

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

• PLOT

- 7.RL.2.3: Reading: Literature Key Ideas and Textual Support Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).
- 7.RL.3.1: Reading: Literature Structural Elements and Organization 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: Reading: Literature Structural Elements and Organization 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: Reading: Literature Learning Outcome 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: Reading: Literature Key Ideas and Textual Support Analyze the interaction of elements in a work of literature (e.g., how setting shapes the characters or plot).

- **THEME**

- 7.RL.2.2: Reading: Literature Key Ideas and Textual Support 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: Reading: Literature Key Ideas and Textual Support Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

Unit 2: Language Usage

- **POETIC DEVICES**

- 7.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts 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: Reading: Literature Learning Outcome 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: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts 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: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts 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: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts Interpret figures of speech (e.g., literary, religious, and mythological allusions) in context.

- **CONNOTATION AND DENOTATION**

- 7.RV.2.3: Reading: Vocabulary Vocabulary Building Distinguish among the connotations of words with similar denotations.
- 7.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts 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: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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: Reading: Literature Synthesis and Connection of Ideas 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: Reading: Literature Learning Outcome 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: Reading: Literature Key Ideas and Textual Support 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: Reading: Nonfiction Learning Outcome 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: Reading: Nonfiction Key Ideas and Textual Support 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: Reading: Nonfiction Synthesis and Connection of Ideas 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.

Unit 3: Reading Strategies

• **AUTHOR'S PURPOSE**

- 7.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support 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: Reading: Nonfiction Structural Elements and Organization Determine an authors 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: Reading: Literature Key Ideas and Textual Support 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.3.3: Reading: Nonfiction Structural Elements and Organization Determine an authors perspective or purpose in a text, and analyze how the author distinguishes his or her position from the positions of others.
- **CENTRAL IDEA**
 - 7.RN.2.2: Reading: Nonfiction Key Ideas and Textual Support 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: Reading: Nonfiction Key Ideas and Textual Support 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: Reading: Literature Key Ideas and Textual Support 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: Reading: Nonfiction Key Ideas and Textual Support 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: Reading: Literature Key Ideas and Textual Support 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: Reading: Nonfiction Key Ideas and Textual Support Cite several pieces of textual evidence to support analysis of what a text says explicitly as well as inferences drawn from the text.

Unit 4: Analyzing Argumentative Texts

- **ANALYZING AN ARGUMENT**
 - 7.RN.4.1: Reading: Nonfiction Synthesis and Connection of Ideas 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: Reading: Nonfiction Key Ideas and Textual Support 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: Reading: Nonfiction Synthesis and Connection of Ideas 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: Speaking and Listening Comprehension 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.

Unit 5: Analyzing Informational Texts

• TEXT STRUCTURES

- 7.RN.3.2: Reading: Nonfiction Structural Elements and Organization 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: Reading: Literature Key Ideas and Textual Support 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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: Speaking and Listening Presentation of Knowledge and Ideas Create engaging presentations that include multimedia components and visual displays to clarify claims and findings and emphasize salient points.
- 7.SL.3.1: Speaking and Listening Comprehension 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: Media literacy Learning Outcome Critically analyze information found in electronic, print, and mass media used to inform, persuade, entertain, and transmit culture.
- 7.ML.2.1: Media literacy Media Literacy 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: Media literacy Media Literacy Analyze the ways that the media use words and images to attract the public's attention.

Unit 6: Writing Skills 1

• PLANNING AND ORGANIZING AN ESSAY

- 7.W.4a: Writing The Writing Process Apply the writing process to 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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: Writing Learning Outcome 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: Writing The Writing Process Apply the writing process to 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Establish and maintain a consistent style and tone appropriate to purpose and audience.
 - 7.W.3.2e: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Establish and maintain a style appropriate to purpose and audience.
 - 7.RV.1: Reading: Vocabulary Learning Outcome 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
- **WRITING AND TECHNOLOGY**
 - 7.W.4b: Writing The Writing Process Apply the writing process to Use technology to interact and collaborate with others to generate, produce, and publish writing and link to sources.
 - 7.W.5f: Writing The Research Process: Finding, Assessing, Synthesizing, and Reporting Information Conduct short research assignments and tasks to build knowledge about the research process and the topic under study. Present information, choosing from a variety of formats.

