

California Tutorials are designed specifically for the California Common Core State Standards and the California Next Generation Science Standards to prepare students for the Smarter Balanced Assessment Consortium (SBAC) exams and the California Science Tests.

English Tutorials offers 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

● 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).*

● 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.*

● 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.*

2. LANGUAGE USAGE

● 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.7.5** 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.L.7.5.a** Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

- **CONNOTATION AND DENOTATION**

- **CCSS.ELA-Literacy.L.7.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- **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.

- **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.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.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.7.9.a** 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”).

3. READING STRATEGIES

- **AUTHOR'S PURPOSE**

- **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.7.6** 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.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.7.3** 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.7.1** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

- **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.

4. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**

- **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.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.W.7.9.b** 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.

5. 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.

- **USING GRAPHICS**

- **CCSS.ELA-Literacy.RI.7.5.a** Analyze the use of text features (e.g., graphics, headers, captions) in public documents.
- **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.

6. 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.7.2.a** Introduce a topic or thesis statement 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.7.10** 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.

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

- **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.*

7. WRITING SKILLS 2

- **INTRODUCTIONS**

- **CCSS.ELA-Literacy.W.7.1.a** *Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.*
- **CCSS.ELA-Literacy.W.7.2.a** *Introduce a topic or thesis statement 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.*

- **CONCLUSIONS**

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

- **TRANSITIONS**

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

8. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**

- **CCSS.ELA-Literacy.W.7.2.b** *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
- **CCSS.ELA-Literacy.W.7.2.f** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*
- **CCSS.ELA-Literacy.W.7.2.a** *Introduce a topic or thesis statement 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.*

- **EXPOSITORY PARAGRAPHS**

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

9. 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.7.1.a** *Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.*
- **CCSS.ELA-Literacy.W.7.1.e** *Provide a concluding statement or section that follows from and supports the argument presented.*
- **CCSS.ELA-Literacy.W.7.1.b** *Support claim(s) or counterarguments 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.7.1.a** *Introduce claim(s), acknowledge and address alternate or opposing claims, and organize the reasons and evidence logically.*

• ARGUMENTATIVE PARAGRAPHS

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

10. NARRATIVE WRITING

• PERSONAL NARRATIVES

- **CCSS.ELA-Literacy.W.7.3.a** *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.7.3.e** *Provide a conclusion that follows from and reflects on the narrated experiences or events.*
- **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.7.3.c** *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.7.3.b** *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*

• NARRATIVE TECHNIQUES

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

• WRITING SHORT FICTION

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

11. 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.7.2.a** *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.7.1.b** *Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.*

• PHRASES

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

12. USAGE 1

• USING REFERENCE MATERIALS

- **CCSS.ELA-Literacy.L.7.4.d** *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.7.4.c** *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 or trace the etymology of words.*

• WORD RELATIONSHIPS

- **CCSS.ELA-Literacy.L.7.5.b** *Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.*

• WORD ROOTS

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

13. USAGE 2

• WORDINESS AND REDUNDANCY

• USING CONTEXTUAL CLUES

- **CCSS.ELA-Literacy.L.7.4.a** *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.7.4.d** *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.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.*

• COMMONLY CONFUSED WORDS

- **CCSS.ELA-Literacy.L.7.2.b** *Spell correctly.*

