

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

• PLOT

- **7.7.B** analyze how characters' qualities influence events and resolution of the conflict;
- **7.3** 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.
- **7.7.C** analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and

• POINT OF VIEW

- **7.7.B** analyze how characters' qualities influence events and resolution of the conflict;
- **7.7.C** analyze plot elements, including the use of foreshadowing and suspense, to advance the plot; and

• SETTING

- **7.7.D** analyze how the setting influences character and plot development.

• THEME

- **7.3** 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.
- **7.7.A** infer multiple themes within and across texts using text evidence;
- **7.5.F** make inferences and use evidence to support understanding;

2. GENRES AND TECHNIQUES

- **POETIC DEVICES**

- **7.8.B** analyze the effect of rhyme scheme, meter, and graphical elements such as punctuation and capitalization in poems across a variety of poetic forms;
- **7.11.A** compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

- **LITERARY GENRES**

- **7.8.A** demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
- **7.6.B** write responses that demonstrate understanding of texts, including comparing sources within and across genres;

- **COMPARING FICTION AND NONFICTION**

- **7.5.E** make connections to personal experiences, ideas in other texts, and society;
- **7.8.A** demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, myths, fantasy, and science fiction;
- **7.6.B** write responses that demonstrate understanding of texts, including comparing sources within and across genres;

3. WRITER'S CRAFT

- **FIGURATIVE LANGUAGE**

- **7.9.D** describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
- **7.9.E** identify the use of literary devices, including subjective and objective point of view;
- **7.6.H** respond orally or in writing with appropriate register, vocabulary, tone, and voice; and
- **7.9.F** analyze how the author's use of language contributes to mood, voice, and tone; and

- **AUTHOR'S PURPOSE**

- **7.9.A** explain the author's purpose and message within a text;
- **7.9.G** explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.
- **7.5.G** evaluate details read to determine key ideas;
- **7.8.D.i** the controlling idea or thesis with supporting evidence;

4. READING STRATEGIES

- **SYNTHESIZING INFORMATION**

- **7.5.H** synthesize information to create new understanding; and
- **7.6.I** reflect on and adjust responses as new evidence is presented.
- **7.5.E** make connections to personal experiences, ideas in other texts, and society;

- **SUMMARIZING INFORMATION**

- **7.6.D** paraphrase and summarize texts in ways that maintain meaning and logical order;
- **7.8.D.ii** features such as references or acknowledgements; and
- **7.3** 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.
- **7.9.E** identify the use of literary devices, including subjective and objective point of view;

- **MAKING INFERENCES**

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

- **INDEPENDENT READING**

- **7.4** *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.*
- **7.5.A** *establish purpose for reading assigned and self-selected texts;*
- **7.5.C** *make, correct, or confirm predictions using text features, characteristics of genre, and structures;*
- **7.5.D** *create mental images to deepen understanding;*
- **7.5.E** *make connections to personal experiences, ideas in other texts, and society;*
- **7.6.A** *describe personal connections to a variety of sources, including self-selected texts;*
- **7.5.B** *generate questions about text before, during, and after reading to deepen understanding and gain information;*
- **7.5.I** *monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.*
- **7.6.E** *interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;*

5. ANALYZING ARGUMENTATIVE TEXTS

- **ANALYZING AN ARGUMENT**

- **7.8.E.i** *identifying the claim;*
- **7.8.E.ii** *explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and*
- **7.9.A** *explain the author's purpose and message within a text;*
- **7.6.C** *use text evidence to support an appropriate response;*
- **7.9.G** *explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.*

- **USING EVIDENCE**

- **7.6.C** *use text evidence to support an appropriate response;*
- **7.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts, details, and examples;*
- **7.5.F** *make inferences and use evidence to support understanding;*
- **7.5.G** *evaluate details read to determine key ideas;*
- **7.8.E.i** *identifying the claim;*
- **7.8.E.ii** *explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and*
- **7.9.A** *explain the author's purpose and message within a text;*

- **RHETORICAL DEVICES AND FALLACIES**

- **7.8.E.i** *identifying the claim;*
- **7.9.G** *explain the purpose of rhetorical devices such as direct address and rhetorical questions and logical fallacies such as loaded language and sweeping generalizations.*
- **7.12.H.ii** *faulty reasoning such as hyperbole, emotional appeals, and stereotype;*
- **7.12.H.i** *reliability, credibility, and bias; and*

6. ANALYZING INFORMATIONAL TEXTS

- **ORGANIZATIONAL PATTERNS**

- **7.8.D.iii** *organizational patterns that support multiple topics, categories, and subcategories;*
- **7.9.B** *analyze how the use of text structure contributes to the author's purpose;*
- **7.6.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*
- **7.9.C** *analyze the author's use of print and graphic features to achieve specific purposes;*

