Georgia Tutorials are designed specifically for the Georgia Standards of Excellence and the Georgia Performance Standards to prepare students for the Georgia Milestones.

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.

Unit 1: Elements of Literature

- **PLOT**
  - 8.T.T.1.a: Analyze how narrative techniques are used across the text to develop plot, characters, and setting. (I)
  - 8.T.T.1.b: Analyze how plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) work together to create an intended effect (e.g., suspense, tension, humor) on the audience. (I)
- **THEME**
  - 8.T.T.1.c: Analyze how authors convey and reveal themes through characters, events, and plot structure. (I)
  - 8.T.PM.1.b: Compare and contrast the treatment of a common theme by different writers within a time period. (I)
- **TRANSFORMING IDEAS**

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- 8.T.T.1.d: Analyze how a modern literary work draws on themes, event patterns, or character types from different time periods. (I)
- 8.T.PM.1.a: Read and compare and contrast myths and stories (fictional or historical) that modern writers have adapted into their own works. (I)
- 8.T.PM.1.b: Compare and contrast the treatment of a common theme by different writers within a time period. (I)

Unit 2: Language Usage

- **FIGURATIVE LANGUAGE**
  - 8.T.SS.2.a: Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences. (I)
  - 8.T.SS.2.b: Use figurative language, literary devices, or connotative language for intentional effects when creating texts to achieve specific purposes or appeal to the target audience. (C)
  - 8.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences. (C)
- **CONNOTATION AND DENOTATION**
  - 8.L.V.3.c: Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug). (I)
  - 8.T.SS.2.a: Analyze how figurative language, connotative language, and/or literary device choices are used strategically to achieve specific purposes for target audiences. (I)
- **STRUCTURE AND FORM**
  - 8.T.T.4.a: Analyze the development of poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or cacophony.

Unit 3: Reading Strategies

- **TEXT AND VISUAL ELEMENTS**
  - 8.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts. (I)
  - 8.T.C.1.c: Construct multimodal texts and/or presentations that serve more than one purpose and target a specific audience, using multiple, clearly identifiable features of incorporated modes. (C)
  - 8.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)
- **AUTHOR'S PURPOSE**
  - 8.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences. (I)

Unit 4: Analyzing Informational Texts

- **WORD CHOICE**

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- 8.L.V.3.e: Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing. (C)

- **SYNTHESIZING INFORMATION**
  - 8.T.C.2.a: Compare and contrast varying perspectives on a particular topic found across a variety of texts, analyzing how texts establish and develop perspective to shape perceptions or beliefs. (I)
  - 8.T.RA.1.a: Generate questions to guide research and make connections between related topics of interest, formulating questions to investigate complex topics and ideas. (I)
  - 8.T.RA.1.b: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I)
- **TEXT STRUCTURES**
  - 8.T.SS.1.a: Analyze how authors modify organizational structures or features to convey meaning, respond to the audience, or achieve specific purposes. (I)
  - 8.T.SS.1.b: Design texts, flexibly employing a variety of text structures and text features to convey information and add style, as appropriate to purpose and audience. (C)

Unit 5: Analyzing Literature

- **LITERARY CONTEXT**
  - 8.T.C.2.c: Analyze the impact of background information and context (e.g., geography, location, era, historical happenings) on text development. (I)

Unit 6: Analyzing Arguments

- **ANALYZING AN ARGUMENT**
  - 8.T.C.2.b: Identify an authors bias and determine how that bias impacts text credibility. (I)
  - 8.T.T.3.a: Analyze the development of argumentative techniques used to present and design content, including an authors claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion that logically follows the argument. (I)
  - 8.T.T.3.c: Apply argumentative techniques (e.g., authors claim, supporting relevant and logical evidence, an identified counterclaim, a rebuttal, and a conclusion) to enhance writing and engage audiences. (C)
  - 8.T.RA.2.b: Analyze print, digital, and multimodal sources for accuracy, credibility, and relevance, determining whether the ideas and information support the topic under investigation and appeal to the target audience. (I)
- **ANALYZING CONFLICTING EVIDENCE**
  - 8.T.T.2.b: Analyze and evaluate how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts. (I)

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- 8.T.RA.1.c: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information. (C)

- **USING EVIDENCE**
  - 8.T.C.2.d: Use a variety of credible sources to research the answers to questions on academic and individual topics of interest. (C)

Unit 7: Building an Essay

- **PLANNING AND ORGANIZING**
  - 8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. (C)
- **ESTABLISHING A FORMAL STYLE**
  - 8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)
  - 8.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings. (C)
  - 8.T.SS.2.c: Use formal or informal style characteristics as indicated by a texts purpose, audience, and disciplinary context. (C)
- **REVISING AND EDITING**
  - 8.L.GC.2.d: Build and enrich ideas and information in texts, integrating modifying phrases and clauses and eliminating misplaced or dangling modifiers to convey meaning and facilitate engagement. (C)
  - 8.T.SS.1.c: Use varied words, phrases, and clauses to transition between ideas and to aid overall cohesion. (C)

