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**
  - 6.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.
- **THEME**
  - 6.RC.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text. (E)

Unit 2: Language Usage

- **CONNOTATION AND DENOTATION**
  - 6.RC.12: Distinguish among the connotations of words with similar denotations.

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Unit 3: Analyzing Literature

- **COMPARING NARRATIVES**
  - 6.RC.4: Compare and contrast works of literature in different forms or genres (e.g., stories and poems, historical novels, and fantasy stories) in terms of their approaches to similar themes and topics.
- **ANALYZING AND DEVELOPING A SPEECH**
  - 6.CC.3: Review the key ideas expressed and demonstrate understanding of multiple perspectives through reflection and paraphrasing. (E)
  - 6.CC.5: Delineate a speaker's argument and specific claims, distinguishing claims that are supported by reasons and evidence from claims that are not.
  - 6.CC.6: Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes. Use appropriate eye contact, adequate volume, and clear pronunciation.
- **DISCUSSION GUIDELINES**
  - 6.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)
  - 6.CC.2: Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion. (E)

Unit 4: Reading Strategies

- **AUTHOR'S PURPOSE**
  - 6.RC.7: Determine an author's perspective or purpose in a text and explain how it is conveyed in the text. (E)
- **CENTRAL IDEA AND SUMMARY**
  - 6.RC.2: Determine how a theme or central idea of a work of literature is conveyed through particular details; provide a detailed, objective summary of the text. (E)
  - 6.RC.5: Determine how a central idea of a text is conveyed through particular details; provide an objective summary of the text.
  - 6.RC.6: Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).
- **MAKING INFERENCES**
  - 6.RC.1: Analyze what a text says explicitly as well as draw inferences from the text through citing textual evidence. (E)

Unit 5: Analyzing Informational Texts 1

- **ORGANIZATIONAL PATTERNS**
  - 6.RC.3: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a work of literature and contributes to the development of the theme, characterization, setting, or plot.

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(E)

- 6.W.1.b: Use an organizational structure to group related ideas that support the argument.

- **USING GRAPHICS**
  - 6.RC.9: Integrate information presented in different media or formats (e.g., visually, quantitatively, verbally) to demonstrate a coherent understanding of a topic or issue.
  - 6.W.2.d: Include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aid comprehension.
  - 6.CC.4: Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
  - 6.CC.7: Develop engaging presentations that include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Unit 6: Analyzing Informational Texts 2

- **MAKING AN ARGUMENT**
  - 6.RC.8: Trace and evaluate the argument and specific claims in a text, distinguishing claims that the author supports with reasons and evidence from claims that are not supported.
  - 6.W.1.a: Introduce claim(s) using strategies such as textual analysis, comparison/contrast, and cause/effect.
  - 6.W.1.c: Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.
- **UNDERSTANDING MEDIA**
  - 6.CC.8: Use evidence to evaluate the accuracy of information presented in multiple media messages. (E)

Unit 7: Writing Skills 1

- **GATHERING INFORMATION**
  - 6.W.5.b: Gather relevant information from multiple sources and annotate sources.
  - 6.W.5.c: Assess the credibility of each source.
- **PLANNING AND ORGANIZING AN ESSAY**
  - 6.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.
- **REFINING A RESEARCH QUESTION**
  - 6.W.5.a: Formulate a research question (e.g., In what ways did Madame Walker influence Indiana society).
- **AVOIDING PLAGIARISM**
  - 6.W.5.d: Quote or paraphrase the information and conclusions of others.

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- 6.W.5.e: Avoid plagiarism and provide basic bibliographic information for sources.

Unit 8: Writing Skills 2

- **INTRODUCTIONS**
  - 6.W.2.a: Introduce a topic; organize ideas, concepts, and information using strategies such as definition and classification.
- **CONCLUSIONS**
  - 6.W.2.g: Provide a concluding statement or section that follows from the information or explanation presented.
  - 6.W.3.e: Provide an ending that follows from the narrated experiences or events.
- **TRANSITIONS**
  - 6.W.1.e: Use appropriate transitions that enhance the progression of the text and clarify the relationships among claim(s) and reasons.
  - 6.W.2.c: Use appropriate transitions to clarify the relationships among ideas and concepts.
- **REVISING AND EDITING AN ESSAY**
  - 6.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.

Unit 9: Writing Skills 3

- **WRITING AND TECHNOLOGY**
  - 6.W.4.b: Use technology to interact and collaborate with others to generate, produce, and publish writing.
- **ESTABLISHING A FORMAL STYLE**
  - 6.W.1.d: Establish and maintain a consistent style and tone appropriate to the purpose and audience.
  - 6.W.2.e: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.
  - 6.W.2.f: Establish and maintain a writing style appropriate to the purpose and audience.
- **EVALUATING GRAPHICS**
  - 6.W.5.f: Present information, choosing from a variety of formats.

Unit 10: Types of Writing

- **EXPOSITORY ESSAYS**
  - 6.W.2.b: Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples from various sources and texts.
  - 6.W.3.a: Engage and orient the reader by developing an exposition (e.g., describe the setting, establish the situation, introduce the narrator and/or characters).

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- **ARGUMENTATIVE ESSAYS**
  - 6.W.1.f: Provide a concluding statement or section that follows from the argument presented.
- **NARRATIVE TECHNIQUES**
  - 6.W.3.c: Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
  - 6.W.3.d: Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events.

Unit 11: Sentence Structure

- **SENTENCE TYPES**
  - 6.W.6.b: Usage Writing simple, compound, complex, and compound-complex sentences; recognizing sentence fragments and run-ons.
- **PRONOUNS**
  - 6.W.6.a: Pronouns Using a variety of pronouns, including subject, object, possessive, and reflexive; ensuring pronoun antecedent agreement; recognizing and correcting vague pronouns (i.e., ones with unclear or ambiguous antecedents).
- **PUNCTUATION**
  - 6.W.7.a.I: Using punctuation (e.g., commas, parentheses, dashes) to set off nonrestrictive/parenthetical elements.
  - 6.W.7.a.II: Using semicolons to connect main clauses and colons to introduce a list or quotation.

Unit 12: Usage 1

- **USING CONTEXTUAL CLUES**
  - 6.RC.10: Use context to determine or clarify the meaning of words and phrases.
- **WORDINESS AND REDUNDANCY**
  - 6.W.2.e: Choose language and content-specific vocabulary that express ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

Unit 13: Usage 2

- **WORD RELATIONSHIPS**
  - 6.RC.11: Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand individual words.
- **WORD ROOTS**
  - 6.RC.13: Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., audience, auditory, audible). (E)

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