

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.

This Tutorial is built to state standards.

Unit 1: Elements of Literature 1

- **PLOT**
 - 7.3.R.3.b: Students will analyze literary elements to support an interpretation of a text: plot
- **SETTING**
 - 7.3.R.3.a: Students will analyze literary elements to support an interpretation of a text: setting
- **THEME**
 - 7.3.R.5: Students will identify literary elements and devices that impact a texts theme and mood.

Unit 2: Elements of Literature 2

- **CHARACTERIZATION**
 - 7.3.R.3.d: Students will analyze literary elements to support an interpretation of a text: characterization

- 7.3.R.3.e: Students will analyze literary elements to support an interpretation of a text: conflict (i.e., internal, external)
- **CHARACTER TYPES**
 - 7.3.R.3.c: Students will analyze literary elements to support an interpretation of a text: characters (i.e., protagonist, antagonist)
- **POINT OF VIEW**
 - 7.3.R.3.f: Students will analyze literary elements to support an interpretation of a text: point of view (i.e., third person limited and omniscient and second person)

Unit 3: Analyzing Literature

- **COMPARING FICTION AND NONFICTION**
 - 7.3.R.1: Students will read works written on the same topic from a variety of historical, cultural, ethnic, and global perspectives and compare the methods the authors use to achieve their purposes.
 - 7.3.R.2: Students will evaluate how perspective (e.g., historical, cultural, ethnic, and global) affects a variety of literary and informational texts.
- **LITERARY GENRES**
 - 7.2.R.2: Students will analyze details in fiction, poetry, and nonfiction texts to distinguish genres.

Unit 4: Response to Literature

- **DISCUSSION GUIDELINES**
 - 7.1.L.1: Students will actively listen using agreed-upon discussion rules, recognizing verbal and nonverbal cues while maintaining social awareness and responding accordingly.
 - 7.1.L.2: Students will actively listen and interpret a speakers verbal and nonverbal messages and ask questions to clarify the speakers purpose.
 - 7.1.S.1: Students will work effectively and respectfully in diverse groups by showing willingness to make necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and recognizing individual contributions.
 - 7.1.S.2: Students will engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly while building on the ideas of others in pairs, diverse groups, and whole-class settings.
- **ANALYZING AND DEVELOPING A SPEECH**
 - 7.1.S.3: Students will give formal and informal presentations in a group or individually, providing evidence to support a main idea while determining the purpose, content, and form to suit the audience.

Unit 5: Literary Elements 1

- **FIGURATIVE LANGUAGE**
 - 7.3.R.4.a: Students will analyze literary devices to support an interpretation of a text: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism, idiom)

- **CONNOTATION AND DENOTATION**

- 7.4.R.2: Students will use context clues, connotation, and denotation to determine or clarify the meaning of words or distinguish among multiple-meaning words.

Unit 6: Literary Elements 2

- **POETIC DEVICES**

- 7.3.R.4.b: Students will analyze literary devices to support an interpretation of a text: sound devices (i.e., onomatopoeia, alliteration)

- **DRAMATIC CONVENTIONS**

- 7.3.R.4.c: Students will analyze literary devices to support an interpretation of a text: verbal irony

Unit 7: Reading Strategies 1

- **SUMMARIZING INFORMATION**

- 7.2.R.3: Students will paraphrase a short passage in their own words to demonstrate comprehension.

- **MAKING INFERENCES**

- 7.3.R.8: Students will analyze multiple ideas from a text, providing textual evidence to support their inferences.

Unit 8: Reading Strategies 2

- **TEXT AND VISUAL ELEMENTS**

- 7.7.R: Students will compare and contrast the effectiveness of techniques used in a variety of alphabetic, aural, visual, spatial, and/or gestural content from various perspectives.
- 7.7.W: Students will create multimodal content (i.e., alphabetic, aural, visual, gestural and/or spatial) that effectively communicates ideas for an intended audience.

- **INDEPENDENT READING**

- 7.8.R: Students will read self-selected texts independently and for various lengths of time, choosing genres to suit and expand their personal preferences and purposes.

