

Pennsylvania Tutorials are designed specifically for the Pennsylvania Core Standards and the Pennsylvania Academic Standards to prepare students for the Keystone Exams and the Pennsylvania System of School Assessment (PSSA).

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

### • CHARACTERIZATION

- **CC.1.3.6.C** Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.

### • PLOT

- **CC.1.3.6.C** Describe how a particular story or drama's plot unfolds in a series of episodes, as well as how the characters respond or change as the plot moves toward a resolution.
- **CC.1.3.6.A** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CC.1.3.6.E** Analyze how the structure of a text contributes to the development of theme, setting, and plot.

### • THEME

- **CC.1.3.6.A** Determine a theme or central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CC.1.3.6.B** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

## 2. LANGUAGE USAGE

### • FIGURATIVE LANGUAGE

- **CC.1.3.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.
- **CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.

- **CONNOTATION AND DENOTATION**

- **CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
- **CC.1.3.6.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.

### 3. ANALYZING LITERATURE

- **LITERARY CONTEXT**

- **CC.1.3.6.H** Compare and contrast texts in different forms or genres in terms of their approaches to similar themes and topics as well as their use of additional literary elements.
- **CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **COMPARING NARRATIVES**

- **CC.1.3.6.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.
- **CC.1.2.6.I** Examine how two authors present similar information in different types of text.
- **CC.1.2.6.J** Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **CC.1.2.6.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.
- **CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

### 4. READING STRATEGIES

- **AUTHOR'S PURPOSE**

- **CC.1.2.6.D** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **CC.1.2.6.I** Examine how two authors present similar information in different types of text.
- **CC.1.3.6.D** Determine an author's purpose in a text and explain how it is conveyed in a text.

- **CENTRAL IDEA AND SUMMARY**

- **CC.1.2.6.A** Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **CC.1.4.6.C** Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.
- **CC.1.4.6.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **CC.1.4.6.E.3** Develop and maintain a consistent voice.

- **MAKING INFERENCES**

- **CC.1.2.6.B** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- **CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.
- **CC.1.3.6.B** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.
- **CC.1.4.6.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

## 5. ANALYZING INFORMATIONAL TEXTS 1

### • TEXT STRUCTURES

- **CC.1.2.6.E** Analyze the author's structure through the use of paragraphs, chapters, or sections.
- **CC.1.2.6.D** Determine an author's point of view or purpose in a text and explain how it is conveyed in the text.
- **CC.1.3.6.B** Cite textual evidence to support analysis of what the text says explicitly as well as inferences and/or generalizations drawn from the text.

### • ORGANIZATIONAL PATTERNS

- **CC.1.2.6.E** Analyze the author's structure through the use of paragraphs, chapters, or sections.
- **CC.1.2.6.A** Determine the central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- **CC.1.2.6.C** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text.

## 6. ANALYZING INFORMATIONAL TEXTS 2

### • USING GRAPHICS

- **CC.1.2.6.G** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **CC.1.5.6.C** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **CC.1.5.6.F** Adapt speech to a variety of contexts and tasks.

### • MAKING AN ARGUMENT

- **CC.1.2.6.H** Evaluate an author's argument by examining claims and determining if they are supported by evidence.

### • UNDERSTANDING MEDIA

- **CC.1.2.6.G** Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- **CC.1.5.6.C** Interpret information presented in diverse media and formats (e.g. visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.

## 7. WRITING SKILLS 1

### • PLANNING AND ORGANIZING AN ESSAY

- **CC.1.4.6.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- **CC.1.4.6.A** Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.
- **CC.1.4.6.X** 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.
- **CC.1.4.6.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **CC.1.4.6.J** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.

