

STAAR EOC Tutorials for Texas 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. EOC Categories are at the heart of STAAR EOC Tutorial structure – bringing category-based learning to the student experience, and category-based performance and progress tracking to the teacher experience.

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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.

Test-Taking Strategies for EOC Tutorials allow students to practice and apply learning approaches that will hone their test-taking skills and focus them for success on the day of their EOC test.

1. ELEMENTS OF LITERATURE 1

- **POINT OF VIEW**

- **E1.5.C** use text evidence and original commentary to support a comprehensive response;
- **E1.8.A** analyze the author's purpose, audience, and message within a text;

- **CHARACTERIZATION**

- **E1.6.B** analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;

- **FORESHADOWING AND SUSPENSE**

- **E1.6.C** analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;

2. ELEMENTS OF LITERATURE 2

- **THEME**

- **E1.6.A** analyze how themes are developed through characterization and plot in a variety of literary texts;

- **EXPLORING SETTING**

- **E1.6.D** analyze how the setting influences the theme.

- **FLASHBACK AND FRAMING**

- **E1.6.C** analyze non-linear plot development such as flashbacks, foreshadowing, subplots, and parallel plot structures and compare it to linear plot development; and
- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;

3. GENRES

- **GENRE AND THEME**

- **E1.5.B** write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- **E1.5.C** use text evidence and original commentary to support a comprehensive response;
- **E1.6.A** analyze how themes are developed through characterization and plot in a variety of literary texts;
- **E1.7.A** read and respond to American, British, and world literature;
- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.8.B** analyze use of text structure to achieve the author's purpose;

- **TRANSFORMING IDEAS**

- **E1.4.F** make inferences and use evidence to support understanding;
- **E1.5.B** write responses that demonstrate understanding of texts, including comparing texts within and across genres;
- **E1.5.C** use text evidence and original commentary to support a comprehensive response;
- **E1.7.A** read and respond to American, British, and world literature;
- **E1.8.D** analyze how the author's use of language achieves specific purposes;

4. POETRY

- **RHYTHM AND METER**

- **E1.7.B** analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

- **POETIC STYLES**

- **E1.7.B** analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;

- **IRONY**

- **E1.7.C** analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
- **E1.8.E** analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;

- **EPICS**

- **E1.6.A** analyze how themes are developed through characterization and plot in a variety of literary texts;
- **E1.7.A** read and respond to American, British, and world literature;
- **E1.7.B** analyze the structure, prosody, and graphic elements such as line length and word position in poems across a variety of poetic forms;
- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;

5. READING STRATEGIES 1

- **MAKING INFERENCES**

- **E1.4.E** make connections to personal experiences, ideas in other texts, and society;
- **E1.4.F** make inferences and use evidence to support understanding;

- **E1.4.G** evaluate details read to determine key ideas;

- **MAKING PREDICTIONS**

- **E1.4.C** make and correct or confirm predictions using text features, characteristics of genre, and structures;

- **INDEPENDENT READING**

- **E1.4.C** make and correct or confirm predictions using text features, characteristics of genre, and structures;
- **E1.4.E** make connections to personal experiences, ideas in other texts, and society;

6. READING STRATEGIES 2

- **DETERMINING AUTHOR'S PURPOSE**

- **E1.4.F** make inferences and use evidence to support understanding;
- **E1.4.G** evaluate details read to determine key ideas;
- **E1.5.C** use text evidence and original commentary to support a comprehensive response;
- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

- **PARAPHRASE AND SUMMARY**

- **E1.5.D** paraphrase and summarize texts in ways that maintain meaning and logical order;

- **SYNTHESIZING IDEAS**

- **E1.4.H** synthesize information from two texts to create new understanding; and
- **E1.7.E.i** clear arguable claim, appeals, and convincing conclusion;

- **DRAMATIC CONVENTIONS**

- **E1.5.C** use text evidence and original commentary to support a comprehensive response;
- **E1.7.A** read and respond to American, British, and world literature;
- **E1.7.C** analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.E** analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;

7. READING STRATEGIES 3

- **USING SOCIAL AND HISTORICAL CONTEXT**

- **E1.4.F** make inferences and use evidence to support understanding;
- **E1.4.G** evaluate details read to determine key ideas;
- **E1.4.H** synthesize information from two texts to create new understanding; and
- **E1.5.C** use text evidence and original commentary to support a comprehensive response;
- **E1.6.A** analyze how themes are developed through characterization and plot in a variety of literary texts;
- **E1.6.D** analyze how the setting influences the theme.
- **E1.7.A** read and respond to American, British, and world literature;
- **E1.8.A** analyze the author's purpose, audience, and message within a text;