Unit 9: Analyzing Informational Texts

- **TEXT STRUCTURES**

- 7.3.R.7.a: Students will analyze how informational text structures support the authors purpose: compare/contrast
- 7.3.R.7.b: Students will analyze how informational text structures support the authors purpose: cause/effect
- 7.3.R.7.c: Students will analyze how informational text structures support the authors purpose: problem/solution
- 7.3.R.7.d: Students will analyze how informational text structures support the authors purpose: description

- 7.3.R.7.e: Students will analyze how informational text structures support the authors purpose: sequential

- **USING GRAPHICS**

- 7.2.R.1: Students will summarize alphabetic and/or multimodal texts, including main idea and key details, to demonstrate comprehension within and between texts.

Unit 10: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**

- 7.2.W.1: Students will routinely and recursively prewrite (e.g., develop ideas and plan).
- 7.2.W.2: Students will routinely and recursively organize and develop ideas to compose a first draft.

- **REVISING AND EDITING AN ESSAY**

- 7.2.W.3: Students will routinely and recursively revise drafts for intended purpose, audience, organization, and coherence (e.g., consistent point of view).
- 7.2.W.4: Students will routinely and recursively edit for correct grammar, usage, and mechanics, using various resources.

- **TRANSITIONS**

- 7.5.W.2: Students will add clarity and variety to their writing with nouns, verbs, adjectives, prepositions, adverbs, and pronouns.

Unit 11: Writing Skills 2

- **ESTABLISHING A FORMAL STYLE**

- 7.3.W.2.d: Students will compose informative essays or reports that: use sentence variety and word choice to create clarity
- 7.3.W.2.e: Students will compose informative essays or reports that: establish and maintain a formal style
- 7.3.W.3.e: Students will compose argumentative essays that: establish and maintain a formal style
- 7.4.W.1: Students will use precise, grade-level vocabulary in writing to clearly communicate ideas.
- 7.4.W.2: Students will select language in writing to create a specific effect according to purpose.

- **USING STYLE GUIDES**

- 7.5.W.10: Students will use underlining or italics to indicate titles of works, thoughts in narratives, and words in a foreign language.

- **AVOIDING PLAGIARISM**

- 7.6.W.3: Students will quote and summarize findings following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.

Unit 12: Expository Writing

- **EXPOSITORY PARAGRAPHS**

- 7.3.W.2.b: Students will compose informative essays or reports that: incorporate evidence (e.g., specific facts, details, charts and graphs, data)
- **EXPOSITORY ESSAYS**
 - 7.3.W.2.a: Students will compose informative essays or reports that: objectively introduce and develop topics
 - 7.3.W.2.c: Students will compose informative essays or reports that: maintain an organized structure
 - 7.3.W.2.f: Students will compose informative essays or reports that: emulate literary devices from mentor texts
 - 7.6.W.4: Students will create research papers and/or projects independently for shorter timeframes (e.g., two or three days) and over extended periods of time (e.g., one week).
 - 7.8.W: Students will write independently using print, cursive, and/or typing for various lengths of time, choosing and combining modes and genres to suit their audience and purpose.
- **WRITING AND TECHNOLOGY**
 - 7.2.W.5: Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, performing, entering contests).

Unit 13: Persuasive Writing 1

- **GATHERING INFORMATION**
 - 7.6.R.2: Students will find, record, and organize information from a variety of primary and secondary sources, following ethical and legal guidelines.
 - 7.6.R.3: Students will determine the relevance, reliability, and validity of the information gathered.
- **REFINING A RESEARCH QUESTION**
 - 7.6.R.1: Students will find and comprehend information (e.g., claims, evidence) about a topic, using their own viable research questions.
 - 7.6.W.1: Students will formulate and refine a viable research question.

Unit 14: Persuasive Writing 2

- **IDENTIFYING PERSUASIVE THESIS STATEMENTS**
 - 7.6.W.2: Students will develop a clear, concise thesis statement.
- **USING EVIDENCE**
 - 7.3.R.6: Students will distinguish factual claims from opinions.

