use the relationship between particular words to better understand each of the words.*

- **WORD ROOTS**
  - **CCSS.ELA-Literacy.L.8.4b** *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).*

12. WORD USAGE 2

- **USING REFERENCE MATERIALS**
  - **CCSS.ELA-Literacy.L.8.4c** *Consult general and specialized 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.*
  - **CCSS.ELA-Literacy.L.8.4d** *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).*

- CCSS.ELA-Literacy.L.8.5c *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).*

- **SPELLING RULES**
  - **CCSS.ELA-Literacy.L.8.2c** *Spell correctly.*

- **PUNCTUATION**
  - **CCSS.ELA-Literacy.L.8.2a** *Use punctuation (comma, ellipsis, dash) to indicate a pause or break.*
  - **CCSS.ELA-Literacy.L.8.2b** *Use an ellipsis to indicate an omission.*