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.

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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**
  - **E2.4.F** *make inferences and use evidence to support understanding;*
  - **E2.6.A** *analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;*

- **CHARACTERIZATION**
  - **E2.6.B** *analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;*

- **EXPLORING SETTING**
  - **E2.6.B** *analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;*
  - **E2.6.D** *analyze how historical and cultural settings influence characterization, plot, and theme across texts.*

- **PLOT**
  - **E2.6.C** *analyze isolated scenes and their contribution to the success of the plot as a whole; and*

2. POETRY

- **RHYTHM AND METER**
  - **E2.7.B** *analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;*

- **RHYME AND SOUND DEVICES**
  - **E2.7.B** *analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;*
  - **E2.8.E** *analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;*

3. READING STRATEGIES 1

- **MAKING INFERENCES**
  - **E2.4.F** *make inferences and use evidence to support understanding;*

- **MAKING PREDICTIONS**
  - **E2.4.C** *make and correct or confirm predictions using text features, characteristics of genre, and structures;*
  - **E2.4.F** *make inferences and use evidence to support understanding;*

- **INDEPENDENT READING**
  - **E2.3** *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.*
  - **E2.4.A** *establish purpose for reading assigned and self-selected texts;*
  - **E2.4.B** *generate questions about text before, during, and after reading to deepen understanding and gain information;*
  - **E2.4.E** *make connections to personal experiences, ideas in other texts, and society;*
  - **E2.5.A** *describe personal connections to a variety of sources, including self-selected texts;*
  - **E2.4.D** *create mental images to deepen understanding;*
  - **E2.4.I** *monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.*

4. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**
  - **E2.4.G** *evaluate details read to determine key ideas;*
  - **E2.5.G** *discuss and write about the explicit or implicit meanings of text;*
  - **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
  - **E2.4.F** *make inferences and use evidence to support understanding;*

- **DETERMINING AUTHOR'S PURPOSE**
  - **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
  - **E2.8.G** *analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.*
  - **E2.4.G** *evaluate details read to determine key ideas;*
  - **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
  - **E2.4.F** *make inferences and use evidence to support understanding;*

- **PARAPHRASE AND SUMMARY**
  - **E2.5.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*

- **DRAMATIC CONVENTIONS**
  - **E2.6.B** *analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;*
  - **E2.7.C** *analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;*
  - **E2.8.E** *analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;*
  - **E2.6.A** *analyze how themes are developed through characterization and plot, including comparing similar themes in a variety*

of literary texts representing different cultures;

5. AUTHOR'S VOICE

- **WORD CHOICE**
  - **E2.2.B** *analyze context to distinguish among denotative, connotative, and figurative meanings of words; and*
  - **E2.8.D** *analyze how the author's use of language informs and shapes the perception of readers;*
  - **E2.8.F** *analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*
  - **E2.8.E** *analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;*

- **FIGURATIVE LANGUAGE**
  - **E2.2.B** *analyze context to distinguish among denotative, connotative, and figurative meanings of words; and*
  - **E2.8.E** *analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;*

- **TONE AND MOOD**
  - **E2.8.F** *analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*

6. AUTHOR'S METHOD

- **ANALYZING AUTHOR'S STYLE**
  - **E2.8.D** *analyze how the author's use of language informs and shapes the perception of readers;*
  - **E2.8.E** *analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;*
  - **E2.8.F** *analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*
  - **E2.8.G** *analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.*

- **SENTENCE STYLE**
  - **E2.8.F** *analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*

- **IRONY AND SARCASM**
  - **E2.7.C** *analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;*
  - **E2.8.E** *analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;*

7. STRATEGY

- **EVALUATING EVIDENCE**
  - **E2.4.F** *make inferences and use evidence to support understanding;*
  - **E2.4.G** *evaluate details read to determine key ideas;*
  - **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
  - **E2.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*
  - **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
  - **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
  - **E2.11.G.i** *credibility and bias, including omission; and*

- **ANALYZING AUDIENCE APPEALS**
  - **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
  - **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
  - **E2.8.G** *analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.*

- **AUTHOR'S PERSPECTIVE AND CLAIMS**

AUTHOR'S PERSPECTIVE AND CLAIMS

- ○ **E2.5.J** *defend or challenge the authors' claims using relevant text evidence.*
- ○ **E2.11.G.i** *credibility and bias, including omission; and*
- ○ **E2.8.A** *analyze the author's purpose, audience, and message within a text;*

