

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

- **THEMES IN FICTION**

- **E3.4.G** *evaluate details read to understand key ideas;*
- **E3.6.A** *analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;*

- **CHARACTERS AND CONFLICT**

- **E3.6.A** *analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;*
- **E3.6.B** *analyze how characters' behaviors and underlying motivations contribute to moral dilemmas that influence the plot and theme;*

2. ELEMENTS OF LITERATURE 2

- **SETTING**

- **E3.6.A** *analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;*
- **E3.6.C** *evaluate how different literary elements shape the author's portrayal of the plot; and*
- **E3.6.D** *analyze how the historical, social, and economic context of setting(s) influences the plot, characterization, and theme.*

- **PLOT**

- **E3.6.A** *analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;*
- **E3.6.C** *evaluate how different literary elements shape the author's portrayal of the plot; and*

- **POINT OF VIEW**

- **E3.6.A** analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;
- **E3.6.C** evaluate how different literary elements shape the author's portrayal of the plot; and

3. POETRY

- **RHYME AND SOUND DEVICES**

- **E3.7.B** analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;
- **E3.8.E** evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;

- **POETIC TECHNIQUES**

- **E3.7.B** analyze relationships among characteristics of poetry, including stanzas, line breaks, speaker, and sound devices in poems across a variety of poetic forms;

4. READING STRATEGIES 1

- **MAKING INFERENCES**

- **E3.4.F** make inferences and use evidence to support understanding;
- **E3.5.G** discuss and write about the explicit and implicit meanings of text;

- **MAKING PREDICTIONS**

- **E3.4.C** make and correct or confirm predictions using text features, characteristics of genre, and structures;
- **E3.4.F** make inferences and use evidence to support understanding;

- **INDEPENDENT READING**

- **E3.3** 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.
- **E3.4.A** establish purpose for reading assigned and self-selected texts;
- **E3.4.B** generate questions about text before, during, and after reading to deepen understanding and gain information;
- **E3.4.E** make connections to personal experiences, ideas in other texts, and society;
- **E3.5.A** describe personal connections to a variety of sources, including self-selected texts;
- **E3.4.D** create mental images to deepen understanding;
- **E3.4.I** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, annotating, and using outside sources when understanding breaks down.

5. READING STRATEGIES 2

- **IMPLIED MAIN IDEA**

- **E3.4.G** evaluate details read to understand key ideas;
- **E3.5.G** discuss and write about the explicit and implicit meanings of text;
- **E3.7.D.i** clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
- **E3.4.F** make inferences and use evidence to support understanding;

- **DETERMINING AUTHOR'S PURPOSE**

- **E3.8.A** analyze the author's purpose, audience, and message within a text;
- **E3.8.G** analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.
- **E3.4.G** evaluate details read to understand key ideas;
- **E3.7.D.i** clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and

- **E3.4.F** *make inferences and use evidence to support understanding;*

- **PARAPHRASE AND SUMMARY**

- **E3.5.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*
- **E3.7.D.i** *clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and*

- **DRAMATIC CONVENTIONS**

- **E3.7.C** *analyze how the relationships among dramatic elements advance the plot;*
- **E3.6.A** *analyze relationships among thematic development, characterization, point of view, significance of setting, and plot in a variety of literary texts;*
- **E3.6.C** *evaluate how different literary elements shape the author's portrayal of the plot; and*

6. AUTHOR'S VOICE

- **WORD CHOICE**

- **E3.8.D** *evaluate how the author's use of language informs and shapes the perception of readers;*
- **E3.8.F** *evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*
- **E3.8.E** *evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;*

- **IMAGERY**

- **E3.2.B** *analyze context to draw conclusions about nuanced meanings such as in imagery; and*

- **TONE AND MOOD**

- **E3.8.F** *evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*

7. AUTHOR'S METHOD

- **ANALYZING AUTHOR'S STYLE**

- **E3.8.D** *evaluate how the author's use of language informs and shapes the perception of readers;*
- **E3.8.F** *evaluate how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*
- **E3.8.G** *analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.*

- **AUTHOR'S PERSPECTIVE AND CLAIMS**

- **E3.5.J** *defend or challenge the authors' claims using relevant text evidence.*
- **E3.11.G.i** *credibility, bias, and accuracy; and*
- **E3.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E3.7.D.i** *clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and*

8. LITERARY DEVICES

- **SATIRE AND PARADOX**

- **E3.8.E** *evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;*

- **SYMBOLISM AND ALLEGORY**

- **E3.8.E** *evaluate the use of literary devices such as paradox, satire, and allegory to achieve specific purposes;*

