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

- **FIGURATIVE LANGUAGE**
  - 9.3.R.4.a: Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: figurative language (i.e., simile, metaphor, personification, hyperbole, imagery, symbolism)
- **GENRE AND THEME**
  - 9.2.R.2: Students will identify characteristics of genres and analyze how they enhance comprehension of fiction, poetry, drama, and nonfiction.
- **CHARACTER TYPES**
  - 9.3.R.3.d: Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characters (e.g., protagonist, antagonist)

Unit 2: Elements of Literature 2

- **FORESHADOWING AND SUSPENSE**

Copyright© Edmentum Inc. All Rights Reserved.

- 9.3.R.3.b: Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: plot structure (e.g., foreshadowing, flashback, in media res)

- **CONFLICT**
  - 9.3.R.3.c: Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: conflict (i.e., internal, external)

Unit 3: Literary Devices

- **RHYME AND SOUND DEVICES**
  - 9.3.R.4.b: Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: sound devices (i.e., onomatopoeia, alliteration, assonance)
- **IRONY**
  - 9.3.R.4.c: Students will evaluate how literary devices impact theme, mood, and/or tone, using textual evidence: irony (i.e., verbal, situational, dramatic)
- **CONNOTATION AND DENOTATION**
  - 9.4.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 4: Reading Strategies 1

- **SYNTHESIZING IDEAS**
  - 9.6.R.2: Students will synthesize relevant information from a variety of primary and secondary sources, following ethical and legal citation guidelines.
- **SUMMARY, ANALYSIS, AND CRITIQUE**
  - 9.2.R.1: Students will summarize the main ideas and paraphrase significant parts of increasingly complex texts.
- **INDEPENDENT READING**
  - 9.8.R: Students will select texts for specific purposes and read independently for extended periods of time.

Unit 5: Reading Strategies 2

- **TEXT STRUCTURE AND DEVELOPMENT**
  - 9.3.R.6: Students will analyze how informational text structures support the authors purpose.
- **LOGICAL FALLACIES**
  - 9.3.R.5.e: Students will evaluate the validity of a speakers argument: identify logical fallacies

Unit 6: Author's Voice and Method

- **ANALYZING AUTHOR'S PERSPECTIVE**
  - 9.3.R.1: Students will analyze the extent to which historical, cultural, and/or global perspectives affect authors stylistic choices in grade-level literary and informational texts.

Copyright© Edmentum Inc. All Rights Reserved.

- 9.3.R.2: Students will evaluate authors perspectives and explain how those perspectives contribute to the meanings of texts.

- **TONE AND MOOD**
  - 9.3.R.3.a: Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: setting
  - 9.3.R.3.e: Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: characterization (i.e., direct, indirect)
  - 9.3.R.3.f: Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: point of view (e.g., narrator reliability)
  - 9.3.R.3.g: Students will evaluate how literary elements impact theme, mood, and/or tone, using textual evidence: archetypes

Unit 7: Analyzing Texts

- **LITERARY AND INFORMATIONAL TEXTS**
  - 9.3.R.7: Students will analyze how two or more texts address similar themes or topics, using textual evidence to support their claims and inferences.

Unit 8: Sentence Structure 1

- **PHRASES**
  - 9.5.R.2: Students will recognize noun, verb, adjectival, and adverbial phrases and explain their effect in particular sentences.
- **ACTIVE AND PASSIVE VOICE**
  - 9.5.W.1: Students will use or revise for active/passive voice and parallel structure in words and phrases for effect.

Unit 9: Sentence Structure 2

- **PARALLELISM AND VERB TENSE**
  - 9.5.R.1: Students will recognize and examine the effect of parallel structure and active and passive voice to convey specific meanings.
- **MODIFIERS**
  - 9.5.W.3: Students will recognize and correct misplaced and dangling modifiers.

Unit 10: Punctuation 1

- **END MARKS**
  - 9.5.W.5: Students will write using correct end mark mechanics.
- **PUNCTUATION**
  - 9.5.W.9: Students will use an ellipsis to indicate omission from quoted material and brackets to indicate an addition or clarification to quoted material.
- **APOSTROPHES**

Copyright© Edmentum Inc. All Rights Reserved.

- 9.5.W.6: Students will write using correct apostrophe mechanics.

