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

- **POINT OF VIEW**
  - **8.RV.3.3** *Interpret figures of speech (e.g., verbal irony, puns) in context.*
  - **8.RL.3.2** *Analyze a particular point of view or cultural experience in a work of world literature considering how it reflects heritage, traditions, attitudes, and beliefs.*

- **PLOT**
  - **8.RL.2.3** *Analyze how particular lines of dialogue or incidents in a work of literature propel the action, reveal aspects of a character, or provoke a decision.*

- **THEME**
  - **8.RL.2.2** *Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.*

- **TRANSFORMING IDEAS**
  - **8.RL.2.2** *Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.*
  - **8.RL.4.2** *Analyze how works of literature draw on and transform earlier texts.*

2. LITERARY ELEMENTS

- **STRUCTURE AND FORM**
  - **8.RL.1** *Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.*
  - **8.RL.3.1** *Compare and contrast the structure of two or more related works of literature (e.g., similar topic or theme), and analyze and evaluate how the differing structure of each text contributes to its meaning and style.*

- **FIGURATIVE LANGUAGE**
  - **8.RV.3.1** *Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **8.RV.3.3** *Interpret figures of speech (e.g., verbal irony, puns) in context.*
  - **8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.*

- **CONNOTATION AND DENOTATION**
  - **8.RV.2.3** *Distinguish among the connotations of words with similar denotations.*
  - **8.RV.3.1** *Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.*

- **DRAMATIC CONVENTIONS**
  - **8.RL.1** *Read a variety of literature within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.*

3. READING STRATEGIES

- **CENTRAL IDEA AND SUMMARY**
  - **8.RN.2.2** *Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.*
  - **8.RL.2.2** *Analyze the development of a theme or central idea over the course of a work of literature, including its relationship to the characters, setting, and plot; provide a detailed summary that supports the analysis.*

- **AUTHOR'S PURPOSE**
  - **8.RN.2.2** *Analyze the development of a central idea over the course of a text, including its relationship to supporting ideas; provide a detailed, objective summary of the text.*
  - **8.RN.3.2** *Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*
  - **8.RN.3.3** *Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*

- **TEXT AND VISUAL ELEMENTS**
  - **8.RN.4.2** *Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.*
  - **8.W.3.2a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
  - **8.SL.3.1** *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.*
  - **8.SL.4.2** *Create engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.*

- **MAKING INFERENCES**
  - **8.RL.2.1** *Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.*
  - **8.RN.2.1** *Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.*

4. ANALYZING INFORMATIONAL TEXTS 1

- **WORD CHOICE**
  - **8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **8.RV.3.3** *Interpret figures of speech (e.g., verbal irony, puns) in context.*
  - **8.RN.2.3** *Analyze how a text makes connections and distinctions among individuals, events, and ideas.*
  - **8.RV.3.1** *Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*

- **SYNTHESIZING INFORMATION**
  - **8.RN.4.3** *Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*
  - **8.RL.2.1** *Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.*
  - **8.RN.2.1** *Cite the textual evidence that most strongly supports an analysis of what a text says explicitly as well as inferences drawn from the text.*

- **TEXT STRUCTURES**
  - **8.RN.3.2** *Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.*

5. ANALYZING INFORMATIONAL TEXTS 2

- **ANALYZING AN ARGUMENT**
  - **8.RN.1** *Read a variety of nonfiction within a range of complexity appropriate for grades 6-8. By the end of grade 8, students interact with texts proficiently and independently.*
  - **8.RN.4.1** *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.*

- **ANALYZING CONFLICTING EVIDENCE**
  - **8.RN.3.3** *Determine an author's perspective or purpose in a text, and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.*
  - **8.RN.4.1** *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.*
  - **8.RN.4.3** *Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.*

- **EVALUATING THE MEDIA**
  - **8.SL.3.1** *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.*
  - **8.ML.1** *Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.*
  - **8.ML.2.1** *Identify and analyze persuasive and propaganda techniques used in visual and verbal messages by electronic, print and mass media, and identify false or misleading information.*
  - **8.ML.2.2** *Analyze and interpret how people experience media messages differently, depending on point of view, culture, etc.*

6. WRITING 1

- **PLANNING AND ORGANIZING**
  - **8.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.

- ○ **8.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.*
- ○ **8.W.3.1d** *Establish and maintain a consistent style and tone appropriate to purpose and audience.*
- ○ **8.W.3.2e** *Establish and maintain a style appropriate to the purpose and audience.*
- ○ **8.W.3.2a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*

- **ESTABLISHING A FORMAL STYLE**
  - ○ **8.W.3.1d** *Establish and maintain a consistent style and tone appropriate to purpose and audience.*
  - ○ **8.W.3.2e** *Establish and maintain a style appropriate to the purpose and audience.*
  - ○ **8.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.*
  - ○ **8.W.3.2d** *Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

- **REVISING AND EDITING**
  - ○ **8.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.*

- **WRITING AND TECHNOLOGY**
  - ○ **8.W.4b** *Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.*
  - ○ **8.W.5f** *Present information, choosing from a variety of formats.*

7. WRITING 2

- **INTRODUCTIONS**
  - ○ **8.W.3.1a** *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
  - ○ **8.W.3.2a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*

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

- **USING TRANSITIONS**
  - ○ **8.W.3.1c** *Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*
  - ○ **8.W.3.2c** *Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.*
  - ○ **8.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. INFORMATIVE WRITING

- **DEVELOPING EXPOSITORY ESSAYS**
  - ○ **8.W.3.2a** *Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.*
  - ○ **8.W.3.2f** *Provide a concluding statement or section that follows from and supports the information or explanation presented.*

- **8.W.3.2b** *Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.*
- **8.W.3.2d** *Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*

- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - **8.W.3.1a** *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
  - **8.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.*
  - **8.W.3.1e** *Provide a concluding statement or section that follows from and supports the argument presented.*
  - **8.W.3.1c** *Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.*

- **IDENTIFYING ARGUMENTATIVE CLAIMS**
  - **8.W.3.1a** *Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.*
  - **8.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.*

9. NARRATIVE WRITING

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

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

10. SENTENCE STRUCTURE

- **VERB TENSE AND VOICE**
  - **8.W.6.1b** *Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.*

- **VERB MOOD**
  - **8.W.6.1b** *Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.*

- **VERBALS**
  - **8.W.6.1b** *Verbs – Explaining the function of verbals (gerunds, participles, infinitives) in general and their function in particular*

sentences; forming and using active and passive voice; recognizing and correcting inappropriate shifts in verb voice.

- **PRONOUNS**
  - **8.W.6.1a** *Pronouns – Students are expected to build upon and continue applying conventions learned previously.*

11. WORD USAGE 1

- **CONTEXT CLUES**
  - **8.RV.2.1** *Use context to determine or clarify the meaning of words and phrases.*
  - **8.RV.3.1** *Analyze the meaning of words and phrases as they are used in works of literature, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.*
  - **8.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 specific word choices on meaning and tone, including analogies or allusions to other texts.*

- **WORD ROOTS**
  - **8.RV.2.4** *Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).*

12. WORD USAGE 2

- **USING REFERENCE MATERIALS**
  - **8.RV.2.5** *Select appropriate general and specialized reference materials, both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, part of speech, or origin.*

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

- **PUNCTUATION**
  - **8.W.6.2b** *Punctuation – Using punctuation (comma, ellipsis, dash) to indicate a pause, break, or omission.*
  - **8.W.6.1e** *Usage – Students are expected to build upon and continue applying conventions learned previously.*