9. STRATEGY

- **EVALUATING EVIDENCE**

- **E3.4.F** *make inferences and use evidence to support understanding;*

- **E3.4.G** *evaluate details read to understand key ideas;*
- **E3.7.D.i** *clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and*
- **E3.7.E.i** *clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;*
- **E3.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*
- **E3.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E3.11.G.i** *credibility, bias, and accuracy; and*

- **ANALYZING AUDIENCE APPEALS**

- **E3.7.E.i** *clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;*
- **E3.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E3.8.G** *analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.*

- **TYPES OF EVIDENCE**

- **E3.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*

10. LOGICAL FALLACIES AND RHETORICAL DEVICES

- **LOGICAL FALLACIES**

- **E3.8.G** *analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.*
- **E3.11.G.ii** *faulty reasoning such as post hoc-ad hoc, circular reasoning, red herring, and assumptions;*

- **INTEGRATING RHETORIC**

- **E3.8.G** *analyze the effects of rhetorical devices and logical fallacies on the way the text is read and understood.*
- **E3.9.B.ii** *developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;*

11. VISUAL AIDS AND GRAPHICAL FEATURES

- **PRINT AND NONPRINT TEXTS**

- **E3.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

- **VISUAL AIDS**

- **E3.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

12. TEXT ORGANIZATION

- **ANALYZING EFFECTIVE TEXT STRUCTURES**

- **E3.8.B** *evaluate use of text structure to achieve the author's purpose;*

- **SENTENCE STRUCTURE**

- **E3.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;*

- **COMPARE AND CONTRAST**

- **E3.4.E** *make connections to personal experiences, ideas in other texts, and society;*
- **E3.5.A** *describe personal connections to a variety of sources, including self-selected texts;*
- **E3.5.B** *write responses that demonstrate analysis of texts, including comparing texts within and across genres;*
- **E3.8.B** *evaluate use of text structure to achieve the author's purpose;*
- **E3.6.C** *evaluate how different literary elements shape the author's portrayal of the plot; and*

13. UNDERSTANDING TEXTS

- **FOUNDATIONAL AMERICAN LITERATURE: 18TH CENTURY**

- **E3.5.B** write responses that demonstrate analysis of texts, including comparing texts within and across genres;
- **E3.5.C** use text evidence and original commentary to support an analytic response;
- **E3.5.F** respond using acquired content and academic vocabulary as appropriate;
- **E3.7.A** read and analyze American literature across literary periods;

- **FOUNDATIONAL AMERICAN LITERATURE: 19TH CENTURY**

- **E3.5.B** write responses that demonstrate analysis of texts, including comparing texts within and across genres;
- **E3.5.C** use text evidence and original commentary to support an analytic response;
- **E3.5.F** respond using acquired content and academic vocabulary as appropriate;
- **E3.7.A** read and analyze American literature across literary periods;

- **FOUNDATIONAL AMERICAN LITERATURE: 20TH CENTURY**

- **E3.5.B** write responses that demonstrate analysis of texts, including comparing texts within and across genres;
- **E3.5.C** use text evidence and original commentary to support an analytic response;
- **E3.5.F** respond using acquired content and academic vocabulary as appropriate;
- **E3.7.A** read and analyze American literature across literary periods;

14. CONTEXTUAL CLUES

- **FOREIGN WORDS AND PHRASES**

- **E3.2.C** determine the meaning of foreign words or phrases used frequently in English such as *ad hoc*, *faux pas*, *non sequitur*, and *modus operandi*.

- **CONNOTATION AND DENOTATION**

- **E3.2.B** analyze context to draw conclusions about nuanced meanings such as in imagery; and

15. BUILDING AN ESSAY

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- **E3.7.D.ii** the relationship between organizational design and author's purpose;
- **E3.7.E.iii** identifiable audience or reader; and
- **E3.9.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;
- **E3.9.B.i** using strategic organizational structures appropriate to purpose, audience, topic, and context; and

- **PREWRITING STRATEGIES**

- **E3.5.E** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;
- **E3.9.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;
- **E3.9.B.i** using strategic organizational structures appropriate to purpose, audience, topic, and context; and
- **E3.9.B.ii** developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;

- **MULTIMODAL AND DIGITAL TEXTS**

- **E3.7.F** analyze the effectiveness of characteristics of multimodal and digital texts.

16. STYLES OF WRITING

- **WRITING AND TECHNOLOGY**

- **E3.11.I** use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.
- **E3.5.I** reflect on and adjust responses when valid evidence warrants; and
- **E3.7.E.i** clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;
- **E3.8.A** analyze the author's purpose, audience, and message within a text;

- **TECHNICAL DOCUMENTS**

- **E3.10.B** compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;
- **E3.10.D** compose correspondence in a professional or friendly structure;

17. LITERARY WRITING

- **LITERARY ANALYSIS ESSAYS**

- **E3.9.B.ii** developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
- **E3.10.E** compose literary analysis using genre characteristics and craft; and
- **E3.10.F** compose rhetorical analysis using genre characteristics and craft.

