Apex Learning®

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

- **POINT OF VIEW**
  - **RL.8.6** *Analyze how differences in the perspectives of the characters and the audience or reader create such effects as suspense or humor.*
  - **L.8.5.a** *Interpret figures of speech in context based on grade 8 reading and content.*

- **PLOT**
  - **RL.8.3** *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.*

- **THEME**
  - **RL.8.2** *Determine a theme 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 the text.*

2. ELEMENTS OF LITERATURE 2

- **TRANSFORMING IDEAS**
  - **RL.8.2** *Determine a theme 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 the 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, including describing how the material is rendered new.*

- **FIGURATIVE LANGUAGE**
  - **RL.8.4** *Determine the meaning of words and phrases as they are used in a text; 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 in context based on grade 8 reading and content.*

3. POETRY AND DRAMA

- **DRAMATIC CONVENTIONS**
  - **RL.8.10** *By the end of grade 8, read and understand literature at the high end of the 6-8 text complexity band proficiently and independently for sustained periods of time. Connect prior knowledge and experiences to text.*

- **STRUCTURE AND FORM**
  - **RL.8.5** *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.*
  - **RL.8.10** *By the end of grade 8, read and understand literature at the high end of 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

- **CENTRAL IDEA AND SUMMARY**
  - **RL.8.2** *Determine a theme 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 the text.*
  - **RI.8.2** *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 of the text.*

- **AUTHOR'S PURPOSE**
  - **RI.8.5** *Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*
  - **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 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 of the text.*

- **MAKING INFERENCES**
  - **RL.8.1** *Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
  - **RI.8.1** *Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*

5. READING STRATEGIES 2

- **WORD CHOICE**
  - **RI.8.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **RL.8.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*

- **SYNTHESIZING INFORMATION**
  - **RI.8.3** *Analyze how a text makes connections among and distinctions between individuals, ideas, or events.*
  - **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.*
  - **RL.8.1** *Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*
  - **RI.8.1** *Cite textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.*

6. TEXTUAL ANALYSIS

- ## TEXT STRUCTURES
  - **RI.8.5** *Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*

- ## TEXT AND VISUAL ELEMENTS
  - **RI.8.7** *Evaluate the advantages and disadvantages of using different mediums to present a particular topic or idea.*
  - **W.8.2.b** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.*
  - **SL.8.2** *Analyze the purpose of information presented in diverse media and formats and evaluate the motives behind its presentation.*
  - **SL.8.5** *Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.*

7. ANALYZING ARGUMENTATIVE TEXTS

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

- ## 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.*
  - **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.*

8. WRITING SKILLS 1

- ## PLANNING AND ORGANIZING
  - **W.8.1.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.8.3.a** *Organize information and ideas around a topic to plan and prepare to write.*
  - **W.8.3.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.8.1.a** *Organize information and ideas around a topic to plan and prepare to write.*
  - **W.8.2.a** *Organize information and ideas around a topic to plan and prepare to write.*
  - **W.8.2.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.8.2.b** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.*

- ## ESTABLISHING A FORMAL STYLE
  - **W.8.1.e** *Establish and maintain a formal style.*
  - **W.8.2.e** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - **W.8.2.f** *Establish and maintain a formal style*
  - **W.8.3.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.8.6** *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.8.1.v** *Recognize variations from standard English in their own and others' writing and speaking*
- **L.8.1.w** *Identify and use strategies to improve expression in conventional language*
- **W.8.1.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.8.2.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.*

9. WRITING SKILLS 2

- **REVISING AND EDITING**
  - **W.8.1.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.8.3.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.8.2.h** *Consistently apply conventional rules to spell words correctly*
  - **L.8.2.i** *Continue to consult reference materials as needed to check and correct spellings*
  - **W.8.2.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.*

- **WRITING AND TECHNOLOGY**
  - **W.8.4** *Use digital tools and resources 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.*

10. WRITING SKILLS 3

- **INTRODUCTIONS**
  - **W.8.2.b** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.*
  - **W.8.1.b** *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*

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

- **USING TRANSITIONS**
  - **W.8.1.d** *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
  - **W.8.2.d** *Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.*
  - **W.8.3.d** *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.*

11. ARGUMENTATIVE AND EXPOSITORY WRITING

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - **W.8.1.a** *Organize information and ideas around a topic to plan and prepare to write.*
  - **W.8.1.b** *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
  - **W.8.1.c** *Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.*

- W.8.1.f *Provide a concluding statement or section that follows from and supports the argument presented.*
- W.8.1.d *Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*

