

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

- **POINT OF VIEW**

- **6.C** analyze different forms of point of view, including limited versus omniscient, subjective versus objective.

- **PLOT**

- **6.A** analyze linear plot developments (e.g., conflict, rising action, falling action, resolution, subplots) to determine whether and how conflicts are resolved;
- **6.B** analyze how the central characters' qualities influence the theme of a fictional work and resolution of the central conflict; and

- **THEMES ACROSS CULTURES**

- **3.A** analyze literary works that share similar themes across cultures;
- **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 the effect of similes and extended metaphors in literary text.
- **3.C** explain how the values and beliefs of particular characters are affected by the historical and cultural setting of the literary work.

## 2. ANALYZING FICTION

- **MYTHOLOGY**

- **3.B** compare and contrast the similarities and differences in mythologies from various cultures (e.g., ideas of afterlife, roles and characteristics of deities, purposes of myths); and

### 3. LITERARY ELEMENTS

- **STRUCTURE AND FORM**

- **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 compare and contrast the relationship between the purpose and characteristics of different poetic forms (e.g., epic poetry, lyric poetry).

- **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 the effect of similes and extended metaphors in literary text.

- **CONNOTATION AND DENOTATION**

- **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 the effect of similes and extended metaphors in literary text.

### 4. READING STRATEGIES

- **CENTRAL IDEA AND SUMMARY**

- **10.A** summarize the main ideas, supporting details, and relationships among ideas in text succinctly in ways that maintain meaning and logical order;
- **Figure 19.E** summarize, paraphrase, and synthesize texts in ways that maintain meaning and logical order within a text and across texts; and

- **MAKING INFERENCES**

- **Figure 19.D** make complex inferences about text and use textual evidence to support understanding;
- **10.C** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; 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 analyze works written on the same topic and compare how the authors achieved similar or different purposes.
- **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.
- **Figure 19.F** make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.

### 5. ANALYZING INFORMATIONAL TEXTS

- **WORD CHOICE**

- **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 analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.

- **TEXT STRUCTURES**

- **10.C** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and
- **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 analyze passages in well-known speeches for the author's use of literary devices and word and phrase choice (e.g., aphorisms, epigraphs) to appeal to the audience.

- **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.
- **Figure 19.F** make intertextual links among and across texts, including other media (e.g., film, play), and provide textual evidence.
- **10.C** make subtle inferences and draw complex conclusions about the ideas in text and their organizational patterns; and
- **17.A.iv** accurately synthesizes ideas from several sources; and
- **Figure 19.D** make complex inferences about text and use textual evidence to support understanding;

## 6. ARGUMENTATION

- **ANALYZING AN ARGUMENT**

- **10.B** distinguish factual claims from commonplace assertions and opinions and evaluate inferences from their logic in text;

- **ANALYZING CONFLICTING EVIDENCE**

- **11.A** compare and contrast persuasive texts that reached different conclusions about the same issue and explain how the authors reached their conclusions through analyzing the evidence each presents; and

- **RHETORICAL AND LOGICAL FALLACIES**

- **11.B** analyze the use of such rhetorical and logical fallacies as loaded terms, caricatures, leading questions, false assumptions, and incorrect premises in persuasive texts.

## 7. WRITING 1

- **PLANNING AND ORGANIZING**

- **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;
- **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;

- **REVISING AND EDITING**

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

## 8. WRITING 2

- **INTRODUCTIONS**

- **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;
- **17.A.ii** contains a clearly stated purpose or controlling idea;
- **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;
- **18.A** establishes a clear thesis or position;

- **CONCLUSIONS**

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

- **USING TRANSITIONS**

- **17.A.v** uses a variety of sentence structures, rhetorical devices, and transitions to link paragraphs;
- **19.A.iii** adverbial and adjectival phrases and clauses;
- **19.A.v** subordinating conjunctions (e.g., because, since);
- **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;

## 9. INFORMATIVE WRITING

- **DEVELOPING 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;

- **DEVELOPING PERSUASIVE ESSAYS**

- **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.

- **IDENTIFYING PERSUASIVE THESIS STATEMENTS**

- **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

- **SHORT NARRATIVES**

- **15.A.i** sustains reader interest;
- **15.A.ii** includes well-paced action and an engaging story line;

- **NARRATIVE TECHNIQUES**

- **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
- **15.A.v** uses a range of literary strategies and devices to enhance the style and tone; and

## 11. MULTIMEDIA

- **EVALUATING GRAPHICS**

- **12.B** evaluate graphics for their clarity in communicating meaning or achieving a specific purpose.
- **17.D** produce a multimedia presentation involving text, graphics, images, and sound using available technology.

- **EVALUATING THE MEDIA**

- **13.A** evaluate the role of media in focusing attention on events and informing opinion on issues;

- **13.B** interpret how visual and sound techniques (e.g., special effects, camera angles, lighting, music) influence the message;
- **13.C** evaluate various techniques used to create a point of view in media and the impact on audience; and

## 12. SENTENCE STRUCTURE

### • VERB TENSE AND VOICE

- **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.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;
- **14.D** edit drafts for grammar, mechanics, and spelling; and
- **19.A.i** verbs (perfect and progressive tenses) and participles;

### • PUNCTUATION

- **14.D** edit drafts for grammar, mechanics, and spelling; and
- **20.B.ii** semicolons, colons, hyphens, parentheses, brackets, and ellipses.

## 13. WORD USAGE

### • CONTEXT 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 or words with novel meanings;

### • WORD RELATIONSHIPS

- **2.C** complete analogies that describe a function or its description (e.g., pen:paper as chalk: \_\_\_\_\_ or soft:kitten as hard: \_\_\_\_\_);

### • WORD ROOTS

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

### • 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.

### • SPELLING RULES

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