

Alaska Tutorials are designed specifically for Alaska Standards and prepare students for the PEAKS exams in English and Mathematics.

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 or drama interact (e.g., how setting shapes the characters or plot).
- **RL.7.5** Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning, including analyzing 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.

### ● POINT OF VIEW

- **RL.7.6** Analyze author's purpose and how an author establishes and contrasts the points of view of different characters or narrators in a text.

## 2. ELEMENTS OF LITERATURE 2

### ● SETTING

- **RL.7.10** By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
- **RL.7.3** Analyze how particular elements of a story 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; restate and summarize main ideas or events, in correct sequence, after reading a text.
- **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

- **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 a specific word choice on meaning and tone.
- **RL.7.5** Analyze the overall structure of a text: how a drama's or poem's form or structure (e.g. sonnet, soliloquy) contributes to its meaning, including analyzing 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.
- **RL.7.10** By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.

#### ● 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 a specific word choice on meaning and tone.
- **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.a** Interpret the intent or meaning of figures of speech (e.g., literary, religious, and mythological allusions; euphemisms) as used 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 a specific word choice on meaning and tone.
- **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 or cultural account of the same period as a means of understanding how authors of fiction use or alter history.
- **RI.7.10** By the end of the year, read and comprehend literary nonfiction, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
- **RL.7.10** By the end of the year, read and comprehend a range of literature from a variety of cultures, within a complexity band appropriate to grade 7 (from upper grade 6 to grade 8), with scaffolding as needed at the high end of the range.
- **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.
- **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.").

## 5. READING STRATEGIES 1

#### ● AUTHOR'S PURPOSE

- **RI.7.6** Determine an author's purpose (to inform, persuade, entertain, critique, etc.) and point of view in a text and analyze how the author distinguishes his or her point of view from that of others.
- **RI.7.2** Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
- **RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.

#### ● CENTRAL IDEA

- **RI.7.2** Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.
- **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

- **RL.7.2** Determine a theme or central idea of a text and analyze its development over the course of the text; restate and summarize main ideas or events, in correct sequence, after reading a text.
- **RI.7.2** Determine the central idea and subtopics in a text and analyze their development over the course of the text; restate and summarize the central idea or events, in correct sequence when necessary, after reading a text.

### ● MAKING INFERENCES

- **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.
- **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

- **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.
- **RI.7.3** Analyze the interactions between individuals, events, and ideas presented in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
- **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

- **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.
- **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively/data-related, orally) and explain how the ideas clarify a topic, text, or issue under study.

## 8. ANALYZING INFORMATIONAL TEXTS

### ● TEXT STRUCTURES

- **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.
- **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

- **W.7.2.a** 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.
- **SL.7.2** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively/data-related, 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.7.5** 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.
- **W.7.2.a** 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.

- **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** 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.
- **L.7.2.b** Spell correctly.
- **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 formal style.
- **W.7.2.e** Establish and maintain a formal style.
- **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.
- **L.7.6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **W.7.2.d** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **L.7.3.a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

## 10. WRITING SKILLS 2

- **WRITING AND TECHNOLOGY**

- **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.

- **INTRODUCTIONS**

- **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **W.7.2.a** 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**

- **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.a** 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.

- **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.

- **EXPOSITORY PARAGRAPHS**

- **W.7.2.a** 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.
- **W.7.2.b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

## 13. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE ESSAYS**

- **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.
- **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **W.7.1.b** Support claim(s) with logical reasoning and accurate, relevant evidence, using 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.
- **W.7.1.b** Support claim(s) with logical reasoning and accurate, relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **L.7.1.b** Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.

- **ARGUMENTATIVE PARAGRAPHS**

- **W.7.1.a** Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **W.7.1.b** Support claim(s) with logical reasoning and accurate, relevant evidence, using 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 event sequence that unfolds naturally and logically.
- **W.7.3.b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **W.7.3.e** Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **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.
- **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.”).
- **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.b** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **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.

- **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 sensory language to advance the action and convey experiences and 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 event sequence that unfolds naturally and logically.
- **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 sensory language to advance the action and convey experiences and events.

## 15. SENTENCE STRUCTURE

- **COMMAS**

- **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.
- **L.7.2.a** Use a comma to separate coordinate adjectives (e.g., *It was a fascinating, enjoyable movie.*).

- **SENTENCE TYPES**

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

- **PHRASES**

- **L.7.1.a** Explain the function of phrases and clauses in general and their function in specific sentences in order to apply the conventions of English.
- **L.7.1.c** Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

## 16. USAGE 1

- **USING REFERENCE MATERIALS**

- **L.7.4.c** Consult general and specialized reference materials (e.g., dictionaries, glossaries, and 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.

- **WORD ROOTS**

- **L.7.4.a** Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), 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.b** 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**

- **L.7.3.a** Choose language that expresses ideas precisely and concisely, recognizing and eliminating 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 a specific word choice on meaning and tone.
- **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** Determine meaning of unfamiliar words by using knowledge of word structure, (prefixes/suffixes, base words, common roots, or word origins), 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.