- **LITERARY ANALYSIS PARAGRAPHS**

- **E3.9.B.ii** developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
- **E3.10.E** compose literary analysis using genre characteristics and craft; and
- **E3.10.F** compose rhetorical analysis using genre characteristics and craft.

- **SHORT NARRATIVES**

- **E3.10.A** compose literary texts such as fiction and poetry using genre characteristics and craft;

18. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **E3.7.D.i** clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **E3.7.D.i** clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
- **E3.9.B.ii** developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;

- **WRITING EXPOSITORY ESSAYS**

- **E3.7.D.i** clear thesis, strong supporting evidence, pertinent examples, commentary, summary, and conclusion; and
- **E3.7.D.ii** the relationship between organizational design and author's purpose;
- **E3.9.B.ii** developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;
- **E3.10.B** compose informational texts such as explanatory essays, reports, resumes, and personal essays using genre characteristics and craft;
- **E3.10.D** compose correspondence in a professional or friendly structure;
- **E3.8.A** analyze the author's purpose, audience, and message within a text;

19. ARGUMENTATIVE WRITING

- **ARGUABLE STATEMENTS**

- **E3.7.E.i** *clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;*

- **DEVELOPING ARGUMENTATIVE PARAGRAPHS**

- **E3.7.E.i** *clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;*
- **E3.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*

- **WRITING ARGUMENTATIVE ESSAYS**

- **E3.7.E.i** *clear arguable thesis, appeals, structure of the argument, convincing conclusion, and call to action;*
- **E3.9.B.ii** *developing an engaging idea reflecting depth of thought with effective use of rhetorical devices, details, examples, and commentary;*
- **E3.10.C** *compose argumentative texts using genre characteristics and craft;*

20. REVISION CONSIDERATIONS

- **UNITY AND FOCUS**

- **E3.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;*

- **WORDINESS AND REDUNDANCY**

- **E3.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;*

- **REVISING AND EDITING SKILLS**

- **E3.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence fluency, both within and between sentences;*
- **E3.9.D** *edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and*
- **E3.9.E** *publish written work for appropriate audiences.*
- **E3.11.I** *use an appropriate mode of delivery, whether written, oral, or multimodal, to present results.*

21. USAGE

- **PRINT AND DIGITAL RESOURCES**

- **E3.2.A** *use print or digital resources to clarify and validate understanding of multiple meanings of advanced vocabulary;*

- **USING STYLE GUIDES**

- **E3.9.D** *edit drafts to demonstrate a command of standard English conventions using a style guide as appropriate; and*
- **E3.11.H** *display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and*

22. RESEARCH

- **REFINING A RESEARCH QUESTION**

- **E3.11.A** *develop questions for formal and informal inquiry;*
- **E3.11.B** *critique the research process at each step to implement changes as needs occur and are identified;*
- **E3.11.C** *develop and revise a plan;*
- **E3.11.D** *modify the major research question as necessary to refocus the research plan;*
- **E3.11.E** *locate relevant sources;*

- **SYNTHESIZING IDEAS**

- **E3.4.H** *synthesize information from a variety of text types to create new understanding; and*

- **E3.11.F** *synthesize information from a variety of sources;*

- **AVOIDING PLAGIARISM**

- **E3.11.H** *display academic citations, including for paraphrased and quoted text, and use source materials ethically to avoid plagiarism; and*

23. SPEAKING AND LISTENING

- **ANALYZING AND DEVELOPING A SPEECH**

- **E3.1.B** *follow and give complex instructions, clarify meaning by asking pertinent questions, and respond appropriately;*
- **E3.1.C** *give a formal presentation that exhibits a logical structure, smooth transitions, accurate evidence, well-chosen details, and rhetorical devices 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*
- **E3.5.H** *respond orally or in writing with appropriate register and effective vocabulary, tone, and voice;*

- **DISCUSSION GUIDELINES**

- **E3.1.A** *engage in meaningful and respectful discourse when evaluating the clarity and coherence of a speaker's message and critiquing the impact of a speaker's use of diction and syntax;*
- **E3.1.D** *participate collaboratively, offering ideas or judgments that are purposeful in moving the team toward goals, asking relevant and insightful questions, tolerating a range of positions and ambiguity in decision making, and evaluating the work of the group based on agreed-upon criteria.*