

Tennessee Tutorials are designed specifically for the Tennessee Academic Standards to prepare students for the Tennessee Comprehensive Assessment Program (TCAP) and the TNReady assessments.

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

- **7.RL.KID.3** *Analyze how specific elements of a story or drama interact with and affect each other.*
- **7.RL.CS.5** *Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.*

• POINT OF VIEW

- **7.RL.CS.6** *Analyze how an author establishes, conveys, and contrasts the points of view of different characters or narrators in a text.*
- **7.RL.KID.3** *Analyze how specific elements of a story or drama interact with and affect each other.*

2. ELEMENTS OF LITERATURE 2

• SETTING

- **7.RL.KID.3** *Analyze how specific elements of a story or drama interact with and affect each other.*
- **7.RL.RRTC.10** *Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.*

• THEME

- **7.RL.KID.2** *Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.*
- **7.RI.KID.2** *Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.*
- **7.RL.KID.1** *Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.*

3. LANGUAGE USAGE 1

- **POETIC DEVICES**

- **7.RL.CS.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 allusions to other texts and repetition of words and phrases.
- **7.RL.RRTC.10** Read and comprehend a variety of literature throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
- **7.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
- **7.RL.CS.5** Analyze the form or structure of a story, poem, or drama, considering how text form or structure contributes to its theme and meaning.

- **FIGURATIVE LANGUAGE**

- **7.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- **7.RL.CS.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 allusions to other texts and repetition of words and phrases.
- **7.RI.CS.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 allusions to other texts and repetition of words and phrases.

4. LANGUAGE USAGE 2

- **CONNOTATION AND DENOTATION**

- **7.L.VAU.5** When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.
- **7.RL.CS.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 allusions to other texts and repetition of words and phrases.
- **7.RI.CS.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 allusions to other texts and repetition of words and phrases.
- **7.W.TTP.2.h** Use precise language and domain-specific vocabulary.
- **7.W.TTP.1.f** Use precise language and content-specific vocabulary.

- **COMPARING FICTION AND NONFICTION**

- **7.RL.IKI.9** Compare and contrast an historical account with a fictional portrayal of the same time, place, or character.
- **7.RI.IKI.9** Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing an alternate explanation of events.
- **7.RI.RRTC.10** Read and comprehend a variety of literary nonfiction throughout the grades 6-8 text complexity band proficiently, with a gradual release of scaffolding at the high end as needed.
- **7.W.RBPK.9** Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

5. READING STRATEGIES 1

- **AUTHOR'S PURPOSE**

- **7.RI.CS.6** Determine an author's point of view or purpose in a text and analyze how an author distinguishes his or her position from that of others.

- **7.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- **7.RI.KID.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

- **CENTRAL IDEA**

- **7.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- **7.RI.KID.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

6. READING STRATEGIES 2

- **SUMMARIZING INFORMATION**

- **7.RL.KID.2** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary.
- **7.RI.KID.2** Determine a central idea of a text and analyze its development over the course of the text; provide an objective summary.

- **MAKING INFERENCES**

- **7.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- **7.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.

7. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**

- **7.RI.IKI.8** Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
- **7.RI.KID.3** Analyze the relationships and interactions among individuals, events, and/or ideas in a text.
- **7.W.RBPK.9** Support interpretations, analyses, reflections, or research with evidence found in literature or informational texts, applying grade 7 standards for reading; assess whether the evidence is relevant and sufficient to support the claims.

- **USING EVIDENCE**

- **7.RI.IKI.8** Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.
- **7.SL.CC.2** Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a topic, text, or issue under study.

8. ANALYZING INFORMATIONAL TEXTS

- **TEXT STRUCTURES**

- **7.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; cite several pieces of textual evidence to support conclusions.
- **7.RI.CS.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.

- **USING GRAPHICS**

- **7.SL.CC.2** Analyze the main ideas and supporting details presented in diverse media formats; explain how this clarifies a

topic, text, or issue under study.

- **7.SL.PK1.5** Include multimedia components and visual displays in presentations to clarify claims and findings and to emphasize major points.
- **7.W.TTP.2.f** Include formatting, graphics, and multimedia when appropriate.

9. WRITING SKILLS 1

• PLANNING AND ORGANIZING AN ESSAY

- **7.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)
- **7.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- **7.W.TTP.2.b** Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
- **7.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

• REVISING AND EDITING AN ESSAY

- **7.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.
- **7.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- **7.W.PDW.4** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

• ESTABLISHING A FORMAL STYLE

- **7.W.TTP.1.i** Establish and maintain a formal style.
- **7.W.TTP.2.j** Establish and maintain a formal style.
- **7.L.VAU.6** Acquire and accurately use grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **7.W.TTP.1.f** Use precise language and content-specific vocabulary.
- **7.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- **7.W.TTP.2.h** Use precise language and domain-specific vocabulary.

