

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**

- **8.9.E** identify and analyze the use of literary devices, including multiple points of view and irony;

- **PLOT**

- **8.3** 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.
- **8.7.C** analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
- **8.7.B** analyze how characters' motivations and behaviors influence events and resolution of the conflict;

- **THEMES ACROSS CULTURES**

- **8.3** 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.
- **8.5.E** make connections to personal experiences, ideas in other texts, and society;
- **8.7.A** analyze how themes are developed through the interaction of characters and events;

2. GENRES

- **LITERARY GENRES**

- **8.8.A** demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, fantasy, science fiction, and short stories;

- **8.6.B** write responses that demonstrate understanding of texts, including comparing sources within and across genres;

- **POETRY**

- **8.8.B** analyze the effect of graphical elements such as punctuation and line length in poems across a variety of poetic forms such as epic, lyric, and humorous poetry;
- **8.11.A** compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;

3. LANGUAGE USAGE

- **FIGURATIVE LANGUAGE**

- **8.9.D** describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
- **8.9.F** analyze how the author's use of language contributes to the mood, voice, and tone; and

- **CONNOTATION AND DENOTATION**

- **8.6.H** respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- **8.9.F** analyze how the author's use of language contributes to the mood, voice, and tone; and

4. READING STRATEGIES

- **CENTRAL IDEA AND SUMMARY**

- **8.5.G** evaluate details read to determine key ideas;
- **8.8.D.i** the controlling idea or thesis with supporting evidence;
- **8.3** 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.
- **8.6.D** paraphrase and summarize texts in ways that maintain meaning and logical order;

- **MAKING INFERENCES**

- **8.5.G** evaluate details read to determine key ideas;
- **8.6.G** discuss and write about the explicit or implicit meanings of text;
- **8.5.F** make inferences and use evidence to support understanding;

- **AUTHOR'S PURPOSE**

- **8.6.B** write responses that demonstrate understanding of texts, including comparing sources within and across genres;
- **8.9.A** explain the author's purpose and message within a text;
- **8.9.G** explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
- **8.5.G** evaluate details read to determine key ideas;
- **8.8.D.i** the controlling idea or thesis with supporting evidence;
- **8.5.E** make connections to personal experiences, ideas in other texts, and society;
- **8.6.J** defend or challenge the authors' claims using relevant text evidence.

- **INDEPENDENT READING**

- **8.4** 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.
- **8.5.A** establish purpose for reading assigned and self-selected texts;
- **8.5.B** generate questions about text before, during, and after reading to deepen understanding and gain information;
- **8.5.I** monitor comprehension and make adjustments such as re-reading, using background knowledge, asking questions, and annotating when understanding breaks down.
- **8.5.C** make, correct, or confirm predictions using text features, characteristics of genre, and structures;

- **8.5.D** create mental images to deepen understanding;
- **8.5.E** make connections to personal experiences, ideas in other texts, and society;
- **8.6.A** describe personal connections to a variety of sources, including self-selected texts;
- **8.6.E** interact with sources in meaningful ways such as notetaking, annotating, freewriting, or illustrating;

5. ANALYZING INFORMATIONAL TEXTS

• WORD CHOICE

- **8.9.E** identify and analyze the use of literary devices, including multiple points of view and irony;
- **8.9.G** explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
- **8.6.H** respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- **8.9.D** describe how the author's use of figurative language such as extended metaphor achieves specific purposes;
- **8.9.F** analyze how the author's use of language contributes to the mood, voice, and tone; and

• TEXT STRUCTURES

- **8.5.G** evaluate details read to determine key ideas;
- **8.8.D.i** the controlling idea or thesis with supporting evidence;
- **8.9.B** analyze how the use of text structure contributes to the author's purpose;

• SYNTHESIZING INFORMATION

- **8.5.E** make connections to personal experiences, ideas in other texts, and society;
- **8.5.H** synthesize information to create new understanding; and
- **8.6.I** reflect on and adjust responses as new evidence is presented; and
- **8.8.D.i** the controlling idea or thesis with supporting evidence;
- **8.5.F** make inferences and use evidence to support understanding;

6. ARGUMENTATION

• ANALYZING AN ARGUMENT

- **8.6.C** use text evidence to support an appropriate response;
- **8.8.E.i** identifying the claim and analyzing the argument;
- **8.9.A** explain the author's purpose and message within a text;

• ANALYZING CONFLICTING EVIDENCE

- **8.6.J** defend or challenge the authors' claims using relevant text evidence.
- **8.8.E.i** identifying the claim and analyzing the argument;
- **8.8.E.ii** identifying and explaining the counter argument; and
- **8.9.A** explain the author's purpose and message within a text;
- **8.6.C** use text evidence to support an appropriate response;

• RHETORICAL AND LOGICAL FALLACIES

- **8.8.E.i** identifying the claim and analyzing the argument;
- **8.9.A** explain the author's purpose and message within a text;
- **8.9.G** explain the purpose of rhetorical devices such as analogy and juxtaposition and of logical fallacies such as bandwagon appeals and circular reasoning.
- **8.12.H.i** reliability, credibility, and bias, including omission; and
- **8.12.H.ii** faulty reasoning such as bandwagon appeals, repetition, and loaded language;

