

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

### • PLOT

- **7.RL.2.3** *Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).*
- **7.RL.3.1** *Analyze how a work of literature's structural elements such as subplots, parallel episodes, climax, and conflicts contribute to its meaning and plot.*

### • POINT OF VIEW

- **7.RL.3.2** *Analyze how an author develops and contrasts the points of view of different characters or narrators in a work of literature.*

### • SETTING

- **7.RL.1** *Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.*
- **7.RL.2.3** *Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).*

### • THEME

- **7.RL.2.2** *Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.*
- **7.RL.2.1** *Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.*

## 2. LANGUAGE USAGE

### • POETIC DEVICES

- **7.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 rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem,*

or play.

- **7.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.

- **FIGURATIVE LANGUAGE**

- **7.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 rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.
- **7.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **7.RV.3.3** Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.

- **CONNOTATION AND DENOTATION**

- **7.RV.2.3** Distinguish among the connotations of words with similar denotations.
- **7.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 rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.
- **7.RV.3.2** Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
- **7.W.3.2d** Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- **COMPARING FICTION AND NONFICTION**

- **7.RL.4.2** 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.
- **7.RL.1** Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- **7.RL.2.1** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.
- **7.RN.1** Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 7, students interact with texts proficiently and independently at the middle of the range and with scaffolding as needed for texts at the high end of the range.
- **7.RN.2.2** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
- **7.RN.4.3** 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.

### 3. READING STRATEGIES

- **AUTHOR'S PURPOSE**

- **7.RN.2.2** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
- **7.RN.3.3** Determine an author's perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.
- **7.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.

- **CENTRAL IDEA**

- **7.RN.2.2** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.
- **7.RN.2.1** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

- **SUMMARIZING INFORMATION**

- **7.RL.2.2** Analyze the development of a theme or central idea over the course of a work of literature; provide a detailed summary that supports the analysis.
- **7.RN.2.2** Analyze the development of two or more central ideas over the course of a text; provide a detailed, objective summary of the text.

- **MAKING INFERENCES**

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

## 4. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**

- **7.RN.4.1** 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, noting instances of bias and stereotyping.
- **7.RN.2.3** 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).

- **USING EVIDENCE**

- **7.RN.4.1** 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, noting instances of bias and stereotyping.
- **7.SL.3.1** 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.

## 5. ANALYZING INFORMATIONAL TEXTS

- **TEXT STRUCTURES**

- **7.RN.3.2** Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
- **7.RL.2.1** Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

- **USING GRAPHICS**

- **7.W.3.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **7.SL.4.2** Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.
- **7.SL.3.1** 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.

- **EVALUATING THE MEDIA**

- **7.ML.1** Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- **7.ML.2.1** Interpret the various ways in which events are presented and information is communicated by visual image-makers to influence the public.
- **7.ML.2.2** Analyze the ways that the media use words and images to attract the public's attention.

## 6. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**

- **7.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.
- **7.W.3.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **7.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.

- **REVISING AND EDITING AN ESSAY**

- **7.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**

- **7.W.3.1c** Establish and maintain a consistent style and tone appropriate to purpose and audience.
- **7.W.3.2e** Establish and maintain a style appropriate to purpose and audience.
- **7.RV.1** Acquire and use accurately grade-appropriate general academic and content-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- **7.W.3.2d** Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

- **WRITING AND TECHNOLOGY**

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

## 7. WRITING SKILLS 2

- **INTRODUCTIONS**

- **7.W.3.1a** Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- **7.W.3.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- **CONCLUSIONS**

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

- **TRANSITIONS**

- **7.W.3.1d** Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- **7.W.3.2c** Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- **7.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.

## 8. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**

- **7.W.3.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **7.W.3.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
- **7.W.3.2f** Provide a concluding statement or section that follows from and supports the information or explanation presented.

- **EXPOSITORY PARAGRAPHS**

## EXPOSITORY PARAGRAPHS

- **7.W.3.2a** Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition and classification; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- **7.W.3.2b** Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

## 9. ARGUMENTATIVE WRITING

### • ARGUMENTATIVE ESSAYS

- **7.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.
- **7.W.3.1a** Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- **7.W.3.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
- **7.W.3.1e** Provide a concluding statement or section that follows from and supports the argument presented.

### • ARGUMENTATIVE CLAIMS

- **7.W.3.1a** Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- **7.W.3.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

### • ARGUMENTATIVE PARAGRAPHS

- **7.W.3.1a** Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- **7.W.3.1b** Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

## 10. NARRATIVE WRITING

### • PERSONAL NARRATIVES

- **7.W.3.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- **7.W.3.3e** Provide an ending that follows from and reflects on the narrated experiences or events.
- **7.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.
- **7.W.3.3c** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

### • NARRATIVE TECHNIQUES

- **7.W.3.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- **7.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.
- **7.W.3.3c** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **7.W.3.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

### • WRITING SHORT FICTION

- **7.W.3.3a** Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- **7.W.3.3c** Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- **7.W.3.3d** Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and

convey experiences and events.

## 11. SENTENCE STRUCTURE 1

- **COMMAS**
  - **7.W.6.2b** *Punctuation – Using commas with subordinate clauses.*
- **SENTENCE TYPES**
  - **7.W.6.1e** *Usage – Writing simple, compound, complex, and compound-complex sentences; recognizing and correcting sentence fragments and run-ons; varying sentence patterns for meaning, reader interest, and style.*
- **PHRASES**
  - **7.W.6.1d** *Phrases and Clauses – Recognizing and correcting misplaced and dangling modifiers.*

## 12. SENTENCE STRUCTURE 2

- **PRONOUNS**
  - **7.W.6.1a** *Pronouns – Students are expected to build upon and continue applying conventions learned previously.*
- **VERBS**
  - **7.W.6.1b** *Verbs – Recognizing and correcting problems with subject/verb agreement.*

## 13. USAGE 1

- **USING REFERENCE MATERIALS**
  - **7.RV.2.5** *Consult general and specialized reference materials, both print and digital (e.g., dictionary, thesaurus, style guide), to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.*
- **WORD RELATIONSHIPS**
  - **7.RV.2.2** *Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.*
- **WORD ROOTS**
  - **7.RV.2.4** *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).*

## 14. USAGE 2

- **USING CONTEXTUAL CLUES**
  - **7.RV.2.1** *Use context to determine or clarify the meaning of words and phrases.*
  - **7.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 rhymes and other repetitions of sounds (e.g., alliteration) within a story, poem, or play.*
  - **7.RV.3.2** *Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.*
- **COMMONLY CONFUSED WORDS**
  - **7.W.6.2c** *Spelling – Students are expected to build upon and continue applying conventions learned previously.*