

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

● PLOT

- **E2.4.G** evaluate details read to determine key ideas;
- **E2.6.A** analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;
- **E2.6.C** analyze isolated scenes and their contribution to the success of the plot as a whole; and
- **E2.8.B** analyze use of text structure to achieve the author's purpose;

● POINT OF VIEW

- **E2.4.F** make inferences and use evidence to support understanding;
- **E2.8.A** analyze the author's purpose, audience, and message within a text;
- **E2.8.D** analyze how the author's use of language informs and shapes the perception of readers;
- **E2.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

● CONFLICT

- **E2.4.G** evaluate details read to determine key ideas;
- **E2.5.C** use text evidence and original commentary to support an interpretive response;
- **E2.7.A** read and analyze world literature across literary periods;

● THEME

- **E2.6.A** analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;

2. ELEMENTS OF LITERATURE 2

● IMAGERY

- **E2.8.A** analyze the author's purpose, audience, and message within a text;
- **E2.8.D** analyze how the author's use of language informs and shapes the perception of readers;
- **E2.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

● ALLUSION

- **E2.4.F** make inferences and use evidence to support understanding;
- **E2.5.C** use text evidence and original commentary to support an interpretive response;
- **E2.8.D** analyze how the author's use of language informs and shapes the perception of readers;

● SYMBOLISM AND ALLEGORY

- **E2.8.A** analyze the author's purpose, audience, and message within a text;
- **E2.8.D** analyze how the author's use of language informs and shapes the perception of readers;

● FIGURATIVE LANGUAGE

- **E2.2.B** analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
- **E2.4.F** make inferences and use evidence to support understanding;
- **E2.8.A** analyze the author's purpose, audience, and message within a text;
- **E2.8.D** analyze how the author's use of language informs and shapes the perception of readers;

3. POETRY

● RHYME AND SOUND DEVICES

- **E2.7.B** analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;

● RHYTHM AND METER

- **E2.7.B** analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;

● POETIC STYLES

- **E2.7.B** analyze the effects of metrics; rhyme schemes; types of rhymes such as end, internal, slant, and eye; and other conventions in poems across a variety of poetic forms;
- **E2.8.B** analyze use of text structure to achieve the author's purpose;

4. READING STRATEGIES 1

● USING CULTURAL AND HISTORICAL CONTEXT

- **E2.6.D** analyze how historical and cultural settings influence characterization, plot, and theme across texts.

● MAKING PREDICTIONS

- **E2.4.C** make and correct or confirm predictions using text features, characteristics of genre, and structures;

- **PARAPHRASE AND SUMMARY**

- **E2.5.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*

- **INDEPENDENT READING**

- **E2.4.C** *make and correct or confirm predictions using text features, characteristics of genre, and structures;*
- **E2.4.E** *make connections to personal experiences, ideas in other texts, and society;*

5. READING STRATEGIES 2

- **DRAWING CONCLUSIONS**

- **E2.4.F** *make inferences and use evidence to support understanding;*
- **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E2.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

- **DETERMINING AUTHOR'S PURPOSE**

- **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E2.8.D** *analyze how the author's use of language informs and shapes the perception of readers;*
- **E2.8.G** *analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.*

6. MAKING CONNECTIONS

- **MAKING INFERENCES**

- **E2.4.E** *make connections to personal experiences, ideas in other texts, and society;*
- **E2.4.F** *make inferences and use evidence to support understanding;*
- **E2.4.G** *evaluate details read to determine key ideas;*
- **E2.8.A** *analyze the author's purpose, audience, and message within a text;*

- **THEMES ACROSS CULTURES**

- **E2.4.E** *make connections to personal experiences, ideas in other texts, and society;*
- **E2.4.F** *make inferences and use evidence to support understanding;*
- **E2.4.G** *evaluate details read to determine key ideas;*
- **E2.5.C** *use text evidence and original commentary to support an interpretive response;*
- **E2.6.A** *analyze how themes are developed through characterization and plot, including comparing similar themes in a variety of literary texts representing different cultures;*
- **E2.6.B** *analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;*
- **E2.6.D** *analyze how historical and cultural settings influence characterization, plot, and theme across texts.*

- **SYNTHESIZING IDEAS**

- **E2.4.F** *make inferences and use evidence to support understanding;*
- **E2.4.G** *evaluate details read to determine key ideas;*
- **E2.4.H** *synthesize information from multiple texts to create new understanding; and*
- **E2.5.C** *use text evidence and original commentary to support an interpretive response;*
- **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*