- **DRAWING CONCLUSIONS**

- **E1.4.F** make inferences and use evidence to support understanding;

- **E1.4.G** evaluate details read to determine key ideas;
- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;

8. READING STRATEGIES 4

● IMPLIED MAIN IDEA

- **E1.4.F** make inferences and use evidence to support understanding;
- **E1.4.G** evaluate details read to determine key ideas;
- **E1.5.C** use text evidence and original commentary to support a comprehensive response;
- **E1.5.G** discuss and write about the explicit or implicit meanings of text;
- **E1.7.D.i** clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;

9. AUTHOR'S VOICE

● WORD CHOICE

- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

● SENTENCE STYLE

- **E1.8.A** analyze the author's purpose, audience, and message within a text;
- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;
- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

● TONE AND MOOD

- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

10. AUTHOR'S METHOD

● AUTHOR'S STYLE

- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

● OXYMORON AND PARADOX

- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.E** analyze the use of literary devices such as irony and oxymoron to achieve specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

● HYPERBOLE AND UNDERSTATEMENT

- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and
- **E1.8.G** explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

11. STRATEGY 1

● EVALUATING EVIDENCE

- **E1.4.G** evaluate details read to determine key ideas;
- **E1.7.D.i** clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
- **E1.7.E.i** clear arguable claim, appeals, and convincing conclusion;
- **E1.7.E.ii** various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

- **ANALYZING AUDIENCE APPEALS**

- **E1.7.E.i** clear arguable claim, appeals, and convincing conclusion;
- **E1.7.E.iii** identifiable audience or reader; and

- **AUTHOR'S PERSPECTIVE AND CLAIMS**

- **E1.7.E.i** clear arguable claim, appeals, and convincing conclusion;

12. STRATEGY 2

- **FACT VERSUS OPINION**

- **E1.4.G** evaluate details read to determine key ideas;
- **E1.7.E.ii** various types of evidence and treatment of counterarguments, including concessions and rebuttals; and

- **LOGICAL FALLACIES**

- **E1.8.G** explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

- **RHETORICAL TECHNIQUES**

- **E1.8.D** analyze how the author's use of language achieves specific purposes;
- **E1.8.G** explain the purpose of rhetorical devices such as understatement and overstatement and the effect of logical fallacies such as straw man and red herring arguments.

13. TEXT CONNECTIONS

- **PRINT AND NONPRINT TEXTS**

- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;

- **VISUAL AIDS**

- **E1.7.D.i** clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and
- **E1.7.E.i** clear arguable claim, appeals, and convincing conclusion;
- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;

- **MULTIMODAL AND DIGITAL TEXTS**

- **E1.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;

- **WRITING AND TECHNOLOGY**

- **E1.5.C** use text evidence and original commentary to support a comprehensive response;

14. TEXT ORGANIZATION 1

- **INTRODUCTION TO TEXT STRUCTURES**

- **E1.7.D.ii** multiple organizational patterns within a text to develop the thesis;
- **E1.8.B** analyze use of text structure to achieve the author's purpose;

15. TEXT ORGANIZATION 2

- **CAUSE AND EFFECT**

- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.8.B** *analyze use of text structure to achieve the author's purpose;*
- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

- **COMPARE AND CONTRAST**

- **E1.4.G** *evaluate details read to determine key ideas;*
- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.8.B** *analyze use of text structure to achieve the author's purpose;*
- **E1.8.D** *analyze how the author's use of language achieves specific purposes;*
- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

- **CHRONOLOGY AND SEQUENCING**

- **E1.4.C** *make and correct or confirm predictions using text features, characteristics of genre, and structures;*
- **E1.4.E** *make connections to personal experiences, ideas in other texts, and society;*
- **E1.6.B** *analyze how authors develop complex yet believable characters in works of fiction through a range of literary devices, including character foils;*
- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.8.B** *analyze use of text structure to achieve the author's purpose;*
- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

16. CONTEXTUAL CLUES

- **FOREIGN WORDS AND PHRASES**

- **E1.2.C** *determine the meaning of foreign words or phrases used frequently in English such as bona fide, caveat, carte blanche, tête-à-tête, bon appétit, and quid pro quo.*

- **CONNOTATION AND DENOTATION**

- **E1.2.B** *analyze context to distinguish between the denotative and connotative meanings of words; and*

17. LITERARY WRITING

- **SHORT NARRATIVES**

- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E1.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*

- **NARRATIVE TECHNIQUES**

- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E1.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*