Unit 8: Writing 1

- **INTRODUCTIONS**
  - 8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. (C)
- **CONCLUSIONS**
  - 8.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; logically organized and integrated supporting facts, reasons, explanations, details, descriptions, and/or events; and a conclusion with a sense of finality. (C)

Unit 9: Writing 2

- **WRITING AND TECHNOLOGY**
  - 8.T.RA.1.b: Conduct research by locating, gathering, curating, and integrating information from credible sources (including print, digital, and personal communication) about texts and related topics. (I)

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Unit 10: Essay Writing

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - 8.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content. (I)
- **DEVELOPING EXPOSITORY ESSAYS**
  - 8.T.T.2.a: Analyze the development of expository techniques used to present and design content, including multiple main ideas, facts, statistics, key details, information from text features, and a sense of closure. (I)
  - 8.T.T.2.c: Apply multiple expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences. (C)
- **USING STYLE MANUALS**
  - 8.L.GC.1.61: Grammar, Usage, Mechanics: Use an appropriate style guide to address complex issues of grammar, usage, or mechanics. (Introduce)
  - 8.T.RA.2.a: Locate evidence in print, digital, and multimodal sources to support a central idea or question, consulting Modern Language Association (MLA) guidelines to determine the specific information needed to document particular modes and genres. (I)
  - 8.T.RA.2.c: Follow Modern Language Association (MLA) guidelines when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a properly formatted entry on a works cited page. (C)

Unit 11: Narrative Writing

- **NARRATIVE TECHNIQUES**
  - 8.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes. (C)

Unit 12: Verbs

- **VERB TENSE AND VOICE**
  - 8.L.GC.2.c: Distinguish between active and passive voice, revising texts to maintain consistency in active voice. (C)
- **VERBALS**
  - 8.L.GC.1.57: Usage: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Continue)
- **VERB MOOD**
  - 8.L.GC.1.58: Usage: Use tenses and aspects to indicate the mood of a verb. (Introduce)

Unit 13: Sentence Structure

- **SENTENCE TYPES**

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- 8.L.GC.2.b: Use a variety of simple, compound, complex, and compound-complex sentences, to condense and combine ideas, maintaining consistent verb tense throughout the text. (C)

- **PHRASES**
  - 8.L.GC.1.53: Grammar, Mechanics Use parts of speech and their associated phrases or clauses to perform indicated sentence functions (e.g., subject, direct object, predicate nominative, modifier). (Master)
- **COLONS AND SEMICOLONS**
  - 8.L.GC.1.59: Mechanics: Use colons to introduce quotations. (Introduce)

Unit 14: Using Contextual Clues

- **CONTEXT CLUES**
  - 8.L.GC.2.a: Apply understandings of syntax to comprehend and analyze a variety of grade-level texts. (I)
  - 8.L.V.3.e: Determine or clarify the nuanced meanings of closely related words or phrases using available print and/or digital resources to make strategic decisions when speaking and writing. (C)
- **WORD RELATIONSHIPS**
  - 8.L.V.3.b: Analyze relationships between words, phrases, and/or clauses (e.g., synonyms, antonyms, analogies, contextual clues) to determine, distinguish, or clarify the meaning of unknown or multiple-meaning words and phrases. (I)
- **WORD ROOTS**
  - 8.L.GC.1.51: Mechanics: Use hyphens with appropriate affixes and compound words. (Master)
  - 8.L.V.2.a: Deconstruct words using etymology knowledge, Greek and Latin roots, root words, and/or affixes to determine or clarify meaning in grade-level texts. (I)
  - 8.L.V.2.b: Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts. (I)
  - 8.L.V.2.c: Construct words based on knowledge of Greek and Latin roots, root words, and/or affixes and use those words appropriately in context. (C)
  - 8.L.V.2.d: Use knowledge of parts of speech to determine precise words and phrases when constructing texts. (C)

Unit 15: Word Usage

- **PUNCTUATION**
  - 8.L.GC.1.50: Mechanics: Use ellipses appropriately. (Master)
  - 8.L.GC.1.52: Mechanics: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Master)
  - 8.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue)

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- 8.L.GC.1.56: Mechanics: Use colons to introduce lists, examples, and explanations. (Master)
- 8.L.GC.1.60: Mechanics: Use dashes appropriately. (Introduce)

- **USING REFERENCE MATERIALS**
  - 8.L.V.3.d: Use available print and/or digital resources, including reference materials and digital tools (e.g., online search, embedded word processing features), to determine, clarify, or verify the meaning of unknown or multiple-meaning words and phrases. (I)

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