

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

- **POINT OF VIEW**

- **8.RL.CS.6** *Analyze how similarities and differences in the points of view of the audience and the characters create effects such as suspense, humor, or dramatic irony.*

- **PLOT**

- **8.RL.KID.3** *Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.*

2. ELEMENTS OF LITERATURE 2

- **THEME**

- **8.RL.KID.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.*

- **TRANSFORMING IDEAS**

- **8.RL.KID.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.*

3. LITERARY ELEMENTS 1

- **STRUCTURE AND FORM**

- **8.RL.CS.5** *Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.*

- **FIGURATIVE LANGUAGE**

- **8.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, repetition of words and phrases, and analogies.

4. LITERARY ELEMENTS 2

• CONNOTATION AND DENOTATION

- **8.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.
- **8.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, repetition of words and phrases, and analogies.
- **8.RL.CS.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, including analogies and allusions to other texts.

• DRAMATIC CONVENTIONS

5. READING STRATEGIES 1

• CENTRAL IDEA AND SUMMARY

- **8.RI.KID.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

• AUTHOR'S PURPOSE

- **8.RI.CS.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.
- **8.RI.KID.2** Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary.

6. READING STRATEGIES 2

• TEXT AND VISUAL ELEMENTS

- **8.RI.IKI.7** Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.

• MAKING INFERENCES

- **8.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
- **8.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

7. ANALYZING INFORMATIONAL TEXTS 1

• WORD CHOICE

- **8.RI.CS.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, including analogies and allusions to other texts.
- **8.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.
- **8.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, repetition of words and phrases, and analogies.

• SYNTHESIZING INFORMATION

- **8.RI.CS.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.
- **8.RI.IKI.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.
- **8.RL.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.
- **8.RI.KID.1** Analyze what a text says explicitly and draw logical inferences; support an interpretation of a text by citing relevant textual evidence.

● **TEXT STRUCTURES**

- **8.RI.CS.5** Analyze in detail the structure of a specific paragraph or section in a text, including the role of particular sentences in developing and refining a key concept.

8. ANALYZING INFORMATIONAL TEXTS 2

● **ANALYZING AN ARGUMENT**

- **8.RI.IKI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.

● **ANALYZING CONFLICTING EVIDENCE**

- **8.RI.CS.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.
- **8.RI.IKI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.
- **8.RI.IKI.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**

- **8.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 8.)
- **8.L.KL.3** When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
- **8.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.)
- **8.W.RW.10** Write routinely over extended time frames and shorter time frames for a range of discipline-specific tasks, purposes, and audiences.

● **ESTABLISHING A FORMAL STYLE**

- **8.W.TTP.1.i** Establish and maintain a formal style.
- **8.W.TTP.2.j** Establish and maintain a formal style.
- **8.L.KL.3** When writing and speaking, adjust style and tone to a variety of contexts; when reading or listening, analyze stylistic choices to determine context.
- **8.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 8.)

● **REVISING AND EDITING**

- **8.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 8.)
- **8.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.)

- **8.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

10. WRITING 2

• WRITING AND TECHNOLOGY

- **8.W.PDW.6** Use technology, including the Internet, to produce and publish writing and to collaborate with others; present the relationships between information and ideas efficiently; type a complete product in a single sitting as defined in W.1-3.
- **8.RI.IKI.8** Delineate and evaluate the argument and specific claims in a text, assessing whether evidence is relevant and sufficient to support the claims and the reasoning is sound.

• INTRODUCTIONS

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

• CONCLUSIONS

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

11. WRITING 3

• USING TRANSITIONS

- **8.W.TTP.1.g** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **8.W.TTP.2.g** Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- **8.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.

• DEVELOPING EXPOSITORY ESSAYS

- **8.W.TTP.2.c** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
- **8.W.TTP.2.e** Craft an effective and relevant conclusion.
- **8.W.TTP.2.h** Use precise language and domain-specific vocabulary.
- **8.W.TTP.2.f** Include formatting, graphics, and multimedia when appropriate.
- **8.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.

12. ARGUMENTATIVE WRITING

• DEVELOPING ARGUMENTATIVE ESSAYS

- **8.W.TTP.1.a** Introduce claim(s).
- **8.W.TTP.1.b** Support claim(s) with logical reasoning and relevant, sufficient evidence; acknowledge and refute alternate or opposing claim(s).
- **8.W.TTP.1.e** Craft an effective and relevant conclusion that supports the argument presented.
- **8.W.TTP.1.g** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

• IDENTIFYING ARGUMENTATIVE CLAIMS

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

13. NARRATIVE WRITING

• SHORT NARRATIVES

- **8.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.
- **8.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
- **8.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.
- **8.W.TTP.3.f** Craft an effective and relevant conclusion that reflects on the narrated experiences or events.

• NARRATIVE TECHNIQUES

- **8.W.TTP.3.d** Use narrative techniques, such as dialogue, pacing, description, and reflection when appropriate, to develop experiences, events, and/or characters.
- **8.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.
- **8.W.TTP.3.g** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

14. VERBS

• VERB TENSE AND VOICE

- **8.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 8.)
- **8.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

• VERB MOOD

• VERBALS

15. SENTENCES AND PUNCTUATION

• SENTENCE TYPES

• COMMAS

- **8.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 8.)

• PUNCTUATION

- **8.L.CSE.2** Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.

16. CONTEXT CLUES

• CONTEXT CLUES

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

- **WORD RELATIONSHIPS**

- **8.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.*
- **8.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.*

- **WORD ROOTS**

17. REFERENCES AND SPELLING

- **USING REFERENCE MATERIALS**

- **8.L.VAU.4.c** *Consult reference materials, both print and digital, to find the pronunciation of a word or phrase.*
- **8.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.*

- **SPELLING RULES**

- **8.L.CSE.2** *Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling. When reading and writing, explain the functions of punctuation in creating sentence variety and style.*