North Carolina Tutorials are designed specifically for the Common Core State Standards for English language arts, the North Carolina Standard Course of Study for Math, and the North Carolina Essential Standards, to prepare students for the READY End-of-Course 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**
  - **RL.7.3** *Analyze how particular elements of a story or drama interact.*
  - **RL.7.5** *Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.*

- **POINT OF VIEW**
  - **RL.7.6** *Analyze how an author develops and contrasts the perspectives of different characters in a text.*

2. ELEMENTS OF LITERATURE 2

- **SETTING**
  - **RL.7.3** *Analyze how particular elements of a story or drama interact.*
  - **RL.7.10** *By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*

- **THEME**
  - **RL.7.2** *Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the 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

- **POETIC DEVICES**
  - **RL.7.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.*

- RL.7.10 *By the end of grade 7, read and understand literature within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*
- RL.7.5 *Analyze how a drama's or poem's (or other literary genre's) form or structure contributes to its meaning.*

- **FIGURATIVE LANGUAGE**
  - RL.7.4 *Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.*
  - RI.7.4 *Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.*
  - L.7.5.a *Interpret figures of speech in context based on grade 7 reading and content.*

- **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 *By the end of grade 7, read and understand informational texts within the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*

4. 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 two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.*
  - RL.7.2 *Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.*

- **CENTRAL IDEA**
  - RI.7.2 *Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of 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.*

5. READING STRATEGIES 2

- **SUMMARIZING INFORMATION**
  - RL.7.2 *Determine a theme of a text and analyze its development over the course of the text; provide an objective summary of the text.*
  - RI.7.2 *Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the 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.*

6. 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 in a text.*

- **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 and explain how the ideas clarify a topic, text, or issue under study.*

7. 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.b** *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, graphics, and multimedia when useful to aiding comprehension.*
    - **SL.7.2** *Analyze the main ideas and supporting details presented in diverse media and formats 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.*

8. PLANNING AN ESSAY

- **PLANNING AND ORGANIZING AN ESSAY**
    - **W.7.2.b** *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, graphics, and multimedia when useful to aiding comprehension.*
    - **W.7.1.a** *Organize information and ideas around a topic to plan and prepare to write.*
    - **W.7.1.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
    - **W.7.2.a** *Organize information and ideas around a topic to plan and prepare to write.*
    - **W.7.2.h** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
    - **W.7.3.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*

- **ESTABLISHING A FORMAL STYLE**
    - **W.7.1.e** *Establish and maintain a formal style.*
    - **W.7.2.f** *Establish and maintain a formal style.*
    - **W.7.1.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
    - **W.7.2.h** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
    - **W.7.3.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
    - **L.7.6** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; develop vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
    - **L.7.1.v** *Recognize variations from standard English in their own and others' writing and speaking*
    - **L.7.1.w** *Identify and use strategies to improve expression in conventional language*

- **W.7.2.e** *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.*

- **WRITING AND TECHNOLOGY**
  - **W.7.4** *Use digital tools and resources to produce and publish writing, link to and cite sources, and 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.*

9. WRITING SKILLS

- **INTRODUCTIONS**
  - **W.7.1.b** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*
  - **W.7.2.b** *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, graphics, and multimedia when useful to aiding comprehension.*

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

- **TRANSITIONS**
  - **W.7.1.d** *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.*
  - **W.7.2.d** *Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.*
  - **W.7.3.d** *Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.*

10. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**
  - **W.7.2.a** *Organize information and ideas around a topic to plan and prepare to write.*
  - **W.7.2.b** *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, graphics, and multimedia when useful to aiding comprehension.*
  - **W.7.2.c** *Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.*
  - **W.7.2.g** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*

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

11. ARGUMENTATIVE ESSAYS

- **ARGUMENTATIVE ESSAYS**
  - **W.7.1.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
  - **W.7.1.b** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*
  - **W.7.1.c** *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.f** *Provide a concluding statement or section that follows from and supports the argument presented.*
  - **W.7.1.a** *Organize information and ideas around a topic to plan and prepare to write.*

- **ARGUMENTATIVE CLAIMS**
  - **W.7.1.a** *Organize information and ideas around a topic to plan and prepare to write.*
  - **W.7.1.b** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*
  - **W.7.1.c** *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.b** *Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.*
  - **W.7.1.c** *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*

