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.

Unit 1: Elements of Literature 1

- **IMAGERY**
  - 9-10.W.3.e: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **FIGURATIVE LANGUAGE**
  - 9-10.RC.12: Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
  - 9-10.RC.13: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
- **THEME**

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- 9-10.RC.2: Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)

- **THEMES IN FICTION**
  - 9-10.RC.2: Analyze in detail the development of two or more themes over the course of a work of literature, including how they emerge and are specific and refined by specific details. (E)

Unit 2: Elements of Literature 2

- **CONFLICT**
  - 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- **CHARACTER TYPES**
  - 9-10.RC.5: Analyze a series of ideas or events, including the order in which the points are made and developed, and the connections that are drawn between them.
- **FORESHADOWING AND SUSPENSE**
  - 9-10.W.3.c: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.

Unit 3: Reading Strategies 1

- **MAKING INFERENCES**
  - 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- **DRAWING CONCLUSIONS**
  - 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)

Unit 4: Reading Strategies 2

- **IMPLIED MAIN IDEA**
  - 9-10.RC.1: Analyze what a text says both explicitly and implicitly (e.g., inferences and interpretations) by citing strong and thorough textual evidence. (E)
- **DETERMINING AUTHOR'S PURPOSE**
  - 9-10.RC.6: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

Unit 5: Author's Voice and Method 1

- **ANALYZING AUTHOR'S STYLE**
  - 9-10.RC.6: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
- **ANALYZING AUTHOR'S PERSPECTIVE**

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- 9-10.RC.6: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

Unit 6: Author's Voice and Method 2

- **TONE AND MOOD**
  - 9-10.RC.12: Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
  - 9-10.RC.13: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.
- **WORD CHOICE**
  - 9-10.RC.12: Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
  - 9-10.RC.13: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

Unit 7: Strategy 1

- **EVALUATING EVIDENCE**
  - 9-10.RC.7: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **RHETORICAL TECHNIQUES**
  - 9-10.RC.6: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.
  - 9-10.W.1.b: Use rhetorical strategies to enhance the effectiveness of the claim.
- **FACT VS. OPINION**
  - 9-10.RC.7: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
- **ANALYZING AUDIENCE APPEALS**
  - 9-10.RC.6: Determine an author's perspective or purpose in a text, and analyze how an author uses rhetoric to advance that perspective or purpose.

Unit 8: Strategy 2

- **CENTRAL IDEAS**

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- 9-10.RC.4: Analyze in detail the development of two or more central ideas over the course of a text, including how they build on one another to provide a complex analysis.

- **TEXT STRUCTURES AND DEVELOPMENT**
  - 9-10.CC.7: Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.
- **LOGICAL FALLACIES**
  - 9-10.RC.7: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

Unit 9: Text Connections

- **PRINT AND NONPRINT TEXTS**
  - 9-10.CC.5: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.
- **FOUNDATIONAL U.S. DOCUMENTS**
  - 9-10.RC.8: Analyze U.S. and world documents of historical and literary significance, including how they address related themes and concepts.
- **EVALUATING THE MEDIA**
  - 9-10.CC.8: Analyze bias in media through the inclusion or exclusion of information and reliability of the source from visual and verbal messages to achieve a desired result. (E)

Unit 10: Text Organization 1

- **CAUSE AND EFFECT**
  - 9-10.RC.3: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
- **COMPARE AND CONTRAST**
  - 9-10.RC.3: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.

Unit 11: Text Organization 2

- **CHRONOLOGY AND SEQUENCING**
  - 9-10.RC.3: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.
- **FLASHBACK AND FRAMING**

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- 9-10.RC.3: Analyze and evaluate how an author's choices concerning how to structure a work of literature, order events within it (e.g., parallel episodes), and manipulate time (e.g., pacing, flashbacks) contribute to the overall meaning and effect of a work.

