Massachusetts Tutorials are designed specifically for the Learning Standards found in the Massachusetts Curriculum Frameworks to prepare students for the MCAS tests.

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

- **PLOT**
  - **RL.7.3** *Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).*
  - **RL.7.5** *Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).*

- **POINT OF VIEW**
  - **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**
  - **RL.7.3** *Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).*

- **THEME**
  - **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 a text.*
  - **RL.7.1** *Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.*

3. LANGUAGE USAGE 1

- **POETIC DEVICES**
  - **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 specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.*
  - **RL.7.5** *Analyze how aspects of a literary work's structure contribute to its meaning or style (e.g., the effect of repetition in an*

epic, flashback in a novel, soliloquy in a drama).

- **FIGURATIVE LANGUAGE**

  - **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 specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.*
  - **L.7.5.a** *Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.*

4. LANGUAGE USAGE 2

- **CONNOTATION AND DENOTATION**

  - **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 specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.*
  - **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.*
  - **L.7.5.c** *Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).*
  - **W.7.2.d** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*

- **COMPARING FICTION AND NONFICTION**

  - **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.*
  - **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.*
  - **RI.7.10** *Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.*

5. READING STRATEGIES 1

- **AUTHOR'S PURPOSE**

  - **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.*
  - **RI.7.2** *Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.*
  - **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 a text.*

- **CENTRAL IDEA**

  - **RI.7.2** *Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.*
  - **RI.7.1** *Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.*

6. READING STRATEGIES 2

- **SUMMARIZING INFORMATION**

  - **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 a text.*
  - **RI.7.2** *Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.*

- **MAKING INFERENCES**

- **RL.7.1** *Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.*
- **RI.7.1** *Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.*

7. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**
  - **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).*
  - **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.*
  - **W.7.9** *Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.*

- **USING EVIDENCE**
  - **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.*
  - **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.*

8. ANALYZING INFORMATIONAL TEXTS

- **TEXT STRUCTURES**
  - **RL.7.1** *Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.*
  - **RI.7.5** *Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.*

- **USING GRAPHICS**
  - **W.7.2.a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
  - **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.*
  - **SL.7.5** *Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.*

9. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - **W.7.2.a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
  - **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**
  - **W.7.5.a** *Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).*
  - **L.7.2.b** *Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).*
  - **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**
  - **W.7.1.d** *Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).*
  - **W.7.2.e** *Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).*
  - **W.7.2.d** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - **W.7.5.a** *Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).*
  - **L.7.6** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.*

10. WRITING SKILLS 2

- **WRITING AND TECHNOLOGY**
  - **W.7.6** *Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.*
  - **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.*

- **INTRODUCTIONS**
  - **W.7.1.a** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.*
  - **W.7.2.a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*

11. WRITING SKILLS 3

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

- **TRANSITIONS**
  - **W.7.1.c** *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.*
  - **W.7.2.c** *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
  - **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.*

12. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**
  - **W.7.2.b** *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
  - **W.7.2.f** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*
  - **W.7.9** *Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.*

- **EXPOSITORY PARAGRAPHS**
  - **W.7.2.b** *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
  - **W.7.9** *Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.*

13. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE ESSAYS**

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

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

- **ARGUMENTATIVE PARAGRAPHS**
  - **W.7.1.a** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.*
  - **W.7.1.b** *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**
  - **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 appropriate narrative sequence.*
  - **W.7.9** *Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.*
  - **W.7.3.e** *Provide a conclusion that follows from and reflects on the narrated experiences or events.*
  - **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.*

- **NARRATIVE TECHNIQUES**
  - **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 appropriate narrative sequence.*
  - **W.7.3.b** *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
  - **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.*
  - **W.7.3.d** *Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.*

- **WRITING SHORT FICTION**
  - **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 appropriate narrative sequence.*
  - **W.7.3.b** *Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
  - **W.7.3.d** *Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.*

15. SENTENCE STRUCTURE

- **COMMAS**
  - **W.7.5.a** *Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 7).*
  - **L.7.2.a** *Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).*

- **SENTENCE TYPES**

- **PHRASES**
  - **L.7.1.a** *Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.*
  - **L.7.1.d** *Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.*

16. USAGE 1

- **USING REFERENCE MATERIALS**
  - **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.*
  - **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).*

- **WORD RELATIONSHIPS**
  - **L.7.5.b** *Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.*
  - **W.7.5.b** *Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).*

- **WORD ROOTS**
  - **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).*
  - **W.7.5.b** *Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).*

17. USAGE 2

- **WORDINESS AND REDUNDANCY**

- **USING CONTEXTUAL CLUES**
  - **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 specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.*
  - **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.*
  - **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.*
  - **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).*

- **COMMONLY CONFUSED WORDS**
  - **L.7.2.b** *Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).*