12. NARRATIVE WRITING

- **PERSONAL NARRATIVES**
  - **W.7.3.b** *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 narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
  - **W.7.3.f** *Provide a conclusion that follows from and reflects on the narrated experiences or events.*
  - **W.7.3.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
  - **W.7.3.d** *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** *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 narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
  - **W.7.3.d** *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.e** *Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*
  - **L.7.3.a** *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

- **WRITING SHORT FICTION**
  - **W.7.3.b** *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 narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.*
  - **W.7.3.e** *Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*
  - **W.7.3.a** *Organize information and ideas around a topic to plan and prepare to write.*

13. SENTENCE STRUCTURE

- **SENTENCE TYPES**
  - **L.7.1.k** *Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas*
  - **L.7.1.a** *Continue to ensure subject/verb agreement*
  - **L.7.1.j** *Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences*

- **PHRASES**
  - **L.7.1.s** *Explain the function of phrases and clauses in general and their function in specific sentences*
  - **L.7.1.t** *Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers*

- **PRONOUNS**
  - **L.7.1.a** *Continue to ensure subject/verb agreement*
  - **L.7.1.o** *Recognize and correct vague pronouns*
  - **L.7.1.p** *Continue to ensure pronoun-antecedent agreement*
  - **L.7.1.m** *Use intensive pronouns*
  - **L.7.1.l** *Ensure that pronouns are in the proper case (subjective, objective, possessive)*
  - **L.7.1.q** *Recognize and apply the nominative case and objective case*
  - **L.7.1.n** *Recognize and correct inappropriate shifts in pronoun number and person*

14. PUNCTUATION

- **PUNCTUATION**
  - **L.7.2.c** *Use punctuation to indicate a pause or break*
  - **L.7.2.d** *Use an ellipsis to indicate an omission*
  - **L.7.2.e** *Use a semicolon to link two or more closely related independent clauses*
  - **L.7.2.f** *Use a colon to introduce a list or quotation*

- **COMMAS**
  - **L.7.2.a** *Use punctuation to set off nonrestrictive/parenthetical elements*
  - **L.7.2.c** *Use punctuation to indicate a pause or break*
  - **L.7.2.b** *Use a comma to separate coordinate adjectives*

15. VERBS

- **VERBALS**
  - **L.7.1.b** *Explain the function of verbals (such as gerunds or participles)*

- **VERB TENSE AND VOICE**
  - **L.7.1.c** *Form and use verbs in active & passive voice*
  - **L.7.1.e** *Recognize and correct inappropriate shifts in voice and mood*
  - **L.7.1.k** *Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas*

- **VERB MOOD**
  - **L.7.1.c** *Form and use verbs in active & passive voice*
  - **L.7.1.d** *Form and use indicative, imperative, interrogative, conditional moods*
  - **L.7.1.e** *Recognize and correct inappropriate shifts in voice and mood*

16. REVISION OF WRITING

- **REVISING AND EDITING AN ESSAY**
  - **W.7.3.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*
  - **L.7.2.h** *Consistently apply conventional rules to spell words correctly*
  - **L.7.2.i** *Continue to consult reference materials as needed to check and correct spellings*
  - **W.7.1.g** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising,*

editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.

- **W.7.2.h** *With some guidance and support from peers and adults, develop and strengthen writing as needed by revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.*

- **WORDINESS AND REDUNDANCY**
  - **L.7.3.a** *Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

17. WORD USAGE

- **WORD RELATIONSHIPS**
  - **L.7.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*

- **WORD ROOTS**
  - **L.7.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*

- **COMMONLY CONFUSED WORDS**
  - **L.7.2.h** *Consistently apply conventional rules to spell words correctly*
  - **L.7.2.i** *Continue to consult reference materials as needed to check and correct spellings*
  - **L.7.1.r** *Continue to correctly use frequently confused words*

18. USING CONTEXT AND REFERENCES

- **USING CONTEXTUAL CLUES**
  - **RL.7.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.*
  - **RI.7.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.*
  - **L.7.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*

- **CONNOTATION AND DENOTATION**
  - **RL.7.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of rhymes and repetitions of sounds on meaning and tone in a specific line or section of a literary work.*
  - **W.7.2.e** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - **L.7.5.b** *Distinguish among the connotations of words with similar denotations.*
  - **RI.7.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of a specific word choice on meaning and tone.*

- **USING REFERENCE MATERIALS**
  - **L.7.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*
  - **L.7.2.i** *Continue to consult reference materials as needed to check and correct spellings*