

Texas Tutorials are designed specifically for the Texas Essential Knowledge and Skills (TEKS) to prepare students for the State of Texas Assessment of Academic Readiness (STAAR)® end-of-course assessments.

State of Texas Assessment of Academic Readiness® and STAAR® are registered trademarks of the Texas Education Agency.

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, persuasive, 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 1

- **THEME**

- **E1.6.A** analyze how themes are developed through characterization and plot in a variety of literary texts;
- **E1.4.F** make inferences and use evidence to support understanding;

- **CHARACTERIZATION**

- **E1.6.B** analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

- **EXPLORING SETTING**

- **E1.6.D** analyze how the setting influences the theme.

2. ELEMENTS OF LITERATURE 2

- **FORESHADOWING AND SUSPENSE**

- **E1.6.C** analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

- **FLASHBACK AND FRAMING**

- **E1.6.C** analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and

- **GENRE AND THEME**

- **E1.5.B** write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- **E1.5.C** use text evidence and original commentary to support a comprehensive response;
- **E1.5.F** respond using acquired content and academic vocabulary as appropriate;
- **E1.6.A** analyze how themes are developed through characterization and plot in a variety of literary texts;
- **E1.7.A** read and respond to American, British, and world literature;
- **E1.4.E** make connections to personal experiences, ideas in other texts, and society;

3. POETRY

- **RHYTHM AND MET ER**

- **E1.7.B** analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

- **POETIC STYLES**

- **E1.7.B** analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

- **IRONY**

- **E1.8.E** analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;

4. READING STRATEGIES 1

- **MAKING INFERENCES**

- **E1.4.F** make inferences and use evidence to support understanding;
- **E1.4.G** evaluate details read to determine key ideas;

- **MAKING PREDICTIONS**

- **E1.4.C** make and correct or confirm predictions using text features, characteristics of genre, and structures;
- **E1.4.F** make inferences and use evidence to support understanding;

- **INDEPENDENT READING**

- **E1.3** Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--self-sustained reading. The student reads grade-appropriate texts independently. The student is expected to self-select text and read independently for a sustained period of time.
- **E1.4.A** establish purpose for reading assigned and self-selected texts;
- **E1.4.B** generate questions about text before, during, and after reading to deepen understanding and gain information;
- **E1.4.E** make connections to personal experiences, ideas in other texts, and society;
- **E1.5.A** describe personal connections to a variety of sources, including self-selected texts;
- **E1.4.D** create mental images to deepen understanding;
- **E1.4.I** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.

5. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **E1.4.F** make inferences and use evidence to support understanding;
- **E1.4.G** evaluate details read to determine key ideas;
- **E1.5.G** discuss and write about the explicit or implicit meanings of text;

- **DETERMINING AUTHOR'S PURPOSE**

- **E1.8.A** analyze the author's purpose, audience, and message within a text;

- **E1.8.G** explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.
- **E1.4.G** evaluate details read to determine key ideas;
- **E1.7.D.i** clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
- **E1.4.F** make inferences and use evidence to support understanding;

- **PARAPHRASE AND SUMMARY**

- **E1.5.D** paraphrase and summarize texts in ways that maintain meaning and logical order;

- **DRAMATIC CONVENTIONS**

- **E1.7.C** analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;

6. AUTHOR'S VOICE

- **WORD CHOICE**

- **E1.2.B** analyze context to distinguish between the denotative and connotative meanings of words; and
- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
- **E1.8.E** analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;

- **SENTENCE STYLE**

- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

- **TONE AND MOOD**

- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

7. AUTHOR'S METHOD

- **AUTHOR'S STYLE**

- **E1.8.E** analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

- **OXYMORON AND PARADOX**

- **E1.8.E** analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;

- **HYPERBOLE AND UNDERSTATEMENT**

- **E1.8.G** explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

8. STRATEGY

- **EVALUATING EVIDENCE**

- **E1.5.J** defend or challenge the authors' claims using relevant text evidence.
- **E1.7.D.i** clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
- **E1.7.E.i** clear arguable claim, appeals, and convincing conclusion;
- **E1.7.E.ii** various types of evidence and treatment of counterarguments, including concessions and rebuttals; and
- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.11.G.i** credibility and bias, including omission; and

- **ANALYZING AUDIENCE APPEALS**

- **E1.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E1.7.E.iii** *identifiable audience or reader; and*
- **E1.8.A** *analyze the author's purpose, audience, and message within a text;*

- **AUTHOR'S PERSPECTIVE AND CLAIMS**

- **E1.5.J** *defend or challenge the authors' claims using relevant text evidence.*
- **E1.11.G.i** *credibility and bias, including omission; and*
- **E1.8.A** *analyze the author's purpose, audience, and message within a text;*

- **LOGICAL FALLACIES**

- **E1.8.G** *explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.*
- **E1.11.G.ii** *faulty reasoning such as ad hominem, loaded language, and slippery slope;*

9. TEXT CONNECTIONS

- **PRINT AND NONPRINT TEXTS**

- **E1.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

- **VISUAL AIDS**

- **E1.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

10. TEXT ORGANIZATION I

- **INTRODUCTION TO TEXT STRUCTURES**

- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.8.B** *analyze use of text structure to achieve the author's purpose;*

- **CAUSE AND EFFECT**

- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*

- **COMPARE AND CONTRAST**

- **E1.4.E** *make connections to personal experiences, ideas in other texts, and society;*
- **E1.5.A** *describe personal connections to a variety of sources, including self-selected texts;*
- **E1.5.B** *write responses that demonstrate understanding of texts, including comparing texts within and across genres;*
- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.8.B** *analyze use of text structure to achieve the author's purpose;*
- **E1.6.B** *analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;*