Unit 7: Writing Skills 2

- **INTRODUCTIONS**

- 7.W.3.1a: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- 7.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Provide a concluding statement or section that follows from and supports the argument presented.
- 7.W.3.2f: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Provide a concluding statement or section that follows from and supports the information or explanation presented.

- **TRANSITIONS**

- 7.W.3.1d: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Use effective transitions to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
- 7.W.3.2c: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
- 7.W.3.3b: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that 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 8: Expository Writing

- **EXPOSITORY ESSAYS**

- 7.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

- 7.W.3.2f: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Provide a concluding statement or section that follows from and supports the information or explanation presented.

- **EXPOSITORY PARAGRAPHS**

- 7.W.3.2a: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write informative compositions in a variety of forms that Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.

Unit 9: Argumentative Writing

- **ARGUMENTATIVE ESSAYS**

- 7.W.4a: Writing The Writing Process Apply the writing process to 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- 7.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Provide a concluding statement or section that follows from and supports the argument presented.

- **ARGUMENTATIVE CLAIMS**

- 7.W.3.1a: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce claim(s), acknowledge alternate or opposing claims, and use appropriate organizational structures.
- 7.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Introduce claim(s), acknowledge alternate or opposing claims, and

use appropriate organizational structures.

- 7.W.3.1b: Writing Writing Genres: Argumentative, Informative, and Narrative Write arguments in a variety of forms that Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.

Unit 10: Narrative Writing

• PERSONAL NARRATIVES

- 7.W.3.3a: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- 7.W.3.3e: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Provide an ending that follows from and reflects on the narrated experiences or events.
- 7.W.3.3b: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

• NARRATIVE TECHNIQUES

- 7.W.3.3a: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.
- 7.W.3.3b: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- 7.W.3.3d: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that 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: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters.

- 7.W.3.3c: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
- 7.W.3.3d: Writing Writing Genres: Argumentative, Informative, and Narrative Write narrative compositions in a variety of forms that Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Unit 11: Sentence Structure 1

• **COMMAS**

- 7.W.6.2b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Punctuation Using commas with subordinate clauses.

• **SENTENCE TYPES**

- 7.W.6.1e: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: 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: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Phrases and Clauses Recognizing and correcting misplaced and dangling modifiers.

Unit 12: Sentence Structure 2

• **PRONOUNS**

- 7.W.6.1a: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Pronouns Students are expected to build upon and continue applying conventions learned previously.

• **VERBS**

- 7.W.6.1b: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of English grammar and usage, focusing on: Verbs Recognizing and correcting problems with subject/verb agreement.

Unit 13: Usage 1

• **USING REFERENCE MATERIALS**

- 7.RV.2.5: Reading: Vocabulary Vocabulary Building 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: Reading: Vocabulary Vocabulary Building Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.

- **WORD ROOTS**

- 7.RV.2.4: Reading: Vocabulary Vocabulary Building Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of words (e.g., belligerent, bellicose, rebel).

Unit 14: Usage 2

- **USING CONTEXTUAL CLUES**

- 7.RV.2.1: Reading: Vocabulary Vocabulary Building Use context to determine or clarify the meaning of words and phrases.
- 7.RV.3.1: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts 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: Reading: Vocabulary Vocabulary in Literature and Nonfiction Texts 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: Writing Conventions of Standard English: Grammar and Usage / Capitalization, Punctuation, and Spelling Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling focusing on: Spelling Students are expected to build upon and continue applying conventions learned previously.