### • REVISING AND EDITING AN ESSAY

- **CC.1.4.6.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

- **ESTABLISHING A FORMAL STYLE**

- **CC.1.4.6.E.4** *Establish and maintain a formal style.*
- **CC.1.4.6.K.4** *Establish and maintain a formal style.*
- **CC.1.4.6.E.3** *Develop and maintain a consistent voice.*
- **CC.1.4.6.K.3** *Develop and maintain a consistent voice*
- **CC.1.4.6.E.1** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- **CC.1.4.6.K.1** *Use precise language and domain-specific vocabulary to inform about or explain the topic.*
- **CC.1.4.6.Q.2** *Use precise language.*

- **WRITING AND TECHNOLOGY**

- **CC.1.4.6.U** *Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.*

## 8. WRITING SKILLS 2

- **INTRODUCTIONS**

- **CC.1.4.6.B** *Identify and introduce the topic for the intended audience.*
- **CC.1.4.6.H** *Introduce and state an opinion on a topic.*

- **CONCLUSIONS**

- **CC.1.4.6.D** *Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.*

- **TRANSITIONS**

- **CC.1.4.6.D** *Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.*

## 9. TYPES OF WRITING

- **ARGUMENTATIVE ESSAYS**

- **CC.1.4.6.H** *Introduce and state an opinion on a topic.*
- **CC.1.4.6.G** *Write arguments to support claims.*
- **CC.1.4.6.I** *Use clear reasons and relevant evidence to support claims, using credible sources and demonstrating an understanding of the topic.*
- **CC.1.4.6.J** *Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses; provide a concluding statement or section that follows from the argument presented.*

- **EXPOSITORY ESSAYS**

- **CC.1.4.6.C** *Develop and analyze the topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include graphics and multimedia when useful to aiding comprehension.*
- **CC.1.4.6.D** *Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.*
- **CC.1.4.6.B** *Identify and introduce the topic for the intended audience.*

- **SHORT NARRATIVES**

- **CC.1.4.6.P** *Organize an event sequence that unfolds naturally and logically, using a variety of transition words, phrases, and*

clauses to convey sequence and signal shifts from one time frame or setting to another; provide a conclusion that follows from the narrated experiences and events.

- **CC.1.4.6.M** Write narratives to develop real or imagined experiences or events.
- **CC.1.4.6.N** Engage and orient the reader by establishing a context and introducing a narrator and/or characters.
- **CC.1.4.6.O** Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

#### ● **NARRATIVE TECHNIQUES**

- **CC.1.4.6.K.2** Use sentences of varying lengths and complexities.
- **CC.1.4.6.E.2** Use sentences of varying lengths and complexities.
- **CC.1.4.6.O** Use narrative techniques such as dialogue, description, and pacing, to develop experiences, events, and/or characters; use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

## 10. SENTENCE STRUCTURE

#### ● **SENTENCE TYPES**

- **CC.1.4.6.E.2** Use sentences of varying lengths and complexities.
- **CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.6.K.2** Use sentences of varying lengths and complexities.
- **CC.1.4.6.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.6.Q.1** Vary sentence patterns for meaning, reader/listener interest, and style.
- **CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.6.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

#### ● **PRONOUNS**

- **CC.1.4.6.E.3** Develop and maintain a consistent voice.
- **CC.1.4.6.Q.3** Develop and maintain a consistent voice.

#### ● **PUNCTUATION**

- **CC.1.4.6.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.6.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.6.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.6.T** With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

## 11. USAGE

#### ● **USING CONTEXTUAL CLUES**

- **CC.1.2.6.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative language in context.
- **CC.1.2.6.K** Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level

*reading and content, choosing flexibly from a range of strategies and tools.*

- **CC.1.3.6.F** *Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative language in context.*
- **CC.1.3.6.I** *Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-level reading and content, choosing flexibly from a range of strategies and tools.*
- **CC.1.2.6.J** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*
- **CC.1.3.6.J** *Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.*

- **COMMONLY CONFUSED WORDS**

- **CC.1.4.6.F** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.6.L** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*
- **CC.1.4.6.R** *Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.*