7. GENRES

- **DRAMATIC CONVENTIONS**

- **E2.4.G** evaluate details read to determine key ideas;
- **E2.5.C** use text evidence and original commentary to support an interpretive response;
- **E2.6.B** analyze how authors develop complex yet believable characters, including archetypes, through historical and cultural settings and events;
- **E2.7.A** read and analyze world literature across literary periods;
- **E2.7.C** analyze the function of dramatic conventions such as asides, soliloquies, dramatic irony, and satire;
- **E2.8.B** analyze use of text structure to achieve the author's purpose;
- **E2.8.E** analyze the use of literary devices such as irony, sarcasm, and motif to achieve specific purposes;

- **EPICS**

- **E2.4.G** evaluate details read to determine key ideas;
- **E2.5.C** use text evidence and original commentary to support an interpretive response;
- **E2.7.A** read and analyze world literature across literary periods;
- **E2.8.B** analyze use of text structure to achieve the author's purpose;
- **E2.8.A** analyze the author's purpose, audience, and message within a text;

8. UNDERSTANDING TEXTS

- **GENRE AND THEME**

- **E2.5.B** write responses that demonstrate understanding of texts, including comparing texts within and across genres;

- **IMPLIED MAIN IDEA**

- **E2.5.G** discuss and write about the explicit or implicit meanings of text;

- **TECHNICAL DOCUMENTS**

- **E2.10.B** compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;
- **E2.10.D** compose correspondence in a professional or friendly structure.

9. AUTHOR'S VOICE AND METHOD

- **ANALYZING AUTHOR'S STYLE**

- **E2.2.B** analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
- **E2.4.E** make connections to personal experiences, ideas in other texts, and society;
- **E2.4.G** evaluate details read to determine key ideas;
- **E2.4.H** synthesize information from multiple texts to create new understanding; and
- **E2.7.A** read and analyze world literature across literary periods;
- **E2.8.A** analyze the author's purpose, audience, and message within a text;

- **WORD CHOICE**

- **E2.2.B** analyze context to distinguish among denotative, connotative, and figurative meanings of words; and
- **E2.8.A** analyze the author's purpose, audience, and message within a text;
- **E2.8.D** analyze how the author's use of language informs and shapes the perception of readers;
- **E2.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

- **SENTENCE STYLE**

- **E2.8.A** analyze the author's purpose, audience, and message within a text;
- **E2.8.C** evaluate the author's use of print and graphic features to achieve specific purposes;
- **E2.8.F** analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and

10. STRATEGY 1

● ANALYZING AUDIENCE APPEALS

- **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E2.8.D** *analyze how the author's use of language informs and shapes the perception of readers;*
- **E2.8.G** *analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.*

● EVALUATING EVIDENCE

- **E2.4.F** *make inferences and use evidence to support understanding;*
- **E2.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*

● RHETORICAL TECHNIQUES

- **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E2.8.D** *analyze how the author's use of language informs and shapes the perception of readers;*
- **E2.8.G** *analyze the purpose of rhetorical devices such as appeals, antithesis, parallelism, and shifts and the effects of logical fallacies.*

11. STRATEGY 2

● ANALYZING INTERPRETATIONS OF NONFICTION

- **E2.4.E** *make connections to personal experiences, ideas in other texts, and society;*
- **E2.4.F** *make inferences and use evidence to support understanding;*
- **E2.4.G** *evaluate details read to determine key ideas;*
- **E2.5.C** *use text evidence and original commentary to support an interpretive response;*
- **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E2.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*
- **E2.8.D** *analyze how the author's use of language informs and shapes the perception of readers;*

● PRINT AND NONPRINT TEXTS

- **E2.5.C** *use text evidence and original commentary to support an interpretive response;*
- **E2.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

12. TEXT ORGANIZATION

● INTRODUCTION TO TEXT STRUCTURES

- **E2.7.D.ii** *the relationship between organizational design and thesis;*
- **E2.8.B** *analyze use of text structure to achieve the author's purpose;*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

● CHRONOLOGY AND SEQUENCING

- **E2.8.B** *analyze use of text structure to achieve the author's purpose;*
- **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

● COMPARE AND CONTRAST

- **E2.5.B** *write responses that demonstrate understanding of texts, including comparing texts within and across genres;*
- **E2.8.B** *analyze use of text structure to achieve the author's purpose;*

- **E2.9.B.i** using an organizing structure appropriate to purpose, audience, topic, and context; and

13. SENTENCE STRUCTURE 1

• SENTENCE STRUCTURE

- **E2.9.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;
- **E2.9.D.i** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
- **E2.9.D.v** punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and

• CLAUSES

- **E2.9.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;
- **E2.9.D.i** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

• RESTRICTIVE, NONRESTRICTIVE, AND ELLIPTICAL CLAUSES

- **E2.9.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;
- **E2.9.D.i** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

• FRAGMENTS AND RUN-ONS

- **E2.9.D.v** punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and
- **E2.9.D.i** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

14. SENTENCE STRUCTURE 2

• PREPOSITIONAL AND INFINITIVE PHRASES

- **E2.9.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;
- **E2.9.D.i** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;

