

New Jersey Tutorials are designed specifically for the New Jersey Core Curriculum Content Standards to prepare students for the PARCC assessments, the New Jersey Biology Competency Test (NJBCT).

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.IT.8.3: Analyze how particular elements of a text interact (e.g., how setting shapes the characters or plot, how ideas influence individuals or events, or how characters influence ideas or events) across multiple text types, including across literary and informational texts.

Unit 2: Elements of Literature 2

- **THEME**

- RL.CI.8.2: Determine a theme of a literary text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.
- RI.IT.8.3: Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.

- **TRANSFORMING IDEAS**

- RL.CT.8.8: Analyze and reflect on how the author's idea in fiction and literary nonfiction texts (e.g., practical knowledge, historical/cultural context, and background knowledge) is shaped by the author's emphasis on different evidence, advancing different interpretations of facts, or fictional portrayal of a time, place, or character and a historical account of the same period.

Unit 3: Literary Elements

- **FIGURATIVE LANGUAGE**

- L.VL.8.3.B: Analyze the impact of specific word choices on meaning and tone.

- **CONNOTATION AND DENOTATION**

- L.VI.8.4.D: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).

- **DRAMATIC CONVENTIONS**

- RL.MF.8.6: Evaluate the choices made (by the authors, directors or actors) when presenting an idea in different mediums, including the representation/s or various perspectives of a subject or a key scene in two different artistic mediums (e.g., a person's life story in both print and multimedia), as well as what is emphasized or absent in each work.

Unit 4: Reading Strategies 1

- **CENTRAL IDEA AND SUMMARY**

- RI.CI.8.2: Determine a central idea of an informational text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

- **AUTHOR'S PURPOSE**

- RL.PP.8.5: Analyze how an author conveys or develops their perspective or purpose in a text through the use of different perspectives of the characters and that of the audience or reader (e.g., created through the use of dramatic irony).
- RI.PP.8.5: Analyze how an author conveys or develops their perspective or purpose in a text and by acknowledging and responding to conflicting evidence or viewpoints.

Unit 5: Reading Strategies 2

- **TEXT AND VISUAL ELEMENTS**

- RI.CR.8.1: Cite a range of textual evidence and make clear and relevant connections (including informational text features such as charts, graphs, and diagrams) that strongly support an analysis of multiple aspects of what an informational text says explicitly, as well as inferences drawn from the text.
- RI.MF.8.6: Evaluate the choices made (by the authors, directors, or actors) when presenting an idea in different mediums and the advantages and disadvantages of using different mediums or formats (e.g., visually, quantitatively) to address a question or solve a problem.

- SL.II.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
- SL.UM.8.5: Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
- **MAKING INFERENCES**
- RL.CR.8.1: Cite a range of textual evidence and make clear and relevant connections to strongly support an analysis of multiple aspects of what a literary text says explicitly as well as inferences drawn from the text.

Unit 6: Analyzing Informational Texts 1

- **WORD CHOICE**
- L.VI.8.4.A: Interpret figures of speech (e.g., verbal irony, puns) in context.
- **TEXT STRUCTURES**
- RI.IT.8.3: Analyze how particular elements of a text interact (e.g., how contexts influence individuals or events, or how individuals influence ideas or events) across multiple text types, including across literary and informational texts.
- RL.TS.8.4: Compare and contrast the structure of texts, analyzing how the differing structure of each text contributes to its meaning, tone and style.
- RI.TS.8.4: Analyze and explain how an author organizes, develops and presents ideas, establishes a point of view or builds supporting arguments through text structure.

Unit 7: Analyzing Informational Texts 2

- **ANALYZING AN ARGUMENT**
- RI.AA.8.7: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
- W.AW.8.1.B: Support claim(s) with logical reasoning and relevant evidence, using relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- **ANALYZING CONFLICTING EVIDENCE**
- RI.CT.8.8: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) two or more informational texts that provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
- **UNDERSTANDING MEDIA**
- SL.II.8.2: Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

Unit 8: Literary Response/Response to Literature

- **ANALYZING AND DEVELOPING A SPEECH**

- SL.ES.8.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
- SL.PI.8.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.AS.8.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

- **DISCUSSION GUIDELINES**

- SL.PE.8.1.A: Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
- SL.PE.8.1.B: Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.PE.8.1.C: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
- SL.PE.8.1.D: Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

Unit 9: Writing 1

- **ESTABLISHING A FORMAL STYLE**

- W.AW.8.1.D: Establish and maintain a formal or academic style, approach, and form.
- W.IW.8.2.E: Establish and maintain a formal style/academic style, approach, and form.

- **REVISING AND EDITING**

- W.WP.8.4: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, sustaining effort to complete complex writing tasks; seeking out assistance, models, sources or feedback to improve understanding or refine final products; focusing on how well purpose and audience have been addressed.
- W.RW.8.7: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **AVOIDING PLAGIARISM**

- W.SE.8.6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

Unit 10: Writing 2

- **CONCLUSIONS**

- W.AW.8.1.E: Provide a concluding statement or section that follows from and supports the argument presented.
- W.IW.8.2.F: Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that synthesizes the information or explanation presented.
- W.NW.8.3.E: Provide a conclusion that follows from and reflects on the narrated experiences or events.

- **USING TRANSITIONS**

- W.IW.8.2.C: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- W.NW.8.3.C: Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.

Unit 11: Writing 3

- **DEVELOPING ARGUMENTATIVE ESSAYS**

- W.AW.8.1.A: Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
- W.AW.8.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.

- **DEVELOPING EXPOSITORY ESSAYS**

- L.KL.8.2.A: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases.
- L.KL.8.2.B: Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- W.IW.8.2.A: Introduce a topic clearly, previewing what is to follow; and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aid in comprehension.
- W.IW.8.2.B: Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- W.IW.8.2.D: Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
- W.RW.8.7: Write routinely over extended time frames (time for research, reflection, metacognition/self-correction, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- **GATHERING INFORMATION**

- W.WR.8.5: Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Unit 12: Narrative Writing

• SHORT NARRATIVES

- W.NW.8.3.A: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.

• NARRATIVE TECHNIQUES

- W.NW.8.3.B: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- W.NW.8.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Unit 13: Sentence Structure

• VERB TENSE AND VOICE

- L.SS.8.1.B: Form and use verbs in the active and passive voice.
- L.SS.8.1.D: Recognize and correct inappropriate shifts in verb voice and mood.

• VERB MOOD

- L.SS.8.1.C: Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.
- L.KL.8.2.C: Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).

• VERBALS

- L.SS.8.1.A: Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.

Unit 14: Word Usage 1

• CONTEXT CLUES

- L.VL.8.3.A: Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

• WORD RELATIONSHIPS

- L.VI.8.4.B: Use the relationship between particular words to better understand each of the words.
- L.VI.8.4.C: Analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

• WORD ROOTS

- L.VL.8.3.C: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).

Unit 15: Word Usage 2

- **USING REFERENCE MATERIALS**

- L.KL.8.2.B: Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- L.VL.8.3.D: Consult 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.VL.8.3.E: 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).

- **SPELLING RULES**

- L.SS.8.1.G: Recognize spelling conventions.

- **PUNCTUATION**

- L.SS.8.1.E: Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
- L.SS.8.1.F: Use an ellipsis to indicate an omission.