Massachusetts Tutorials are designed specifically for the Learning Standards found in the Massachusetts Curriculum Frameworks to prepare students for the MCAS tests.

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 1

- **PLOT**
  - RL.7.3: Reading Reading Literature Key Ideas and Details Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).
  - RL.7.5: Reading Reading Literature Craft and Structure Analyze how aspects of a literary works structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
- **POINT OF VIEW**
  - RL.7.6: Reading Reading Literature Craft and Structure Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.

Unit 2: Elements of Literature 2

- **SETTING**

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- RL.7.3: Reading Reading Literature Key Ideas and Details Analyze how particular elements of a story, poem, or drama interact (e.g., how setting shapes the characters or plot).

- **THEME**
  - RL.7.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
  - RL.7.1: Reading Reading Literature Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

Unit 3: Language Usage 1

- **POETIC DEVICES**
  - RL.7.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.
  - RL.7.5: Reading Reading Literature Craft and Structure Analyze how aspects of a literary works structure contribute to its meaning or style (e.g., the effect of repetition in an epic, flashback in a novel, soliloquy in a drama).
- **FIGURATIVE LANGUAGE**
  - RL.7.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.
  - L.7.5.a: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Interpret figures of speech (e.g., literary, biblical, mythological allusions) in context.

Unit 4: Language Usage 2

- **CONNOTATION AND DENOTATION**
  - RL.7.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.
  - RI.7.4: Reading Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - L.7.5.c: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).

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- W.7.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.

- **COMPARING FICTION AND NONFICTION**
  - RL.7.9: Reading Reading Literature Integration of Knowledge and Ideas 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.
  - RI.7.9: Reading Reading Informational Text Integration of Knowledge and Ideas 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.
  - RI.7.10: Reading Reading Informational Text Range of Reading and Level of Text Complexity Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.

Unit 5: Reading Strategies 1

- **AUTHOR'S PURPOSE**
  - RI.7.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
  - RI.7.2: Reading Reading Informational Text Key Ideas and Details Determine a texts central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
  - RI.7.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
  - RL.7.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
  - RI.7.6: Reading Reading Informational Text Craft and Structure Determine an authors point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
- **CENTRAL IDEA**
  - RI.7.2: Reading Reading Informational Text Key Ideas and Details Determine a texts central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
  - RI.7.1: Reading Reading Informational Text Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
  - RI.7.2: Reading Reading Informational Text Key Ideas and Details Determine a texts central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

Unit 6: Reading Strategies 2

- **SUMMARIZING INFORMATION**

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- RL.7.2: Reading Reading Literature Key Ideas and Details Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of a text.
- RI.7.2: Reading Reading Informational Text Key Ideas and Details Determine a texts central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.

- **MAKING INFERENCES**
  - RL.7.1: Reading Reading Literature Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
  - RI.7.1: Reading Reading Informational Text Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.

Unit 7: Analyzing Argumentative Texts

- **ANALYZING AN ARGUMENT**
  - RI.7.3: Reading Reading Informational Text Key Ideas and Details Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
  - RI.7.8: Reading Reading Informational Text Integration of Knowledge and Ideas Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
  - W.7.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
- **USING EVIDENCE**
  - SL.7.2: Speaking and Listening Comprehension and Collaboration 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.
  - RI.7.8: Reading Reading Informational Text Integration of Knowledge and Ideas Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.

Unit 8: Analyzing Informational Texts

- **TEXT STRUCTURES**
  - RL.7.1: Reading Reading Literature Key Ideas and Details Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate.
  - RI.7.5: Reading Reading Informational Text Craft and Structure Analyze the structure an author uses to organize a text, including how the major sections and text features (e.g., headings) contribute to the whole and to the development of the ideas.

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- **USING GRAPHICS**
  - W.7.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - SL.7.2: Speaking and Listening Comprehension and Collaboration 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.
  - SL.7.5: Speaking and Listening Presentation of Knowledge and Ideas Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Unit 9: Writing Skills 1

- **PLANNING AND ORGANIZING AN ESSAY**
  - W.7.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
  - W.7.10: Writing Range of Writing Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
- **REVISING AND EDITING AN ESSAY**
  - W.7.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 7).
  - L.7.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).
  - W.7.4: Writing Production and Distribution of Writing Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **ESTABLISHING A FORMAL STYLE**
  - W.7.1.d: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Establish and maintain a style

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appropriate to audience and purpose (e.g., formal for academic writing).

