

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**

- **6.B** analyze the development of the plot through the internal and external responses of the characters, including their motivations and conflicts; and

- **POINT OF VIEW**

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

- **SETTING**

- **6.A** explain the influence of the setting on plot development;
- **3.C** analyze how place and time influence the theme or message of a literary work.

- **THEME**

- **3.A** describe multiple themes in a work of fiction;
- **RC.D** make complex inferences about text and use textual evidence to support understanding;

2. LANGUAGE USAGE

- **POETIC DEVICES**

- **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 analyze the importance of graphical elements (e.g., capital letters, line length, word position) on the meaning of a poem.

- **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 determine the figurative meaning of phrases and analyze how an author's use of language creates imagery, appeals to the senses, and suggests mood.

- **MYTHS AND EPICS**

- **3.B** describe conventions in myths and epic tales (e.g., extended simile, the quest, the hero's tasks, circle stories); and

- **COMPARING FICTION AND NONFICTION**

- **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 describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.
- **10.D** synthesize and make logical connections between ideas within a text and across two or three texts representing similar or different genres, and support those findings with textual evidence.
- **RC.F** make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

3. READING STRATEGIES

- **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 explain the difference between the theme of a literary work and the author's purpose in an expository text.

- **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, and support those findings with textual evidence.
- **17.A.iv** accurately synthesizes ideas from several sources; and
- **RC.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and
- **RC.F** make connections between and across texts, including other media (e.g., film, play), and provide textual evidence.

- **SUMMARIZING INFORMATION**

- **10.A** evaluate a summary of the original text for accuracy of the main ideas, supporting details, and overall meaning;
- **RC.D** make complex 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

- **MAKING INFERENCES**

- **RC.D** make complex 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

4. ANALYZING PERSUASIVE TEXTS

- **ANALYZING AN ARGUMENT**

- **11.A** analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and

- **USING EVIDENCE**

- **USING EVIDENCE**

- **10.B** distinguish factual claims from commonplace assertions and opinions;
- **11.A** analyze the structure of the central argument in contemporary policy speeches (e.g., argument by cause and effect, analogy, authority) and identify the different types of evidence used to support the argument; and

- **RHETORICAL FALLACIES**

- **11.B** identify such rhetorical fallacies as *ad hominem*, exaggeration, stereotyping, or categorical claims in persuasive texts.

5. ANALYZING INFORMATIONAL TEXTS

- **ORGANIZATIONAL PATTERNS**

- **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 describe the structural and substantive differences between an autobiography or a diary and a fictional adaptation of it.
- **10.C** use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and
- **RC.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

- **USING GRAPHICS**

- **12.B** explain the function of the graphical components of a text.
- **13.A** interpret both explicit and implicit messages in various forms of media;

- **INTERPRETING MEDIA MESSAGES**

- **13.A** interpret both explicit and implicit messages in various forms of media;
- **13.C** evaluate various ways media influences and informs audiences; and

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
- **21** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.
- **14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions 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** presents effective introductions and concluding paragraphs;
- **17.A.ii** contains a clearly stated purpose or controlling idea;
- **18.A** establishes a clear thesis or position;

- **CONCLUSIONS**

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

- **TRANSITIONS**

- **14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;
- **17.A.v** uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;
- **19.A.viii** transitions for sentence to sentence or paragraph to paragraph coherence;

8. EXPOSITORY WRITING

- **EXPOSITORY ESSAYS**

- **17.A.i** presents effective introductions and concluding paragraphs;
- **17.A.ii** contains a clearly stated purpose or controlling idea;
- **17.A.iii** is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;

- **EXPOSITORY PARAGRAPHS**

- **17.A.ii** contains a clearly stated purpose or controlling idea;
- **17.A.iii** is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
- **17.A.iv** accurately synthesizes ideas from several sources; and

- **TECHNICAL DOCUMENTS**

- **17.A.iii** is logically organized with appropriate facts and details and includes no extraneous information or inconsistencies;
- **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;
- **17.A.i** presents effective introductions and concluding paragraphs;

9. PERSUASIVE 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.A** establishes a clear thesis or position;
- **18.B** considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and
- **18.C** includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.

- **PERSUASIVE THESIS STATEMENTS**

- **18.A** establishes a clear thesis or position;

- **PERSUASIVE PARAGRAPHS**

- **18.A** establishes a clear thesis or position;

- **18.C** includes evidence that is logically organized to support the author's viewpoint and that differentiates between fact and opinion.
- **18.B** considers and responds to the views of others and anticipates and answers reader concerns and counter-arguments; and

10. NARRATIVE WRITING

• PERSONAL NARRATIVES

- **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** transitions for sentence to sentence or paragraph to paragraph coherence;

• NARRATIVE TECHNIQUES

- **15.A.ii** includes well-paced action and an engaging story line;
- **15.A.v** uses a range of literary strategies and devices to enhance the style and tone; and

• WRITING SHORT FICTION

- **15.A.i** sustains reader interest;
- **15.A.ii** includes well-paced action and an engaging story line;
- **15.A.iii** creates a specific, believable setting through the use of sensory details;
- **15.A.iv** develops interesting characters; and

11. SENTENCE STRUCTURE

• SENTENCE TYPES

- **14.C** revise drafts to ensure precise word choice and vivid images; consistent point of view; use of simple, compound, and complex sentences; internal and external coherence; and the use of effective transitions after rethinking how well questions of purpose, audience, and genre have been addressed;
- **19.B** write complex sentences and differentiate between main versus subordinate clauses; and
- **19.C** use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

• PRONOUNS

- **19.A.vi** relative pronouns (e.g., whose, that, which);
- **14.D** edit drafts for grammar, mechanics, and spelling; and
- **19.C** use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

• PHRASES

- **19.A.ii** appositive phrases;
- **19.C** use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.
- **19.A.iii** adverbial and adjectival phrases and clauses;
- **19.A.v** prepositions and prepositional phrases and their influence on subject-verb agreement;

• VERBS

- **19.A.i** verbs (perfect and progressive tenses) and participles;
- **19.C** use a variety of complete sentences (e.g., simple, compound, complex) that include properly placed modifiers, correctly identified antecedents, parallel structures, and consistent tenses.

- **14.D** edit drafts for grammar, mechanics, and spelling; and

- **CONJUNCTIONS**

- **19.A.iv** conjunctive adverbs (e.g., consequently, furthermore, indeed);
- **19.A.vii** subordinating conjunctions (e.g., because, since); and

12. PUNCTUATION

- **COMMAS**

- **20.B.i** commas after introductory words, phrases, and clauses; and
- **14.D** edit drafts for grammar, mechanics, and spelling; and

- **COLONS AND SEMICOLONS**

- **20.B.ii** semicolons, colons, and hyphens.
- **14.D** edit drafts for grammar, mechanics, and spelling; and
- **20.A** use conventions of capitalization; and

13. USAGE

- **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 RELATIONSHIPS**

- **2.C** complete analogies that describe part to whole or whole to part;
- **10.C** use different organizational patterns as guides for summarizing and forming an overview of different kinds of expository text; and

- **WORD ROOTS**

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

- **USING CONTEXTUAL CLUES**

- **2.B** use context (within a sentence and in larger sections of text) to determine or clarify the meaning of unfamiliar or ambiguous words;

- **COMMONLY CONFUSED WORDS**

- **21** Students spell correctly. Students are expected to spell correctly, including using various resources to determine and check correct spellings.