

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

• CHARACTERIZATION

- **6.B** recognize dialect and conversational voice and explain how authors use dialect to convey character; and

• PLOT

- **6.A** summarize the elements of plot development (e.g., rising action, turning point, climax, falling action, denouement) in various works of fiction;
- **RC.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

• POINT OF VIEW

- **6.C** describe different forms of point-of-view, including first- and third-person.

• THEME

- **3.A** infer the implicit theme of a work of fiction, distinguishing theme from the topic;
- **RC.D** make inferences about text and use textual evidence to support understanding;

2. LANGUAGE USAGE

• POETRY

- **4** Students understand, make inferences and draw conclusions about the structure and elements of poetry and provide evidence from text to support their understanding. Students are expected to explain how figurative language (e.g., personification, metaphors, similes, hyperbole) contributes to the meaning of a poem.

- **8** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

- **FIGURATIVE LANGUAGE**

- **8** Students understand, make inferences and draw conclusions about how an author's sensory language creates imagery in literary text and provide evidence from text to support their understanding. Students are expected to explain how authors create meaning through stylistic elements and figurative language emphasizing the use of personification, hyperbole, and refrains.

- **STYLISTIC ELEMENTS**

- **3.B** analyze the function of stylistic elements (e.g., magic helper, rule of three) in traditional and classical literature from various cultures; and

3. ANALYZING LITERATURE

- **LITERARY CONTEXT**

- **3.C** compare and contrast the historical and cultural settings of two literary works.
- **9** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.
- **RC.F** make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.

- **COMPARING NARRATIVES**

- **7** Students understand, make inferences and draw conclusions about the varied structural patterns and features of literary nonfiction and provide evidence from text to support their understanding. Students are expected to identify the literary language and devices used in memoirs and personal narratives and compare their characteristics with those of an autobiography.
- **RC.F** make connections (e.g., thematic links, author analysis) between and across multiple texts of various genres, and provide textual evidence.

4. READING STRATEGIES

- **HISTORICAL CONTEXT AND AUTHOR'S PURPOSE**

- **9** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.
- **10.D** synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.

- **MAIN IDEA AND SUMMARY**

- **10.A** summarize the main ideas and supporting details in text, demonstrating an understanding that a summary does not include opinions;
- **RC.D** make inferences about text and use textual evidence to support understanding;
- **RC.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

- **SYNTHESIZING INFORMATION**

- **10.D** synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres.
- **RC.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

- **MAKING INFERENCES**

- **9** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.
- **RC.D** make inferences about text and use textual evidence to support understanding;

5. ANALYZING INFORMATIONAL TEXTS

- **TEXT STRUCTURES**

- **10.C** explain how different organizational patterns (e.g., proposition-and-support, problem-and-solution) develop the main idea and the author's viewpoint; and
- **9** Students analyze, make inferences and draw conclusions about the author's purpose in cultural, historical, and contemporary contexts and provide evidence from the text to support their understanding. Students are expected to compare and contrast the stated or implied purposes of different authors writing on the same topic.

- **USING GRAPHICS**

- **12.B** interpret factual, quantitative, or technical information presented in maps, charts, illustrations, graphs, timelines, tables, and diagrams.
- **13.D** analyze various digital media venues for levels of formality and informality.

- **UNDERSTANDING MEDIA**

- **13.A** explain messages conveyed in various forms of media;
- **13.B** recognize how various techniques influence viewers' emotions;
- **13.C** critique persuasive techniques (e.g., testimonials, bandwagon appeal) used in media messages; and

- **SUPPORTING AN ARGUMENT**

- **10.B** explain whether facts included in an argument are used for or against an issue;
- **11.B** identify simply faulty reasoning used in persuasive texts.

6. WRITING SKILLS 1

- **PLANNING AND ORGANIZING AN ESSAY**

- **14.A** plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
- **14.B** develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

- **REVISING AND EDITING AN ESSAY**

- **14.D** edit drafts for grammar, mechanics, and spelling; and
- **14.C** revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;

7. WRITING SKILLS 2

• INTRODUCTIONS

- **14.A** plan a first draft by selecting a genre appropriate for conveying the intended meaning to an audience, determining appropriate topics through a range of strategies (e.g., discussion, background reading, personal interests, interviews), and developing a thesis or controlling idea;
- **17.A.i** present effective introductions and concluding paragraphs;

• CONCLUSIONS

- **17.A.i** present effective introductions and concluding paragraphs;

• TRANSITIONS

- **14.C** revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
- **17.A.iv** use a variety of sentence structures and transitions to link paragraphs;
- **19.A.viii** transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);

8. TYPES OF WRITING

• PERSUASIVE ESSAYS

- **14.B** develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;
- **18** Students write persuasive texts to influence the attitudes or actions of a specific audience on specific issues. Students are expected to write persuasive essays for appropriate audiences that establish a position and include sound reasoning, detailed and relevant evidence, and consideration of alternatives.

• EXPOSITORY ESSAYS

- **17.A.i** present effective introductions and concluding paragraphs;
- **17.A.ii** guide and inform the reader's understanding of key ideas and evidence;
- **17.A.iii** include specific facts, details, and examples in an appropriately organized structure; and
- **14.B** develop drafts by choosing an appropriate organizational strategy (e.g., sequence of events, cause-effect, compare-contrast) and building on ideas to create a focused, organized, and coherent piece of writing;

• SHORT NARRATIVES

- **15.A.i** a clearly defined focus, plot, and point of view;
- **16** Students write about their own experiences. Students are expected to write a personal narrative that has a clearly defined focus and communicates the importance of or reasons for actions and/or consequences.
- **19.A.viii** transitional words and phrases that demonstrate an understanding of the function of the transition related to the organization of the writing (e.g., on the contrary, in addition to);
- **15.A.ii** a specific, believable setting created through the use of sensory details; and

• NARRATIVE TECHNIQUES

- **15.A.iii** dialogue that develops the story; and
- **15.A.ii** a specific, believable setting created through the use of sensory details; and

9. SENTENCE STRUCTURE

• SENTENCE TYPES

- **14.C** revise drafts to clarify meaning, enhance style, include simple and compound sentences, and improve transitions by adding, deleting, combining, and rearranging sentences or larger units of text after rethinking how well questions of purpose, audience, and genre have been addressed;
- **19.C** use complete simple and compound sentences with correct subject-verb agreement.
- **14.D** edit drafts for grammar, mechanics, and spelling; and

- **PUNCTUATION**

- **20.B.iii** parentheses, brackets, and ellipses (to indicate omissions and interruptions or incomplete statements); and
- **14.D** edit drafts for grammar, mechanics, and spelling; and

10. USAGE

- **USING CONTEXTUAL CLUES**

- **2.B** use context (e.g., cause and effect or compare and contrast organizational text structures) to determine or clarify the meaning of unfamiliar or multiple meaning words;

- **COMMONLY CONFUSED WORDS**

- **21.A** differentiate between commonly confused terms (e.g., its, it's; affect, effect);
- **21.B** use spelling patterns and rules and print and electronic resources to determine and check correct spellings; and

- **USING REFERENCE MATERIALS**

- **2.E** use a dictionary, a glossary, or a thesaurus (printed or electronic) to determine the meanings, syllabication, pronunciations, alternate word choices, and parts of speech of words.

- **WORD ROOTS**

- **2.A** determine the meaning of grade-level academic English words derived from Latin, Greek, or other linguistic roots and affixes;

- **WORD RELATIONSHIPS**

- **2.C** complete analogies that describe part to whole or whole to part (e.g., ink:pen as page: ____ or pen:ink as book: ____);