

Indiana Tutorials are designed specifically for the Indiana Academic Standards to prepare students for the Indiana Statewide Testing for Educational Progress-Plus (ISTEP+) End-of-Course Assessments (ECAs).

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.

1. ELEMENTS OF LITERATURE

• CHARACTERIZATION

- **6.RL.2.3** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
- **6.RV.3.1** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

• PLOT

- **6.RL.2.2** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
- **6.RL.2.3** Explain how a plot unfolds in a series of episodes as well as how the characters respond or change as the narrative advances and moves toward a resolution.
- **6.RL.3.1** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.

• POINT OF VIEW

- **6.RL.3.2** Explain how an author develops the point of view of the narrator or speaker in a work of literature and how the narrator or speaker impacts the mood, tone, and meaning of a text.

• THEME

- **6.RL.2.2** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
- **6.RL.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

2. LANGUAGE USAGE

• POETRY

- **6.RV.3.3** Interpret figures of speech (e.g., personification) in context.
- **6.RV.3.1** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **6.RL.3.1** Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.

- **FIGURATIVE LANGUAGE**

- **6.RV.3.1** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **6.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
- **6.RV.3.3** Interpret figures of speech (e.g., personification) in context.

- **CONNOTATION AND DENOTATION**

- **6.RV.2.3** Distinguish among the connotations of words with similar denotations.
- **6.RV.3.1** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.
- **6.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.
- **6.W.3.2d** Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

3. ANALYZING LITERATURE

- **LITERARY CONTEXT**

- **6.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
- **6.RL.4.2** Compare and contrast works of literature in different forms or genres (e.g., stories and poems; historical novels and fantasy stories) in terms of their approaches to similar themes and topics.

- **COMPARING NARRATIVES**

- **6.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
- **6.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 6, students interact with texts proficiently and independently at the low end of the range and with scaffolding as needed at the high end of the range.
- **6.RN.4.3** Compare and contrast one author's presentation of events with that of another.

4. READING STRATEGIES

- **AUTHOR'S PURPOSE**

- **6.RN.3.3** Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.

- **CENTRAL IDEA AND SUMMARY**

- **6.RN.2.2** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
- **6.RN.2.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **6.RL.2.2** Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text.
- **6.W.3.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
- **6.W.3.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples

from various sources and texts.

- **6.W.3.2e** Establish and maintain a style appropriate to purpose and audience.

- **MAKING INFERENCES**

- **6.RL.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- **6.RN.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

5. ANALYZING INFORMATIONAL TEXTS 1

- **TEXT STRUCTURES**

- **6.RN.3.2** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **6.RL.2.1** Cite textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- **6.RN.3.3** Determine an author's perspective or purpose in a text, and explain how it is conveyed in the text.

- **ORGANIZATIONAL PATTERNS**

- **6.RN.3.2** Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.
- **6.RN.2.2** Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
- **6.RN.2.3** Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

6. ANALYZING INFORMATIONAL TEXTS 2

- **USING GRAPHICS**

- **6.RN.4.2** Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
- **6.SL.3.1** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **6.SL.4.2** Create engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

- **MAKING AN ARGUMENT**

- **6.RN.4.1** Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.

- **UNDERSTANDING MEDIA**

- **6.SL.3.1** Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- **6.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- **6.ML.2.1** Use evidence to evaluate the accuracy of information presented in multiple media messages.
- **6.ML.2.2** Identify the target audience of a particular media message, using the context of the message (e.g., where it is placed, when it runs, etc.)

7. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**

- **6.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.
- **6.W.1** Write routinely over a variety of time frames for a range of tasks, purposes, and audiences; apply reading standards to support analysis, reflection, and research by drawing evidence from literature and nonfiction texts.

- **6.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **6.W.3.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
- **6.W.3.2d** Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **6.W.3.2e** Establish and maintain a style appropriate to purpose and audience.
- **6.W.3.1a** Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

- **REVISING AND EDITING AN ESSAY**

- **6.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

- **ESTABLISHING A FORMAL STYLE**

- **6.RV.1** Acquire and use accurately grade-level appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **6.W.3.1d** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **6.W.3.2e** Establish and maintain a style appropriate to purpose and audience.

- **WRITING AND TECHNOLOGY**

- **6.W.4b** Use technology to interact and collaborate with others to generate, produce, and publish writing.
- **6.W.5f** Present information, choosing from a variety of formats.

8. WRITING SKILLS 2

- **INTRODUCTIONS**

- **6.W.3.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
- **6.W.3.1a** Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.

- **CONCLUSIONS**

- **6.W.3.1f** Provide a concluding statement or section that follows from the argument presented.
- **6.W.3.2f** Provide a concluding statement or section that follows from the information or explanation presented.

- **TRANSITIONS**

- **6.W.3.1e** Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.
- **6.W.3.2c** Use appropriate transitions to clarify the relationships among ideas and concepts.
- **6.W.3.3b** Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

9. TYPES OF WRITING

- **ARGUMENTATIVE ESSAYS**

- **6.W.3.1b** Use an organizational structure to group related ideas that support the argument.
- **6.W.3.1a** Introduce claim(s), using strategies such as textual analysis, comparison/contrast and cause/effect.
- **6.W.3.1c** Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **6.W.3.1f** Provide a concluding statement or section that follows from the argument presented.

- **EXPOSITORY ESSAYS**

- **6.W.3.2a** Introduce a topic; organize ideas, concepts, and information, using strategies such as definition and classification.
- **6.W.3.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

- **6.W.3.2d** Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **6.W.3.2f** Provide a concluding statement or section that follows from the information or explanation presented.

- **SHORT NARRATIVES**

- **6.W.3.3e** Provide an ending that follows from the narrated experiences or events.
- **6.W.3.3b** Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **6.W.3.3a** Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).
- **6.W.3.3c** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

- **NARRATIVE TECHNIQUES**

- **6.W.3.3b** Organize an event sequence (e.g., conflict, climax, resolution) that unfolds naturally and logically, using a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.
- **6.W.3.3c** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **6.W.3.3d** Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

10. SENTENCE STRUCTURE 1

- **SENTENCE TYPES**

- **6.W.6.1e** Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.
- **6.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

- **PRONOUNS**

- **6.W.6.1a** Pronouns – Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun-antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).

- **PUNCTUATION 1**

- **6.W.6.2b.1** Using punctuation (commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
- **6.W.4a** Plan and develop; draft; revise using appropriate reference materials; rewrite; try a new approach; and edit to produce and strengthen writing that is clear and coherent, with some guidance and support from peers and adults.

11. SENTENCE STRUCTURE 2

- **PUNCTUATION 2**

- **6.W.6.2b.2** Using semicolons to connect main clauses and colons to introduce a list or quotation.

- **VERBS**

- **6.W.6.1b** Verbs – Students are expected to build upon and continue applying conventions learned previously.

12. USAGE 1

- **USING CONTEXTUAL CLUES**

- **6.RV.2.1** Use context to determine or clarify the meaning of words and phrases.
- **6.RV.3.1** Determine the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.

- **6.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings.

- **COMMONLY CONFUSED WORDS**

- **6.W.6.2c** Spelling – Students are expected to build upon and continue applying conventions learned previously.

- **USING REFERENCE MATERIALS**

- **6.RV.2.5** Consult reference materials, both print and digital (e.g., dictionary, thesaurus), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.

13. USAGE 2

- **WORD ROOTS**

- **6.RV.2.4** Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible).

- **WORD RELATIONSHIPS**

- **6.RV.2.2** Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.