8. LOGICAL FALLACIES AND RHETORICAL DEVICES

- **LOGICAL FALLACIES**
  - ○ **E2.8.G** *analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.*
  - ○ **E2.11.G.ii** *faulty reasoning such as incorrect premise, hasty generalizations, and either-or;*

- **INTEGRATING RHETORIC**
  - ○ **E2.8.G** *analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.*
  - ○ **E2.9.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;*

9. VISUAL AIDS AND GRAPHICAL FEATURES

- **PRINT AND NONPRINT TEXTS**
  - ○ **E2.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

- **VISUAL AIDS**
  - ○ **E2.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

10. TEXT ORGANIZATION

- **CHRONOLOGY AND SEQUENCE**
  - ○ **E2.8.B** *analyze use of text structure to achieve the author's purpose;*

- **COMPARE AND CONTRAST**
  - ○ **E2.4.E** *make connections to personal experiences, ideas in other texts, and society;*
  - ○ **E2.5.A** *describe personal connections to a variety of sources, including self-selected texts;*
  - ○ **E2.5.B** *write responses that demonstrate understanding of texts, including comparing texts within and across genres;*
  - ○ **E2.8.B** *analyze use of text structure to achieve the author's purpose;*

11. UNDERSTANDING TEXTS

- **ANALYZING INTERPRETATIONS OF NONFICTION**
  - ○ **E2.5.B** *write responses that demonstrate understanding of texts, including comparing texts within and across genres;*
  - ○ **E2.5.C** *use text evidence and original commentary to support an interpretive response;*
  - ○ **E2.5.F** *respond using acquired content and academic vocabulary as appropriate;*

- **GENRE AND THEME**
  - ○ **E2.5.B** *write responses that demonstrate understanding of texts, including comparing texts within and across genres;*
  - ○ **E2.5.C** *use text evidence and original commentary to support an interpretive response;*
  - ○ **E2.5.F** *respond using acquired content and academic vocabulary as appropriate;*
  - ○ **E2.6.A** *analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;*
  - ○ **E2.4.E** *make connections to personal experiences, ideas in other texts, and society;*

- **THEMES ACROSS CULTURES**
  - **E2.5.B** *write responses that demonstrate understanding of texts, including comparing texts within and across genres;*
  - **E2.6.A** *analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;*
  - **E2.6.D** *analyze how historical and cultural settings influence characterization, plot, and theme across texts.*

- **WORLD LITERATURE**
  - **E2.6.A** *analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;*
  - **E2.7.A** *read and analyze world literature across literary periods;*
  - **E2.6.D** *analyze how historical and cultural settings influence characterization, plot, and theme across texts.*

12. PHRASES AND CLAUSES

- **CLAUSES**
  - **E2.9.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**
  - **E2.9.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**
  - **E2.9.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**
  - **E2.9.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;*

13. SENTENCE STRUCTURE 1

- **FRAGMENTS AND RUN-ONS**
  - **E2.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*
  - **E2.9.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;*
  - **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*

- **SENTENCE STRUCTURE**
  - **E2.9.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;*
  - **E2.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*

14. SENTENCE STRUCTURE 2

- **PARALLELISM AND VERB TENSE**
  - **E2.9.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;*
  - **E2.9.D.ii** *consistent, appropriate use of verb tense and active and passive voice;*

- **ACTIVE AND PASSIVE VOICE**
  - **E2.9.D.ii** *consistent, appropriate use of verb tense and active and passive voice;*

15. PARTS OF SPEECH

- **PRONOUN-ANTECEDENT AGREEMENT**
  - **E2.9.D.iii** *pronoun-antecedent agreement;*

- **NOUNS AND CAPITALIZATION**
  - **E2.9.D.iv** *correct capitalization;*

16. PUNCTUATION

- **COMMAS WITH PHRASES AND CLAUSES**
  - **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*
  - **E2.9.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**
  - **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*

- **COLONS AND SEMICOLONS**
  - **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*

- **PARENTHESES, QUOTATION MARKS, AND ELLIPSES**
  - **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*

17. CONTEXTUAL CLUES

- **FOREIGN WORDS AND PHRASES**
  - **E2.2.C** *determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.*

- **CONNOTATION AND DENOTATION**
  - **E2.2.B** *analyze context to distinguish among denotative, connotative, and figurative meanings of words; and*

18. USAGE

- **PRINT AND DIGITAL RESOURCES**
  - **E2.2.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**
  - **E2.9.D.vi** *correct spelling; and*

19. BUILDING AN ESSAY

- **FORMATTING ESSAYS**
  - **E2.7.E.iii** *identifiable audience or reader; and*
  - **E2.7.D.ii** *the relationship between organizational design and thesis;*
  - **E2.9.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;*
  - **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

