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**
  - **6.7.B** *analyze how the characters' internal and external responses develop the plot;*
  - **6.9.F** *analyze how the author's use of language contributes to mood and voice; and*

- **PLOT**
  - **6.3** *Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.*
  - **6.6.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*
  - **6.7.A** *infer multiple themes within and across texts using text evidence;*
  - **6.7.B** *analyze how the characters' internal and external responses develop the plot;*
  - **6.7.C** *analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and*

- **POINT OF VIEW**
  - **6.9.E** *identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;*
  - **6.5.G** *evaluate details read to determine key ideas;*

- **THEME**
  - **6.3** *Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.*
  - **6.5.G** *evaluate details read to determine key ideas;*

- **6.7.A** *infer multiple themes within and across texts using text evidence;*
- **6.5.F** *make inferences and use evidence to support understanding;*
- **6.6.G** *discuss and write about the explicit or implicit meanings of text;*

2. GENRES AND TECHNIQUES

- **POETRY**
  - **6.9.D** *describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;*
  - **6.9.F** *analyze how the author's use of language contributes to mood and voice; and*
  - **6.11.A** *compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;*
  - **6.8.B** *analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;*

- **FIGURATIVE LANGUAGE**
  - **6.9.D** *describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;*
  - **6.9.E** *identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;*
  - **6.9.F** *analyze how the author's use of language contributes to mood and voice; and*

- **LITERARY GENRES**
  - **6.8.A** *demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;*

3. ANALYZING LITERATURE

- **LITERARY CONTEXT**
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.7.D** *analyze how the setting, including historical and cultural settings, influences character and plot development.*
  - **6.5.E** *make connections to personal experiences, ideas in other texts, and society;*
  - **6.7.A** *infer multiple themes within and across texts using text evidence;*

- **COMPARING NARRATIVES**
  - **6.8.A** *demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;*
  - **6.9.A** *explain the author's purpose and message within a text;*
  - **6.5.E** *make connections to personal experiences, ideas in other texts, and society;*
  - **6.6.B** *write responses that demonstrate understanding of texts, including comparing sources within and across genres;*

- **HISTORICAL CONTEXT AND AUTHOR'S PURPOSE**
  - **6.9.A** *explain the author's purpose and message within a text;*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.5.E** *make connections to personal experiences, ideas in other texts, and society;*
  - **6.6.B** *write responses that demonstrate understanding of texts, including comparing sources within and across genres;*

4. READING STRATEGIES I

- **MAIN IDEA AND SUMMARY**
  - **6.3** *Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.6.B** *write responses that demonstrate understanding of texts, including comparing sources within and across genres;*
  - **6.6.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*

- **6.8.D.i** *the controlling idea or thesis with supporting evidence;*

- **SYNTHESIZING INFORMATION**
  - **6.5.H** *synthesize information to create new understanding; and*
  - **6.6.I** *reflect on and adjust responses as new evidence is presented.*
  - **6.7.A** *infer multiple themes within and across texts using text evidence;*
  - **6.5.E** *make connections to personal experiences, ideas in other texts, and society;*
  - **6.5.G** *evaluate details read to determine key ideas;*

- **MAKING INFERENCES**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.6.G** *discuss and write about the explicit or implicit meanings of text;*

5. READING STRATEGIES II

- **INDEPENDENT READING**
  - **6.4** *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.*
  - **6.5.A** *establish purpose for reading assigned and self-selected text;*
  - **6.5.B** *generate questions about text before, during, and after reading to deepen understanding and gain information;*
  - **6.5.I** *monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.*
  - **6.5.C** *make, correct, or confirm predictions using text features, characteristics of genre, and structures;*
  - **6.5.D** *create mental images to deepen understanding;*
  - **6.5.E** *make connections to personal experiences, ideas in other texts, and society;*
  - **6.6.A** *describe personal connections to a variety of sources, including self-selected texts;*
  - **6.6.E** *interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;*

- **USING CONTEXTUAL CLUES**
  - **6.2.B** *use context such as definition, analogy, and examples to clarify the meaning of words; and*

6. ANALYZING INFORMATIONAL TEXTS

- **TEXT STRUCTURES**
  - **6.5.C** *make, correct, or confirm predictions using text features, characteristics of genre, and structures;*
  - **6.8.D.iii** *organizational patterns such as definition, classification, advantage, and disadvantage;*
  - **6.9.B** *analyze how the use of text structure contributes to the author's purpose;*
  - **6.9.A** *explain the author's purpose and message within a text;*

- **USING GRAPHICS**
  - **6.9.C** *analyze the author's use of print and graphic features to achieve specific purposes;*

- **UNDERSTANDING MEDIA**
  - **6.6.G** *discuss and write about the explicit or implicit meanings of text;*
  - **6.8.F** *analyze characteristics of multimodal and digital texts.*
  - **6.8.E.iii** *identifying the intended audience or reader; and*
  - **6.12.H.ii** *faulty reasoning such as hyperbole, emotional appeals, and stereotype;*