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

- **DEVELOPING EXPOSITORY ESSAYS**
  - W.8.2.a *Organize information and ideas around a topic to plan and prepare to write.*
  - W.8.2.c *Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.*
  - W.8.2.g *Provide a concluding statement or section that follows from and supports the information or explanation presented.*
  - W.8.2.e *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
  - W.8.2.b *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting, graphics, and multimedia when useful to aiding comprehension.*

12. NARRATIVE WRITING

- **SHORT NARRATIVES**
  - W.8.3.a *Organize information and ideas around a topic to plan and prepare to write.*
  - W.8.3.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.8.3.c *Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.*
  - W.8.3.d *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.f *Provide a conclusion that follows from and reflects on the narrated experiences or events.*

- **NARRATIVE TECHNIQUES**
  - W.8.3.c *Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.*
  - W.8.3.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.8.3.d *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 *Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.*

13. SENTENCE STRUCTURE

- **SENTENCE TYPES**
  - L.8.1.j *Continue to produce complete sentences, while recognizing and correcting inappropriate fragments and run-on sentences*
  - L.8.1.k *Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas*
  - L.8.1.a *Continue to ensure subject/verb agreement*

- **PRONOUNS**
  - L.8.1.a *Continue to ensure subject/verb agreement*
  - L.8.1.o *Recognize and correct vague pronouns*

- L.8.1.p *Continue to ensure pronoun-antecedent agreement*
- L.8.1.m *Use intensive pronouns*
- L.8.1.l *Ensure that pronouns are in the proper case (subjective, objective, possessive)*
- L.8.1.q *Recognize and apply the nominative case and objective case*
- L.8.1.n *Recognize and correct inappropriate shifts in pronoun number and person*

- **PHRASES**
  - L.8.1.s *Explain the function of phrases and clauses in general and their function in specific sentences*
  - L.8.1.t *Place phrases and clauses within a sentence and recognize/correct misplaced and dangling modifiers*

14. VERBS

- **VERB TENSE AND VOICE**
  - W.8.1.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.*
  - L.8.1.c *Form and use verbs in active & passive voice*
  - L.8.1.e *Recognize and correct inappropriate shifts in voice and mood*
  - L.8.3.a *Use verbs in the active or passive voice and in the conditional mood to achieve particular effects.*
  - L.8.1.k *Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas*
  - L.8.2.c *Use punctuation to indicate a pause or break*

- **VERB MOOD**
  - L.8.1.c *Form and use verbs in active & passive voice*
  - L.8.1.e *Recognize and correct inappropriate shifts in voice and mood*
  - L.8.1.d *Form and use indicative, imperative, interrogative, conditional moods*

- **VERBALS**
  - L.8.1.b *Explain the function of verbals (such as gerunds or participles)*

15. SPELLING AND PUNCTUATION

- **SPELLING RULES**
  - L.8.2.h *Consistently apply conventional rules to spell words correctly*
  - L.8.2.i *Continue to consult reference materials as needed to check and correct spellings*
  - L.8.1.r *Continue to correctly use frequently confused words*

- **PUNCTUATION**
  - L.8.2.c *Use punctuation to indicate a pause or break*
  - L.8.2.d *Use an ellipsis to indicate an omission*
  - L.8.2.e *Use a semicolon to link two or more closely related independent clauses*
  - L.8.2.f *Use a colon to introduce a list or quotation*

- **COMMAS**
  - L.8.2.a *Use punctuation to set off nonrestrictive/parenthetical elements*
  - W.8.1.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.*
  - L.8.2.b *Use a comma to separate coordinate adjectives*

16. WORD USAGE

- **WORD RELATIONSHIPS**
  - **L.8.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*
  - **L.8.6** *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.*

- **WORD ROOTS**
  - **L.8.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*

17. USING CONTEXT AND REFERENCES

- **CONTEXT CLUES**
  - **RL.8.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **RI.8.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **L.8.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*

- **CONNOTATION AND DENOTATION**
  - **RL.8.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **RI.8.4** *Determine the meaning of words and phrases as they are used in a text; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **L.8.5.b** *Distinguish among the connotations of words with similar denotations.*

- **USING REFERENCE MATERIALS**
  - **L.8.4** *Determine and/or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies: context clues, word parts, word relationships, and reference materials.*
  - **L.8.2.i** *Continue to consult reference materials as needed to check and correct spellings*
  - **L.8.5.b** *Distinguish among the connotations of words with similar denotations.*
  - **L.8.6** *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.*