

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**

- 7.T.T.1.a: Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
- 7.T.T.1.b: Analyze the use of plot structures, conflict, and narrative devices (e.g., flashback, foreshadowing) within a text.

- **POINT OF VIEW**

- 7.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.
- 7.P.ST.1.c: Explore how context shapes the author's decisions and the audience's responses during the interpretation and construction of texts.

- 7.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
- 7.T.C.2.a: Determine the prevailing perspectives in a text and analyze how the author distinguishes or corroborates that position.
- **THEME**
- 7.P.ST.2.b: Draw from knowledge of author, audience, and context to discern and establish a clear point of view or unique perspective when interpreting and constructing texts.
- 7.T.T.1.c: Compare and contrast how themes are developed and expressed in texts through characters, events, and other story elements.

## Unit 2: Language Usage 1

- **POETIC DEVICES**
- 7.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
- 7.T.T.4.a: Analyze poetic techniques used to present and design content, including stanzas, rhyme scheme, imagery, figurative language, and/or sound devices.
- **FIGURATIVE LANGUAGE**
- 7.T.SS.2.a: Explain how figurative language, connotative language, and literary device choices contribute to meaning, mood, or tone in a wide variety of texts.
- 7.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.
- 7.T.T.4.b: Apply poetic techniques (e.g., stanzas, rhyme/rhyme scheme, imagery, figurative language, sound devices) to produce poetry and engage audiences.
- **DRAMATIC CONVENTIONS**
- 7.T.C.1.c: Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.

## Unit 3: Language Usage 2

- **CONNOTATION AND DENOTATION**
- 7.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
- 7.L.GC.2.a: Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.
- 7.L.V.3.c: Distinguish between the connotations of words that share a similar denotation (e.g., confident, assertive, egotistic, pompous, smug).
- 7.T.C.2.b: Analyze how evidence and tone reveal the author's perspective and impact credibility.
- 7.T.SS.2.a: Explain how figurative language, connotative language, and literary device choices contribute to meaning, mood, or tone in a wide variety of texts.

- **COMPARING FICTION AND NONFICTION**

- 7.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.
- 7.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
- 7.T.T.1.d: Compare and contrast a fictional portrayal of a time, place, or character with a historical account of the same period.
- 7.T.PM.1.b: Read and comprehend to analyze one genre of literature from a particular time period and identify key features of style and theme.

#### Unit 4: Genres

- **LITERARY GENRES**

- 7.P.AC.3.b: Apply knowledge of how mode and genre impact what kinds of ideas and information are included in texts.
- 7.P.AC.3.c: Apply knowledge of how mode and genre impact how ideas and information are structured and arranged in texts.
- 7.P.AC.3.d: Consume and produce multimodal texts, integrating a variety of genres, text features, and craft techniques to influence target audiences and achieve specific purposes.

- **MYTHS AND EPICS**

- 7.T.PM.1.a: Read and comprehend to analyze myths and stories (fictional or historical) that modern writers have adapted into their own works and identify key features of style and theme.

- **LITERARY CONTEXT**

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

#### Unit 5: Literary Analysis/Response to Literature

- **DISCUSSION GUIDELINES**

- 7.P.CP.1.a: Arrive to group discussions and collaborative meetings prepared to be an active participant in the work.
- 7.P.CP.1.b: Collaborate with others to determine group norms, establish goals and procedures, and facilitate productivity when working on shared projects.
- 7.P.CP.1.c: Contribute to discussions and shared projects by offering ideas, listening to the ideas of others, and providing feedback.
- 7.P.CP.1.d: Work with others to discuss topics, investigate questions, solve problems, and explore and create texts.

- **ANALYZING AND DEVELOPING A SPEECH**

- 7.P.CP.2.a: Communicate clearly to present ideas, information, and texts.
- 7.P.CP.2.b: Integrate modes and genres most appropriate to purpose and audience.
- 7.P.CP.2.c: Vary tone, pace, and nonverbal gestures as appropriate to purpose and audience.

- 7.P.CP.2.d: Engage in dialogue with audiences by asking and answering questions.
- 7.P.CP.2.e: Build background knowledge by reciting all or part of significant poems and speeches as appropriate by grade level.

### Unit 6: Reading Strategies 1

- **AUTHOR'S PURPOSE**

- 7.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
- 7.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.
- 7.P.EICC.3.a: Establish a purpose and set goals for reading, monitor comprehension, and adjust as needed.
- 7.P.EICC.4.a: Establish a purpose and goals for writing and identify a target audience.
- 7.P.ST.1.b: Consider how context impacts the purposes of the author and the audience.
- 7.P.ST.2.a: Develop and apply knowledge of author, audience, and context to discern and establish the purpose of texts being interpreted or constructed and to evaluate the extent to which those texts achieve those purposes.