- W.7.2.e: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing).
- W.7.2.d: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use precise language and domain-specific vocabulary to inform about or explain the topic.
- W.7.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 7).
- L.7.6: Language Vocabulary Acquisition and Use Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; independently research words and gather vocabulary knowledge.

Unit 10: Writing Skills 2

- **WRITING AND TECHNOLOGY**
  - W.7.6: Writing Production and Distribution of Writing Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others.
  - RI.7.8: Reading Reading Informational Text Integration of Knowledge and Ideas Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- **INTRODUCTIONS**
  - W.7.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
  - W.7.2.a: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

Unit 11: Writing Skills 3

- **CONCLUSIONS**

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- W.7.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- W.7.2.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented.

- **TRANSITIONS**
  - W.7.1.c: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - W.7.2.c: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - W.7.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Unit 12: Expository Writing

- **EXPOSITORY ESSAYS**
  - W.7.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - W.7.2.f: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Provide a concluding statement or section that follows from and supports the information or explanation presented.
  - W.7.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
- **EXPOSITORY PARAGRAPHS**
  - W.7.2.b: Writing Text Types and Purposes Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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- W.7.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.

Unit 13: Argumentative Writing

- **ARGUMENTATIVE ESSAYS**
  - W.7.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
  - W.7.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
  - W.7.1.e: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Provide a concluding statement or section that follows from and supports the argument presented.
- **ARGUMENTATIVE CLAIMS**
  - W.7.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
  - W.7.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **ARGUMENTATIVE PARAGRAPHS**
  - W.7.1.a: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically in paragraphs and sections.
  - W.7.1.b: Writing Text Types and Purposes Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims with clear reasons and relevant evidence. Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Unit 14: Narrative Writing

- **PERSONAL NARRATIVES**
  - W.7.3.a: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and

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orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.

- W.7.9: Writing Research to Build and Present Knowledge Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed.
- W.7.3.e: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Provide a conclusion that follows from and reflects on the narrated experiences or events.
- W.7.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

- **NARRATIVE TECHNIQUES**
  - W.7.3.a: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
  - W.7.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - W.7.3.c: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
  - W.7.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.
- **WRITING SHORT FICTION**
  - W.7.3.a: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an appropriate narrative sequence.
  - W.7.3.b: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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- W.7.3.d: Writing Text Types and Purposes Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

Unit 15: Sentence Structure

- **COMMAS**
  - W.7.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 7).
  - L.7.2.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Use a comma to separate coordinate adjectives (e.g., a fascinating, enjoyable movie).
  - W.7.5.a: Writing Production and Distribution of Writing 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. Demonstrate command of standard English conventions (as described in Language Standards 13 up to and including grade 7).
- **SENTENCE TYPES**
- **PHRASES**
  - L.7.1.a: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Use phrases and clauses to communicate ideas precisely, with attention to skillful use of verb tenses to add clarity.
  - L.7.1.d: Language Conventions of Standard English Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. Sentence Structure, Variety, and Meaning Recognize that changing the placement of a phrase or clause can add variety, emphasize particular relationships among ideas, or alter the meaning of a sentence or paragraph.

Unit 16: Usage 1

- **USING REFERENCE MATERIALS**
  - L.7.4.c: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.
  - L.7.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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- **WORD RELATIONSHIPS**
  - L.7.5.b: Language Vocabulary Acquisition and Use Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
  - W.7.5.b: Writing Production and Distribution of Writing 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. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 46 up to and including grade 7).
- **WORD ROOTS**
  - L.7.4.b: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
  - W.7.5.b: Writing Production and Distribution of Writing 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. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 46 up to and including grade 7).

Unit 17: Usage 2

- **WORDINESS AND REDUNDANCY**
- **USING CONTEXTUAL CLUES**
  - RL.7.4: Reading Reading Literature Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning, tone, or mood, including the impact of repeated use of particular images.
  - RI.7.4: Reading Reading Informational Text Craft and Structure Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
  - L.7.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.
  - L.7.4.d: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
  - L.7.4.a: Language Vocabulary Acquisition and Use Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a

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range of strategies. Use context (e.g., the overall meaning of a sentence or paragraph; a words position or function in a sentence) as a clue to the meaning of a word or phrase.

- **COMMONLY CONFUSED WORDS**
  - L.7.2.b: Language Conventions of Standard English Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. Spell correctly, recognizing that some words have commonly accepted variations (e.g., donut/doughnut).

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