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.

This Tutorial is aligned with the Common Core State Standards for English Language Arts.

1. ELEMENTS OF LITERATURE 1

- **PLOT**

  - **CCSS.ELA-Literacy.RL.7.3** *Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).*
  - **CCSS.ELA-Literacy.RL.7.5** *Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.*

- **POINT OF VIEW**

  - **CCSS.ELA-Literacy.RL.7.6** *Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.*

2. ELEMENTS OF LITERATURE 2

- **SETTING**

  - **CCSS.ELA-Literacy.RL.7.10** *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.*
  - **CCSS.ELA-Literacy.RL.7.3** *Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).*

- **THEME**

  - **CCSS.ELA-Literacy.RL.7.2** *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.*
  - **CCSS.ELA-Literacy.RL.7.1** *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

3. LANGUAGE USAGE 1

- **POETIC DEVICES**

- **CCSS.ELA-Literacy.RL.7.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.*
- **CCSS.ELA-Literacy.RL.7.10** *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.*
- **CCSS.ELA-Literacy.RL.7.5** *Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.*

- **FIGURATIVE LANGUAGE**
  - **CCSS.ELA-Literacy.RL.7.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.*
  - **CCSS.ELA-Literacy.RI.7.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*
  - **CCSS.ELA-Literacy.L.7.5a** *Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.*

4. LANGUAGE USAGE 2

- **CONNOTATION AND DENOTATION**
  - **CCSS.ELA-Literacy.RL.7.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.*
  - **CCSS.ELA-Literacy.RI.7.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*
  - **CCSS.ELA-Literacy.W.7.2d** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - **CCSS.ELA-Literacy.L.7.5c** *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).*

- **COMPARING FICTION AND NONFICTION**
  - **CCSS.ELA-Literacy.RL.7.9** *Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.*
  - **CCSS.ELA-Literacy.RI.7.9** *Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.*
  - **CCSS.ELA-Literacy.RI.7.10** *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.*
  - **CCSS.ELA-Literacy.W.7.9a** *Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").*

5. READING STRATEGIES 1

- **AUTHOR'S PURPOSE**
  - **CCSS.ELA-Literacy.RI.7.6** *Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.*
  - **CCSS.ELA-Literacy.RI.7.2** *Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.*
  - **CCSS.ELA-Literacy.RL.7.2** *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.*

- **CENTRAL IDEA**
  - **CCSS.ELA-Literacy.RI.7.2** *Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.*
  - **CCSS.ELA-Literacy.RI.7.1** *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

6. READING STRATEGIES 2

- **SUMMARIZING INFORMATION**
  - **CCSS.ELA-Literacy.RL.7.2** *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.*
  - **CCSS.ELA-Literacy.RI.7.2** *Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.*

- **MAKING INFERENCES**
  - **CCSS.ELA-Literacy.RL.7.1** *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
  - **CCSS.ELA-Literacy.RI.7.1** *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*

7. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**
  - **CCSS.ELA-Literacy.RI.7.3** *Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).*
  - **CCSS.ELA-Literacy.RI.7.8** *Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.*
  - **CCSS.ELA-Literacy.W.7.9b** *Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").*

- **USING EVIDENCE**
  - **CCSS.ELA-Literacy.RI.7.8** *Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.*
  - **CCSS.ELA-Literacy.SL.7.2** *Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.*

8. ANALYZING INFORMATIONAL TEXTS

- **TEXT STRUCTURES**
  - **CCSS.ELA-Literacy.RL.7.1** *Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
  - **CCSS.ELA-Literacy.RI.7.5** *Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.*

- **USING GRAPHICS**
  - **CCSS.ELA-Literacy.SL.7.2** *Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.*
  - **CCSS.ELA-Literacy.SL.7.5** *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.*
  - **CCSS.ELA-Literacy.W.7.2a** *Introduce a topic clearly, previewing what is to follow; 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.*

9. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - **CCSS.ELA-Literacy.W.7.5** *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.7.10** *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.7.2a** *Introduce a topic clearly, previewing what is to follow; 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.*

- **REVISING AND EDITING AN ESSAY**

  - ○ **CCSS.ELA-Literacy.W.7.5** *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.7.2b** *Spell correctly.*
  - ○ **CCSS.ELA-Literacy.W.7.4** *Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.*

- **ESTABLISHING A FORMAL STYLE**

  - ○ **CCSS.ELA-Literacy.L.7.6** *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.*
  - ○ **CCSS.ELA-Literacy.W.7.1d** *Establish and maintain a formal style.*
  - ○ **CCSS.ELA-Literacy.W.7.2e** *Establish and maintain a formal style.*
  - ○ **CCSS.ELA-Literacy.W.7.5** *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.7.2d** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - ○ **CCSS.ELA-Literacy.L.7.3a** *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