- **CENTRAL IDEA**

- 7.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.

- **SYNTHESIZING INFORMATION**

- 7.T.RA.1.b: Draw from accumulated knowledge and research to analyze texts, supporting, challenging, or extending ideas and information.
- 7.T.RA.1.c: Conduct research by locating, gathering, curating, and integrating information from reliable sources (including print, digital, and personal communication) about texts and related topics.

### Unit 7: Reading Strategies 2

- **SUMMARIZING INFORMATION**

- 7.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
- 7.P.EICC.3.b: Scan and skim the text, making note of structures and sections that might be most useful.
- 7.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
- 7.P.EICC.3.d: Summarize and visualize sections of the text to maintain understanding.

- **MAKING INFERENCES**

- 7.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
- 7.P.EICC.1.f: Develop independence and autonomy as a reader and writer.
- 7.P.EICC.3.e: Make and track predictions about the events and information likely to come next.
- 7.P.EICC.3.f: Make, track, and support inferences about different levels of meaning within the text.

## Unit 8: Analyzing Argumentative Texts

### • ANALYZING AN ARGUMENT

- 7.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
- 7.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
- 7.T.T.3.a: Analyze argumentative techniques used to present and design content, including an author's claim, supporting relevant evidence, an identified counterclaim, and a conclusion that logically follows the argument.
- 7.T.RA.2.b: Analyze print and digital texts for credibility and relevance, determining whether the ideas and information support the topic under investigation.

### • USING EVIDENCE

- 7.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
- 7.T.C.2.b: Analyze how evidence and tone reveal the author's perspective and impact credibility.
- 7.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.
- 7.T.C.2.a: Determine the prevailing perspectives in a text and analyze how the author distinguishes or corroborates that position.
- 7.T.RA.1.c: Conduct research by locating, gathering, curating, and integrating information from reliable sources (including print, digital, and personal communication) about texts and related topics.
- 7.T.C.2.d: Use credible sources to research the answers to questions on academic and individual topics of interest.

### • ANALYZING CONFLICTING EVIDENCE

- 7.T.T.2.b: Analyze 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.

## Unit 9: Analyzing Informational Texts

### • TEXT STRUCTURES

- 7.PAC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.
- 7.PAC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
- 7.PAC.2.c: Make decisions about sentence structure and syntax in order to accommodate and influence the audience and achieve a specific purpose.
- 7.PAC.2.d: Organize texts by incorporating specific formats, structures, patterns, and features to influence the audience, facilitate accessibility, and support the text's purpose.
- 7.T.SS.1.a: Analyze the impact of how authors modify text structures or features to convey meaning, respond to the audience, or achieve specific purposes.
- 7.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.
- **ORGANIZATIONAL PATTERNS**
  - 7.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.
- **UNDERSTANDING MEDIA**
  - 7.P.EICC.1.f: Develop independence and autonomy as a reader and writer.
- **USING GRAPHICS**
  - 7.PAC.1.d: Describe, analyze, and evaluate the design and organization of the text, explaining how specific formats, structures, patterns, and features influence the audience, contribute to the text's accessibility, and support the text's purpose.

## Unit 10: Building an Essay

- **PLANNING AND ORGANIZING AN ESSAY**
  - 7.T.C.1.b: Use text mode features to aid comprehension and analysis of a variety of disciplinary texts and their related contexts.
  - 7.PAC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
  - 7.T.C.1.c: Construct multimodal texts and/or presentations for a specific purpose and audience, using multiple, clearly identifiable features of incorporated modes.
  - 7.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.
  - 7.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.