Unit 12: Sentence Structure

- **PARALLELISM AND VERB TENSE**
  - 9-10.W.6.b: Usage Identifying and using parallelism in all writing to present items in a series and items juxtaposed for emphasis.
- **VERB MOOD**
  - 9-10.W.6.a: Verbs Forming and using verbs in the indicative, imperative, interrogative, conditional and subjunctive moods.

Unit 13: Punctuation

- **COLONS AND SEMICOLONS**
  - 9-10.W.7.a: Punctuation Using a semicolon and a conjunctive adverb to link two or more closely related independent clauses.

Unit 14: Context Clues 1

- **CONTEXT CLUES**
  - 9-10.RC.9: Use context to determine or clarify the meaning of words and phrases.
- **ANALYZING FIGURES OF SPEECH AND IDIOMS**
  - 9-10.RC.9: Use context to determine or clarify the meaning of words and phrases.

Unit 15: Context Clues 2

- **WORD PATTERNS**
  - 9-10.RC.11: Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
- **CONNOTATION AND DENOTATION**
  - 9-10.RC.10: Analyze nuances in the meaning of words with similar denotations.
  - 9-10.RC.12: Analyze the meaning of words and phrases as they are used in works of literature, including figurative, connotative, and denotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings. (E)
  - 9-10.RC.13: Determine the meaning of words and phrases as they are used in a nonfiction text, including figurative, connotative, denotative, and technical meanings; evaluate the effectiveness of specific word choices on meaning and tone in multiple and varied contexts.

Unit 16: Usage

- **FORMAL AND INFORMAL LANGUAGE**
  - 9-10.W.2.e: Establish and maintain a style appropriate for the purpose and audience.

Unit 17: Using Guides

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- **USING THE DICTIONARY AND THESAURUS**
  - 9-10.W.4.a: Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
- **USING STYLE GUIDES**
  - 9-10.W.4.c: Utilize a standard style guide framework for in-text documentation, formatting, and works cited in order to properly credit sources in all writing types, utilizing multiple sources when appropriate.

Unit 18: Building an Essay 1

- **DETERMINING AN APPROPRIATE ESSAY FORMAT**
  - 9-10.W.4.a: Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
- **INTRODUCTIONS**
  - 9-10.W.2.a: Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
- **CONCLUSIONS**
  - 9-10.W.1.f: Provide a concluding statement or section that follows from and supports the argument presented.
  - 9-10.W.2.f: Provide a concluding statement or section that follows and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

Unit 19: Building an Essay 2

- **INTEGRATING GRAPHICS AND MULTIMEDIA**
  - 9-10.W.4.b: Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).
  - 9-10.W.5.f: Present information, choosing from a variety of formats.
  - 9-10.CC.5: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.
- **VISUAL AIDS**
  - 9-10.CC.5: Analyze multiple sources of information presented in diverse media and formats while evaluating the credibility and accuracy of each source.
- **WRITING AND TECHNOLOGY**
  - 9-10.W.4.b: Use technology to generate, produce, publish, and update individual or shared writing products, taking advantage of technologys capacity to link to other information and to display information flexibly and dynamically (e.g., use of publishing programs, integration of multimedia).

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- 9-10.W.5.f: Present information, choosing from a variety of formats.

Unit 20: Narrative Writing

- **SHORT NARRATIVES**
  - 9-10.W.3.a: Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters.
  - 9-10.W.3.b: Create a smooth progression of experiences or events.
  - 9-10.W.3.e: Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
  - 9-10.W.3.f: Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative.
- **NARRATIVE TECHNIQUES**
  - 9-10.W.3.c: Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plotlines to develop experiences, events, and/or characters.
  - 9-10.W.3.d: Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
  - 9-10.W.3.f: Provide an ending that follows and reflects on what is experienced, observed, or resolved over the course of the narrative.