10. WRITING SKILLS 2

- **WRITING AND TECHNOLOGY**

  - ○ **CCSS.ELA-Literacy.W.7.6** *Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.*
  - ○ **CCSS.ELA-Literacy.L.7.6** *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.*

- **INTRODUCTIONS**

  - ○ **CCSS.ELA-Literacy.W.7.1a** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*
  - ○ **CCSS.ELA-Literacy.W.7.2a** *Introduce a topic clearly, previewing what is to follow; 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.*

11. WRITING SKILLS 3

- **CONCLUSIONS**

  - ○ **CCSS.ELA-Literacy.W.7.1e** *Provide a concluding statement or section that follows from and supports the argument presented.*
  - ○ **CCSS.ELA-Literacy.W.7.2f** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*

- **TRANSITIONS**

  - ○ **CCSS.ELA-Literacy.W.7.1c** *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.*
  - ○ **CCSS.ELA-Literacy.W.7.2c** *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
  - ○ **CCSS.ELA-Literacy.W.7.3c** *Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts*

from one time frame or setting to another.

12. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**
  - **CCSS.ELA-Literacy.W.7.2a** *Introduce a topic clearly, previewing what is to follow; 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.*
  - **CCSS.ELA-Literacy.W.7.2b** *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
  - **CCSS.ELA-Literacy.W.7.2f** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*

- **EXPOSITORY PARAGRAPHS**
  - **CCSS.ELA-Literacy.W.7.2b** *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*

13. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE ESSAYS**
  - **CCSS.ELA-Literacy.W.7.5** *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.7.1a** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*
  - **CCSS.ELA-Literacy.W.7.1e** *Provide a concluding statement or section that follows from and supports the argument presented.*
  - **CCSS.ELA-Literacy.W.7.1b** *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*

- **ARGUMENTATIVE CLAIMS**
  - **CCSS.ELA-Literacy.W.7.1a** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*
  - **CCSS.ELA-Literacy.W.7.1b** *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*

- **ARGUMENTATIVE PARAGRAPHS**
  - **CCSS.ELA-Literacy.W.7.1a** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*
  - **CCSS.ELA-Literacy.W.7.1b** *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*

14. NARRATIVE WRITING

- **PERSONAL NARRATIVES**
  - **CCSS.ELA-Literacy.W.7.3a** *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.7.3b** *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
  - **CCSS.ELA-Literacy.W.7.9a** *Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").*
  - **CCSS.ELA-Literacy.W.7.5** *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.7.3e *Provide a conclusion that follows from and reflects on the narrated experiences or events.*
- CCSS.ELA-Literacy.W.7.3c *Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.*

- ### NARRATIVE TECHNIQUES
  - CCSS.ELA-Literacy.W.7.3a *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.7.3b *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
  - CCSS.ELA-Literacy.W.7.3c *Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.*
  - CCSS.ELA-Literacy.W.7.3d *Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*
  - CCSS.ELA-Literacy.L.7.3a *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

- ### WRITING SHORT FICTION
  - CCSS.ELA-Literacy.W.7.3a *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.7.3b *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
  - CCSS.ELA-Literacy.W.7.3d *Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*

15. SENTENCE STRUCTURE

- ### COMMAS
  - CCSS.ELA-Literacy.W.7.5 *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.7.2a *Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).*

- ### SENTENCE TYPES
  - CCSS.ELA-Literacy.L.7.1b *Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.*

- ### PHRASES
  - CCSS.ELA-Literacy.L.7.1a *Explain the function of phrases and clauses in general and their function in specific sentences.*
  - CCSS.ELA-Literacy.L.7.1c *Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*

16. USAGE 1

- ### USING REFERENCE MATERIALS
  - CCSS.ELA-Literacy.L.7.4c *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.7.4d *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.7.5b *Use the relationship between particular words (e.g., synonym/antonym, analogy) to better*

understand each of the words.

- **WORD ROOTS**
  - **CCSS.ELA-Literacy.L.7.4b** *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).*

17. USAGE 2

- **WORDINESS AND REDUNDANCY**
  - **CCSS.ELA-Literacy.L.7.3a** *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

- **USING CONTEXTUAL CLUES**
  - **CCSS.ELA-Literacy.RL.7.4** *Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.*
  - **CCSS.ELA-Literacy.RI.7.4** *Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*
  - **CCSS.ELA-Literacy.L.7.4a** *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.7.4d** *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).*

- **COMMONLY CONFUSED WORDS**
  - **CCSS.ELA-Literacy.L.7.2b** *Spell correctly.*