Unit 15: Argumentative Writing

- **ARGUMENTATIVE CLAIMS**
 - 7.3.W.3.a: Students will compose argumentative essays that: introduce precise claims
- **ARGUMENTATIVE PARAGRAPHS**

- 7.3.W.3.c: Students will compose argumentative essays that: provide relevant evidence to develop arguments, using credible sources
- 7.3.W.3.d: Students will compose argumentative essays that: use sentence variety and word choice to create clarity
- **ARGUMENTATIVE ESSAYS**
- 7.3.W.3.b: Students will compose argumentative essays that: organize claims and evidence in a logical sequence

Unit 16: Narrative Writing

- **NARRATIVE TECHNIQUES**
- 7.3.W.1.c: Students will compose narratives reflecting real or imagined experiences that: include a narrator, precise language, sensory details, dialogue, and thoughts to enhance the narrative
- 7.3.W.1.e: Students will compose narratives reflecting real or imagined experiences that: emulate literary elements and/or literary devices from mentor texts
- **SHORT NARRATIVES**
- 7.5.W.9: Students will use quotation marks to indicate dialogue, quoted material, and titles of works.
- **PERSONAL NARRATIVES**
- 7.3.W.1.a: Students will compose narratives reflecting real or imagined experiences that: include plots involving complex characters resolving conflicts
- 7.3.W.1.b: Students will compose narratives reflecting real or imagined experiences that: unfold in chronological or surprising sequence (e.g., foreshadowing)
- 7.3.W.1.d: Students will compose narratives reflecting real or imagined experiences that: use sentence variety to create clarity

Unit 17: Sentence Structure

- **SENTENCE TYPES**
- 7.5.R.1: Students will recognize simple, compound, complex, and compound-complex sentences and explain their effects.
- 7.5.R.2.c: Students will recognize and explain the impact on meaning of parts of speech in sentences: subject and verb agreement
- 7.5.R.2.h: Students will recognize and explain the impact on meaning of parts of speech in sentences: correlative conjunctions
- 7.5.W.1: Students will compose simple, compound, complex, and compound-complex sentences to add clarity and variety in their writing.
- **VERBALS**
- 7.5.R.2.b: Students will recognize and explain the impact on meaning of parts of speech in sentences: gerunds

- **PRONOUNS**

- 7.5.R.2.f: Students will recognize and explain the impact on meaning of parts of speech in sentences: vague pronouns (i.e., ones with unclear or ambiguous antecedents)
- 7.5.R.2.g: Students will recognize and explain the impact on meaning of parts of speech in sentences: singular they/them/their
- 7.5.W.3: Students will recognize and correct the following: run-ons, errors in subject and verb agreement, inappropriate shifts in verb tense, and vague pronouns (i.e., ones with unclear or ambiguous antecedents).

Unit 18: Usage

- **USING REFERENCE MATERIALS**

- 7.4.R.4: Students will use a dictionary, glossary, or thesaurus to determine or clarify the meanings, syllabication, pronunciation, synonyms, antonyms, and parts of speech of words.
- 7.5.R.2.a: Students will recognize and explain the impact on meaning of parts of speech in sentences: nouns
- 7.5.R.2.d: Students will recognize and explain the impact on meaning of parts of speech in sentences: cumulative and coordinate adjectives

- **WORD ROOTS**

- 7.4.R.3: Students will use word parts (e.g., affixes, Greek roots, stems) to define and determine the meaning of increasingly complex words.

- **WORD RELATIONSHIPS**

- 7.4.R.1: Students will analyze the relationships among synonyms, antonyms, and analogies.

- **PUNCTUATION**

- 7.5.W.4: Students will write using correct capitalization mechanics.
- 7.5.W.5: Students will write using correct end mark mechanics.
- 7.5.W.6: Students will write using correct apostrophe mechanics.
- 7.5.W.7: Students will use commas to separate words or phrases in a series.
- 7.5.W.8: Students will use a colon to introduce a quotation from a source.
- 7.5.W.11: Students will use a semicolon to punctuate compound and compound-complex sentences.