

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

- **PLOT**

- **CC.1.3.7.C** Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

- **POINT OF VIEW**

- **CC.1.3.7.D** Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

- **SETTING**

- **CC.1.3.7.C** Analyze how particular elements of a story or drama interact and how setting shapes the characters or plot.

- **THEME**

- **CC.1.3.7.A** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
- **CC.1.2.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **CC.1.2.7.E** Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.
- **CC.1.3.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

## 2. LANGUAGE USAGE

- **POETIC DEVICES**

- **CC.1.3.7.E** Analyze how the structure or form of a text contributes to its meaning.

- **FIGURATIVE LANGUAGE**

- **CC.1.2.7.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.

- **CONNOTATION AND DENOTATION**

- **CC.1.2.7.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
- **CC.1.3.7.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.

- **COMPARING FICTION AND NONFICTION**

- **CC.1.2.7.I** Analyze how two or more authors present and interpret facts on the same topic.
- **CC.1.3.7.H** 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.

### 3. READING STRATEGIES

- **AUTHOR'S PURPOSE**

- **CC.1.2.7.D** 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.
- **CC.1.2.7.A** 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.
- **CC.1.3.7.A** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- **CENTRAL IDEA**

- **CC.1.2.7.A** 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.
- **CC.1.2.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.

- **SUMMARIZING INFORMATION**

- **CC.1.2.7.A** 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.
- **CC.1.3.7.A** Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.

- **MAKING INFERENCES**

- **CC.1.2.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **CC.1.3.7.B** Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences, conclusions, and/or generalizations drawn from the text.
- **CC.1.4.7.S** Draw evidence from literary or informational texts to support analysis, reflection, and research, applying grade-level reading standards for literature and literary nonfiction.

### 4. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**

- **CC.1.2.7.H** Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

- **USING EVIDENCE**

- **CC.1.2.7.H** Evaluate an author's argument, reasoning, and specific claims for the soundness of the argument and the relevance of the evidence.

## 5. ANALYZING INFORMATIONAL TEXTS

### ● TEXT STRUCTURES

- **CC.1.2.7.E** Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.
- **CC.1.2.7.L** Read and comprehend literary nonfiction and informational text on grade level, reading independently and proficiently.

### ● USING GRAPHICS

- **CC.1.2.7.E** Analyze the structure of the text through evaluation of the author's use of graphics, charts, and the major sections of the text.
- **CC.1.5.7.C** Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- **CC.1.4.7.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.1.5.7.F** Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

## 6. WRITING SKILLS 1

### ● PLANNING AND ORGANIZING AN ESSAY

- **CC.1.4.7.T** 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.
- **CC.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.

### ● REVISING AND EDITING AN ESSAY

- **CC.1.4.7.T** 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.

### ● ESTABLISHING A FORMAL STYLE

- **CC.1.4.7.E.4** Establish and maintain a formal style.
- **CC.1.4.7.K.4** Establish and maintain a formal style.
- **CC.1.4.7.T** 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.
- **CC.1.4.7.Q.3** Use precise language.
- **CC.1.4.7.Q.4** Develop and maintain a consistent voice.
- **CC.1.4.7.E.1** Use precise language and domain-specific vocabulary to inform about or explain the topic.
- **CC.1.4.7.E.3** Develop and maintain a consistent voice.
- **CC.1.4.7.K.3** Develop and maintain a consistent voice.

### ● WRITING AND TECHNOLOGY

- **CC.1.4.7.U** Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

## 7. WRITING SKILLS 2

### ● INTRODUCTIONS

- **CC.1.4.7.B** Identify and introduce the topic clearly, including a preview of what is to follow.
- **CC.1.4.7.H** Introduce and state an opinion on a topic.

- **CONCLUSIONS**

- **CC.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **CC.1.4.7.J** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

- **TRANSITIONS**

- **CC.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **CC.1.4.7.H** Introduce and state an opinion on a topic.
- **CC.1.4.7.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 and reflects on the narrated experiences and events.

