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

- **POINT OF VIEW**
  - 8.W.3.a: Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- **THEME**
  - 8.RC.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. (E)

Unit 2: Literary Elements

- **CONNOTATION AND DENOTATION**
  - 8.RC.9: Distinguish among the connotations of words with similar denotations.

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Unit 3: Response to Literature/Literary Analysis

- **DISCUSSION GUIDELINES**
  - 8.CC.1: Engage effectively in a range of collaborative discussions (e.g., one-on-one, in groups, and teacher-led) on grade-appropriate topics, texts, and issues, building on others' ideas and expressing personal ideas clearly. (E)
  - 8.CC.2: Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. (E)
- **ANALYZING AND DEVELOPING A SPEECH**
  - 8.CC.5: Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence, and identifying when irrelevant evidence is introduced.
  - 8.CC.6: Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
- **COMPARING NARRATIVES**
  - 8.RC.3: 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. (E)

Unit 4: Reading Strategies

- **CENTRAL IDEA AND SUMMARY**
  - 8.RC.4: 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.
- **AUTHOR'S PURPOSE**
  - 8.RC.5: 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.W.2.a: 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 aid comprehension.
  - 8.W.5.f: Present information, choosing from a variety of formats.
  - 8.CC.3: 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.
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- 8.CC.7: Develop engaging presentations that integrate multimedia components and visual displays to clarify information, strengthen claims and evidence, and add interest.

- **MAKING INFERENCES**
  - 8.RC.1: Analyze what a text says explicitly as well as draw inferences through strong and supportive textual evidence. (E)

Unit 5: Analyzing Informational Texts 1

- **WORD CHOICE**
  - 8.RC.11: Interpret figures of speech (e.g., verbal irony, puns) in context.
- **TEXT STRUCTURES**
  - 8.W.2.a: 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 aid comprehension.

Unit 6: Analyzing Informational Texts 2

- **ANALYZING CONFLICTING EVIDENCE**
  - 8.RC.7: 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.CC.8: 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. (E)

Unit 7: Writing 1

- **ESTABLISHING A FORMAL STYLE**
  - 8.W.1.d: Establish and maintain a consistent style and tone appropriate for the purpose and audience.
  - 8.W.2.d: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - 8.W.2.e: Establish and maintain a style appropriate for the purpose and audience.
- **REVISING AND EDITING**
  - 8.W.4.a: Plan and develop, draft, and revise writing 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.4.b: Use technology to interact and collaborate with others to generate, produce, and publish writing and present information and ideas efficiently.

Unit 8: Writing 2

- **CONCLUSIONS**
  - 8.W.1.e: Provide a concluding statement or section that follows and supports the argument presented.

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- 8.W.2.f: Provide a concluding statement or section that follows and supports the information or explanation presented.
- 8.W.3.e: Provide an ending that follows and reflects on the narrated experiences or events.

- **USING TRANSITIONS**
  - 8.W.2.c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

Unit 9: Persuasion/Persuasive Writing

- **GATHERING INFORMATION**
  - 8.W.5.b: Gather relevant information from multiple sources, using search terms effectively, and annotate sources.
  - 8.W.5.c: Assess the credibility and accuracy of each source.
- **REFINING A RESEARCH QUESTION**
  - 8.W.5.a: Formulate a research question.
- **AVOIDING PLAGIARISM**
  - 8.W.5.d: Quote or paraphrase the information and conclusions of others.
  - 8.W.5.e: Avoid plagiarism and follow a standard format for citation.

Unit 10: Informative Writing

- **DEVELOPING EXPOSITORY ESSAYS**
  - 8.W.2.b: 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.d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
- **DEVELOPING ARGUMENTATIVE ESSAYS**
  - 8.W.1.c: Use effective transitions to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- **IDENTIFYING ARGUMENTATIVE CLAIMS**
  - 8.RC.6: 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. (E)
  - 8.W.1.a: Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
  - 8.W.1.b: Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Unit 11: Narrative Writing

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- **NARRATIVE TECHNIQUES**
  - 8.W.3.c: Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
- **WRITING SHORT FICTION**
  - 8.W.3.b: 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.

Unit 12: Sentence Structure

- **VERBALS**
  - 8.W.6.a: Verbs Explaining the function of verbals (e.g., 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.

Unit 13: Word Usage 1

- **WORD ROOTS**
  - 8.RC.10: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
- **CONTEXT CLUES**
  - 8.RC.8: Use context to determine or clarify the meaning of words and phrases.

Unit 14: Word Usage 2

- **PUNCTUATION**
  - 8.W.7.a: Punctuation Using punctuation (e.g., comma, ellipsis, dash) to indicate a pause, break, or omission.
- **WORDINESS AND REDUNDANCY**
  - 8.W.2.d: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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