11. PHRASES AND CLAUSES

- **CLAUSES**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*

- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*

- **GERUND AND PARTICIPLE PHRASES**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*

12. SENTENCE STRUCTURE 1

- **FRAGMENTS AND RUN-ONS**

- **E1.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*
- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*

- **SENTENCE STRUCTURE**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*

13. SENTENCE STRUCTURE 2

- **PARALLELISM AND VERB TENSE**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.ii** *consistent, appropriate use of verb tense and active and passive voice;*

- **ACTIVE AND PASSIVE VOICE**

- **E1.9.D.ii** *consistent, appropriate use of verb tense and active and passive voice;*

14. PARTS OF SPEECH

- **PRONOUN-ANTECEDENT AGREEMENT**

- **E1.9.D.iii** *pronoun-antecedent agreement;*

- **NOUNS AND CAPITALIZATION**

- **E1.9.D.iv** *correct capitalization;*

15. PUNCTUATION

- **COMMAS WITH PHRASES AND CLAUSES**

- **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*
- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*

- **DASHES AND HYPHENS**

- **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*

- **COLONS AND SEMICOLONS**

- **E1.9.D.v** punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and

16. CONTEXTUAL CLUES

• FOREIGN WORDS AND PHRASES

- **E1.2.C** determine the meaning of foreign words or phrases used frequently in English such as *bona fide*, *caveat*, *carte blanche*, *tête-à-tête*, *bon appétit*, and *quid pro quo*.

• CONNOTATION AND DENOTATION

- **E1.2.B** analyze context to distinguish between the denotative and connotative meanings of words; and

17. USAGE

• PRINT AND DIGITAL RESOURCES

- **E1.2.A** use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;

• SPELLING RULES

- **E1.9.D.vi** correct spelling; and

18. BUILDING AN ESSAY

• DETERMINING APPROPRIATE ESSAY FORMAT

- **E1.7.E.iii** identifiable audience or reader; and
- **E1.9.A** plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;
- **E1.9.B.i** using an organizing structure appropriate to purpose, audience, topic, and context; and

• MULTIMODAL AND DIGITAL TEXTS

- **E1.7.F** analyze characteristics of multimodal and digital texts.

• USING FORMAL AND INFORMAL LANGUAGE

- **E1.5.F** respond using acquired content and academic vocabulary as appropriate;
- **E1.5.H** respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- **E1.10.D** compose correspondence in a professional or friendly structure.
- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

• WRITING AND TECHNOLOGY

- **E1.11.i** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
- **E1.7.E.i** clear arguable claim, appeals, and convincing conclusion;
- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.5.i** reflect on and adjust responses when valid evidence warrants; and

19. LITERARY WRITING

• SHORT NARRATIVES

- **E1.10.A** compose literary texts such as fiction and poetry using genre characteristics and craft;
- **E1.9.C** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

- **NARRATIVE TECHNIQUES**

- **E1.10.A** *compose literary texts such as fiction and poetry using genre characteristics and craft;*

20. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **E1.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*

- **EXPOSITORY PARAGRAPHS**

- **E1.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E1.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*

- **WRITING EXPOSITORY ESSAYS**

- **E1.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
- **E1.10.B** *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*

21. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE CLAIMS**

- **E1.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*

- **DEVELOPING ARGUMENTATIVE PARAGRAPHS**

- **E1.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E1.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*

- **ARGUMENTATIVE ESSAYS**

- **E1.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E1.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
- **E1.10.C** *compose argumentative texts using genre characteristics and craft; and*

- **TYPES OF EVIDENCE**

- **E1.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*

22. REVISION CONSIDERATIONS

- **PREWRITING STRATEGIES**

- **E1.5.E** *interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;*
- **E1.9.A** *plan a piece of writing appropriate for various purposes and audiences by generating ideas through a range of strategies such as brainstorming, journaling, reading, or discussing;*
- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

- **UNITY AND FOCUS**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*

- **WORDINESS AND REDUNDANCY**

- **E1.9.C** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;

- **REVISING AND EDITING SKILLS**

- **E1.9.C** revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;
- **E1.9.D.vi** correct spelling; and
- **E1.9.E** publish written work for appropriate audiences.
- **E1.11.I** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.

23. RESEARCH

- **REFINING A RESEARCH QUESTION**

- **E1.11.A** develop questions for formal and informal inquiry;
- **E1.11.B** critique the research process at each step to implement changes as needs occur and are identified;
- **E1.11.C** develop and revise a plan;
- **E1.11.D** modify the major research question as necessary to refocus the research plan;
- **E1.11.E** locate relevant sources;

- **SYNTHESIZING IDEAS**

- **E1.4.H** synthesize information from two texts to create new understanding; and
- **E1.11.F** synthesize information from a variety of sources;
- **E1.4.F** make inferences and use evidence to support understanding;

- **AVOIDING PLAGIARISM**

- **E1.11.H** display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and

24. SPEAKING AND LISTENING

- **ANALYZING AND DEVELOPING A SPEECH**

- **E1.1.B** follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;
- **E1.1.C** give a presentation using informal, formal, and technical language effectively to meet the needs of audience, purpose, and occasion, employing eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and
- **E1.5.H** respond orally or in writing with appropriate register, vocabulary, tone, and voice;

- **DISCUSSION GUIDELINES**

- **E1.1.A** engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;
- **E1.1.D** participate collaboratively, building on the ideas of others, contributing relevant information, developing a plan for consensus building, and setting ground rules for decision making.