Unit 11: Punctuation 2

- **COLONS AND SEMICOLONS**
  - 9.5.W.8: Students will use a colon to reveal information (e.g., The prince searched the castle high and low for his most prized possession: his guitar.).
  - 9.5.W.11: Students will write using correct semicolon mechanics.
- **COMMAS WITH PHRASES AND CLAUSES**
  - 9.5.W.2: Students will add clarity, variety, and/or style to their writing and presentations with parts of speech and various types of phrases and clauses.
  - 9.5.W.7: Students will use commas to set off simple parenthetical elements.

Unit 12: Usage 1

- **USING THE DICTIONARY AND THESAURUS**
  - 9.4.R.4: Students will use resources (e.g., dictionary, glossary, thesaurus, etc.) to determine or clarify the meanings, syllabication, pronunciation, synonyms, parts of speech, and etymology of words or phrases.
- **USING STYLE GUIDES**
  - 9.5.W.10: Students will write using correct italics mechanics.

Unit 13: Usage 2

- **WORD RELATIONSHIPS**
  - 9.4.R.1: Students will analyze the relationships among synonyms, antonyms, and analogies.
- **WORD ROOTS**
  - 9.4.R.3: Students will use word parts (e.g., affixes, Anglo-Saxon, Greek, and Latin roots, stems) to define and determine the meaning of increasingly complex words.

Unit 14: Building an Essay

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - 9.2.W.2: Students will routinely and recursively develop drafts, applying organizational structure(s) (e.g., description, compare/contrast, sequential, problem/solution, cause/effect, etc.).
  - 9.3.W.4: Students will blend narrative, informative, and argumentative writing to suit their audience and purpose.
- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - 9.7.R: Students will analyze and evaluate the techniques used in a variety of multimodal content and how they contribute to meaning.
  - 9.7.W: Students will create engaging multimodal content that intentionally addresses an audience and accomplishes a purpose.

Copyright© Edmentum Inc. All Rights Reserved.

- **WRITING AND TECHNOLOGY**
  - 9.2.W.5: Students will routinely and recursively publish final drafts for an authentic audience (e.g., publishing digitally, community and professional audiences, newspapers and magazines, entering contests).

Unit 15: Narrative Writing

- **NARRATIVE TECHNIQUES**
  - 9.3.W.1.c: Students will compose narratives reflecting real or imagined experiences that: are intentionally sequenced in a way to achieve a specific effect (e.g., create suspense, establish mood, reflect theme)
- **SHORT NARRATIVES**
  - 9.3.W.1.a: Students will compose narratives reflecting real or imagined experiences that: include engaging plots involving well-developed, complex characters resolving conflicts
  - 9.3.W.1.b: Students will compose narratives reflecting real or imagined experiences that: establish narrator(s) that enhance(s) the narrative
  - 9.3.W.1.d: Students will compose narratives reflecting real or imagined experiences that: provide clear descriptions, using precise language, sensory details, and dialogue
  - 9.3.W.1.e: Students will compose narratives reflecting real or imagined experiences that: include varied syntax to enhance readability
  - 9.3.W.1.f: Students will compose narratives reflecting real or imagined experiences that: emulate literary elements and/or literary devices from mentor texts
- **PERSONAL NARRATIVES**
  - 9.8.W: Students will write independently using print, cursive, and/or typing for various lengths of time, intentionally selecting and combining modes and genres to suit their audiences and purposes.

Unit 16: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - 9.3.W.2.a: Students will compose informative essays, reports, or technical writing that: objectively introduce and develop topics
  - 9.3.W.2.b: Students will compose informative essays, reports, or technical writing that: include a defensible thesis
  - 9.6.W.2: Students will develop a clear, concise, defensible thesis statement.
- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - 9.3.W.2.c: Students will compose informative essays, reports, or technical writing that: incorporate evidence (e.g., specific facts, details, charts and graphs, data)
  - 9.3.W.2.e: Students will compose informative essays, reports, or technical writing that: use sentence variety and word choice to create clarity and concision

Copyright© Edmentum Inc. All Rights Reserved.

