

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

### • POINT OF VIEW

- **RL.8.6** *Analyze how differences in point of view between characters and audience (e.g., created through the use of dramatic irony) create such effects as suspense or humor.*
- **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, tone, or mood, including the impact of allusion and irony.*
- **L.8.5.a** *Interpret figures of speech (e.g., verbal irony, puns) in context.*

### • PLOT

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

## 2. ELEMENTS OF LITERATURE 2

### • THEME

- **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 a text.*

### • TRANSFORMING IDEAS

- **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 a text.*
- **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.*
- **W.8.9** *Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.*

## 3. LITERARY ELEMENTS 1

- **STRUCTURE AND FORM**

- **RL.8.5** Compare and contrast the structures of two or more texts, analyzing how structure contributes to meaning and style in each text.
- **RL.8.10** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

- **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, tone, or mood, including the impact of allusion and irony.
- **L.8.5.a** Interpret figures of speech (e.g., verbal irony, puns) in context.

## 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, tone, or mood, including the impact of allusion and irony.
- **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.
- **L.8.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

- **DRAMATIC CONVENTIONS**

- **RL.8.10** Independently and proficiently read and comprehend literary texts representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.

## 5. READING STRATEGIES 1

- **CENTRAL IDEA AND SUMMARY**

- **RI.8.2** Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
- **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 a text.

- **AUTHOR'S PURPOSE**

- **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.
- **RI.8.2** Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text.
- **RI.8.5** Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

## 6. READING STRATEGIES 2

- **TEXT AND VISUAL ELEMENTS**

- **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.
- **W.8.2.a** Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **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.
- **SL.8.5** Integrate multimedia components and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

- **MAKING INFERENCES**

- **RL.8.1** Cite the textual evidence that most strongly supports analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
- **RI.8.1** Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

## 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, including analogies or allusions to other texts.
- **L.8.5.a** Interpret figures of speech (e.g., verbal irony, puns) 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, tone, or mood, including the impact of allusion and irony.
- **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**

- **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.
- **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.

- **TEXT STRUCTURES**

- **RI.8.5** Analyze in detail the structural elements of a text, including the role of specific sentences, paragraphs, and text features in developing and refining a key concept.

## 8. ANALYZING INFORMATIONAL TEXTS 2

- **ANALYZING AN ARGUMENT**

- **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.
- **RI.8.10** Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8.
- **W.8.9** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

- **ANALYZING CONFLICTING EVIDENCE**

- **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.
- **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.
- **W.8.9** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
- **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.

## 9. WRITING 1

- **PLANNING AND ORGANIZING**

- **W.8.1.d** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- **W.8.2.e** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).

- **W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.8.5.a** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
- **W.8.9** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.
- **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.
- **W.8.2.a** Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

#### ● ESTABLISHING A FORMAL STYLE

- **W.8.1.d** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- **W.8.2.e** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- **W.8.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.8.5.a** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
- **L.8.3.b** Recognize variations from standard or formal English in writing and speaking, determine their appropriateness for the intended purpose and audience, and make changes as necessary.
- **L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

#### ● REVISING AND EDITING

- **W.8.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **W.8.5.a** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
- **L.8.2.c** Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

## 10. WRITING 2

#### ● WRITING AND TECHNOLOGY

- **W.8.6** Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
- **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.

#### ● INTRODUCTIONS

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

#### ● CONCLUSIONS

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

## 11. WRITING 3

#### ● USING TRANSITIONS

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

- **W.8.2.c** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **W.8.3.c** 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.

#### • **DEVELOPING EXPOSITORY ESSAYS**

- **W.8.2.b** Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- **W.8.2.f** Provide a concluding statement or section that follows from and supports the information or explanation presented.
- **W.8.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **W.8.2.a** Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **W.8.9** Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed.

#### • **DEVELOPING ARGUMENTATIVE ESSAYS**

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

## 12. WRITING 4

#### • **IDENTIFYING ARGUMENTATIVE CLAIMS**

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

#### • **SHORT NARRATIVES**

- **W.8.3.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.8.3.b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- **W.8.3.c** 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.
- **W.8.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.

#### • **NARRATIVE TECHNIQUES**

- **W.8.3.b** Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- **W.8.3.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.8.3.d** Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject: e.g., humorous, serious, or ironic) and to convey experiences or events.
- **W.8.3.c** 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.

## 13. SENTENCE STRUCTURE

#### • **VERB TENSE AND VOICE**

- **W.8.5.a** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
- **L.8.1.b** Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.

- **VERB MOOD**

- **L.8.1.b** Form and use verbs in the active and passive voices and the indicative, imperative, interrogative, conditional, and subjunctive moods to communicate a particular meaning.

- **VERBALS**

## 14. WORD USAGE 1

- **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, tone, or mood, including the impact of allusion and irony.
- **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.
- **L.8.4.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.8.4.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.8.5.b** Use the relationship between particular words to better understand each of the words.
- **L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

- **WORD ROOTS**

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

## 15. WORD USAGE 2

- **USING REFERENCE MATERIALS**

- **L.8.4.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.8.4.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).
- **L.8.5.c** Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
- **L.8.6** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

- **SPELLING RULES**

- **L.8.2.c** Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

- **PUNCTUATION**

- **W.8.5.a** Demonstrate command of standard English conventions (as described in Language Standards 1–3 up to and including grade 8).
- **L.8.2.a** Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- **L.8.2.b** Use an ellipsis to indicate an omission.