- **PREWRITING STRATEGIES**
  - **E2.9.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;*
  - **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
  - **E2.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
  - **E2.5.E** *interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;*

- **MULTIMODAL AND DIGITAL TEXTS**
  - **E2.7.F** *analyze characteristics of multimodal and digital texts.*

- **INTEGRATING QUOTES AND COMMENTARY**
  - **E2.5.C** *use text evidence and original commentary to support an interpretive response;*
  - **E2.5.F** *respond using acquired content and academic vocabulary as appropriate;*

20. STYLES OF WRITING

- **WRITING AND TECHNOLOGY**
  - **E2.11.I** *use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.*
  - **E2.5.I** *reflect on and adjust responses when valid evidence warrants; and*
  - **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
  - **E2.8.A** *analyze the author's purpose, audience, and message within a text;*

- **SHORT NARRATIVES**
  - **E2.10.A** *compose literary texts such as fiction and poetry using genre characteristics and craft;*
  - **E2.9.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;*

21. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**
  - **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*

- **EXPOSITORY PARAGRAPH DEVELOPMENT**
  - **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
  - **E2.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*

- **WRITING EXPOSITORY ESSAYS**
  - **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
  - **E2.7.D.ii** *the relationship between organizational design and thesis;*
  - **E2.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
  - **E2.10.B** *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*
  - **E2.10.D** *compose correspondence in a professional or friendly structure.*

- E2.8.A *analyze the author's purpose, audience, and message within a text;*

- **TECHNICAL DOCUMENTS**
    - E2.10.B *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*
    - E2.10.D *compose correspondence in a professional or friendly structure.*

22. ARGUMENTATIVE WRITING

- **ARGUMENTATIVE CLAIMS**
    - E2.7.E.i *clear arguable claim, appeals, and convincing conclusion;*

- **DEVELOPING ARGUMENTATIVE PARAGRAPHS**
    - E2.7.E.i *clear arguable claim, appeals, and convincing conclusion;*
    - E2.7.E.ii *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*

- **WRITING ARGUMENTATIVE ESSAYS**
    - E2.7.E.i *clear arguable claim, appeals, and convincing conclusion;*
    - E2.9.B.ii *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
    - E2.10.C *compose argumentative texts using genre characteristics and craft; and*

- **TYPES OF EVIDENCE**
    - E2.7.E.ii *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*

23. REVISION CONSIDERATIONS

- **UNITY AND FOCUS**
    - E2.7.D.i *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
    - E2.9.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**
    - E2.9.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;*

- **FORMAL AND INFORMAL LANGUAGE**
    - E2.5.F *respond using acquired content and academic vocabulary as appropriate;*
    - E2.5.H *respond orally or in writing with appropriate register, vocabulary, tone, and voice;*
    - E2.8.D *analyze how the author's use of language informs and shapes the perception of readers;*
    - E2.8.F *analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*

- **REVISING AND EDITING SKILLS**
    - E2.9.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;*
    - E2.9.E *publish written work for appropriate audiences.*
    - E2.9.D.vi *correct spelling; and*
    - E2.11.I *use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.*

24. RESEARCH

- **REFINING A RESEARCH QUESTION**
  - **E2.11.A** *develop questions for formal and informal inquiry;*
  - **E2.11.B** *critique the research process at each step to implement changes as needs occur and are identified;*
  - **E2.11.C** *develop and revise a plan;*
  - **E2.11.D** *modify the major research question as necessary to refocus the research plan;*
  - **E2.11.E** *locate relevant sources;*

- **SYNTHESIZING IDEAS**
  - **E2.4.H** *synthesize information from multiple texts to create new understanding; and*
  - **E2.11.F** *synthesize information from a variety of sources;*

- **AVOIDING PLAGIARISM**
  - **E2.11.H** *display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and*

25. SPEAKING AND LISTENING

- **ANALYZING AND DEVELOPING A SPEECH**
  - **E2.1.B** *follow and give complex oral instructions to perform specific tasks, answer questions, or solve problems and complex processes;*
  - **E2.1.C** *give a formal presentation that incorporates a clear thesis and a logical progression of valid evidence from reliable sources and that employs eye contact, speaking rate such as pauses for effect, volume, enunciation, purposeful gestures, and conventions of language to communicate ideas effectively; and*
  - **E2.5.H** *respond orally or in writing with appropriate register, vocabulary, tone, and voice;*

- **DISCUSSION GUIDELINES**
  - **E2.1.A** *engage in meaningful and respectful discourse by listening actively, responding appropriately, and adjusting communication to audiences and purposes;*
  - **E2.1.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.*