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**
  - **6.6.G** *discuss and write about the explicit or implicit meanings of text;*
  - **6.9.E** *identify the use of literary devices, including omniscient and limited point of view, to achieve a specific purpose;*

- **THEME**
  - **6.6.G** *discuss and write about the explicit or implicit meanings of text;*
  - **6.7.A** *infer multiple themes within and across texts using text evidence;*

2. ELEMENTS OF LITERATURE 2

- **PLOT**
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.6.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*
  - **6.7.C** *analyze plot elements, including rising action, climax, falling action, resolution, and nonlinear elements such as flashback; and*

- **CHARACTERIZATION**
  - **6.7.B** *analyze how the characters' internal and external responses develop the plot;*

- **6.8.C** *analyze how playwrights develop characters through dialogue and staging;*

3. GENRES AND TECHNIQUES

- **POETRY**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.8.B** *analyze the effect of meter and structural elements such as line breaks in poems across a variety of poetic forms;*
  - **6.9.B** *analyze how the use of text structure contributes to the author's purpose;*
  - **6.9.D** *describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;*

- **LITERARY GENRES**
  - **6.8.A** *demonstrate knowledge of literary genres such as realistic fiction, adventure stories, historical fiction, mysteries, humor, and myths;*

- **FIGURATIVE LANGUAGE**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.9.D** *describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;*
  - **6.9.F** *analyze how the author's use of language contributes to mood and voice; and*

- **NARRATIVE TECHNIQUES**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.9.B** *analyze how the use of text structure contributes to the author's purpose;*
  - **6.9.D** *describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;*
  - **6.9.F** *analyze how the author's use of language contributes to mood and voice; and*
  - **6.8.C** *analyze how playwrights develop characters through dialogue and staging;*

4. READING STRATEGIES 1

- **MAIN IDEA AND SUMMARY**
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.6.B** *write responses that demonstrate understanding of texts, including comparing sources within and across genres;*
  - **6.6.D** *paraphrase and summarize texts in ways that maintain meaning and logical order;*
  - **6.8.D.i** *the controlling idea or thesis with supporting evidence;*

- **MAKING INFERENCES**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.6.G** *discuss and write about the explicit or implicit meanings of text;*

5. READING STRATEGIES 2

- **SYNTHESIZING INFORMATION**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.5.H** *synthesize information to create new understanding; and*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.8.D.i** *the controlling idea or thesis with supporting evidence;*

- **INDEPENDENT READING**
  - **6.5.C** *make and correct or confirm predictions using text features, characteristics of genre, and structures;*
  - **6.5.E** *make connections to personal experiences, ideas in other texts, and society;*
  - **6.9.C** *analyze the author's use of print and graphic features to achieve specific purposes;*

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

6. ANALYZING LITERATURE 1

- **COMPARING NARRATIVES**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.9.D** *describe how the author's use of figurative language such as metaphor and personification achieves specific purposes;*

- **HISTORICAL CONTEXT AND AUTHOR'S PURPOSE**
  - **6.6.B** *write responses that demonstrate understanding of texts, including comparing sources within and across genres;*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.9.A** *explain the author's purpose and message within a text;*

7. ANALYZING LITERATURE 2

- **LITERARY CONTEXT**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.6.C** *use text evidence to support an appropriate response;*
  - **6.7.A** *infer multiple themes within and across texts using text evidence;*
  - **6.7.D** *analyze how the setting, including historical and cultural settings, influences character and plot development.*

8. ANALYZING INFORMATIONAL TEXTS

- **TEXT STRUCTURES**
  - **6.5.F** *make inferences and use evidence to support understanding;*
  - **6.5.G** *evaluate details read to determine key ideas;*
  - **6.6.G** *discuss and write about the explicit or implicit meanings of text;*
  - **6.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **6.8.D.iii** *organizational patterns such as definition, classification, advantage, and disadvantage;*
  - **6.9.A** *explain the author's purpose and message within a text;*
  - **6.9.B** *analyze how the use of text structure contributes to the author's purpose;*

- **SUPPORTING AN ARGUMENT**
  - **6.9.G** *explain the differences between rhetorical devices and logical fallacies.*
  - **6.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts and details;*

- **TECHNICAL DOCUMENTS**
  - **6.9.A** *explain the author's purpose and message within a text;*
  - **6.9.B** *analyze how the use of text structure contributes to the author's purpose;*
  - **6.11.D** *compose correspondence that reflects an opinion, registers a complaint, or requests information in a business or friendly structure.*

9. WRITING 1

- **SHORT NARRATIVES**
  - **6.9.A** *explain the author's purpose and message within a text;*
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*

- **ARGUMENTATIVE ESSAYS**
  - **6.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.11.C** *compose multi-paragraph argumentative texts using genre characteristics and craft; and*

- **EXPOSITORY ESSAYS**
  - **6.8.D.i** *the controlling idea or thesis with supporting evidence;*
  - **6.8.D.ii** *features such as introduction, foreword, preface, references, or acknowledgements to gain background information; and*
  - **6.8.D.iii** *organizational patterns such as definition, classification, advantage, and disadvantage;*
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.11.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;*

10. WRITING 2

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

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

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

11. WRITING SKILLS

- **PLANNING AND ORGANIZING AN ESSAY**
  - **6.10.B.i** *organizing with purposeful structure, including an introduction, transitions, coherence within and across paragraphs, and a conclusion; and*
  - **6.10.B.ii** *developing an engaging idea reflecting depth of thought with specific facts and details;*
  - **6.10.C** *revise drafts for clarity, development, organization, style, word choice, and sentence variety;*

- **REVISING AND EDITING AN ESSAY**
  - **6.10.D.vii** *capitalization of proper nouns, including abbreviations, initials, acronyms, and organizations;*

12. SENTENCE STRUCTURE

- **SENTENCE TYPES**
  - **6.10.D.i** *complete complex sentences with subject-verb agreement and avoidance of splices, run-ons, and fragments;*

- **PHRASES**
  - **6.10.D.iv** *prepositions and prepositional phrases and their influence on subject-verb agreement;*

- **PUNCTUATION**
  - **6.10.D.viii** *punctuation marks, including commas in complex sentences, transitions, and introductory elements; and*

13. USAGE 1

- **PRONOUNS**
  - **6.10.D.v** *pronouns, including relative;*

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

- **VERBS**
  - **6.10.D.ii** *consistent, appropriate use of verb tenses;*

14. USAGE 2

- **CONJUNCTIONS**
  - **6.10.D.iii** *conjunctive adverbs;*
  - **6.10.D.vi** *subordinating conjunctions to form complex sentences and correlative conjunctions such as either/or and neither/nor;*

- **COMMAS**
  - **6.10.D.viii** *punctuation marks, including commas in complex sentences, transitions, and introductory elements; and*

15. WORD MEANINGS

- **USING CONTEXTUAL CLUES**
  - **6.2.B** *use context such as definition, analogy, and examples to clarify the meaning of words; and*

- **WORD RELATIONSHIPS**
  - **6.2.B** *use context such as definition, analogy, and examples to clarify the meaning of words; and*

- **WORD ROOTS**
  - **6.2.C** *determine the meaning and usage of grade-level academic English words derived from Greek and Latin roots such as mis/mit, bene, man, vac, scrib/script, and jur/jus.*

- **USING REFERENCE MATERIALS**
  - **6.2.A** *use print or digital resources to determine the meaning, syllabication, pronunciation, word origin, and part of speech;*

16. 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**