

Kentucky Tutorials are designed specifically for the Kentucky Academic Standards to prepare students for the K-PREP, EOC exams, ACT, and ACT Plan.

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

### • POINT OF VIEW

- **RL.8.6** *Analyze characters' and readers' perspectives and how the differences create effects, including but not limited to suspense, humor and empathy.*
- **RL.8.10** *By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.*
- **L.8.5a** *Interpret figurative language, including but not limited to irony, in context.*

### • PLOT

- **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.*
- **RL.8.1** *Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **RL.8.10** *By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.*

## 2. ELEMENTS OF LITERATURE 2

### • THEME

- **RL.8.1** *Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.*
- **RL.8.2** *Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.*
- **RL.8.10** *By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.*

- **TRANSFORMING IDEAS**

- **RL.8.2** Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.
- **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, including describing how the material is rendered new.
- **RL.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- **C.8.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **RL.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

### 3. LITERARY ELEMENTS 1

- **STRUCTURE AND FORM**

- **RL.8.5** Compare/contrast the structure of two or more texts, and analyze how the differing structure of each text contributes to its meaning and style.
- **RL.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.
- **RL.8.2** Determine themes of a text, and analyze how they are developed through relationships of characters, setting and plot, citing textual evidence, paraphrasing or summarizing.

- **FIGURATIVE LANGUAGE**

- **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 but not limited to analogies or allusions to other texts.
- **L.8.5a** Interpret figurative language, including but not limited to irony, in context.
- **RL.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

### 4. LITERARY ELEMENTS 2

- **CONNOTATION AND DENOTATION**

- **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 but not limited to analogies or allusions to other texts.
- **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.
- **L.8.5c** Distinguish among the connotations of words with similar denotations.
- **RL.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RL.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

- **DRAMATIC CONVENTIONS**

- **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, including describing how the material is rendered new.
- **RL.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

- **RL.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## 5. READING STRATEGIES 1

### ● CENTRAL IDEA AND SUMMARY

- **RI.8.2** Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- **RI.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- **RL.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex literary texts independently and proficiently.

### ● AUTHOR'S PURPOSE

- **RI.8.6** Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- **RI.8.2** Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

## 6. READING STRATEGIES 2

### ● TEXT AND VISUAL ELEMENTS

- **RI.8.7** Evaluate the advantages and disadvantages of using print and non-print formats for presenting particular topics or ideas.
- **RI.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- **C.8.2b** Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

### ● MAKING INFERENCES

- **RL.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

## 7. ANALYZING INFORMATIONAL TEXTS 1

### ● WORD CHOICE

- **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.
- **L.8.5a** Interpret figurative language, including but not limited to irony, in context.
- **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 but not limited to analogies or allusions to other texts.
- **RI.8.3** Analyze how an author uses comparisons, analogies or categories to make connections among and distinctions between ideas over the course of a text.

- **SYNTHESIZING INFORMATION**

- **RI.8.2** Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- **RI.8.6** Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.9** Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.
- **RI.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.
- **RL.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- **RI.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **TEXT STRUCTURES**

- **RI.8.2** Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- **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.
- **RI.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

## 8. ANALYZING INFORMATIONAL TEXTS 2

- **ANALYZING AN ARGUMENT**

- **RI.8.8** Identify 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.
- **RI.8.10** By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

- **ANALYZING CONFLICTING EVIDENCE**

- **RI.8.2** Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.
- **RI.8.6** Determine an author's perspective and purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
- **RI.8.8** Identify 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.
- **RI.8.9** Analyze two or more texts with conflicting information on the same topic and identify where the texts disagree in fact or interpretation.
- **RI.8.1** Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

## 9. WRITING 1

- **PLANNING AND ORGANIZING**

- **C.8.2h** With some guidance, 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.
- **C.8.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.8.1g** With some guidance, 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.
- **C.8.2a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose

and audience.

- **C.8.3g** With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **C.8.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **C.8.2b** Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.

- **ESTABLISHING A FORMAL STYLE**

- **C.8.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.8.1e** Establish and maintain a task appropriate writing style.
- **C.8.2e** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **C.8.2f** Establish and maintain a formal style.
- **C.8.1g** With some guidance, 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.
- **C.8.2h** With some guidance, 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.
- **C.8.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

- **REVISING AND EDITING**

- **C.8.1g** With some guidance, 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.
- **C.8.2h** With some guidance, 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.
- **C.8.3g** With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.
- **L.8.2c** Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.
- **C.8.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.8.2a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

## 10. WRITING 2

- **WRITING AND TECHNOLOGY**

- **C.8.4** Use digital resources to create and publish products as well as to interact and collaborate with others; cite sources using MLA or APA format.
- **RI.8.8** Identify 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.