## 8. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**

- **CC.1.4.7.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.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **CC.1.4.7.B** Identify and introduce the topic clearly, including a preview of what is to follow.
- **CC.1.4.7.A** Write informative/ explanatory texts to examine a topic and convey ideas, concepts, and information clearly.

- **EXPOSITORY PARAGRAPHS**

- **CC.1.4.7.D** Organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect; use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts; provide a concluding statement or section; include formatting when useful to aiding comprehension.
- **CC.1.4.7.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.

## 9. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE ESSAYS**

- **CC.1.4.7.T** 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.
- **CC.1.4.7.H** Introduce and state an opinion on a topic.
- **CC.1.4.7.G** Write arguments to support claims.
- **CC.1.4.7.I** Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.
- **CC.1.4.7.J** Organize the claim(s) with clear reasons and evidence clearly; clarify relationships among claim(s) and reasons by using words, phrases, and clauses to create cohesion; provide a concluding statement or section that follows from and supports the argument presented.

- **ARGUMENTATIVE CLAIMS**

- **CC.1.4.7.H** Introduce and state an opinion on a topic.

- **ARGUMENTATIVE PARAGRAPHS**

- **CC.1.4.7.G** Write arguments to support claims.
- **CC.1.4.7.H** Introduce and state an opinion on a topic.

- **CC.1.4.7.1** Acknowledge alternate or opposing claims and support claim with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic.

## 10. NARRATIVE WRITING

### ● PERSONAL NARRATIVES

- **CC.1.4.7.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 and reflects on the narrated experiences and events.
- **CC.1.4.7.T** 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.
- **CC.1.4.7.M** Write narratives to develop real or imagined experiences or events.
- **CC.1.4.7.N** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- **CC.1.4.7.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 capture the action and convey experiences and events.

### ● NARRATIVE TECHNIQUES

- **CC.1.3.7.E** Analyze how the structure or form of a text contributes to its meaning.
- **CC.1.4.7.E.2** Use sentences of varying lengths and complexities.
- **CC.1.4.7.K.2** Use sentences of varying lengths and complexities.
- **CC.1.4.7.N** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- **CC.1.4.7.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 capture the action and convey experiences and events.
- **CC.1.4.7.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 and reflects on the narrated experiences and events.
- **CC.1.4.7.Q.2** Use sentences of varying lengths and complexities.

### ● WRITING SHORT FICTION

- **CC.1.4.7.N** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- **CC.1.4.7.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 capture the action and convey experiences and events.

## 11. SENTENCE STRUCTURE

### ● COMMAS

- **CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.7.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 and reflects on the narrated experiences and events.
- **CC.1.4.7.T** 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.

### ● SENTENCE TYPES

- **CC.1.4.7.E.2** Use sentences of varying lengths and complexities.
- **CC.1.4.7.K.2** Use sentences of varying lengths and complexities.
- **CC.1.4.7.Q.2** Use sentences of varying lengths and complexities.

- **CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.7.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.7.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

- **PHRASES**

- **CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.7.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 and reflects on the narrated experiences and events.

- **PUNCTUATION**

- **CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.

## 12. USAGE

- **WORDINESS AND REDUNDANCY**

- **CC.1.4.7.Q.1** Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- **USING CONTEXTUAL CLUES**

- **CC.1.2.7.F** Determine the meaning of words and phrases as they are used in grade level reading and content, including interpretation of figurative, connotative, and technical meanings.
- **CC.1.2.7.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.1.3.7.F** Determine the meaning of words and phrases as they are used in grade-level reading and content, including interpretation of figurative, connotative meanings.
- **CC.1.3.7.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.1.2.7.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.1.3.7.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.1.3.7.K** Read and comprehend literary fiction on grade level, reading independently and proficiently.

- **COMMONLY CONFUSED WORDS**

- **CC.1.4.7.F** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.7.L** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.
- **CC.1.4.7.R** Demonstrate a grade-appropriate command of the conventions of standard English grammar, usage, capitalization, punctuation, and spelling.