- 7.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
- 7.P.EICC.4.b: Plan how to organize the text by selecting modes, genres, and structures that will achieve the purpose and meet the needs of the target audience.
- 7.P.EICC.4.c: Generate ideas for content by assessing prior knowledge, gathering information from texts, and engaging in discussions with others.
- 7.P.EICC.4.d: Link ideas and information to the organization plan, highlighting ideas and information that are most relevant, useful, and impactful.
- 7.P.EICC.4.e: Construct an initial draft by integrating ideas and information; selecting words, phrases, and sentences; and incorporating craft techniques that will best achieve the purpose of the text and resonate with the target audience.
- 7.P.ST.1.a: Use prior knowledge, formal or informal research, and discussions with others to identify the key components of context that are most relevant.
- 7.T.C.1.a: Analyze the development of multiple purposes within a single text and how those purposes target specific audiences.
- **REVISING AND EDITING AN ESSAY**
  - 7.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
  - 7.P.EICC.4.f: Evaluate the text's effectiveness based on self-review or feedback from others, determining whether the text matches the purpose and goals for writing.
  - 7.P.EICC.4.g: Make changes to the text based on self-evaluation or external feedback, revising the organization, ideas, information, word choices, and craft techniques in order to increase the text's effectiveness.
  - 7.P.EICC.4.h: Edit the text, ensuring it adheres to the conventions of written language.
  - 7.L.GC.2.d: Build and enrich ideas and information in texts, avoiding misplaced or dangling modifiers when incorporating details and descriptions to convey meaning and facilitate engagement.
- **ESTABLISHING A FORMAL STYLE**
  - 7.P.ST.2.c: Draw from knowledge of how authors consider context and audience to determine which information and ideas to highlight, which text design is most accessible, which word choices and language structures are most effective, and which craft techniques are most impactful.
  - 7.P.AC.3.a: Explore and create texts in various modes and genres, developing and applying knowledge of how specific features impact meaning, tone, style, purpose, and audience.
  - 7.L.V.1.a: Acquire a range of general, academic, and disciplinary vocabulary through grade-level print, digital, and/or multimodal texts or content.
  - 7.L.V.1.b: Use grade-level general, academic, and disciplinary vocabulary to communicate clearly and precisely in a variety of settings.

- 7.T.SS.2.c: Determine situational use for formal or informal style and apply that determination to choices when writing or speaking.

### Unit 11: Writing Skills 1

- **INTRODUCTIONS**

- 7.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

- **CONCLUSIONS**

- 7.T.SS.1.d: Craft multi-paragraph texts using a coherent structure with an introduction that guides the focus; supporting facts, reasons, details, descriptions, and/or events; and a conclusion.

- **TRANSITIONS**

- 7.T.SS.1.c: Use varied transition words and phrases to connect ideas, sentences, paragraphs, and sections of text.

### Unit 12: Writing Skills 2

- **WRITING AND TECHNOLOGY**

- 7.T.RA.2.a: Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
- 7.P.EICC.1.f: Develop independence and autonomy as a reader and writer.
- 7.P.EICC.1.e: Participate in a community of readers and writers by developing group norms, discussing texts, sharing individual writing, listening as others share their writing, and offering and responding to feedback.
- 7.P.EICC.2.b: Make use of texts to build knowledge, develop skills, make informed decisions, and share information and ideas.
- 7.P.EICC.1.d: Build a repertoire of comprehension and composition skills, strategies, and techniques, drawing from them as needed to aid the interpretation and construction of texts.
- 7.T.RA.1.c: Conduct research by locating, gathering, curating, and integrating information from reliable sources (including print, digital, and personal communication) about texts and related topics.

- **AVOIDING PLAGIARISM**

- 7.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue)
- 7.T.RA.2.a: Locate evidence in print and digital sources to support a central idea or question, recording standard bibliographic information, such as author, title, website name, page number, and year of publication.
- 7.T.RA.2.c: Follow a standard format for citation when integrating textual evidence, clearly identifying and citing the ideas and information of others and ensuring each source is accompanied by a standard entry on a works cited page.



### Unit 13: Expository Writing

- **EXPOSITORY ESSAYS**

- 7.P.AC.1.a: Identify, apply, and analyze the literary, expository, and opinion (grades K-5) or rhetorical (grades 6-12) elements in texts, explaining or evaluating how specific elements affect the target audience and support the text's purpose.
- 7.P.AC.2.a: Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.
- 7.P.EICC.2.c: Explain and learn concepts and processes by interpreting and constructing texts.
- 7.P.EICC.2.d: Interpret and construct texts to aid the analysis and evaluation of texts and ideas.
- 7.P.EICC.1.a: Generate, understand, monitor, and discuss personal and academic reading and writing goals, revising as appropriate.
- 7.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
- 7.T.T.2.a: Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.

- **EXPOSITORY PARAGRAPHS**

- 7.T.T.2.a: Analyze expository techniques used to present and design content, including main ideas, facts, statistics, key details, information from text features, and a sense of closure.
- 7.T.T.2.c: Apply expository techniques (e.g., main idea, facts, statistics, key details, text features, sense of closure) to enhance writing and engage audiences.