- **TECHNICAL DOCUMENTS**
  - **6.9.C** *analyze the author's use of print and graphic features to achieve specific purposes;*
  - **6.11.D** *compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.*
  - **6.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*

7. WRITING SKILLS I

- **PLANNING AND ORGANIZING AN ESSAY**
  - **6.8.D.iii** *organizational patterns such as definition, classification, advantage, and disadvantage;*
  - **6.8.E.iii** *identifying the intended audience or reader; and*
  - **6.10.A** *plan a first draft by selecting a genre appropriate for a particular topic, purpose, and audience using a range of strategies such as discussion, background reading, and personal interests;*
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts and details;*

- **REVISING AND EDITING AN ESSAY**
  - **6.6.H** *respond orally or in writing with appropriate register, vocabulary, tone, and voice; and*
  - **6.10.E** *publish written work for appropriate audiences.*
  - **6.10.D.vii** *capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;*
  - **6.10.D.ix** *correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and*
  - **6.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*

- **SUPPORTING AN ARGUMENT**
  - **6.8.E.i** *identifying the claim;*
  - **6.9.A** *explain the author's purpose and message within a text;*
  - **6.9.G** *explain the differences between rhetorical devices and logical fallacies.*
  - **6.12.H.ii** *faulty reasoning such as hyperbole, emotional appeals, and stereotype;*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.8.D.ii** *features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and*
  - **6.8.E.ii** *explaining how the author uses various types of evidence to support the argument;*
  - **6.12.H.i** *reliability, credibility, and bias; and*

- **NARRATIVE TECHNIQUES**
  - **6.9.F** *analyze how the author's use of language contributes to mood and voice; and*
  - **6.11.A** *compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;*
  - **6.8.A** *demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;*
  - **6.6.H** *respond orally or in writing with appropriate register, vocabulary, tone, and voice; and*

8. WRITING SKILLS II

- **INTRODUCTIONS**
  - **6.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **6.8.D.ii** *features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and*
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.11.B** *compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear*

controlling idea or thesis statement and genre characteristics and craft;

- **CONCLUSIONS**
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*

- **TRANSITIONS**
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*

- **USING REFERENCE MATERIALS**
  - **6.2.A** *use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;*
  - **6.2.B** *use context such as definition, analogy, and examples to clarify the meaning of words; and*

9. TYPES OF WRITING

- **ARGUMENTATIVE ESSAYS**
  - **6.3** *Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.*
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.11.C** *compose multi-paragraph argumentative texts using genre characteristics and craft; and*
  - **6.8.E.i** *identifying the claim;*

- **EXPOSITORY ESSAYS**
  - **6.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.11.B** *compose informational texts, including multi-paragraph essays that convey information about a topic, using a clear controlling idea or thesis statement and genre characteristics and craft;*
  - **6.3** *Developing and sustaining foundational language skills: listening, speaking, reading, writing, and thinking--fluency. The student reads grade-level text with fluency and comprehension. The student is expected to adjust fluency when reading grade-level text based on the reading purpose.*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts and details;*

- **SHORT NARRATIVES**
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.11.A** *compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;*
  - **6.7.B** *analyze how the characters' internal and external responses develop the plot;*
  - **6.7.C** *analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and*
  - **6.7.D** *analyze how the setting, including historical and cultural settings, influences character and plot development.*

10. SENTENCE STRUCTURE

- **SENTENCE TYPES**
  - **6.9.B** *analyze how the use of text structure contributes to the author's purpose;*

- **6.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*
- **6.10.D.i** *complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;*

- **PUNCTUATION**
  - **6.10.D.viii** *punctuation marks, including commas in complex sentences, transitions, and introductory elements; and*
  - **6.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*

- **PHRASES**
  - **6.10.D.iv** *prepositions and prepositional phrases and their influence on subject-verb agreement;*

11. USAGE I

- **COMMONLY CONFUSED WORDS**
  - **6.10.D.ix** *correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and*
  - **6.6.F** *respond using newly acquired vocabulary as appropriate;*

- **WORD ROOTS**
  - **6.2.C** *determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.*

- **WORD RELATIONSHIPS**
  - **6.2.B** *use context such as definition, analogy, and examples to clarify the meaning of words; and*

- **VERBS**
  - **6.10.D.ii** *consistent, appropriate use of verb tenses;*
  - **6.8.D.ii** *features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and*

12. USAGE II

- **CONJUNCTIONS**
  - **6.10.D.iii** *conjunctive adverbs;*
  - **6.10.D.vi** *subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;*

- **PRONOUNS**
  - **6.10.D.v** *pronouns, including relative;*

- **COMMAS**
  - **6.10.D.iii** *conjunctive adverbs;*
  - **6.10.D.viii** *punctuation marks, including commas in complex sentences, transitions, and introductory elements; and*