• GERUND AND PARTICIPIAL PHRASES

- **E2.9.D.i** a variety of complete, controlled sentences and avoidance of unintentional splices, run-ons, and fragments;
- **E2.9.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;

• PARALLELISM AND VERB TENSE

- **E2.9.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;
- **E2.9.D.ii** consistent, appropriate use of verb tense and active and passive voice;

• ACTIVE AND PASSIVE VOICE

- **E2.9.D.ii** consistent, appropriate use of verb tense and active and passive voice;

15. PARTS OF SPEECH

• RECIPROCAL AND REFLEXIVE PRONOUNS

- **E2.9.D.iii** pronoun-antecedent agreement;

- **NOUNS AND CAPITALIZATION**

- **E2.9.D.iv** *correct capitalization;*

16. PUNCTUATION

- **COMMAS WITH PHRASES AND CLAUSES**

- **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*

- **OTHER COMMA USAGE**

- **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*

- **DASHES AND HYPHENS**

- **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*

- **COLONS AND SEMICOLONS**

- **E2.9.D.v** *punctuation, including commas, semicolons, colons, dashes, and parentheses to set off phrases and clauses as appropriate; and*

17. CONTEXTUAL CLUES

- **FOREIGN WORDS AND PHRASES**

- **E2.2.C** *determine the meaning of foreign words or phrases used frequently in English such as pas de deux, status quo, déjà vu, avant-garde, and coup d'état.*

- **CONNOTATION AND DENOTATION**

- **E2.2.B** *analyze context to distinguish among denotative, connotative, and figurative meanings of words; and*

18. USAGE 1

- **VISUAL AIDS**

- **E2.7.D.ii** *the relationship between organizational design and thesis;*
- **E2.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

- **INTEGRATING GRAPHICS AND MULTIMEDIA**

- **E2.8.C** *evaluate the author's use of print and graphic features to achieve specific purposes;*

- **PRINT AND DIGITAL RESOURCES**

- **E2.2.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;*

19. USAGE 2

- **SPELLING RULES**

- **E2.9.D.vi** *correct spelling; and*

20. BUILDING AN ESSAY

- **DETERMINING APPROPRIATE ESSAY FORMAT**

- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

- **INTRODUCTIONS**

- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E2.10.C** *compose argumentative texts using genre characteristics and craft; and*

- **CONCLUSIONS**

- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E2.10.C** *compose argumentative texts using genre characteristics and craft; and*

21. EXPOSITORY WRITING

- **EXPOSITORY THESIS STATEMENTS**

- **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E2.7.D.ii** *the relationship between organizational design and thesis;*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

- **EXPOSITORY PARAGRAPH DEVELOPMENT**

- **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E2.7.D.ii** *the relationship between organizational design and thesis;*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E2.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*

- **EXPOSITORY ESSAYS**

- **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E2.7.D.ii** *the relationship between organizational design and thesis;*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E2.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
- **E2.10.B** *compose informational texts such as explanatory essays, reports, and personal essays using genre characteristics and craft;*

22. PERSUASIVE WRITING

- **PERSUASIVE THESIS STATEMENTS**

- **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E2.10.C** *compose argumentative texts using genre characteristics and craft; and*

- **PERSUASIVE APPEALS AND PARAGRAPH DEVELOPMENT**

- **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E2.7.E.ii** *various types of evidence and treatment of counterarguments, including concessions and rebuttals; and*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E2.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
- **E2.10.C** *compose argumentative texts using genre characteristics and craft; and*

- **PERSUASIVE ESSAYS**

- **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E2.7.E.iii** *identifiable audience or reader; and*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*
- **E2.9.B.ii** *developing an engaging idea reflecting depth of thought with specific details, examples, and commentary;*
- **E2.10.C** *compose argumentative texts using genre characteristics and craft; and*

23. REVISION CONSIDERATIONS 1

● PREWRITING

- **E2.7.E.i** *clear arguable claim, appeals, and convincing conclusion;*
- **E2.7.D.i** *clear thesis, relevant supporting evidence, pertinent examples, and conclusion; and*
- **E2.9.B.i** *using an organizing structure appropriate to purpose, audience, topic, and context; and*

● FORMAL AND INFORMAL LANGUAGE

- **E2.5.C** *use text evidence and original commentary to support an interpretive response;*
- **E2.8.A** *analyze the author's purpose, audience, and message within a text;*
- **E2.8.D** *analyze how the author's use of language informs and shapes the perception of readers;*
- **E2.8.F** *analyze how the author's diction and syntax contribute to the mood, voice, and tone of a text; and*
- **E2.9.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;*

24. REVISION CONSIDERATIONS 2

● UNITY AND FOCUS

- **E2.9.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;*

● WORDINESS AND REDUNDANCY

- **E2.9.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

- **E2.9.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

- **E2.9.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. 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**