7. WRITING I

- **PLANNING AND ORGANIZING**

- **8.10.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;
- **8.8.E.iii** identifying the intended audience or reader; and
- **8.9.B** analyze how the use of text structure contributes to the author's purpose;
- **8.10.B.ii** developing an engaging idea reflecting depth of thought with specific facts, details, and examples;
- **8.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

- **REVISING AND EDITING**

- **8.10.C** revise drafts for clarity, development, organization, style, word choice, and sentence variety;
- **8.6.H** respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- **8.8.E.iii** identifying the intended audience or reader; and
- **8.9.F** analyze how the author's use of language contributes to the mood, voice, and tone; and
- **8.10.E** publish written work for appropriate audiences.
- **8.10.D.v** correct capitalization;
- **8.10.D.vii** correct spelling, including commonly confused terms such as *its/it's*, *affect/effect*, *there/their/they're*, and *to/two/too*; and

- **ORGANIZATIONAL PATTERNS**

- **8.8.D.iii** multiple organizational patterns within a text to develop the thesis;
- **8.9.A** explain the author's purpose and message within a text;
- **8.9.C** analyze the author's use of print and graphic features to achieve specific purposes;
- **8.5.G** evaluate details read to determine key ideas;

- **USING REFERENCE MATERIALS**

- **8.2.A** use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;
- **8.2.C** determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as *ast*, *qui*, *path*, *mand/mend*, and *duc*.

8. WRITING II

- **INTRODUCTIONS**

- **8.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **8.11.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**

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

- **USING TRANSITIONS**

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

9. DEVELOPING ESSAYS

- **DEVELOPING EXPOSITORY ESSAYS**

- **8.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs,

and a conclusion; and

- **8.11.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;
- **8.3** 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.
- **8.6.H** respond orally or in writing with appropriate register, vocabulary, tone, and voice;
- **8.6.C** use text evidence to support an appropriate response;
- **8.10.B.ii** developing an engaging idea reflecting depth of thought with specific facts, details, and examples;

● **DEVELOPING ARGUMENTATIVE ESSAYS**

- **8.3** 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.
- **8.8.E.i** identifying the claim and analyzing the argument;
- **8.8.E.ii** identifying and explaining the counter argument; and
- **8.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and
- **8.11.C** compose multi-paragraph argumentative texts using genre characteristics and craft; and
- **8.6.C** use text evidence to support an appropriate response;

● **IDENTIFYING ARGUMENTATIVE CLAIMS**

- **8.8.E.i** identifying the claim and analyzing the argument;
- **8.8.E.ii** identifying and explaining the counter argument; and
- **8.11.C** compose multi-paragraph argumentative texts using genre characteristics and craft; and

10. NARRATIVE WRITING

● **SHORT NARRATIVES**

- **8.7.B** analyze how characters' motivations and behaviors influence events and resolution of the conflict;
- **8.11.A** compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- **8.10.B.i** organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and

● **NARRATIVE TECHNIQUES**

- **8.7.B** analyze how characters' motivations and behaviors influence events and resolution of the conflict;
- **8.11.A** compose literary texts such as personal narratives, fiction, and poetry using genre characteristics and craft;
- **8.7.D** explain how the setting influences the values and beliefs of characters.

11. NONTRADITIONAL TEXTS

● **EVALUATING GRAPHICS**

- **8.8.F** analyze characteristics of multimodal and digital texts.
- **8.9.C** analyze the author's use of print and graphic features to achieve specific purposes;

● **EVALUATING THE MEDIA**

- **8.8.F** analyze characteristics of multimodal and digital texts.
- **8.9.C** analyze the author's use of print and graphic features to achieve specific purposes;

● **TECHNICAL DOCUMENTS**

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

- **8.11.D** *compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.*
- **8.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*

12. SENTENCE STRUCTURE

• VERB TENSE AND VOICE

- **8.10.D.ii** *consistent, appropriate use of verb tenses and active and passive voice;*

• PUNCTUATION

- **8.10.D.vi** *punctuation, including commas in nonrestrictive phrases and clauses, semicolons, colons, and parentheses; and*

• SENTENCE TYPES

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

• PHRASES

- **8.10.D.iii** *prepositions and prepositional phrases and their influence on subject-verb agreement;*

13. USAGE

• CONTEXT CLUES

- **8.2.B** *use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and*

• WORD RELATIONSHIPS

- **8.2.B** *use context within or beyond a paragraph to clarify the meaning of unfamiliar or ambiguous words; and*

• WORD ROOTS

- **8.2.C** *determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as ast, qui, path, mand/mend, and duc.*
- **8.6.F** *respond using newly acquired vocabulary as appropriate;*

14. USAGE II

• SPELLING RULES

- **8.10.D.vii** *correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and*

• COMMONLY CONFUSED WORDS

- **8.10.D.vii** *correct spelling, including commonly confused terms such as its/it's, affect/effect, there/their/they're, and to/two/too; and*

• PRONOUNS

- **8.10.D.iv** *pronoun-antecedent agreement;*