- 9.3.W.2.g: Students will compose informative essays, reports, or technical writing that: emulate literary devices from mentor texts

- **EXPOSITORY ESSAYS**
  - 9.3.W.2.d: Students will compose informative essays, reports, or technical writing that: maintain an organized structure

Unit 17: Argumentative Writing

- **ARGUMENTATIVE CLAIMS**
  - 9.3.W.3.a: Students will compose argumentative essays, reviews, or op-eds that: introduce precise, informed claims
- **ARGUMENTATIVE ESSAYS**
  - 9.3.W.3.b: Students will compose argumentative essays, reviews, or op-eds that: include a defensible thesis
  - 9.3.W.3.c: Students will compose argumentative essays, reviews, or op-eds that: acknowledge counterclaims or alternate perspectives
  - 9.3.W.3.d: Students will compose argumentative essays, reviews, or op-eds that: organize claims, counterclaims, and evidence in a logical sequence
  - 9.3.W.3.e: Students will compose argumentative essays, reviews, or op-eds that: provide the most relevant evidence to develop balanced arguments, using credible sources
  - 9.3.W.3.f: Students will compose argumentative essays, reviews, or op-eds that: use sentence variety and word choice to create clarity and concision
  - 9.3.W.3.g: Students will compose argumentative essays, reviews, or op-eds that: use style and tone that suits the audience and purpose

Unit 18: Research

- **REFINING A RESEARCH QUESTION**
  - 9.6.R.1: Students will find and comprehend information about a topic, using their own viable research questions.
  - 9.6.W.1: Students will formulate and refine a viable research question.
- **GATHERING INFORMATION**
  - 9.6.R.3: Students will evaluate the relevance, reliability, and validity of the information gathered.
  - 9.6.W.4: Students will present research in longer formats (e.g., sustained research projects, process essays) and shorter, informal formats (e.g., single-day research projects, informal discussion) to a variety of audiences.
- **AVOIDING PLAGIARISM**
  - 9.6.W.3: Students will integrate quotes, paraphrases, and summaries from research, following a consistent citation style (e.g., MLA, APA) to avoid plagiarism.

Copyright© Edmentum Inc. All Rights Reserved.

Unit 19: Revision Considerations 1

- **PREWRITING**
  - 9.2.W.1: Students will routinely and recursively prewrite (e.g., develop and organize ideas).
- **WORDINESS AND REDUNDANCY**
  - 9.2.W.4: Students will routinely and recursively use resources to edit for grammar, usage, mechanics, and format in order to finalize drafts for publication.
- **NOUNS AND CAPITALIZATION**
  - 9.5.W.4: Students will write using correct capitalization mechanics.

Unit 20: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - 9.2.W.3: Students will routinely and recursively revise drafts for organization, transitions, sentence variety, and consistent tone and point of view in order to improve coherence and meaning.
- **MAINTAINING A FORMAL STYLE**
  - 9.3.W.2.f: Students will compose informative essays, reports, or technical writing that: establish and maintain a formal style
  - 9.4.W.1: Students will use precise, grade-level vocabulary in writing to clearly communicate complex ideas.
  - 9.4.W.2: Students will select language to create a specific effect in writing according to purpose and audience.

Unit 21: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - 9.1.L.1: Students will actively listen using agreed-upon discussion rules with control of verbal and nonverbal cues.
  - 9.1.L.2: Students will actively listen in order to analyze and evaluate speakers verbal and nonverbal messages by asking questions to clarify purpose and perspective.
  - 9.1.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.
  - 9.1.S.2: Students will follow agreed-upon rules as they engage in collaborative discussions about what they are reading and writing, expressing their own ideas clearly, building on the ideas of others, and respectfully disagreeing when necessary in pairs, diverse groups, and whole-class settings.
- **ANALYZING AND DEVELOPING A SPEECH**
  - 9.1.S.3: Students will conduct formal and informal presentations in a variety of contexts supporting their message with evidence and using verbal and nonverbal cues.

Copyright© Edmentum Inc. All Rights Reserved.

- 9.3.R.5.a: Students will evaluate the validity of a speakers argument: distinguish the kinds of evidence (e.g., logical, empirical, anecdotal)
- 9.3.R.5.b: Students will evaluate the validity of a speakers argument: distinguish substantiated from unsubstantiated claims
- 9.3.R.5.c: Students will evaluate the validity of a speakers argument: analyze rhetorical appeals (i.e., ethos, logos, pathos)
- 9.3.R.5.d: Students will evaluate the validity of a speakers argument: identify bias

Copyright© Edmentum Inc. All Rights Reserved.