10. WRITING SKILLS 2

• WRITING AND TECHNOLOGY

- **7.W.PDW.6** Use technology, including the Internet, to produce and publish writing and to collaborate with others; link to and cite sources; type a complete product in a single sitting as defined in W.1-3.
- **7.RI.IK1.8** Trace and evaluate the argument and specific claims in a text, assessing whether the evidence is relevant and sufficient to support the claims.

• INTRODUCTIONS

- **7.W.TTP.1.a** Introduce claim(s).
- **7.W.TTP.2.a** Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.

11. WRITING SKILLS 3

• CONCLUSIONS

- **7.W.TTP.1.e** Craft an effective and relevant conclusion that supports the argument presented.
- **7.W.TTP.2.e** Craft an effective and relevant conclusion.

• TRANSITIONS

- **7.W.TTP.1.g** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **7.W.TTP.2.g** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **7.W.TTP.3.e** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.

12. EXPOSITORY WRITING

• EXPOSITORY ESSAYS

- **7.W.TTP.2.a** Introduce a topic clearly, using the introduction to prepare the reader for what is to follow.
- **7.W.TTP.2.c** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **7.W.TTP.2.e** Craft an effective and relevant conclusion.
- **7.W.TTP.2.b** Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.
- **7.W.TTP.2.d** Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.

• EXPOSITORY PARAGRAPHS

- **7.W.TTP.2.c** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **7.W.TTP.2.d** Thoroughly and accurately explain and elaborate on the evidence provided, demonstrating a clear understanding of the topic and the source material.
- **7.W.TTP.2.b** Organize ideas, concepts, and information using effective strategies to create cohesion and aid in comprehension.

13. ARGUMENTATIVE WRITING

• ARGUMENTATIVE ESSAYS

- **7.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- **7.W.TTP.1.a** Introduce claim(s).
- **7.W.TTP.1.b** Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
- **7.W.TTP.1.e** Craft an effective and relevant conclusion that supports the argument presented.
- **7.W.TTP.1.c** Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
- **7.W.TTP.1.d** Use credible sources and demonstrate an understanding of the topic or source material.

• ARGUMENTATIVE CLAIMS

- **7.W.TTP.1.a** Introduce claim(s).
- **7.W.TTP.1.b** Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).

- **ARGUMENTATIVE PARAGRAPHS**

- **7.W.TTP.1.b** Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge alternate or opposing claim(s).
- **7.W.TTP.1.c** Organize the reasons and evidence clearly and clarify the relationships among claim(s) and reasons.
- **7.W.TTP.1.d** Use credible sources and demonstrate an understanding of the topic or source material.

14. NARRATIVE WRITING

- **NARRATIVE TECHNIQUES**

- **7.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
- **7.W.TTP.3.g** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.
- **7.W.TTP.3.c** Create a smooth progression of experiences or events.

- **SHORT NARRATIVES**

- **7.W.TTP.3.f** Craft an effective and relevant conclusion that reflects on the narrated experiences or events.
- **7.W.TTP.3.b** Organize an event sequence that unfolds naturally and logically.
- **7.W.TTP.3.c** Create a smooth progression of experiences or events.
- **7.W.TTP.3.e** Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts, and show the relationships among experiences and events.
- **7.W.TTP.3.a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or participants/characters.
- **7.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, and description when appropriate, to develop experiences, events, and/or characters.
- **7.W.TTP.3.g** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

15. SENTENCE STRUCTURE

- **COMMAS**

- **7.W.PDW.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
- **7.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.

- **SENTENCE TYPES**

- **7.L.CSE.1.b** When writing or speaking, produce simple, compound, and complex sentences with effectively-placed modifiers.
- **7.W.TTP.1.h** Use varied sentence structure to enhance meaning and reader interest.
- **7.W.TTP.2.i** Use varied sentence structure to enhance meaning and reader interest.

- **PHRASES**

- **7.L.CSE.1.a** When reading or listening, explain the function of phrases and clauses with effectively-placed modifiers.

16. USAGE 1

- **USING REFERENCE MATERIALS**

- **7.L.VAU.4.c** Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.

- **WORD RELATIONSHIPS**

- **7.L.VAU.5** *When reading, listening, writing, and speaking, explain the function of figurative language, word relationships, and connotation/denotation and use them correctly and effectively.*

- **WORD ROOTS**

- **7.L.VAU.4.b** *Use common grade-appropriate morphological elements as clues to the meaning of a word or a phrase.*
- **7.L.VAU.4.d** *Use etymological patterns in spelling as clues to the meaning of a word or phrase.*

17. USAGE 2

- **WORDINESS AND REDUNDANCY**

- **7.L.KL.3** *When writing and speaking, choose precise language to express ideas concisely.*

- **USING CONTEXTUAL CLUES**

- **7.L.VAU.4.a** *Use context as a clue to the meaning of a word or a phrase.*
- **7.RL.CS.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 allusions to other texts and repetition of words and phrases.*
- **7.RI.CS.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 allusions to other texts and repetition of words and phrases.*

- **COMMONLY CONFUSED WORDS**

- **7.LCSE.2** *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading or writing, explain the function of commas to separate coordinate adjectives and use them correctly to do so.*