18. TYPES OF WRITING

- **LITERARY ESSAYS**

- **E1.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

- **TECHNICAL DOCUMENTS**

- **E1.10.D** *compose correspondence in a professional or friendly structure.*

19. BUILDING AN ESSAY 1

● DETERMINING APPROPRIATE ESSAY FORMAT

- **E1.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*
- **E1.7.E.iii** *identifiable audience or reader; and*
- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

● FORMAL AND INFORMAL LANGUAGE

- **E1.8.F** *analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*
- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.10.D** *compose correspondence in a professional or friendly structure.*

20. BUILDING AN ESSAY 2

● INTRODUCTIONS

- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E1.10.B** *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*

● CONCLUSIONS

- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E1.10.B** *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*

21. EXPOSITORY WRITING

● EXPOSITORY THESIS STATEMENTS

- **E1.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.10.B** *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*

● EXPOSITORY PARAGRAPH DEVELOPMENT

- **E1.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E1.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
- **E1.10.B** *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*

● EXPOSITORY ESSAYS

- **E1.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E1.7.D.ii** *multiple organizational patterns within a text to develop the thesis;*
- **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E1.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
- **E1.10.B** *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*

22. ARGUMENTATIVE WRITING 1

- **ARGUMENTATIVE CLAIMS**
 - **E1.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **DEVELOPING ARGUMENTATIVE PARAGRAPHS**
 - **E1.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
 - **E1.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*
- **TYPES OF EVIDENCE**
 - **E1.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*

23. ARGUMENTATIVE WRITING 2

- **ARGUMENTATIVE ESSAYS**
 - **E1.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
 - **E1.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
 - **E1.10.C** *compose argumentative texts using genre characteristics and craft; and*

24. REVISION CONSIDERATIONS 1

- **PREWRITING STRATEGIES**
 - **E1.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
- **UNITY AND FOCUS**
 - **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **TRANSITIONAL ELEMENTS**
 - **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*

25. REVISION CONSIDERATIONS 2

- **WORDINESS AND REDUNDANCY**
 - **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **REVISING AND EDITING SKILLS**
 - **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
 - **E1.9.D.iv** *correct capitalization;*

26. USAGE 1

- **PRINT AND DIGITAL RESOURCES**
 - **E1.2.A** *use print or digital resources such as glossaries or technical dictionaries to clarify and validate understanding of the precise and appropriate meaning of technical or discipline-based vocabulary;*

27. USAGE 2

- **SPELLING RULES**

- **E1.9.D.vi** *correct spelling; and*

28. SENTENCE STRUCTURE 1

- **SENTENCE STRUCTURE**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*
- **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*

- **FRAGMENTS AND RUN-ONS**

- **E1.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*
- **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*

29. SENTENCE STRUCTURE 2

- **PARALLELISM AND VERB TENSE**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.ii** *consistent, appropriate use of verb tense and active and passive voice;*

- **ACTIVE AND PASSIVE VOICE**

- **E1.9.D.ii** *consistent, appropriate use of verb tense and active and passive voice;*

30. PHRASES AND CLAUSES

- **CLAUSES**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*

- **RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*

- **GERUND AND PARTICIPIAL PHRASES**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*

- **PREPOSITIONAL AND INFINITIVE PHRASES**

- **E1.9.C** *revise drafts to improve clarity, development, organization, style, diction, and sentence effectiveness, including use of parallel constructions and placement of phrases and dependent clauses;*
- **E1.9.D.i** *a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;*

31. PARTS OF SPEECH

- **PRONOUN-ANTECEDENT AGREEMENT**
 - **E1.9.D.iii** *pronoun-antecedent agreement;*
- **NOUNS AND CAPITALIZATION**
 - **E1.9.D.iv** *correct capitalization;*

32. PUNCTUATION 1

- **COMMAS WITH PHRASES AND CLAUSES**
 - **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*
- **OTHER COMMA USAGE**
 - **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*

33. PUNCTUATION 2

- **DASHES AND HYPHENS**
 - **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*
- **COLONS AND SEMICOLONS**
 - **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*
- **PARENTHESES, QUOTATION MARKS, AND ELLIPSES**
 - **E1.9.D.v** *punctuation, including commas, semicolons, colons, and dashes to set off phrases and clauses as appropriate; and*

34. TEST-TAKING STRATEGIES

- **STUDY HABITS**
- **BEING PREPARED AND GETTING STARTED**
- **WORDING IN TEST QUESTIONS**
- **WORDING IN ANSWER CHOICES**
- **QUESTIONS WITH PASSAGES AND VISUAL DATA**
- **ESSAY AND SHORT ANSWER QUESTIONS**
- **WORD PROBLEMS**