Unit 21: Expository Writing

- **EXPOSITORY THESIS STATEMENTS**
  - 9-10.W.2.a: Introduce a topic and organize complex ideas, concepts, and information to make important connections and distinctions.
- **EXPOSITORY PARAGRAPHS**
  - 9-10.W.2.b: Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
  - 9-10.W.2.c: Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **EXPOSITORY ESSAYS**
  - 9-10.W.2.b: Develop the topic utilizing credible sources with relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

Unit 22: Argumentative Writing 1

- **ARGUMENTATIVE CLAIMS**
  - 9-10.W.1.a: Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

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- **ARGUMENTATIVE PARAGRAPH DEVELOPMENT**
  - 9-10.W.1.a: Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
- **ARGUMENTATIVE ESSAYS**
  - 9-10.W.1.a: Introduce claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

Unit 23: Argumentative Writing 2

- **TYPES OF EVIDENCE**
  - 9-10.W.1.c: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.
- **CLAIMS AND COUNTERCLAIMS**
  - 9-10.W.1.c: Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audiences knowledge level and concerns.

Unit 24: Research 1

- **REFINING A RESEARCH QUESTION**
  - 9-10.W.5.a: Formulate an inquiry question and refine and narrow the focus as research evolves.
- **GATHERING INFORMATION**
  - 9-10.W.5.b: Gather relevant information from multiple authoritative sources, using advanced searches effectively, and annotate sources.
  - 9-10.W.5.c: Assess the usefulness of each source in answering the research question.

Unit 25: Research 2

- **SYNTHESIZING IDEAS**
  - 9-10.W.5.d: Synthesize and integrate information into the text selectively to maintain the flow of ideas.
- **AVOIDING PLAGIARISM**
  - 9-10.W.5.d: Synthesize and integrate information into the text selectively to maintain the flow of ideas.
  - 9-10.W.5.e: Avoid plagiarism and over reliance on any one source and follow a standard format (e.g., MLA, APA) for citation.

Unit 26: Revision Considerations 1

- **PREWRITING**
  - 9-10.W.4.a: Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and

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audience, and edit to produce and strengthen writing that is clear and coherent.

- **REVISING AND EDITING**
  - 9-10.W.4.a: Plan and develop, draft, and revise writing using appropriate reference materials. Rewrite, try a new approach, focusing on addressing what is most significant for a specific purpose and audience, and edit to produce and strengthen writing that is clear and coherent.
- **UNITY AND FOCUS**
  - 9-10.W.2.d: Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.
- **WORDINESS AND REDUNDANCY**
  - 9-10.W.2.d: Choose language and content-specific vocabulary that express ideas precisely and concisely to manage the complexity of the topic, recognizing and eliminating wordiness and redundancy.

Unit 27: Revision Considerations 2

- **TRANSITIONAL ELEMENTS**
  - 9-10.W.1.d: Use effective transitions to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  - 9-10.W.2.c: Use appropriate transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- **MAINTAINING A FORMAL STYLE**
  - 9-10.W.1.e: Establish and maintain a consistent style and tone appropriate for the purpose and audience.
  - 9-10.W.2.e: Establish and maintain a style appropriate for the purpose and audience.

Unit 28: Speaking and Listening

- **DISCUSSION GUIDELINES**
  - 9-10.CC.1: Initiate and participate effectively in a range of collaborative discussions on grade-appropriate topics, texts, and issues, building on others ideas and expressing personal ideas clearly and persuasively. (E)
  - 9-10.CC.2: Examine, analyze, and reflect on ideas under discussion by providing textual evidence to support or refute those ideas. (E)
  - 9-10.CC.3: Expand conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  - 9-10.CC.4: Respond thoughtfully to multiple perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify personal views and understanding and make

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new connections in reference to the evidence and reasoning presented.

- **ANALYZING AND DEVELOPING A SPEECH**
  - 9-10.CC.6: Evaluate a speaker's perspective, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or distorted evidence.
  - 9-10.CC.7: Present information, findings, and supporting evidence logically so that listeners can follow the line of reasoning, ensuring organization and development are appropriate to purpose, audience, and task.

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