- **USING GRAPHICS**

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

- **INTERPRETING MEDIA MESSAGES**

- **7.8.F** analyze characteristics of multimodal and digital texts.
- **7.9.E** identify the use of literary devices, including subjective and objective point of view;
- **7.9.F** analyze how the author's use of language contributes to mood, voice, and tone; and

- **TECHNICAL DOCUMENTS**

- **7.8.D.iii** organizational patterns that support multiple topics, categories, and subcategories;
- **7.9.B** analyze how the use of text structure contributes to the author's purpose;
- **7.9.F** analyze how the author's use of language contributes to mood, voice, and tone; and
- **7.11.D** compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.
- **7.10.C** revise drafts for clarity, development, organization, style, word choice, and sentence variety;

7. WRITING SKILLS I

- **PLANNING AND ORGANIZING AN ESSAY**

- **7.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **7.10.B.ii** developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
- **7.8.E.iii** identifying the intended audience or reader; and
- **7.10.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;

- **REVISING AND EDITING AN ESSAY**

- **7.10.C** revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- **7.10.E** publish written work for appropriate audiences.
- **7.10.D.vii** correct capitalization;
- **7.10.D.ix** correct spelling, including commonly confused terms such as *its/it's*, *affect/effect*, *there/their/they're*, and *to/two/too*; and
- **7.8.E.iii** identifying the intended audience or reader; and
- **7.6.H** respond orally or in writing with appropriate register, vocabulary, tone, and voice; and

- **USING REFERENCE MATERIALS**

- **7.2.A** use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;

8. WRITING SKILLS II

- **INTRODUCTIONS**

- **7.8.D.i** the controlling idea or thesis with supporting evidence;
- **7.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **7.11.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**

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

- **TRANSITIONS**

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

9. EXPOSITORY WRITING

● EXPOSITORY ESSAYS

- **7.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **7.11.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;
- **7.3** 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.
- **7.8.D.i** the controlling idea or thesis with supporting evidence;
- **7.10.B.ii** developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

● EXPOSITORY PARAGRAPHS

- **7.10.B.ii** developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
- **7.11.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;

10. ARGUMENTATIVE WRITING

● ARGUMENTATIVE ESSAYS

- **7.8.E.ii** explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and
- **7.10.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;
- **7.10.B.ii** developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
- **7.3** 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.
- **7.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **7.11.C** compose multi-paragraph argumentative texts using genre characteristics and craft; and
- **7.8.E.i** identifying the claim;

● ARGUMENTATIVE CLAIMS

- **7.8.E.i** identifying the claim;

● ARGUMENTATIVE PARAGRAPHS

- **7.8.E.ii** explaining how the author uses various types of evidence and consideration of alternatives to support the argument; and

11. NARRATIVE WRITING

● PERSONAL NARRATIVES

- **7.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **7.11.A** compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- **7.10.C** revise drafts for clarity, development, organization, style, word choice, and sentence variety;

● NARRATIVE TECHNIQUES

- **7.9.D** describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;
- **7.9.F** analyze how the author's use of language contributes to mood, voice, and tone; and
- **7.11.A** compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

- **WRITING SHORT FICTION**

- **7.11.A** compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

12. USAGE I

- **PRONOUNS**

- **7.10.D.v** pronoun-antecedent agreement;

- **VERBS**

- **7.10.D.ii** consistent, appropriate use of verb tenses;

- **CONJUNCTIONS**

- **7.10.D.iii** conjunctive adverbs;
- **7.10.D.viii** punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
- **7.10.D.vi** subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;

13. USAGE II

- **COMMAS**

- **7.10.D.viii** punctuation, including commas to set off words, phrases, and clauses, and semicolons; and

- **COLONS AND SEMICOLONS**

- **7.10.D.viii** punctuation, including commas to set off words, phrases, and clauses, and semicolons; and
- **7.10.D.vii** correct capitalization;

- **SENTENCE TYPES**

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

- **PHRASES**

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

14. WORD MEANINGS

- **WORD RELATIONSHIPS**

- **7.2.B** use context such as contrast or cause and effect to clarify the meaning of words; and

- **WORD ROOTS**

- **7.2.C** determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as omni, log/logue, gen, vid/vis, phil, luc, and sens/sent.

- **USING CONTEXTUAL CLUES**

- **7.2.B** use context such as contrast or cause and effect to clarify the meaning of words; and

- **COMMONLY CONFUSED WORDS**

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