### Unit 14: Argumentative Writing

- **ARGUMENTATIVE CLAIM**

- 7.P.EICC.2.e: Consume and produce texts in order to solve problems or influence decisions.
- 7.P.AC.2.a: Integrate literary, expository, and persuasive (grades K-5) or rhetorical (grades 6-12) elements to appeal to target audiences and achieve specific purposes.

- **PERSUASIVE THESIS STATEMENTS**

- 7.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.

- **ARGUMENTATIVE ESSAYS**

- 7.P.AC.2.b: Craft words and phrases in order to influence the responses, thoughts, decisions, and questions of the target audience and achieve a specific purpose.
- 7.T.T.3.c: Apply argumentative techniques (e.g., author's claim, supporting relevant evidence, an identified counterclaim, and a logical conclusion) to enhance writing and engage audiences.

### Unit 15: Narrative Writing

- **PERSONAL NARRATIVES**

- 7.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.
- 7.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.
- **NARRATIVE TECHNIQUES**
  - 7.P.EICC.1.c: Select, read, and write texts of personal interest and academic relevance to grade-level texts and topics.
  - 7.T.T.1.e: Apply narrative techniques to enhance writing, engage audiences, and achieve specific purposes.
  - 7.P.EICC.1.b: Discuss or write about personal and academic reading and writing preferences, referring to specific techniques, topics, modes, and genres that resonate most.
  - 7.T.T.1.a: Analyze how narrative techniques are used across the text to develop plot, characters, and setting.
- **COMPARING NARRATIVES**
  - 7.P.EICC.3.c: Draw from, compare, build, and integrate prior knowledge with the material in the text, addressing inconsistencies or gaps and adding to knowledge repertoires as appropriate.
  - 7.T.T.2.b: Analyze 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.
- **WRITING SHORT FICTION**
  - 7.P.EICC.2.a: Share real or imagined experiences by interpreting and constructing texts that tell or include stories.

## Unit 16: Sentence Structure

- **SENTENCE TYPES**
  - 7.P.AC.1.c: Explain, analyze, and evaluate how the author's use of sentence structure and syntax affects the target audience and supports the text's purpose.
  - 7.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.
- **PHRASES**
  - 7.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). (Continue)

## Unit 17: Language Usage

- **PRONOUNS**
  - 7.L.GC.1.55: Grammar: Use demonstrative pronouns. (Introduce, Master)
- **VERBALS**

- 7.L.GC.1.57: Usage: Form and use verbals and verbal phrases (participles/participials, gerunds, and infinitives) based on function. (Introduce)
- **VERB TENSE AND VOICE**
- 7.L.GC.2.c: Distinguish between active and passive voice, revising texts to maintain consistency in active voice.

### Unit 18: Punctuation

- **COMMAS**
- 7.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue)
- 7.L.GC.1.49: Mechanics: Use commas, parentheses, and dashes to set off nonessential words, phrases, or clauses. (Master)
- **PUNCTUATION**
- 7.L.GC.1.54: Mechanics: Use conventional capitalization, quotation marks, commas, end punctuation, and parentheses (citations) when incorporating textual evidence. (Continue)
- 7.L.GC.1.50: Mechanics: Use ellipses appropriately. (Continue)
- **COLONS AND SEMICOLONS**
- 7.L.GC.1.52: Mechanics: Use semicolons, with or without a conjunctive adverb, to form compound and compound-complex sentences. (Continue)
- 7.L.GC.1.56: Mechanics: Use colons to introduce lists, examples, and explanations. (Introduce)

### Unit 19: Word Meanings

- **USING REFERENCE MATERIALS**
- 7.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.
- **WORD RELATIONSHIPS**
- 7.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.
- **WORD ROOTS**
- 7.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
- 7.L.GC.1.51: Mechanics: Use hyphens with appropriate affixes and compound words. (Continue)
- 7.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.

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- 7.L.V.2.b: Apply knowledge of parts of speech to determine the meanings of words and phrases in grade-level texts.
  - 7.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.
  - 7.L.V.2.d: Use knowledge of parts of speech to determine precise words and phrases when constructing texts.
  - **USING CONTEXTUAL CLUES**
    - 7.P.AC.1.b: Identify, apply, and analyze important, interesting, or effective uses of language, explaining or evaluating how specific word choices affect the target audience and support the text's purpose.
    - 7.L.GC.2.a: Apply understandings of syntax to comprehend and analyze a variety of grade-level texts.
    - 7.P.EICC.3.g: Determine the meanings of unfamiliar words and concepts by applying knowledge of context and of academic vocabulary and word parts.
    - 7.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.
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