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

- **POINT OF VIEW**
  - RL.PP.7.5: Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
- **THEME**
  - RL.CI.7.2: Determine a theme in a literary text (e.g., stories, plays or poetry) and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 2: Language Usage 1

- **POETIC DEVICES**
  - L.VI.7.4.C: Analyze the impact of rhymes and other repetitions of sound (e.g., alliteration) on a specific verse or stanza or a poem or section of a story or drama.

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- RL.TS.7.4: Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

- **COMPARING FICTION AND NONFICTION**
  - RL.CT.7.8: Compare and contrast a fictional portrayal of an event, time, place, or character and a historical or scientific account of the same period or event as a means of understanding how authors of fiction use or alter history and/or events.
- **DRAMATIC CONVENTIONS**
  - RL.MF.7.6: Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

Unit 3: Language Usage 2

- **CONNOTATION AND DENOTATION**
  - L.VI.7.4.D: Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
- **FIGURATIVE LANGUAGE**
  - L.VL.7.3.C: Analyze the impact of a specific word choice on meaning and tone.
  - L.VI.7.4.A: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
  - L.VI.7.4.B: Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
- **WORD CHOICE**
  - L.VI.7.4.A: Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.

Unit 4: Reading Strategies 1

- **AUTHOR'S PURPOSE**
  - RL.PP.7.5: Determine how an author conveys or develops perspective or purpose in a text through contrasting the points of view of different characters or narrators in a text.
  - RI.PP.7.5: Determine how an author conveys or develops perspective or purpose in a text through distinguishing their position from that of others using evidence.
- **CENTRAL IDEA**
  - RI.CI.7.2: Determine a central idea in an informational text and explain how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

Unit 5: Reading Strategies 2

- **MAKING INFERENCES**

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- RL.CR.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what a literary text says explicitly as well as inferences drawn from the text.
- RI.CR.7.1: Cite several pieces of textual evidence and make relevant connections to support analysis of what an informational text says explicitly as well as inferences drawn from the text.

- **TEXT AND VISUAL ELEMENTS**
  - RL.MF.7.6: Compare and contrast texts (e.g., a written story, drama, or poem) to its audio, filmed, staged, or multimedia version and analyze the unique qualities of different mediums, including the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
  - RI.MF.7.6: Compare and contrast texts to analyze the unique qualities of different mediums, including the integration of information from multiple formats and sources to develop deeper understanding of the concept, topic or subject and resolve conflicting information.
- **EVALUATING GRAPHICS**
  - SL.II.7.2: 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.UM.7.5: Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Unit 6: Analyzing Argumentative Texts

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - L.KL.7.2.B: Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.

Unit 7: Analyzing Informational Texts

- **TEXT STRUCTURES**
  - RI.IT.7.3: Analyze how particular elements of a text interact including how a text makes connections and distinctions among individuals, events, and ideas (e.g., through comparisons, analogies, or categories).
  - RI.TS.7.4: Analyze the structure an author uses to organize a text and how it contributes to the text as a whole, including using knowledge of text structures (e.g., cause-effect, proposition-support) and genre features (e.g., graphics, captions, indexes) to organize and analyze important information.
- **USING GRAPHICS**
  - W.IW.7.2.A: Introduce a topic clearly, previewing what is to follow; 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.
- **SYNTHESIZING INFORMATION**
  - RI.CT.7.8: Analyze and reflect on (e.g., practical knowledge, historical/cultural context, and background knowledge) how two or more authors writing informational texts about the same topic shape their

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presentations of key information by emphasizing different evidence or advancing different interpretations of facts.

Unit 8: Writing Skills 1

- **REVISING AND EDITING AN ESSAY**
  - W.WP.7.4: With some guidance and support from peers and adults, develop and strengthen writing as needed by planning; flexibly making editing and revision choices and sustaining effort to complete complex writing tasks; and focusing on how well purpose and audience have been addressed.
  - W.RW.7.7: 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.7.5: Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- **AVOIDING PLAGIARISM**
  - W.SE.7.6: 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 9: Writing Skills 2

- **TRANSITIONS**
  - W.AW.7.1.C: Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
  - W.IW.7.2.C: Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
  - W.NW.7.3.C: Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **CONCLUSIONS**
  - W.NW.7.3.E: Provide a conclusion that follows from and reflects on the narrated experiences or events.
- **ESTABLISHING A FORMAL STYLE**
  - W.AW.7.1.D: Establish and maintain a formal style/academic style, approach, and form.
  - W.IW.7.2.D: Use precise language and domain/grade-level-specific vocabulary to inform about or explain the topic.
  - W.IW.7.2.E: Establish and maintain a formal style/academic style, approach, and form.
  - W.NW.7.3.D: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Unit 10: Expository Writing

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- **EXPOSITORY ESSAYS**
  - W.IW.7.2.A: Introduce a topic clearly, previewing what is to follow; 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.7.2.B: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
  - W.IW.7.2.F: Provide a concluding statement or section (e.g., sentence, part of a paragraph, paragraph, or multiple paragraphs) that follows the flow of ideas, reflects back on the topic, and supports the information or explanation presented.
  - W.RW.7.7: 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.

Unit 11: Argumentative Writing

- **ARGUMENTATIVE ESSAYS**
  - W.AW.7.1.E: Provide a concluding statement or section that follows from and supports the argument presented.
- **ARGUMENTATIVE CLAIM**
  - RI.AA.7.7: 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.AW.7.1.A: Introduce claim(s) about a topic or issue, acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
- **ARGUMENTATIVE PARAGRAPHS**
  - W.AW.7.1.B: Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.

Unit 12: Narrative Writing

- **NARRATIVE TECHNIQUES**
  - W.NW.7.3.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.
  - W.NW.7.3.B: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **WRITING SHORT FICTION**
  - RL.IT.7.3: Analyze how particular elements of a text interact including how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.

Unit 13: Literary Response/Response to Literature

- **DISCUSSION GUIDELINES**

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- SL.PE.7.1.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.7.1.B: Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
- SL.PE.7.1.C: Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
- SL.PE.7.1.D: Acknowledge new information expressed by others and, when warranted, modify their own views.

- **ANALYZING AND DEVELOPING A SPEECH**
  - SL.ES.7.3: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
  - SL.PI.7.4: Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
  - SL.AS.7.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

Unit 14: Sentence Structure

- **COMMAS**
  - L.SS.7.1.D: Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old green shirt).
- **SENTENCE TYPES**
  - L.SS.7.1.B: Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
- **PHRASES**
  - L.SS.7.1.A: Explain the function of phrases and clauses in general and their function in specific sentences.
  - L.SS.7.1.C: Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.

Unit 15: Usage 1

- **USING REFERENCE MATERIALS**
  - L.VL.7.3.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.7.3.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).

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- **WORD RELATIONSHIPS**
  - L.KL.7.2.B: Gather vocabulary knowledge when selecting a word or phrase important to comprehension or expression.
- **WORD ROOTS**
  - L.VL.7.3.B: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).

Unit 16: Usage 2

- **WORDINESS AND REDUNDANCY**
  - L.KL.7.2.C: Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- **USING CONTEXTUAL CLUES**
  - L.VL.7.3.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.
- **SPELLING RULES**
  - L.SS.7.1.E: Recognize spelling conventions.

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