- **INTRODUCTIONS**

- **C.8.2b** Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.8.1b** Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.

- **CONCLUSIONS**

- **C.8.1f** Provide a concluding statement or section that supports the argument presented.
- **C.8.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.

## 11. WRITING 3

- **USING TRANSITIONS**

- **C.8.1d** Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- **C.8.2d** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **C.8.3d** Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.

- **DEVELOPING EXPOSITORY ESSAYS**

- **C.8.2b** Introduce a topic clearly; organize ideas, concepts and information into broader categories; include formatting, graphics and multimedia when useful to aiding comprehension.
- **C.8.2c** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations or other information and examples.
- **C.8.2g** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **C.8.2a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.8.2e** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **C.8.2f** Establish and maintain a formal style.
- **C.8.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.
- **L.8.4d** 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.

## 12. ARGUMENTATIVE WRITING

- **DEVELOPING ARGUMENTATIVE ESSAYS**

- **C.8.1b** Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
- **C.8.1c** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **C.8.1f** Provide a concluding statement or section that supports the argument presented.
- **C.8.1a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.8.1d** Use transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons and evidence.
- **C.8.7** Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

- **IDENTIFYING ARGUMENTATIVE CLAIMS**

- **C.8.1b** Introduce claim(s), acknowledge and distinguish opposing claim(s) and counter/refute them, and organize the reasons and evidence logically.
- **C.8.1c** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

## 13. NARRATIVE WRITING

- **SHORT NARRATIVES**

- **C.8.3a** Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.
- **C.8.3b** Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **C.8.3c** Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- **C.8.3e** Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- **C.8.3d** Use a variety of transitions to convey sequence, signal shifts from one time frame or setting to another and show the relationships among experiences and events.
- **C.8.3f** Provide a conclusion that connects the narrative's relevance to the intended purpose of the writing.

- **NARRATIVE TECHNIQUES**

- **C.8.3c** Use narrative techniques, such as dialogue, pacing, description and reflection, to develop experiences, events and/or characters.
- **C.8.3e** Use precise words and phrases, relevant descriptive details and sensory language to capture the action and convey experiences and events.
- **C.8.3b** Engage the reader by setting out a problem, situation or observation, establishing a point of view and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- **C.8.3g** With guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

## 14. SENTENCE STRUCTURE

### ● VERB TENSE AND VOICE

- **L.8.1c** Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.
- **C.8.2h** With some guidance, 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.
- **L.8.1b** Demonstrate appropriate use of verbs in the active and passive voice.
- **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).
- **L.8.2a** Demonstrate appropriate use of punctuation to indicate a pause or break.

### ● VERB MOOD

- **L.8.1b** Demonstrate appropriate use of verbs in the active and passive voice.
- **L.8.1c** Demonstrate appropriate use of verbs in the indicative, imperative, interrogative, conditional and subjunctive mood, while recognizing and correcting inappropriate shifts.
- **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).

### ● VERBALS

- **L.8.1a** Identify verbals correctly based on their intended function.

## 15. WORD USAGE

### ● CONTEXT CLUES

- **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 but not limited to analogies or allusions to other texts.
- **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.
- **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.

### ● WORD RELATIONSHIPS

- **L.8.4d** 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.
- **L.8.5b** Use the relationship between particular words to better understand each of the words.

### ● WORD ROOTS

- **L.8.4b** Use Greek and Latin affixes and roots as clues to the meaning of a word.

## 16. USAGE

### ● USING REFERENCE MATERIALS

- **L.8.4c** Consult print and digital reference materials to find the pronunciation and determine or clarify the precise meaning of key words and phrases.
- **L.8.4d** 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.
- **L.8.5c** Distinguish among the connotations of words with similar denotations.

- **SPELLING RULES**

- **L.8.2c** Demonstrate appropriate use of strategies and resources (print and electronic) to identify and correct spelling errors.

- **PUNCTUATION**

- **L.8.2a** Demonstrate appropriate use of punctuation to indicate a pause or break.
- **L.8.2b** Demonstrate appropriate use of an ellipsis to indicate an omission.